



**A CORRELATIONAL STUDY BETWEEN ADMINISTRATIVE STRESS AND
TASK PERFORMANCE OF POST- PRIMARY SCHOOLS'
ADMINISTRATORS IN THE GAMBIA.**

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A DISSERTATION SUBMITTED TO:
ST CLEMENTS UNIVERSITY,
TURKS & CAICOS ISLANDS, BRITISH WEST INDIES,
IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF DOCTOR OF PHILOSOPHY, Ph.D.

ACKNOWLEDGEMENT

The researcher expresses sincere thanks and gratitude to Dr Irvin Buchen (my research supervisor), for his unalloyed support, prompt attention to my work, encouragement, necessary corrections, suggestions and increased motivation throughout the period of this research work. Thanks also to all the secondary schools administrators, in The Gambia for their cooperation and eager response to the research instruments.

Appreciation is heartily expressed to my colleagues at the University of the Gambia, The Vice-Chancellor, UTG, Professor Mohammadu M.O. Kah. Ag. Dean, school of education, UTG, Dr. M.Sowe and students of the School of Education, UTG, Frederick Ozor and Oladele Oyelakin for all the support and encouragement rendered to the researcher.

Very special Thanks and Love to my wife (Emily) and children (Frances Osaretinmwun and Kenneth Jr. Imuetinyanosa) for their cooperation, understanding, sacrifice, moral and financial support.

Gratitude is wholeheartedly expressed to my mothers (my mum & mum in-law) for their moral support.

Finally, my greatest Thanks to Jehovah the almighty God for his loving-kindness to me, ever.

ABSTRACT

This study is a correlational design to investigate the relationship between administrative stress and task performance of post primary schools administrators in The Gambia. Eight hypotheses were tested to answer the questions raised by the study.

The population for the study consisted of post primary schools administrators (principals, vice principals and Heads of departments) in The Gambia. A total of 300 representative schools were selected based on simple random sampling, from all the 6 educational regions across the country, out of the 323 post-primary schools now in The Gambia (Ministry of basic and

secondary education, 2009). 900 principals, vice-principals, and heads of department, altogether were selected. 837(eight hundred and thirty seven) of the relevant population sample subjects actually responded to the research instrument.

From the result of the data analysis, it was concluded that:

There is a indeed a significant correlation between job workload and the degree or level of administrative stress experienced by secondary school administrators in The Gambia.

There is a significant, positive relationship or correlation between responsibility for people/materials and degree of administrative stress experienced by secondary school administrators in the Gambia.

There is a significant relationship between monthly salary or financial remuneration and administrative stress level among secondary school administrators in The Gambia. Which implied that secondary schools administrators' salary is relatively very low and thus a cause for stress on the job.

There is an appreciable significant correlation between age and degree of stress experienced by secondary schools administrators in the Gambia. Observably, however there is a strong indication of negative correlation, which points to the conclusion that, the relatively low mean age of 1.5970(age ranging between 30 and 50 years old) of the secondary school administrators, does not necessarily correspond with low stress level.

There is a high significant correlation between the degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia, therefore, the working location of a school administrator has a bearing on the level of stress he or she will experience, whether rural or urban.

There is no significant difference between years of working experience and degree of administrative stress of secondary school administrators in The Gambia.

Both the male secondary school administrators and their female counterparts experience the same stress level as they execute their administrative job roles. The female administrators are relatively fewer.

The single (unmarried) secondary school administrators and their married colleagues experience different levels of stress.

To substantially reduce to a minimum proportion administrative stress still persistent in our school system, more attention should be focused on this vital area, by the post-primary school governing authorities in the ministry of Basic and secondary education in The Gambia.

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CHAPTER ONE.

INTRODUCTION:

1.1: Background of study:

Studies on stress in school administrators in America, Europe and Australia have explored the

causes, reactions, coping responses and consequences of stress.

It is however notable that rarely has such studies been undertaken in most of Africa, nonetheless in The Gambia. The studies, both varied and interesting, included that of Wiggins (1983) which explored the relationships between occupational stressors and administrative role, Gmelch and Swent (1984) which considered the impact of management stressors on the health of school administrators, and Friesen (1986) and Macpherson (1985), which focused on burnout and O'Brien (1981) which considered coping strategies. Brennan (1987) felt that it was meeting the continuous emotional needs of the school and not the work of administrators that was causing the stress.

In the late 1980s, the increasing incidence of educator stress became such a cause for concern that a special edition of the *Journal of Educational Administration* (Gmelch, 1988a) was devoted to a whole set of issues on stress. In it, Sarros (1988) explored the consequences of severe distress in his study of burnout among Canadian administrators; Cooper, Sieverding and Muth (1988) used data from portable heart-rate monitors and work dairies to relate nature of the principal's work to physiological stress while Milstein and Farkas (1988) questioned whether principals actually experienced excessive stress. Lam (1988) examined the impact of external environmental constraints on the various sources of stress in school administrators.

Recent studies such as Torelli & Gmelch (1992) on burnout and Wylie & Clark (1991) on administration in small schools dealt with similar problems. There have been few Asian studies; a study by Chang and Goldman (1990) considered the role conflict and role ambiguity of Taiwanese junior high school administrators with a focus on chinese cultural characteristics.

The Asian Magazine (1993) pointed out that working at full stretch the Asian way have brought much stress to Asian societies.

Most of the studies on stress in school administrators focus on the top management group in the schools: principals and vice principals (VP). The middle management group in schools, such as heads of department (HOD), have not been considered, except in a few studies, e.g., Dunham (1984) and Marland and Hill (1981).

This study addresses stress demands on school administrators in The Gambia which will include principals, VPs and HODs.

It investigates the correlation between administrative stress and task performance of post-primary schools administrators in The Gambia.

Stress occurs when nervous tension reaches such a degree of intensity that it interferes with normal physiological process in the body. Stress can be defined as any characteristic of the job environment which poses a threat to the individual – either excessive demand or insufficient supplies to meet his or her needs (French, 1976 cited in Cedoline, 1982) Particularly, J.E McGrath (1970) asserts that stress can be looked at as “a perceived substantial imbalance between demand and response capability under conditions where failure to meet demand has important or perceived consequences”. Stress in the view of psychologists is a “disrupter” of human skilled experience. It disrupts the emotional stability of the individual and induces a state of disorganized personality and behaviour. Stress according to Odebumi (1982), is the threat to the fulfillment of basic needs.

Stress symptoms, which can be observed in administrators, include: worries, feelings of guilt,

uneasiness, anxiety, discouragement, and increased tension. The increasing complexity of the school business is fraught with severe pressure. In highly industrial countries, there have been consistent reports of negative effect of administrative stress on administrators. The dimension of stress causing situations to the school administrators vary from tasks associated stress to personal-social stress.

Stress is manifested by the maladaptive behaviour of Administrators and workers such as lateness to work frequent absence on medical grounds, frequent cases of illness and eventually very little effort at work is invested to promote productivity; these result in work haphazardness. It is a well known fact that stress at work is costing industries a great deal of money and time loss. Although in some industries the cost can easily be quantified in terms of money and time, however, stress cost in educational organizations cannot be easily measured in terms of money, but the effects on the effectiveness and job satisfaction of the Administrators and other personnel can be quantified to some reasonable extent. stress has been one popular term used by nearly everyone, but which precise definition and nature people do not readily agree upon. The concept has been applied generally to any human situation that prompts the mobilization of bodily resources and exertion of energy than normal. This description appears to be generally accepted. Severe stress leads to anxiety and neurotic symptoms. Stress has also been seen as something that has to do with the destabilization of the equilibrium of the body mechanism by external factors and the restoration of this equilibrium is effected by stress responses.

Most of the earlier studies on stress focus on companies and industries' administrators .specifically, few studies on job stress have focused on school administrators. It is generally held that causes of stress to administrators of all kind tend to be related in terms of origin and effect.

Ayotamuno (1987), observed no significant difference between headmistress of primary schools and female principals' responsibility for people and materials. This supports the view that administrators of all kinds tend to have similar stressor sources.

Many studies have identified stressors of various nature. There is some evidence that work overload, as a plausible stressor, should itself be differentiated; and that quantitative overload (having too much to do) has different effects from qualitative overload (having work that is too difficult to do). Both generate tension but administrators appear to be more sensitive to quantitative overload and professors to qualitative overload. Mills (1982), asserts that overload in most system lead to breakdown whether we are dealing with single biological cell or an individual in the organization. In sharp contrast to the above view, Neil (1979) found that work overload is seen as a challenge, this challenging work increases intrinsic rewards to be gained from successful Performance. Other likely sources of stress to administrators have been identified.

It is almost axiomatic that lack of funds and, materials would evoke pressure on the administrator. French and Captain (1975), observed that the more responsibility a manager has for people as well as for things, the more likely he is to encounter tension. This tension between the requirement of responsibility and accountability and those of effective executive action can reasonably be described as the classic dilemma of school administration in modern times.

In a study conducted by Odebumi, he found that on-the-job pressure was identified as one of the major pressures which individuals encounter. This of course does not exclude school administrators. Ayotamuno found that years of experiences of principals in Rivers state of Nigeria has no significant effect on administrative stress.

Vroom (1976), also gave an indication of relationship between stress and performance, generally follows an inverted U-shape function. It is generally believed that individuals differ in their ability to cope with stress. What is stressful to one person, may in fact not be so to another. The one way an individual perceives stress determines whether he will be stressed or not.

1.2: THE GAMBIA AND ITS EDUCATIONAL SYSTEM, A CONCISE OVERVIEW.

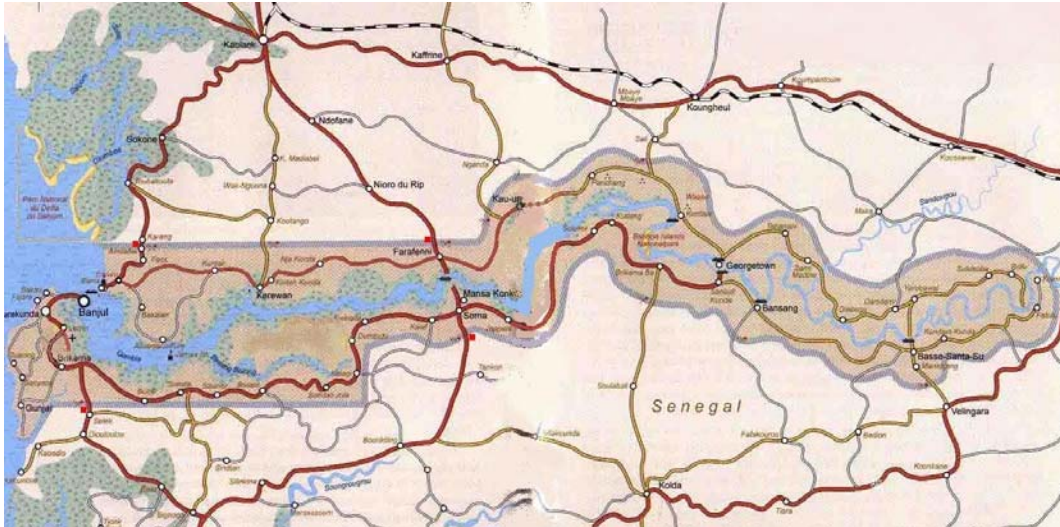
THE GAMBIA:

The Gambia is the smallest country in continental Africa, situated in West Africa along the Gambia River, completely surrounded by Senegal except for a 60 km border on the Atlantic Ocean (see map). The Gambia has a population of 1.4 million, of which an estimated 400,000 are Senegalese. Another half million Gambians reside abroad, many of them in Senegal.

Even more than for most African countries, The Gambia's situation as a very small English-speaking enclave within francophone Senegal reflects the accidents of colonial history.

The British took control of a sliver of territory running along the Gambia River at the end of the 19th century. The British colonialists understood the benefits of the strategic location of The Gambia as a potential gateway to West Africa. For decades, The Gambia has served as a regional entrepot, using the river as a transportation link to the hinterland. Relatively open trade policies and limited administrative barriers reinforced The Gambia's position as a trading center over time. Recently, however, this position has been challenged due to a combination of erratic policies in The Gambia, tensions with Senegal, and reduced trade barriers and improved trade

facilitation in neighboring countries as the latter seek to garner a larger share of regional trade.



Map of The Gambia.

The Gambian Education:

The Gambian education system has over the years undergone a series of significant configurations, ranging from partial structural reforms to a radical transposition of many of its aspects. These stemmed from attempts aimed at responding to changing needs and circumstances, guided by perspectives and experiences derived from both national and international contexts. Noting that education is change-driven and change-oriented, amidst the research findings that inform practice, the mutation of the system has neither been fortuitous nor dictated by mere natural tendencies. The implication is that the interventions made have transformed the system according to national priorities and visions.

While the first ten-year policy (1976-86) was limited in scope in several aspects, it provided the

praxis to unearth the underlying elements that needed to be overhauled or improved upon; hence the lessons were fed into the succeeding fifteen-year policy (1988-2003). Mindful of national guidelines, policies and plans, such as Vision 2020 and the PRSP, the 1988-2003 policy, through regular review, update and adaptation, resulted in significant achievements vis-à-vis access to relevant basic education. Thus, the last decade principally witnessed an unparalleled expansion of the system at all levels, from early childhood education to tertiary and higher education. The intensification of efforts directed at eliminating gender and regional disparities paid dividends tremendously. Gender parity, for instance, has almost been achieved at the lower basic (primary) level and enrolment, retention and performance in the regions are improving substantially

As The Gambia enters a new era, there is an urgent need to judiciously redirect education in the country according to the dreams and aspirations of the people and to equitably scale up participation rates and performance across groups and regions in order to meet the educational aims, objectives and targets. In consequence, the 2004-2015 policy period focuses on ensuring that the right to quality education for all is upheld and that Education for All, with its ramifications, and the Millennium Development Goals are achieved. The ultimate object of eliminating poverty, enhancing quality living and nurturing a learning society forms the cornerstone of this policy.

In view of the intensity and extent of the consultative and validation process, in which a broad spectrum of the Gambian community participated, and the meticulous scrutiny that attended the development of a new policy, the indication is that the pronouncements made in the new document are meant to reflect the collective aspirations and development needs of the Gambian

citizenry. That the targets and precepts are linked to national policy frameworks as well as relevant internationally acceptable principles and practice, make the document realistic, apt and amenable.

Education, however, is a collective endeavour. The concerted effort that culminated into the formulation of a new policy continues to be the presumed sine qua non for its implementation. Therefore, the education system will generally continue to evolve with the Gambian people as members of the world community and will revolve around them and their environment, with sight on global trends. (Ndong-Jatta A.T,2004 .Department of state for Education,The Gambia).

From statistics released by the Department of state for Education (Nov; 2008), The Gambia has 6(six) Educational regions with 323 schools altogether, the total students enrollment in the secondary schools in 2008/2009 academic session was 103, 710 (one hundred and three thousand seven hundred and ten), comprising of 68,397 (sixty eight thousand three hundred and ninety seven) students in the Junior Secondary Schools,(also called the Upper Basic School); and 35,313 (thirty-five thousand three hundred and thirteen) students in the Senior Secondary Schools..

This shows an appreciable increase of about 82.5 % over the previous total students enrolment record of 85,600 .Such an increase, though in line with the National Educational goal, may be a contributing factor to administrative stress amongst the secondary school administrator, since the ratio of students to the administrators increases appreciably. The administrative workload, staffs and student support, parents and community attention may all be pushed up, and thus could

affect the stress level of the school administrators.

1.3: GUIDING PRINCIPLES AND AIMS OF THE GAMBIAN EDUCATION

According to the EDUCATION POLICY 2004 – 2015, The Gambia as a Nation remains highly committed to developing its human resource base with priority given to free basic education for all. It is for this reason that this policy will be used as a means for the attainment of a high level of economic growth to alleviate poverty with emphasis on the critical areas for the realisation of the MDGs, EFA and NEPAD. Hence, the guiding principle for education is premised on:

- i. Non-discriminatory and all-inclusive provision of education underlining in particular, gender equity and targeting of the poor and the disadvantaged groups;
- ii. Respect for the rights of the individual, cultural diversity, indigenous languages and knowledge;
- iii Promotion of ethical norms and values and a culture of peace;
- iv Development of science and technology competencies for the desired quantum leap;

These guiding principles are in conformity with the national development agenda of The Gambia as articulated in Vision 2020 statement: “to transform The Gambia into a financial centre, a tourist paradise, a trading, export-oriented, agricultural and manufacturing nation, thriving on free market policies and a vibrant private sector, sustained by a well-educated, trained, skilled, healthy, self-reliant and enterprising population, and guaranteeing a well-balanced eco-system and a decent standard of living for one and all, under a system of government based on the consent of the citizenry.”

In order to translate the above vision into reality, the sector will be guided by a Mission Statement embodied in the following statement: “A Provision of Responsive, Relevant and Quality Education for All Gambians for Poverty Reduction”

Based on the guiding principles above and the economic development prospects of the country, the basic aims of the education policy are to:

- i Promote a broad-based education at the basic level for life long learning and training
- ii. Mainstream gender in the creation of opportunities for all to acquire literacy, livelihood skills and the utilisation of these skills in order to earn a living and become economically self-reliant members of the community
- iii. Develop the physical and mental skills which will contribute to nation building – economically, socially and culturally in a sustainable environment;
- iv. Encourage creativity and the development of a critical and analytical mind
- V. Further an understanding and appreciation of the contribution of science and technology to development
- vi. Cultivate sound moral and ethical values in the development of life skills
- vii. Develop a healthy body and an appreciation of the value of a healthy mind in response to life threatening diseases like HIV/AIDS, malaria and tuberculosis
- viii. Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities
- ix. Foster an appreciation of and respect for the cultural heritage of The Gambia and promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity.

1.4: Statement of Problem:

Stress which often manifest in malfunctioning in the physiological disorder can be traced to a number of factors. Post-primary schools Administrator's stress in contemporary time has increased tremendously due to excessive workload, responsibility for people and material (resources) as well as his personal problems. These among others bring pressure to bear on them.

Generally, administrative stresses have been found to be disenancing, rather than enhancing on the Administrative task performance.

Specifically, the following questions are designed to limit the parameters of the study:

1. Is there any relationship between post-primary schools Administrator's workload and level of administrative stress?
2. Is there any relationship between post-primary schools Administrators' responsibility for people and material and level of administrative stress?
3. Does years of experience affect post-primary schools Administrators' administrative stress level?
4. Does the financial remunerations status of post-primary schools Administrators have any relationship with their level of stress?
5. Does marital status, gender, chronological age and school location (whether rural or urban) of school Administrator affect their stress level?

1.5: Hypotheses:

The following null hypotheses are drawn for the study:

1. There is no significant relationship between post-primary schools administrators' workload and level of administrative stress.
2. There is no significant relationship between post-primary schools administrators' responsibility for people and materials and administrative stress.
3. There is no significant difference between post-primary schools administrators in the effect of years of experience on level of administrative stress.
4. There is no significant correlation between financial remunerations of post-primary schools administrators and administrative stress level.
5. There is no significant difference in administrative stress level between single and married school Administrators.
6. There is no significant difference in administrative level between Male and Female school Administrators.
7. There is no significant relationship between administrative stress level and age of school administrators.
8. There is no significant correlation between the stress level of school Administrators in rural and urban school locations. (Please note that, Educational regions 1 & 2 = Urban schools; While Educational regions 3,4,5 & 6 = Rural schools).

1.6: Purpose of study:

This study is designed to investigate the relationship between administrative stresses on post-

primary schools administrators' task performance. The study also examines how different, the administrators are able to cope with daily stressful situations. It is also the aim of this study to make recommendations on ways of reducing distress among schools administrators for better performance of their duties as school managers.

1.7: Significance of study:

As a result of the overwhelming adverse effect of stressors on educational administrators, this study investigates the relationship between administrative stress and task performance; and makes useful suggestions for remediation. The result of this study will, if utilized fully, help in reducing stress related factors resulting in diminishing output and outcomes in secondary schools management. Also, will boost the effort of the government to improve school management in post-primary schools in The Gambia.

1.8: Delimitation of study:

This study is limited in scope to post-primary schools principals, vice-principals and Departmental heads in The Gambia.

This study did not attempt to determine the areas of economic status, job satisfaction, and social-political factors related to administrative stress.

1.9: Limitation of study:

The questionnaires of this study being concerned with attitudes and opinions regarding emotionally toned topics, the degree of reliability of response honesty cannot be fully ascertained. This study was conducted by random selection of subject in public and private post-primary schools in The Gambia; this, therefore, imposes some restrictions in terms of global generalization of the results of findings.

1.10: Definition of Operational Terms.

V.P: Vice principal of a secondary school who deputises and assists the principal in the day-to-day administration of the school.

HOD: Head of Department, a division of related subject areas (e.g. science department comprises of staff teaching and students offering subjects such as, biology, physics, chemistry, mathematics, health science, agriculture etc.). Coordinates both the academic and administrative matters and concerns within the department and Ministry of Basic and Secondary Education.

PRINCIPAL: The academic and administrative head of a secondary school who runs the daily affairs of the school and is responsible to the students, members of staff, and students' parents/guardians.

MDG: Millennium development goals.

TENSION: State of, degree of, being tense.

ANXIETY: Uneasiness feelings in anticipation of something.

WORKLOAD: The administrator's volume and nature of work at a particular time.

JOB EXPERIENCE: Cumulative total of years spent in a particular job.

ADMINISTRATOR: One who organizes the effort of a group to achieve a purpose.

STRESS: A condition causing mental, emotional and physical mobilisation of bodily resources and the expenditure of more energy than usual.

EUSTRESS: Stress yielding positive results or effects.

DISTRESS: Stress yielding negative effects.

PRSP: Poverty Reduction Strategy Participation

URBAN SCHOOL LOCATION: All schools located within the regions 1 and 2 Educational regions.

RURAL SCHOOL LOCATION: All schools located within the regions 3 ,4 ,5 and 6 Educational regions.

CHAPTER TWO

LITERATURE REVIEW.

2.0. INTRODUCTION:

This chapter is aimed at reviewing relevant and related literature to this research study. It examines contemporary ideas and development, which borders on The Gambian Education policy, Administrative practices; Educational Administration and Leadership, stress, its effects and relationship to task performance.

Specifically, this review of literature pertinent to the study has been organised into sections as follows:

2.0: Introduction

2.1: Leadership and Administration

2.2: Educational Administration

2.3: Standards for school leadership and administration

2.4: The Gambia Education policy (2004-2015)

2.5: School Leadership and Administration in The Gambia

2.6: Stress and its Management

2.7: Administrative stress studies in the Educational system.

2.8: Summary.

2.1: LEADERSHIP AND ADMINISTRATION

2.11. INSIGHT TO LEADERSHIP ; a fundamental ingredient of school administration.

Buchen H.I, 2010, in his book, *The Hybrid Leader: Evolving, Adaptable, Unfinished* Identified five basic leadership options--laid out as the classic recurrent choices that over the years leaders have chosen separately or in combined fashion as their unique blend of talent and task. They are:

The Changer

The Rearranger

The Integrator

The Innovator

The Anticipator.

These five choices addresses the questions, of what leaders are, what they do and how they are chosen; by whom, when and why is one given preference over another; are they ever combined, what are their behaviours and misbehaviours. Is there only one shot at the golden ring (once and

for all), no second or third shot at the bull's eye?

Generally, leadership is the process of inspiring others to work hard to accomplish important organizational tasks – it is one of the four functions that constitute the management process. Whereas planning sets the direction and objectives ; organizing brings the resources together to turn plans into action ; controlling makes sure things turn out right, but **Leading** builds the commitments and enthusiasm needed for people to apply their talents fully to help accomplish plans (Schermerhorn J.R,Jr ,2002).

According to Tom Peters, 2001 a leader gets their kicks from orchestrating the work of others, not from doing it themselves; he goes to say that the leader is – rarely – possibly never? - the best performer. They don't have to be; they thrive through and by the successes of others.

Today's leaders are being challenged in new and demanding ways, the time frame for getting things accomplished is becoming short; leaders are expected (by the government,parents,Teachers and all the other stake holders) to get things right at the first time; with second chances few and far between. This stance and expectation can be a trigger for stress, especially for the school administrators and leaders in the secondary education sector. The problems to be resolved through leadership are becoming complex, ambiguous, and multidimensional; leaders are expected to be long term oriented even while meeting demands for short-term performance results (Lipman-Blumen .J, 1996)

To succeed as a leader in our schools, one must be good at dealing with aspects of communication, interpersonal relations (with colleagues, Teachers, students, parents and the community), motivation, job design, teamwork and change. Anyone aspiring to attain career success as a school administrator must rise to these challenges.

Historically, the issue of leadership success has been studied from the perspective of the TRAIT, BEHAVIOUR and CONTINGENCY approaches. Briefly, attempt will be made to highlight an overview of these approaches so as to gain some appreciation of what it takes to be a leader,

more so as it is a fundamental ingredient in school administration.

2.12. Leadership TRAITS: In a comprehensive review of researches, Kirkpatrick and Locke (1991) identified these personal traits as being common among successful leaders.

Drive: successful leaders have high energy, display initiative, and are tenacious.

Self-confidence: successful leaders trust themselves and have confidence in their abilities.

Cognitive ability: Intelligence to integrate and interpret information.

Creativity: Successful leaders are creative and original in their thinking.

Business knowledge: They know their industry and its technical foundations.

Motivation: successful leaders enjoy influencing others to achieve shared goals.

Flexibility: They adapt to fit the needs of followers and demands of situations.

Honesty and Integrity: successful leaders are trustworthy; they are honest, predictable, and dependable.

It obviously, is a great deal of effort on the part of the school administrators to cultivate and exhibit these traits efficiently, for some it may pose some stresses.

2.13. Leadership BEHAVIOUR: This is a shift of attention to how leaders behave when working with followers. In effect this shifted attention from focus from who leaders are toward concern for what leaders do. Work in this tradition, sought to determine which leadership style, that is the recurring pattern of behaviours exhibited by a leader, work best (Muczyk and Relmann, 1987).

Most researches in the leader behaviour tradition focussed on two dimensions of leadership style: (i). Concern for the task to be accomplished. (ii) Concern for the people doing the work.

A leader *high in concern for task* plans and defines work to be done, assigns task responsibilities, sets clear work standards, urges task competition and monitors performance results. By contrast, *a leader high in concern for people* acts warm and supportive toward followers, maintains good social relations with them, respects their feelings, is sensitive to their needs, and shows trust in them. Truly effective leaders are high in both concern for people and concern for task (Blake and Mouton, 1985).

2.14. CONTINGENCY approaches to leadership:

As leadership research continued to develop, scholars recognized the need to probe still further beyond leader behaviours alone but further examine them in relation to situational attributes. This turned interest to the question of: when and under what circumstances is a particular leadership style preferable to others? This is the essence of the contingency approaches.

F. Fiedler (1987), developed a contingency leadership model, based on the premise that good leadership depends on a match between leadership style and situational demands. In Fiedler's theory, the amount of control a situation allows a leader is a critical issue in determining the correct style-situation fit. Three contingency variables are used to diagnose situational control viz: The quality of leader-member relations, the degree of task structure and the amount of position power. It is believed, according to this model, that leadership success depends on good leadership- situations match; this means that prospective leaders should actively seek situations for which their predominant style is most appropriate.

Hence, for school administrators, that are constantly exposed to varying situations, this approach can become quite useful in order to bring out his best for the benefit of his/her school community. However, this attempt may either reduce or trigger certain elements of stress in school administration, as arising situations surrounding the school activities are becoming more complex and numerous in the light of a fast advancing society.

Hersey-Blanchard (1988),also suggested through their situational leadership model, that successful leaders adjust their styles depending on the maturity of followers, indicated by their readiness to perform in a given situation i.e. how able and willing or confident followers are to perform required tasks. Therefore, the leader could apply a combination of the following styles: Delegation, Participation (sharing ideas), selling (explaining decision) and Telling (giving instructions).

The third contingency approach is the path-goal theory advanced by R. House (1971).It is suggested by this theory, that an effective leader is one who clarifies paths through which followers can achieve both task-related and personal goals. House, identifies four leadership styles that may be used in this “path-goal” sense viz: Directive leadership, supportive

leadership, Achievement-oriented leadership, and participative leadership.

Other leadership models that have been identified in research literature include, The Vroom-Jago leader-participation model (1988), Ducker's "old-fashioned" leadership model (1988),etc.

By and large, whatever approach of leadership a school administrator may choose to adopt, there is need to be mindful of the stress implications, This is an aspect that has never been attended to in The Gambia, and thus justifies the basis for this research work, There is need to ascertain the stress factors if any, and therefore look further to searching for local and conventional coping skills and relievers.

2.2. EDUCATIONAL ADMINISTRATION.

The role of the principal, vice-principal and the departmental heads is highly of great importance as far as educational administration is concerned, the primary implementation and day-to-day operation of the educational policy is hinged on these school personnel. It is pertinent, therefore to have a clear and concise understanding of: what is Educational Administration? The Administrative process and the primary role of the Administrators in the secondary schools.

Educational Administration is a branch of Public Administration, and as such cannot be divorced from all the attributes of Public Administration promoted by Gulick and Urwick (viz.:Planning,Organising,Staffing,directing,Controlling,Coordinating,Reporting,and Budgeting). It is, therefore, "Public Administration" applied to educational setting.

Educational Administration is essentially a service, activity or tool through which the fundamental objectives of the Educational process maybe more fully and efficiently realised. It is the activities of educational organisations toward the attainment of goals of teaching on the part of the Teachers and learning on the part of pupils. Educational Administration has to do with the interactions of people within a social system. In The Gambia, secondary school administration is the duty of many agencies like the Ministry of Basic and Secondary Education, the Teaching service commission, the School Management committee, the Regional Education Directorates .The school Principal liaises with all-of them coupled with his/her day-to-day school administration.

Nwagwu. N, (1980), indicated that educational administrator, irrespective of the level at which they operate, are concerned with four major issues and functions. These are:

The procurement, training, maintenance, development, evaluation and remuneration of personnel;

The determination and implementation of the instructional programme;

The operation of Educational business in all its ramifications (resources, finances etc.);

The establishment and maintenance of good public relations.

2.21. The Administrative Process:

The Administrative process has been described in different ways but the descriptions represent abstract picture of administration because of the many activities of the administrator.

According to Knezevich (1975), in his dual classification of terms describing the administrative process in schools. First-order abstractions proclaim that the administrator is responsible for planning, decision making, executing and appraising the activities of the organisation.

While the second order abstractions, state that an administrator is responsible for goal-orienting, organising, assembling and allocating resources, providing leadership, co-ordinating and controlling activities, and performing ceremonial functions.

2.22. Primary responsibility of the administrators in the educational set-up.

The responsibility of the administrators in school is multifarious. An administrator is someone responsible for facilitating the learning process through the realisation of the objectives of education. His duties therefore, include primarily among other things the following:

Providing leadership in instructional matters;

being responsible for staff personnel and staff development;

maintaining physical and other facilities;

liaising between the school and the Ministry of Basic and Secondary Education, Teaching service commission, the school management committee, the teacher and students;

coordinating organisational individual demands and making workable plans towards achieving school goals;

being answerable to the financial management;

Coordinating the activities of all other members of staff and making decisions.

Other important duties that the principal or his delegate performs include:

to supervise the teachers and cater for their teaching needs; in some cases they give practical demonstration lessons to deficient teachers;

marking of lesson notes, registers and weekly records of work prepared by the teachers;

calling meeting of the staff at least twice a term;

holding parent-teacher Association meetings regularly;

the allocation of classes to teachers taking into consideration their qualifications and levels of experience;

payment of the teachers' salaries; and

the issuance of results of the sessional or promotion examinations.

2.3. STANDARD FOR SCHOOL LEADERSHIP AND ADMINISTRATION

The Standard for School administration and leadership is built upon a definition of the core purpose of School leadership, which together with the other three elements, underpins the principal's school leadership and management practices.

The following are some Key areas of school leadership: The six interdependent areas together constitute the generic role of the principal in any school context. There is no implied hierarchy in the order in which they are presented but as leading learning and managing the curriculum is at the heart of the work of any school, these key areas have been defined first.

The six key areas are:

Leading and Managing the Learning School

Shaping the Direction and Development of the School

Assuring Quality and Securing Accountability

Developing and Empowering Self and Others

Managing the School as an Organisation

Working with and for the Community.

Each of the six key areas has an indication of some typical Actions that a principal needs to take in respect of each area, as it relates to the Core Purpose of School leadership. The relative

importance of these actions may vary according to context. Therefore, the examples are indicative of what a principal needs to do rather than a comprehensive list. Similarly, for each of the key areas some illustrative indication is given of particular Knowledge requirements, which underpin and inform the Actions.

Within each of these six key areas are illustrated some typical Actions which a principal needs to take in relation to the Core Purpose of School leadership, together with examples of the types of Knowledge requirements that underpin these actions.

The relative importance of these actions and knowledge may vary from context to context. In The Gambia, school management system is based on (whole school development) WSD.

These elements, taken together, provide answers to three fundamental questions related to the professional work of any principal. These are:

WHY a principal takes particular courses of action?

WHAT are the main functions of School leadership?

HOW are the main functions fulfilled effectively?

Competent principals should be able to provide and justify answers to these questions within their specific work contexts. They should be able to demonstrate an ability to achieve the core purpose of School leadership by carrying out effectively these key areas of School leadership, drawing upon appropriate values and applying relevant personal and professional attributes.

2.31. THE CORE PURPOSE OF SCHOOL LEADERSHIP

The core purpose of School leadership is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning can take place and which promote the highest possible standards of learner achievement.

As the leading professional in the school, the principal works with the School Management Team and others within the school's community and in partnership with the School Governing Body. S/he has primary responsibility for providing leadership and direction for the school and for ensuring that its aims and goals are met through the ways in which the school is managed and organised.

The principal has overall responsibility for the development and implementation of plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. S/he, ultimately, is responsible for the ongoing evaluation of the school's performance and for its continuing development and improvement. The principal is accountable overall to the Department of Education, the School Governing Body and other stakeholders for the quality of education achieved.

The principal has major responsibility for the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning to take place.

The PRINCIPAL is responsible for creating a climate that encourages high levels of performance and commitment from all who work in the school. The principal must promote a work climate in which ongoing personal and professional development is encouraged and supported and in which the potential contribution of everyone is valued.

The principal, working with and through others, is responsible for building relationships between the school and the wider community. S/he has an overall responsibility to encourage the building, development and maintenance of partnerships between the school and its wider community to the mutual benefit of each.

At the heart of the principal's leadership and management of the school are core societal and educational values, which impact on what happens in the school. Some of these values derive specifically from the nature and context of the individual school and its community. Others are derived more generally from the country's Constitution. The Gambia school management system is based on WSD (Whole School Development), which underpins the country's education system, and is set out in the Department of Education's Education policy.

In addition, a principal will bring a range of Personal and Professional Attributes to this role. These will influence the ways in which the leadership and management role is fulfilled. The development of these attributes both through experience and training, is crucial for School leadership. Schools are now required to assume greater responsibility for leading and managing their own affairs and are expected to exercise considerable initiative in respect of school improvement and development.

2.32. LEADING AND MANAGING THE LEARNING SCHOOL

The principal working with the School Management Team and others has a primary responsibility to promote a successful learning culture within the school and to develop the school as a learning organisation. At the heart of the principal's role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and the raising of levels of learner achievement. While every key area within the principal's role is directed at the promotion of quality teaching and learning; the leadership and management of the learning, school focuses directly on the principal's responsibility for the creation and maintenance of a learning culture for all learners and staff. This is built upon high expectations and supported through ongoing monitoring and evaluation of learning outcomes and a commitment to continuous improvement.

Knowledge

The principal needs to know about:

The National Curriculum Statement and the values and goals, which shape it

Practices of effective teaching and learning which support the delivery of the National Curriculum Statement

Strategies for the effective monitoring and evaluation of performance in relation to the National Curriculum Statement

Methods of accumulating data, and of data analysis, relevant to monitoring and evaluating performance in relation to the National Curriculum Statement

Using evidence derived from research and practice to inform the improvement of teaching and learning and the enhancement of a learning culture

Using technology to support teaching, learning and assessment,

Accessing and utilising resources to support teaching and learning.

Strategies and approaches for the development of a learning culture in the school and for raising levels of achievement and excellence in any context.

Building and developing a nurturing and supportive environment for effective teaching and learning.

Approaches and current trends in building and developing the school as a learning organisation.
Social, political, economic and health conditions of the school and wider community, which impact upon individual learning behaviours, needs, attendance and well-being.
Approaches to managing specific learning needs, learner behaviours and attendance.
Approaches to ensuring equity in learner access to high quality teaching and learning.

Actions

The principal is able to:

Demonstrate and model a personal commitment to learning and the maintenance of high standards

Promote strategies to encourage high expectations and to set challenging targets for achievement.

Challenge underperformance, ensuring appropriate corrective action and follow-up.

Facilitate the ongoing monitoring and evaluation of all classroom practices.

Ensure that sound data at class and school level is collected and used to inform the learner of his progress and achievement.

Carry out Continuous monitoring and evaluation of teaching and learning,

Keep up to date with thinking and current debates through reading professional books, journals and publications .

Share and transmit ideas and stimulate discussion on pedagogic and welfare issues with all staff.

Ensure that educators have a full understanding of the National Curriculum Statement and possess attendant skills related to teaching, monitoring and evaluation.

Encourage ongoing debate among staff on the development of teaching and learning in the school and about effecting improvements.

Promote a positive learning culture and ethos within the school and demonstrate an understanding of the principles and practice of effective teaching and learning through effective curriculum management.

Ensure that teaching and learning are at the heart of the school's strategic planning and management of all resources.

Continuously strive to build and develop the school as a learning organization.

Ensure that educators have opportunities to access quality professional development in order to improve their teaching.

Work with the school's community to assure a school environment, which is safe and secure, promotes well-being and is conducive to effective teaching and learning.

2.33. SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

The principal works with the School Governing Body, the School Management Team and others in the school's community to create a shared vision, mission and strategic plan to inspire and motivate all who work in and with the school to provide direction for the school's ongoing development. The vision and mission encapsulate the core educational values and moral purpose of the school and takes into account national educational values and the values and beliefs of the school's community. The strategic planning process is fundamental for shaping and sustaining school improvement and for empowering the school to be active and effective in its ongoing development.

Knowledge

The principal needs to know about:

The values, principles and goals, which inform The Gambian schooling

The Gambian educational legislation and policy

Labour Law and its application in the school context

The principles and processes of strategic thinking, planning and implementation

Leading complex and dynamic change processes

Approaches to building, communicating and implementing a shared vision

Strategies for inspiring, challenging, motivating and empowering people to commit to the school's values, vision and mission and to carry them forward in planned action and;

Ways in which personally to model the values and vision of the school.

Actions

The principal is able to:

Ensure that the vision and mission of the school is shared, understood and acted upon by all in the school community

Work with all in the school's community to ensure that the vision and mission of the school is translated into agreed goals and operational plans, designed to promote and sustain ongoing school improvement

Ensure that school policy is developed and implemented with due regard to educational legislation and policy

Work with others in the school's community and motivate them in the building of a shared school culture and a school climate, which promotes collaborative working relationships and effective teaching and learning

Ensure that the strategic planning process takes account of the values, diversity and particular context of the school and its wider community

Monitor, evaluate and review the impact of school plans and their implementation, and initiate appropriate action in the light of these processes

Lead by example and model the values and vision of the school in everyday work and practice.

2.34. ASSURING QUALITY AND SECURING ACCOUNTABILITY

The principal working together with the School Management Team and others is responsible for assuring the quality of teaching and learning in the school. S/he must establish and maintain effective quality assurance systems and procedures within the school, which ensure ongoing evaluation and review of all aspects of the school's operation and which promote collective responsibility for these.

The principal has overall responsibility for the promotion of quality assurance and is accountable ultimately to a wide range of stakeholders for all aspects of the school's performance and its continuing improvement. These stakeholders include national and provincial departments of education, learners, staff, parents, school governing bodies and the wider community.

Knowledge

The principal needs to know about:

Practices and procedures related to quality assurance systems, including whole-school review and evaluation and performance management

Mechanisms for the collection and use of performance data and other evidence to monitor, evaluate and improve school performance across all aspects of its operation

Processes and systems underpinning accountability, responsiveness and responsibility

Statutory frameworks and regulations related to quality assurance and accountability.

Actions

The principal is able to:

Encourage the development and maintenance of an ethos of collective responsibility for assuring quality, and ensuring accountability, within the school's community.

Ensure that regulated performance management systems are understood and administered efficiently and effectively.

Set in place and maintain effective mechanisms and procedures for ongoing, systematic review and self-evaluation of all aspects of the school's work.

Ensure that all members of the school's community have clear and agreed understandings of their individual responsibilities and their accountabilities

Collect, and encourage others in the school's community to collect, and use appropriate data and other evidence to support self-evaluation and accountability.

Use the combined outcomes of ongoing school self-evaluations and external evaluations for the continuing development of the school

Account regularly, and in accessible and accurate ways, in respect of the school's performance, to key audiences including the governors, parents, staff and learners, within the school's community.

Work with the School Governing Body to assist it to meet its statutory obligations

Fulfil the school's legislative and statutory accountability obligations to the Department of Education and the School Governing Body.

2.35. DEVELOPING AND EMPOWERING SELF AND OTHERS

The principal working with and through the School Management Team and Others in embracing the philosophy and practice of Ubuntu has the overall responsibility to build a professional learning community in the school. This will be achieved through effective interpersonal relationships and communication, which recognises, manages and celebrates diversity of ethnicity, race and gender. The principal will promote quality, secure commitment and enhance the performance of all in relation to the school's ultimate goal of achieving the highest quality teaching and learning. Through the provision of genuine opportunities for shared leadership, teamwork, and participation in decision-making, the principal promotes the empowerment of those working in the school. By encouraging effective and relevant continuing professional development opportunities, the principal supports the school's staff to meet their individual development needs and the development needs of the school.

Principals also need to be reflective to build personal capacity and be committed to their own continuing professional development.

Knowledge

The principal needs to know about:

Relationships between performance management, continuing professional development and sustainable school improvement.

Approaches to promoting continuing professional development, including approaches to adult learning.

Ways in which shared leadership, participation in decision-making, team-building and effective teamwork may be encouraged, promoted and implemented.

Ways in which motivation, morale and job satisfaction may be enhanced

The significance and interpretation of Ubuntu within interpersonal relationships and effective communication and feedback.

Actions

The principal is able to:

Embrace the philosophy of peace, valuing and respecting people and their contributions.

Encourage the development of shared leadership, participation in decision-making, teambuilding and teamwork and other positive working relationships.

Provide a range of opportunities for, and encourage and support engagement in, the continuing professional development of people working in the school.

Implement processes to plan, allocate, support and evaluate the work of individuals and teams to guide and ensure improvement and celebrate achievements.

Establish effective communication mechanisms within the school and its community.

Develop and maintain effective procedures and practices for personnel processes such as induction, performance management and professional development.

Ensure equity and fairness in the delegation of work and the devolution of responsibility

Engage in an ongoing review of own practice and accept responsibility for personal, professional development.

2.36. MANAGING THE SCHOOL AS AN ORGANISATION

The principal must provide for the effective organisation and management of the school and on the basis of ongoing review and evaluation, s/he must strive continuously for ways to develop and improve organisational structures and functions. The principal is responsible for ensuring that the school and its people, assets and all other resources are organised and managed to provide for an effective, efficient, safe and nurturing learning environment. These management functions require the principal to build and strengthen the capacity of those working in the school and to ensure that all available assets and resources are equitably deployed to maximum effect in supporting effective teaching and learning. The principal should seek to build the school as a successful organisation through genuine and effective collaboration with others.

Knowledge

The principal needs to know about:

Organisational models and the principles and practice of organisational development and behaviour.

Procedures for the effective and equitable allocation and deployment of human, financial and physical resources and all other assets, including procurement processes, in pursuit of the school's educational priorities

Procedures and good practice for the acquisition, maintenance and management of all school assets.

Informed decision-making.

Financial and budgetary planning and management, including the means of more specific supplementary income generation in relation to the strategic financial and budgetary plans.

Practices for performance management, both organisational and individual

Legal and regulatory frameworks related to managing schools.

Applications of existing and emerging technologies for organisational management.

Actions

The principal is able to:

Build an organizational structure, which reflects the vision and values of the school and enables management systems and processes to work efficiently and effectively in line with all legal and regulatory requirements.

Manage the school's financial and material resources and all assets efficiently and effectively in relation to the achievement of its educational priorities and goals.

Manage the equitable deployment and development of the school's staff in relation to the achievement of the vision and goals of the school.

Implement effective performance management systems and processes in relation to the work of individuals and the school as a whole.

Ensure that the school's management, policies and practices are sensitive to local circumstances and reflect national and provincial policies, goals and needs.

Organise and manage the environment of the school to ensure that it supports the teaching and learning needs of the school and meets relevant health and safety regulations and needs.

Monitor, evaluate and review the quality and use of the school's available resources to ensure ongoing improvement of the quality of teaching and learning.

Use technology (ICT) effectively and efficiently.

2.37. WORKING WITH AND FOR THE COMMUNITY

The principal working with the School Governing Body and the School Management Team should build collaborative relationships and partnerships within and between their internal and external school community for the mutual benefit of each. Schools exist within particular social and economic communities that have an influence on and may be influenced by the school. School improvement and community development are often interdependent processes. The wider community that the school serves can provide a source of support and resources for the school and the school itself can play a vital role in the well-being and development of its wider community.

Knowledge

The principal needs to know about:

The socio-economic, political and cultural characteristics of the wider school Community.

Current issues and possible future trends, which affect the school community.

The diversity of resources, which are available in the wider community.

Sources and patterns of influence in the wider community.

Curriculum opportunities, formal and informal, which lie in the wider community.

The existence and work of other relevant agencies in the wider community and the possibilities for collaboration with these.

The work, capabilities and needs of other schools within the community and in the district clusters and networks.

Approaches to building and maintaining partnerships between the school and the home, business, the wider community and municipalities and their elected officials.

Ways in which parents and other carers in the community may be encouraged to support children's education and overall well-being.

Actions

The principal is able to:

Draw on the richness and diversity of the school's wider community in relation to the

development of the school's culture and ethos.

Ensure that teaching and learning in the school are linked into and related to the school's wider community.

Build and maintain effective, collaborative relationships and partnerships with other agencies in the community, which are concerned variously with the well-being of children and their families.

Build and maintain effective relationships and partnerships with potential resource providers within the wider community.

Build communication pathways, which enable the work of the school to be known in the community and for community feedback to the school.

Provide leadership and support to the wider community through the availability of school facilities and expertise.

Build effective partnerships for mutual support and the sharing of effective practice and resource management with other schools in the community.

Work to develop and maintain an effective partnership between the school's governing body and its professional management.

Establish and maintain means of open communication between the school and the parent/carer community and encourage meaningful home-school relationships.

Give attention to the articulated needs of the learners, among other things, through encouraging and supporting the work of the Representative Council of Learners.

2.4. THE GAMBIA EDUCATION POLICY (2004–2015); NATIONAL EDUCATIONAL DEVELOPMENT: A POLICY FRAMEWORK.

2.41. INTRODUCTION:

The main thrust of this document is to provide a policy framework that sets out the national agenda for education in The Gambia for the period 2004-2015. The document outlines the aims and objectives of education in this country, which are synchronised with the education-related Millennium Development Goals (MDGs), Education for All (EFA) goals, the New Partnerships for African Development (NEPAD) education-related goals and the country's Poverty Reduction Strategy Paper (PRSP). Policy priorities are identified to allow for the growth of educational opportunity and improve the effectiveness of education at all levels, from early childhood development (ECD) to tertiary and higher education.

The document is set out in the following outline:

- i. National Educational Development – A Policy Framework
- ii. Background to the Education Policy
- iii. Guiding Principles and Aims of Education in The Gambia
- iv. Policy Priorities and Objectives
- v. Expanded Vision of Basic Education
 - Early Childhood Development
 - Lower and Upper Basic
 - Adult and Non-Formal Education
- vi. Secondary Education
- vii. Gender Mainstreaming
- viii. School Agriculture and Food Management
- ix. Life Skills Education
- x. Science and Technology Education
- xi. Improvement of Quality and Relevance of Education
- xii. Vocational Education and Training
- xiii. Tertiary and Higher Education
- xiv. Management of Education
- xv. Teacher Welfare and Development
- xvi. Financing of Education

2.42. BACKGROUND TO THE EDUCATION POLICY

Rethinking education

The development of the Education Policy 2004 – 2015 is premised on both The Gambia's Vision 2020 and PRSP, both of which are the development agenda of government, which seek to improve the human capital of the country by reducing the number of people living below the poverty line. Thus the theme of the policy consultations was "Rethinking Education for Poverty Reduction".

Policy Dialogue

The participation of all stakeholders in education was central in the policy dialogue process. The process attempted, in a variety of ways, to include children as well as adults; illiterate as well as literate members of the society; government departments; civil society and private sector representatives. Fora were organised that brought together school children, teachers and parents from both the rural and urban parts of the country to discuss the strengths and weaknesses of the Education Policy 1988 – 2003 for the development of a new education policy for the next twelve years. These fora included a television 'bantaba', children's forum and regional conferences supported by a series of television and radio programmes. Feedback from these consultations provided the basis for the debates of the third national conference on education, for this policy framework. Concerns raised included:

- i. Improving access to quality education for all, particularly girls, for greater gender equity
- ii. The re-defining of basic education to embrace Madrassas, non-formal, early childhood and special needs education
- iii. The expansion of secondary education to absorb a minimum of 50% of the basic cycle graduates
- iv. Development of life skills and creation of awareness of killer diseases such as HIV/AIDS, malaria and tuberculosis
- v. Provision of relevant vocational education and technical training based on labour market intelligence
- vi. Further re-organisation of the Department of State for Education (DoSE) within the context

of the local government decentralisation reforms

vii. Better management capacity and professional development at all levels

viii. Increased access to higher education, especially of girls and women.

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The National Conference generated recommendations and resolutions aimed at addressing the above concerns. Having been guided by these recommendations and resolutions, the drafters developed the policy write-up into various drafts, the fourth of which was presented to the stakeholders for validation. Regional validation workshops were held across all regions of the country to ensure, among other things, that:

i. The document captures the priority needs and challenges of education in this country

ii. The policy objectives are pertinent to the country's needs and aspirations

iii. The policy statements are realistic and implementable

iv. The document takes into account factors that are likely to enhance the sustainability of expected results

v. The document addresses the concerns raised during the consultations

vi. The stakeholders are ready to take ownership of the policy

vii. The policy objectives are harmonised with Vision 2020, the country's PRSP, Education for All and the MDG education-related goals.

2.43. Public Expenditure Review:

Realising the benefits derived from the first Education Sector Public Expenditure Review (PER) in 1997; the DoSE in 2001 conducted another expenditure review as part of an ongoing process of monitoring the education system. The progress made and shortfalls in the system are described and analysed in the PER (2001) the findings of which are summarised in the ensuing paragraphs.

Education expenditure:

Since the more affluent households in society, both enrol more of their children in school and retain them for longer periods, the rich benefit disproportionately more from government spending on education than do poor households. The rich 20% of households receive D460 per primary school-age child, 29% more than those in the poor 20% (quintile), who receive D325. This follows from the skewed nature of the share of school-aged population per household, 2.49 compared to 0.54 respectively for quintiles 1 and 5. Household expenditure on education shows the extent to which the burden of paying for education weighs more heavily on the poor. It could be observed poor (quintile 1), the burden on household expenditure is almost five times heavier on the poorest households income than the rich. The expenditure burden on both the first and second quintiles (7.77% and 9.68% respectively) is more than double the national average of 3.05% per household. It becomes evident therefore, that targeting of subsidies will be critical for the attainment of equitable access to education.

Access and enrolment:

Increased public expenditure on education has led to significant progress in expanding access and enrolment at all levels of the formal system. Throughout the 1990s, significant progress was made in expanding access to primary education. Enrolment grew at an average annual growth rate of 8% between 1990/91 and 1996/97 (compared with the target of 5%). Based on children aged 7-12 inclusive. During the period 1996/97 to 2000/03, however, enrolment grew at 4% per annum compared to the targeted 7% annual growth for the period.

Depending on the estimate chosen for population growth, enrolment ratios either increased substantially over the period, or remained roughly constant. If the revised population growth estimates from the Central Statistics Department of approximately 2.8% per annum were used, the gross enrolment ratio (GER) increased from 70% in 1996 to 91% in 2003 (after reaching 76% in 1998). Madrassa enrolment added about 10% of the age group to the enrolment ratios in both years.

Female enrolment:

There is almost encouraging trend in girls' enrolment. Over the period, it grew at an annual rate of 6% while that of boys grew by only 2%. This trend resulted in the growth of girls' GER from

61% to 71% in 2000, with growth continuing from 1998 to 2000 unlike the male GER. The GER for boys increased from 79% in 1996 to reach 82% in 1998, but then declined to 77% in 2000. One result of the change is that in formal lower basic schools, girls now represent just under 50% of enrolment. In Madrassas, boys are 54% of total. The upper basic and senior secondary levels still have fewer girls, though this is gradually changing.

The private costs and benefits of education:

Increasing enrolment will continue to depend on attracting children from the lower income groups for whom the private cost of education is seen as a barrier to attending school. The household expenditure and benefit incidence analysis in the PER continues to demonstrate that government subsidy to education is still in favour of the higher income groups, and will have to be reallocated in favour of the poorer groups. The burden of cost is highest on the poorest households who spend a higher proportion of their per capita income on education, even though they spend much less than the rich and have a smaller share of enrolment at all levels. When efficiency is still a concern in the utilisation of resources and a commitment to poverty reduction as clearly articulated in the PRSP, a reallocation of resources targeted towards the poor cannot be more appropriate.

Efficiency of the education system:

In addition to attracting children to school in the first instance, greater efficiencies continue to be required in order to retain a larger proportion of children in basic education, particularly in regions 3-6 where dropout rates continue to be highest. Even though repetition rates have dropped significantly as a result of the abolition of the Primary School Leaving Certificate Examinations (PSLCE), the cost per student at the lower basic level has increased from D515 in 1996/97 to D565 in 1999/00. With this increase in cost per pupil and the average number of years taken by a student to reach the first six years, which stood at 7.29 years, the efficiency of the system is still not quite satisfactory. Cost efficiencies are also needed in terms of the pupil teacher ratio (PTR), especially at the upper basic and secondary levels, the amount of pupil learning time, and the planning and management of the education system.

Quality and Relevance of Education:

One of the biggest challenges of The Gambia's education system is the quality and relevance of education. During the first half of the policy period (1988-2003), there were no targets set for learning outcomes and the only available measure of achievement was the success rate of individual schools and candidates at selective entrance examinations at the end of grades 6 and 9. As a result, benchmarks were set to clearly define learning outcomes at the lower basic for quality assessment while the annual National Assessment Test (NAT) using a sample size of 25% of pupils in grades 3 and 5 is institutionalised to inform the system on pupils' performance at the lower basic level. The issue of quality and relevance of the curriculum and learning materials has been a concern for teachers and parents alike. Hence, the curriculum at the level of basic education has been revised with emphasis on the strengthening of school-based assessment system and making it more relevant to the learning needs of children. There is growing demand for the need to improve the learning achievements of children, which were met by only 10% and 6.7% of a sample size of 25% of Grade 4 students in the areas of English and Mathematics respectively (The Gambia MLA Study 2000). Such alarming low achievement levels mostly affect the rural schools, which continue to attract fewer trained teachers. In addition, poor housing conditions and inadequate incentives for teachers are factors responsible for the poor retention of trained and qualified teachers in rural areas. Considerations will have to be given to the status and welfare of teachers to improve teaching and learning outcomes.

2.45. GUIDING PRINCIPLES AND AIMS OF EDUCATION

Guiding Principles:

The Gambia as a Nation remains highly committed to developing its human resource base with priority given to free basic education for all. It is for this reason that this policy will be used as a means for the attainment of a high level of economic growth to alleviate poverty with emphasis on the critical areas for the realisation of the MDGs, EFA and NEPAD. Hence, the guiding principle for education is premised on:

- i. Non-discriminatory and all-inclusive provision of education underlining in particular, gender equity and targeting of the poor and the disadvantaged groups;

- ii. Respect for the rights of the individual, cultural diversity, indigenous languages and knowledge;
- iii. Promotion of ethical norms and values and a culture of peace;
- iv. Development of science and technology competencies for the desired quantum leap;

These guiding principles are in conformity with the national development agenda of The Gambia as articulated in Vision 2020 statement:

“to transform The Gambia into a financial centre, a tourist paradise, a trading, export-oriented, agricultural and manufacturing nation, thriving on free market policies and a vibrant private sector, sustained by a well-educated, trained, skilled, healthy, self-reliant and enterprising population, and guaranteeing a well-balanced eco-system and a decent standard of living for one and all, under a system of government based on the consent of the citizenry.”

In order to translate the above vision into reality, the sector will be guided by a Mission Statement embodied in the following statement: “A Provision of Responsive, Relevant and Quality Education for All Gambians for Poverty Reduction”

Aims of Education:

Based on the principles above and the economic development prospects of the country, the basic aims of the education policy are to:

- i. Promote a broad-based education at the basic level for life long learning and training
- ii. Mainstream gender in the creation of opportunities for all to acquire literacy, livelihood skills and the utilisation of these skills in order to earn a living and become economically self-reliant members of the community
- iii. Develop the physical and mental skills, which will contribute to nation building – economically, socially and culturally in a sustainable environment;
- iv. Encourage creativity and the development of a critical and analytical mind
- v. Further an understanding and appreciation of the contribution of science and technology to development
- vi. Cultivate sound moral and ethical values in the development of life skills
- vii. Develop a healthy body and an appreciation of the value of a healthy mind in response to life

threatening diseases like HIV/AIDS, malaria and tuberculosis

viii. Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities

ix. Foster an appreciation of and respect for the cultural heritage of The Gambia

x. Promote a sense of patriotism service, loyalty, integrity and dedication to the nation and humanity.

2.46. POLICY PRIORITIES AND OBJECTIVES

Policy Priorities:

The policy priorities and objectives are set against the background of the high population growth rate, the cost of education in relation to the poor and the current education share of the government budget. Taking into account these considerations, the policy will be prioritised in the following five components aimed at providing equitable access to high quality education to all Gambians:

Access to Education:

Equitable access to basic, senior secondary, tertiary and higher education will be increased. Access to ECD centres and literacy programmes will be enhanced with specific emphasis on under-served regions, girls and other disadvantaged groups of the population:

i. School and classroom construction and rehabilitation – the number of school places will be expanded by building the required number of classrooms and related school facilities such as sanitary and water facilities

ii. Gender equity initiatives – the direct costs of girls' education will continue to be addressed at the level of senior secondary and the tertiary and higher education levels by providing scholarships or bursaries especially to girls. A more gender sensitive curriculum and environment will be created and a continuous promotion on the community awareness on the benefits of both boys and girls' education will continue to be mounted. Performance and completion will also be promoted

iii. Adult and non-formal education and literacy programmes – a strategy for expanding non-formal education to cater for out-of-school youth and non-lettered adults will be implemented

- iv. Special education – training programmes and teaching materials for special education teachers will be developed and special facilities extended into rural areas where mainstreaming does not satisfy the needs of severe cases
- v. Life skills education – HIV/AIDS prevention, the reduction of gender based violence in and around schools and the inculcation of peace building, tolerance and patriotism will be introduced using Life skills education through population and family life education and guidance and counselling
- vi. The integrated approach of addressing the nutritional needs of the learner through school feeding/ canteen schemes will be enhanced and the provision of a conducive environment that takes cognisance of the importance of hygiene, water and sanitation promoted.

Quality Education:

The learning outcomes at all levels will be improved through:

- i. Provision of an adequate supply of trained teachers through cost effective pre-Service teacher education and in-service training programmes
- ii. Curriculum improvement – there will be on-going review and upgrading of the curricula across basic and secondary levels based on explicit learning objectives upon which assessments will be more reliably based. Significant focus will be placed on school agriculture, which adequately responds to the “Back To The Land” Philosophy
- iii. The national language pilot programme will be expanded to form the basis of a smooth transition from the home to the school to enhance performance and the appreciation of indigenous languages and knowledge
- iv. Study technology will become institutionalized across all levels of education to increase the output of students
- v. Instructional materials – Children will have access to a set of textbooks and the provision of instructional materials will be enhanced
- vi. Assessments and examinations – classroom assessment practices will be improved and continuous assessment strengthened to monitor student performance and learning achievements
- vii. ECD – the growth and development of children between the ages of three and six through an

integrated approach will be promoted

viii. Information and communication technology – Computer literacy and ICT education will be introduced and expanded across all levels and the use of open and distance learning (ODL) will be strengthened. Educational broadcasting service (EBS) will be provided to support teaching/learning processes.

Vocational and Technical Education :

Programmes of technical and vocational education and training (TVET) will be strengthened, expanded and diversified to meet the emerging needs of a growing labour market. Efforts will be made to ensure that the quality and relevance of training and skills development match the demands of the market. There will be increased private sector participation in the provision and financing of training and skills development especially of the rural youth.

Tertiary and Higher Education:

The tertiary and higher education system will strive to provide relevant, sustainable and high quality education and research to support the human resource needs for national development. The system will endeavour to support the socio-economic, scientific and technological advancement of the nation; and it will constantly pursue the quest for excellence by maintaining high standards, empowering students with the opportunity to realise their full potential. Guidelines and strategies will be developed to ensure that tertiary and higher education institutions will be committed to providing a high quality service to clients. It will also ensure the existence of a policy for quality and statement of institutional processes and procedures in pursuit of that policy.

Capacity Building:

Prominence will be given to capacity building for sector management to enhance the performance of the education sector through:

- i. Organisational structure and decentralisation – the organisational structure of the DoSE will be improved to enable the leadership to better co-ordinate and manage the programmes at all levels
- ii. Policy and planning – the central and regional directorates will be strengthened in terms of

- formulation, planning and monitoring and evaluation of education policy implementation
- iii. Financial management – a financial and procurement management system through training and computerised record keeping at all levels will be established and improved upon
 - iv. Monitoring and evaluation – the EMIS and processes used for the monitoring and evaluation of the education system will be strengthened.
 - v. Staff performance appraisal system (SPAS) – will continue to be reviewed and fine-tuned for careful targeting of resources for training, promotions and other rewards.

Policy Objectives:

With these priority areas and key strategies in mind, the policy seeks to attain the following objectives:

- i. Increase the basic education GER to 100% by 2015, taking into account enrolment in Madrassas
- ii. Increase the completion rates in basic education to 100% by 2015
- iii. Increase the supply of trained teachers and make more efficient use of the teaching force by maintaining the pupil/teacher ratio at 45:1 at the basic level
- iv. Increase double-shift classes from 25% to 32% by 2015 across all levels
- v. Phase-out double-shift teachers by 2015
- vi. Maintain multi-grade teaching in a combined class size not exceeding 40
- vii. Increase the share of enrolment of girls to 50% of total enrolment at the levels of basic and secondary education by 2005
- viii. Improve the quality of teaching and learning at all levels
- ix. Improve learning outcomes at all levels -at least 80% of students will attain minimum grade competencies/mastery levels by 2015
- x. Increase the enrolment ratio of Early Childhood by 50% especially in the rural areas by 2015
- xi. Increase access, for adults and out-of-school youth, to functional literacy and numeracy programmes in order to half the illiterate population by 2015
- xii. Provide marketable and social skills to enable individuals to deal effectively with the demands and challenges of everyday life

- xiii. Introduce the teaching of the five most commonly used languages – Wollof, Pulaar, Mandinka, Jola and Sarahule to be taught at the basic, senior secondary, tertiary and higher education levels as subjects
- xiv. Increase the transition rate from grade 9 to 10 to a minimum of 50%
- xv. Increase the quota of graduate teachers of Gambian nationality at the level of senior secondary from 26% to 100% by 2015
- xvi. Strengthen the institutional and management capacity of the TVET system
- xvii. Establish a sound financial basis for the long term development and sustainability of TVET
- xviii. Increase cost sharing and cost recovery at post-secondary training institutions
- xix. Develop and strengthen public-private partnership in the financing of higher education
- xx. Institutionalise access programmes for higher education especially for girls, particularly in science, maths and technology
- xxi. Improve organisational structure of the sector for efficient and effective service delivery.

2.47. BASIC EDUCATION

Basic Education for All:

The Gambia Government is committed to upholding the right of every person to basic education, regardless of gender, age, religion or disability. Accordingly, basic education will be open to all. Learning at this level will be geared towards the holistic development of the individual for the positive realisation of every person's full potential and aspirations.

Early Childhood Development:

Government acknowledges the importance of the early years of development for children. The capacities with which children are born enable them to communicate, learn and develop but these need to be supported and guided to ascertain that children develop holistically and positively. Government will therefore take a more active role in the provision of facilities and services for ECD, especially in communities where such services are not available. Early development centres will become part of lower basic schools in 'deprived' communities.

Guidelines will be clearly articulated for the training of polyvalent ECD teachers and facilitators to staff the centres and, in addition, support will be provided for the review and improvement of the ECD curriculum in the country. Resource mobilisation strategies will be designed for the

successful implementation of the ECD programme. The medium of instruction at this level will be in the child's mother tongue/area language.

In the main, however, the DoSE will continue to co-ordinate, support and facilitate the early years' education, care and development of children through monitoring, assessing and developing guidelines for the establishment and management of nursery schools.

The DoSE has developed strong linkages with other government departments, non-governmental organisations (NGOs) and committees to promote an integrated approach to ECD. Through these linkages, the DoSE will participate in the implementation of the National Policy on Integrated Early Childhood Development and strengthen its ties and collaboration with parties interested in this area. Through the multi-sectoral working group and the committees set up for the promotion of ECD, partnerships and alliances with civil society and international agencies will be promoted and sustained. Communities will be mobilised, sensitised and motivated to initiate and maintain ECD centres. They will be expected to complement government's efforts by providing the necessary inputs and participate in programme design, implementation, monitoring and evaluation. The DoSE will promote parenting education and develop indigenous knowledge for better results educationally, socially and economically.

Lower and Upper Basic:

By the year 2002/03, the GER for the whole country was 91% for grades 1-6 whilst the GER for the upper level of basic education was 72 %. These ratios have taken into account the enrolment of the Madrassa. In order to build on the gains made over the last policy period, efforts will be sustained to reach the EFA targets and the education-related MDGs from the pre-school stage through to grade 9 to enable every child have a minimum school career of nine uninterrupted years. An enrolment rate of 100%, matched by a completion rate of 100%, will be targeted for children aged 7 to 15 years.

Schools:

Basic education will be free and compulsory in all government and grant-aided schools. Parents will meet the cost of uniforms and stationery. User fees will be abolished at this level. The bursary scheme for girls will cover uniforms and stationery of needy girls, especially, rural girls.

To achieve and sustain compulsory basic education, a strong and genuine partnership will be imperative for the mobilisation of the requisite funds. To avert a situation where those who complete their school career would not be adequately equipped for adult life, a minimum of 50% transition from grade 9 to secondary level (grade 10) will be targeted. In particular, cognisance will be taken of children in difficult circumstances, especially children in the following categories:

- i. Those displaced by war, conflict and/or natural calamities
- ii. The ‘unreached’, including street children, refugee children and victims of HIV/AIDS
- iii. Children with disability and those in custody. Access to education will consequently focus on gender mainstreaming and ‘inclusion’ of all children residing in the country. In this respect, measures will be taken to ensure that no individual or section of any community is ‘excluded’ from reaping the benefits of education provided in the country on condition that the prevailing circumstances so permit.

Madrassa:

The attainment of these targets will require the employment of a combination of strategies. Primarily, expansion at the lower basic level will necessitate the creation of places for the estimated 9% of out-of-school children of school going age. The Madrassas will be supported and strengthened to cater for children whose parents opt for instruction in these institutions. Such support will include provision of teachers of English language, instructional materials, upgrading and training of Madrassa teachers for quality assurance.

Facilities:

Government will continue to finance the construction and maintenance of school facilities together with NGOs, Local Government Authorities (LGAs), the private sector intergovernmental organisations and multilateral donor agencies. The LGAs will have to build the necessary capacities to co-finance educational programmes and facilities. The establishment of new schools, construction of additional classrooms and the improvement, rehabilitation and maintenance of existing facilities will depend on a set of criteria that take into account the

following:

- i. An even distribution or spread of educational institutions and learning facilities in the country
- ii. The demand for education and needs of local communities and the intended beneficiaries
- iii. Ensuring that access to such facilities by learners does not exceed the range of three kilometres
- iv. Ensuring that facilities will be appropriate and adequate for the delivery of the curriculum
- v. Ensuring that the physical facilities are user-friendly for the physically challenged
- vi. Ensuring that schools are established in accordance with the guidelines for the opening of schools and the Education Act currently in force.

Special Needs Education:

Special needs education is not only an issue for schools and teachers who look after children with disabilities, but also a whole system approach that touches the whole nation in its drive to include all inhabitants in every aspect of responsible civic life. It therefore calls for a radical and holistic change of attitudes and misconceptions about persons with disabilities to ensure that they too have access to quality education. In this regard, the adoption of complementary and mutually supportive approaches that are based on the principles of inclusiveness, integration and participation of children with special needs will be encouraged and school-friendly environments will be promoted. Inclusion of children with mild disabilities in mainstream schools will therefore be a necessity. Since effective mainstreaming requires a great deal of support and adaptation of existing educational practices, curriculum, classroom structures, etc, to the realities of every child's needs, regional education directorates will be strengthened and equipped with adequate resources and support teachers in the mainstream schools to attain a successful mainstreaming programme. Further, the existing special schools will be strengthened to enable them fulfil their functions as centres for outreach services for those with severe disabilities and staff in the mainstream schools.

Teachers are a costly but powerful resource. Expansion of the training of teachers at both levels,

pre-service and in-service will be organised in order to support an inclusive teaching system. Thus the training of teachers will be broadened to cover relevant aspects of disabilities. There will be closer collaboration between medical and educational personnel for early identification of children with disabilities and appropriate responses to their circumstances; this is beneficial to human dignity and a cost-effective way of developing human capital. To this end, vocational and skills training will be expanded to cater for people with disabilities. The involvement of schools in inclusion projects is a powerful way of translating policy into the realities of practice. Hence, government will support projects that build on the schools' own initiatives as well as those to which schools are recruited. Evidently, a keener focus on special needs education would contribute to the participation of all in education, especially the disadvantaged groups.

Adult and Non-Formal Education:

Adult and non-formal education programmes will be designed in accordance with the ecological, social, economic and cultural characteristics of the various geographical regions of the country. Thus in the rural areas, they will take account of the way of life and the techniques employed by those engaged in agriculture, animal husbandry, fishing, health, environment, income generating activities and awareness creation on matters pertaining to local governance. In the urban areas, the focus will be on the critical issues of urban life such as income generation and environmental sanitation and protection. Literacy, numeracy, civic education and indigenous language will feature across. The programmes will target the 15+ age group, which will differ partially according to target groups, whose needs vary according to age, sex, occupations and other needs. The programmes will provide an educational minimum. Clearly, the definition of an educational minimum will depend on the needs of the human groups concerned and the resources available to the programmes. It will include the following:

- i. Learning of skills in reading and writing in the indigenous languages
- ii. Learning of basic numeracy and mathematical concepts
- iii. Acquisition of knowledge and functional skills useful in family life (HIV/AIDS, malaria and tuberculosis, prevention, household budget, health, childcare, nutrition, and occupational skills etc.)
- iv. Initiation into the natural sciences to the extent necessary to comprehend natural phenomena

occurring in the environment and to accept changes in living conditions and to participate effectively in transforming the environment

v. Appreciation of notions and development of practical skills that will facilitate remunerative activities (agriculture, fishing, animal husbandry, crafts and other income generation activities)

vi. Initiation into civic life in order to foster participation of the population in the social, economic and political activities of the community

vii. Teaching of English as a subject for the basis of communication in the official language for advanced learners

viii. Learning related to particular felt needs of the community not covered above.

Within the above framework, the adult and non-formal education programme will be divided into three interrelated levels e.g. foundation, intermediate and advance levels. In providing functional knowledge, skills, attitude and values, the educational minimum outlined above will be the sine qua non for access to other forms of education. This will enable adult and non-formal education participants proceed to post-literacy and continuing education through the provision of facilities such as rural libraries and press and the creation of skill centres. The Adult and Non-Formal Education Unit (ANFEU) will widen participation opportunities by strengthening the capacities of civil society groups to permit outsourcing to community based organisations and NGOs. The benefit will be the advantage of mobilising indigenous talents and resources. Leadership skills will also be developed, thus ensuring that programmes are relevant and sustainable. The capacities of the (ANFEU) will be built to co-ordinate, supervise, monitor and evaluate this component of basic education.

2.48. SECONDARY EDUCATION

Access:

In view of the envisaged expansion at the basic education level, it is imperative to further increase the number of senior secondary school (SSS) places for the three-year programme from grade 10 -12. Therefore, to complement efforts aimed at attaining quality education for all at the basic level, SSS education will be expanded correspondingly. In this direction, a minimum transition rate of 50% by 2015 will be targeted. In principle, transition of the basic education graduates to SSS will be determined by satisfactory performance at the Gambia Basic Education

Certificate Examination (GABECE), and measures will be taken to curb dropout rates and grade repetition whilst increasing completion rates. Equity in the geographical distribution of schools and community needs will continue to guide the opening of new SSS. In particular, focus will be on the elimination of gender disparities. Therefore, local councils, religious missions, NGOs and private individuals will be encouraged to participate more in the establishment and operation of SSS. However, adherence to the guidelines for opening and running of SSS will be strictly enforced. These guidelines will be reviewed as and when the need arises.

Curriculum:

The SSS curriculum will continue to prepare students for higher education and for the world of work. Appropriately, it will be reviewed and made more relevant through a teaching syllabus that will be harmonised with the syllabus of the upper basic schools. Subjects offered at this level will include:

- i. Foreign languages (including English, French and Arabic)
- ii. Mathematics
- iii. Science and Technology
- iv. Commercial subjects
- v. Religious Knowledge and moral education
- vi. Arts subjects
- vii. Physical and Health Education
- viii. Life Skills Education
- ix. Technical subjects
- x. Agricultural Science
- xi. National languages

Examinations :

Entry to SSS will depend on performance in the GABECE. Thereafter, following a three-year course, students in grade 12 will be required to sit for the West African Senior Secondary Certificate Examination (WASSCE), which the WAEC will continue to conduct annually. 30% of this examination will constitute continuous assessment marks in accordance with guidelines agreed with WAEC.

Staffing :

Achieving the desired enrolment targets set for increased access to senior secondary education and the enhancement of quality education required, there will be a proportionate increase in the number of graduate teachers. To this end, recruitment and training of more Gambian teachers will be strengthened to meet the expanding staffing needs. Furthermore, sustained efforts will be made to attract SSS graduates to pursue subject based courses at the University of The Gambia (UTG) to enable them serve as graduate teachers at this level.

Governance:

Each SSS will be governed by a gender-balanced board of governors in accordance with the Education Act. All SSS principals will also be obligated to register with the Conference of Principals, which will serve as a link between the DoSE and heads of schools at this level. While there will be commitment on the side of government to continue providing support, SSS will have to draw on their capacities to raise funds instead of depending on user charges to supplement government's effort.

2.49. GENDER MAINSTREAMING**Enrolment Trends:**

Girls' enrolment in school took a positive trend over the years, especially for the period 1996 – 2003. However, there are disparities in enrolment, retention and performance engendered by traditional beliefs and practices coupled with other factors. In view of the unfavourable disparities, government will mainstream gender concerns at every stage of the education process for the realisation of the EFA gender parity and equity goals by the end of the policy period. These will include:

- i. Creating equal opportunities for all
- ii. Reduction of illiteracy rates, especially for females
- iii. Attaining gender equity in education by 2005 and sustaining it
- iv. Equitable supply of quality teachers of both sexes
- v. Reduction of gender disparities in teacher recruitment, training, promotion and posting

- vi. Establish high retention, performance and completion rates, especially of girls
- vii. Improved performance and participation in all subjects, particularly in mathematics and science.

From 2004 to 2015, there will be a revitalisation of gender mainstreaming through various interventions and inputs. These interventions will include:

- i. Minimising educational cost, especially for girls
- ii. Increase in the number of child-friendly school environments
- iii. Equal gender participation at the PTAs, governing boards and management levels of schools.

The need to intensify efforts in order to neutralise the factors that militate against girls' education is crucial, and so is the need to raise the confidence and performance levels of girls. Measures will be instituted to curb girls' dropping out of school before the end of grade 12. The 'Sexual Harassment Policy' will be enforced to address gender-based violence in and around schools. A re-entry policy for girls who dropped out as a result of pregnancy will be developed and introduced. The regional directorates and other structures, such as the village development committees, the district and divisional committees, will be sensitised adequately and held responsible for facilitating and mainstreaming gender in their respective areas. School mapping exercises will equally take special consideration of communities where access to school for girls is not facilitated. The Girls' Education Unit of the DoSE will be renamed "Gender Education Unit" and strengthened to work with its main collaborators like UNICEF, FAWE-GAM and United States PEACE CORPS (USPC), together with other partners to ensure that programmes are co-ordinated, documented and monitored for effectiveness and efficiency. A gender equity committee will be set up to monitor the progress and the EFA and gender-related MDGs. Girls' participation in ECD activities will be vigorously pursued. The scholarship Trust Fund and the President's Empowerment Girls Education Project (PEGEP) will continue to be expanded and supplemented by regional initiatives and incentives of various types, including special scholarship packages for girls who excel in mathematics and the sciences. The annual mathematics and science clinics, FAWE girls clubs and community-based interventions will be strengthened and popularised.

2.410. SCHOOL AGRICULTURE AND FOOD MANAGEMENT

School Agriculture for Poverty Reduction:

The School Agriculture and Food Management Programme will support government's efforts towards achieving the EFA goals and the national objectives of poverty reduction through the fostering of an appreciation of agriculture as a sustainable livelihood skill. Government with other stakeholders will support the expansion of school feeding and strengthen the establishment of school canteens for improving the nutritional standards of school children and literacy participants. To promote agricultural livelihood skills, and desired attitude to farming and the environment, agriculture will be given more prominence in both the conventional schools and Madrassas with emphasis on practical work. To this end, efforts will be strengthened to improve the productivity of diversified agricultural programmes to supplement and complement the World Food Programme (WFP) supported School Feeding Programme (SFP) in the short and medium terms, paving the way for sustainability. The special community agricultural schools will be expanded while the schools farms and gardens (SFG) in the regular schools will be enhanced for use as learning resource. Agriculturally biased schools at the level of senior secondary and agro-vocational institutions in deprived communities will be gradually established. A special agro vocational syllabus will be developed for these schools and institutions and 50% of assessment derived from practical work will also be introduced. In collaboration with School Agriculture and Food Management Unit (SAFMU), Curriculum, Research, Evaluation and Development Unit (CREDU) will develop a relevant agricultural curriculum and appropriate learning materials for basic schools and Madrassas with a view to improving the quality of agricultural education for self-reliance. The curriculum will be continually reviewed and improved to incorporate latest scientific and cross-curricula competencies as they emerge. WAEC, in collaboration with SAFMU and Standards and Quality Assurance Directorate (SQAD), will also develop a proactive, practically biased assessment system using the SFGs to assess students' acquired skills and knowledge in agriculture.

2.411. LIFE SKILLS EDUCATION**Life Skills:**

In keeping with government's commitment to the Millennium Development Agenda and the World Forum on Education, Life Skills Education (LSE) will be given prominence in this policy.

LSE will help learners acquire not only knowledge and skills but also behaviours (adaptive and positive) relevant to their self-fulfilment in a changing environment. The main focus of LSE will be attitude development towards the following psychosocial issues:

- i. HIV/AIDS prevention
- ii. Gender responsiveness and perspectives in dealing with gender-based violence and discipline in and around schools
- iii. Peace building and tolerance
- iv. Population and family life and the environment
- v. Guidance and counselling
- vi. Patriotism.

HIV/AIDS Prevention:

As HIV/AIDS is becoming more of a development problem rather than an exclusive health issue, children, youth, teachers and education sector personnel (vulnerable groups) will be targeted to slow down the spread and progression of the pandemic. HIV/AIDS issues will be taught in all learning institutions to ensure that these institutions are used as effective vehicles to intensify the HIV/AIDS sensitisation in communities.

Gender Responsiveness and Perspectives:

Apart from poverty, which mitigates the participation of girls and women in education, other factors that also relegate women in general to a disadvantaged and dis-empowered position include the value, attitudes and practices that consider girls and women as objects of sex, thus leading to early and forced marriage, sexual harassment and abuse. Women are also largely prevented from participating in decision-making, leading to a socialisation process that produces girls who adequately lack assertiveness, self-confidence or self-esteem. All these factors in turn lead to gender inequity and inequality and seriously affect girls' access, retention and performance in education at all levels. To this end, the policy on sexual harassment will be institutionalised and implemented. Schools will be encouraged and supported to establish disciplinary committees, which will include teachers, parents and students. Gender responsiveness will usher in gender perspectives in the decision-making processes and leadership. This policy will promote equity in all facets of management at the school level; teacher recruitment; promotion; and student enrolment and completion across all levels of the

education system.

Peace Building and Tolerance:

LSE will equally focus on the promotion of peace education, conflict resolution. It will critically look at factors militating against peace and peaceful co-existence (e.g. xenophobia, religious intolerance, and ethnicity); and then build on strategies to make positive impact at the interpersonal, community and national levels. To meet the objectives and focus for a peace education programme, learners will be exposed to skills in conflict resolution and management (grievance handling, negotiations, arbitration). Schools will be encouraged to establish clubs and societies through which such skills can be practised and promoted or integrate the program within the existing ones. LSE will be developed and integrated into the curriculum using Population and Family Life Education (POP/FLE) as an entry point. In order to meet the needs of both in-school and out-of-school youth, the DoSE will collaborate with relevant stakeholders through a multi-sectoral working group.

Population, Family Life Education and the Environment:

Statistics have shown that over 66% of the population of The Gambia fall within the age cohort of 15-24, which is the most vulnerable group. The growing need for awareness within this group is enough justification for the sensitisation of POP/FLE issues as inherent in the development programmes of UNFPA. As a result, the following programmes will be implemented as part of the framework of LSE:

- i. Adolescent reproductive health
- ii. Integrated reproductive health
- iii. Advocacy

Guidance and Counselling:

Guidance and Counselling (GC) will continue to be one of the support services intended to augment education programmes and the delivery of quality education in The Gambia. There is empirical evidence that GC is contributing to the enhancement of access, retention and performance of both boys and girls in the upper basic and SSS where such services are provided. GC will therefore be expanded and extended to the lower basic schools. Thus, teachers and

counsellors will be trained and equipped with the requisite knowledge, skills and attitudes to effectively provide the required services.

Patriotism:

The objective of preparing learners for integration into society as responsible, creative and active citizens will be pursued. Academic outcomes specific to the acquisition, development and application of knowledge, skills and competencies will be given due recognition as affective outcomes that contribute to good citizenship. For the creation of a united nation bound by a ‘unity of purpose complemented by a sense of duty and loyalty to the nation, awareness of patriotism in all learners will be introduced and developed. Attitudes and values guided by patriotism and democratic principles and practice, as well as elements that foster societal cohesion, will feature conspicuously on the curriculum. Civic education and interpersonal relationships informed by such basic tenets as love for self, family, peers, fellow compatriots, country, and others will be projected and taught through relevant subject areas, such as social and environmental studies, LSE and religious instructions. Respect for national symbols including the flag and the coat of arms will be promoted. Schools will therefore be required to recite the national pledge and sing the national anthem at assemblies and school/public functions to inculcate the spirit of oneness and national pride. The curriculum will seek to promote the:

- i. maintenance of a culture of peace marked by tolerance for one another
- ii. Preservation of the Gambian identity and dignity
- iii. Upholding the supremacy of the constitution
- iv. Respect for the rule of law and for authority
- v. selfless service

2.412. SCIENCE AND TECHNOLOGY EDUCATION

Science and Technology Policy:

The Science and Technology Education (STE) policy will be pursued to ensure that there is development of a strong science and technology commencing at the basic level to the

development of an in-country based research scientists and engineers at tertiary and higher education level. In order to realise the above vision, the following priorities and objectives will be pursued:

- i. Raising the status of STE
- ii. Constant renewal and improvement of the quality and relevance of STE curricula, teaching/learning methodologies and methods of assessment
- iii. Capacity building for STE providers, administrators and policy-makers
- iv. Curriculum emphasis on key societal issues such as environment, food production and security, gender, health, and renewable energy
- v. Training and retraining of science teachers in the light of new demands
- vi. Integration of Information Communication Technology (ICT) in the training of science teachers, in subject teaching/learning, in management/administration of the education sector
- vii. Use of ICT and distant learning methods and technology to improve access, equity and quality of STE at all levels of the system
- viii. Introduction of EBS to support teaching/learning processes in both in and out of school setting
- ix. Provision of adequate and appropriate laboratory apparatus and other teaching/learning materials for science
- x. Greater involvement in girls and women in STE
- xi. Greater involvement of the private sector as well as the local community in STE.

Information and Communications Technology:

The importance of ICTs is recognised as essential tools to better facilitate effective and efficient management of the sector. This policy will ensure, through the use of ICTs that quality education is accessible to one and all. An integrated ICT strategy, within a sound ICT infrastructure, vital for the successful achievement of the DoSE's main priorities will be developed. This ICT strategy will be driven by the need to invest in ICTs in a way that will achieve the greatest benefit at the lowest cost for the good of the greater majority of society. The key elements of the strategy will:

- i. provide an integrated system to meet the needs of employees

- ii. promote computer and information literacy
- iii. create and nurture an ICT culture
- iv. plan ICT human resource development
- v. provide the necessary ICT resources (hardware, software and people ware) to ensure efficient and effective administration of the sector
- vi. build strategic and rewarding partnerships nationally and internationally, with a view to involving more private sector participation in ICT in education.

In addition to the local area network (LAN) set up in the two DoSE buildings in Banjul, additional networking facilities will be provided for the regional offices, given their anticipated responsibilities under the decentralisation process. A wide area network (WAN) linking all the directorates and units of DoSE and schools will also be set up. All DoSE staff, including the ancillary, will be facilitated to have varying degrees of computer literacy. At least, every staff member will be able to send and receive e-mail in a timely manner. E-mail accounts provided by DoSE will be easily identifiable from private accounts. Appropriate ICT training will continue to be provided to all staff depending on rank and need. Strategic and rewarding partnerships will be built with all stakeholders, including the private sector and donor organisations. The DoSE will co-ordinate the implementation of all such interventions while taking into account the need to build local capacity and sustainability. All government and grant-aided basic and SSSs will progressively be provided through public-private partnership ventures, with networked computers, computer peripherals and Internet access during the policy period. Private schools will be required to include ICT as part of the school curriculum.

Training workshops and other professional development activities will continue to be conducted for school heads, teachers and students to ensure that every teacher and student in the country is computer and information literate. A website and school-net programmes will be set up for every school and both students and teachers will be encouraged to participate in projects and other educational activities. In collaboration with other stakeholders, such as WAEC and USPC, a national ICT policy for basic and SSS will be developed. ICT will be offered at the GABECE and WASSCE and will include programming, database design, website and administration, maintenance and repair and network and systems administration.

Access to ICT resources and facilities in schools will be made available to out-of school youth

and other members of the community. Communities in which schools are located will be encouraged to use the ICT resources and facilities in the schools in order to communicate and also improve their numeracy and literacy skills. Cyber café and computer resource centres will be established in every region to enhance the ODL programmes of both the University and the Gambia College.

Educational Broadcasting:

EBS will be provided to support teaching/learning processes both in and out of the school setting. The Educational Broadcasting Unit (EBU) will therefore be strengthened and schools broadcasting of the overall EBS will be reactivated in order to design and develop educational programmes for transmission to the schools and communities.

These programmes will be based on the school curriculum, not only to complement instruction provided by teachers but also, improve on teacher effectiveness. The broadcasts will also be used, in tandem, for advocacy and sensitisation of the wider community on educational and relevant topical issues. In this endeavour, the DoSE will collaborate with the Gambia Radio and Television Services (GRTS), NGOs, international agencies and other partners to produce and broadcast documentaries and other education-related programmes for children and adults. The services will be expanded to incorporate broadcasts for adult learners and out-of school youth. Thus, EBS will gradually cover all components of the sector programmes for effective implementation of all activities at the basic and post-basic levels. Closer co-operation and collaboration will be established to better produce the forum devoted to educational issues on GRTS: Education Forum.

2.413. IMPROVEMENT OF QUALITY AND RELEVANCE

Curriculum:

The curriculum will emphasise the development of the understanding of the application of knowledge, problem solving skills, manipulative skills, good citizenship and environmental education across all levels. The teaching of pre-vocational and technology subjects will be

reinforced at the basic cycle level to build competencies for a good foundation for labour market and industry for Gambian youths. Taking into consideration the geographical nature of the country and the prominence given to school agriculture and food management, SFGs will form part of the process of building greater appreciation of agriculture on the one hand while strengthening school/community partnership and collaboration on the other. The pre-school curriculum will aim at developing the child through play and prepare the child for the formal education system. The medium of instruction at this level will be in the child's mother tongue/area language. At the lower basic level the thematic approach to teaching will be used. English, Mathematics, Science, Social and Environmental Studies/Integrated Studies and French will be the core subjects. The introduction of the teaching of French as a core subject will be vigorously pursued. French will be introduced during the course of the policy period. During the first three years of basic education (grades 1-3), the medium of instruction will be in the predominant Gambian language of the area in which the child lives. English will be taught as a subject from grade one and will be used as a medium of instruction from grade 4. Gambian languages will be taught as subjects from grade 4. The upper basic curriculum will continue to provide a variety of basic skills, knowledge and capabilities in science, technology, agriculture and general subjects. It will also provide opportunities to acquire pre-technical knowledge, pre-vocational, agriculture and basic scientific knowledge and skills to enable pupils to become self-reliant. The use of ICT as a teaching and learning tool, which commenced in the SSS, will be expanded progressively across all levels before the end of the policy period. The pursuit of excellence in the teaching and learning process of the education system for the transformation of the Gambian economy will be emphasised. Regarding special needs education, the main policy objective will emphasise inclusiveness. Support and equipment will be provided to enable pupils with mild disabilities to participate effectively in mainstream education. The curriculum will be the same as the mainstream schools but spiral in nature. Vocational and technical subjects will be given priority.

Teaching and Learning Materials:

A literate environment can only be created through provision of relevant literature. Cognisant of the inability of most parents to provide textbooks for their children, the textbook rental scheme introduced in 1988 will be phased out at the upper basic level in favour of the recycling scheme,

which will be free. The existing textbook policy will be reviewed to better define the role and function of government and the private sector. In keeping with the spirit of decentralisation, the regional offices will be adequately capacitated to enable them handle procedural procurement of textbooks. While the textbook will continue to be a basic teaching/learning tool, it is now becoming obvious that there will be an urgent need to acquire, develop and make available other teaching/learning tools and technologies which are more likely to shift methodology from chalk and talk/lecture, rote memorisation to active engaged and collaborative learning. Such a shift will provide opportunities for learners to develop their own concepts. To this end, the use of new technologies such as computers, Internet and associated multimedia products as well as old technologies like radio, video, television and calculators will continue to be promoted. Special initiatives to produce locally manufactured teaching/learning materials and appropriate technologies through partnership with professional organisations, the local industry/entrepreneurs and vocational and technical institutions will be given priority. The following measures will be adopted to address the issue of quality in relation to teaching/learning resources:

- i. Textbook-student ratio will continue to be 1:1
- ii. Additional reading materials will be provided through schools libraries
- iii. INSET Unit of the Gambia College will continue to conduct in-service training to upgrade the skills of teachers to make their own teaching materials and improve their output
- iv. Textbooks written by Gambian authors will be encouraged and utilised where appropriate and relevant
- v. Production and publishing of books and teaching/learning materials.

Efficient management of resources is of paramount importance in the effective operation of any learning institution. The proper management of school resources and their maximal and optimal use will be emphasised and ensured.

Assessment of Student Achievement and Examinations:

Assessment will include formal examinations, continuous assessment, routine and ad hoc diagnostic tests, and other forms of assessments will be based on the curriculum. Benchmarks will be established also to determine and monitor the standard of education across the basic and

senior secondary levels in pursuit of excellence.

The National Assessment Test (NAT) will continue to be conducted every two years using 25% of all students in grades 3 and 5 in all categories of schools (government, private and mission) to inform the system on pupils' achievement at the lower basic level in the core subject areas. This will be used to inform curriculum revision and to signal weaknesses in the system. SQAD, CREDEU and WAEC will collaborate in this venture. In order to address the concerns of parents in the delivery of quality education and to encourage active participation of parents in education, a Participatory Performance Monitoring, (PPM), which will involve active participation of parents and communities in monitoring, participating, supporting and collaborating with schools in all aspects of school life will be introduced. School Performance Appraisal Monitoring (SPAM), which is a component of the PPM, will be conducted annually in all schools. Continuous assessment of pupils from grades 1-12 in all categories of schools using the learning achievement targets (LAT) will be put in place to ensure better teaching and to enable assessment of the value added as student's progress through basic education. Boards of governors at SSS and PTA committees at the basic level will be empowered to assume monitoring roles to enhance school management. The GABECE and the WASSCE will continue to have continuous assessment component and the set guidelines designed by WAEC and CREDEU will be reviewed from time to time. During the course of the policy period, learning achievement targets will be designed for grades 7 -9.

Teacher Supply and Quality:

For the improvement of learning achievement, the provision of competent teachers and the improvement of serving teachers are crucial. To this end, teacher training will aim at providing teachers with better knowledge and skills. The INSET Unit will continue to provide continuous professional development at decentralised levels for all categories of teachers. Pre-service and in-service training will focus on the training of polyvalent teachers in the areas of ECD, adult and non-formal and special needs using study technology as a method to equip students and teachers in developing study skills and becoming autonomous learners.

Monitoring and Supervision:

Monitoring and supervision are key to the improvement of quality. The SQAD will link with the relevant directorates of DoSE, In-Service Unit, CREU and School of Education of the Gambia College to supervise, support and monitor the quality of teaching and learning at school level. To enable SQAD to work efficiently and effectively, the capacity of SQAD will be increased to accommodate two officers per school cluster. Every school in a cluster will be monitored and supervised at least once a year. Internal supervision under the responsibilities of the head teacher will be reinforced to improve the performance output of both teachers and students. Schools will internally set objectives, targets and strategies for quality improvement.

School Organisation and Development:

It is of paramount importance that in a bid to improve quality and ensuring relevance, school organisation and development will have to be addressed. Thus the main areas of attention will include school leadership, teacher quality and motivation and internal school efficiency measures. Skills enhancement for school managers will be given emphasis. Management training will be provided for school heads at all levels and they will further be equipped with knowledge of the Education Act, the General Orders and help put them into practice. The current management training programme offered to heads of lower and upper basic schools will be strengthened and tailor-made to cater for the needs of the heads. Schools will be encouraged and supported to develop policies on admission, discipline, dress codes and codes of ethics for teachers. Schools will therefore be expected to set clear goals and high expectations for students but in consonance with the education policy framework. In order to engender community participation in all aspects of school management, Parent Teacher Association (PTA) committees will be formed at school and regional levels and their composition will include teachers, parents, students and community members with emphasis on gender equity in their composition.

Flexible School Calendar:

Quality educational processes do not only require well-trained teachers able to use learner-centred teaching and learning methods and life skills approaches, but equally strategies that will

enhance the attainment of sufficient hours of instructions and regular attendance of students. It is for this reason that the DoSE is committed to achieving a minimum of 880 quality hours of student-teacher contact time and at the same time creating the enabling environment for the enhancement of regular attendance of students. In facilitating such attainment, the DoSE, in consultation with the regional education directorates, will introduce a flexible school calendar to be effectively and efficiently implemented at the decentralised level. The regional education directorates will be empowered to manage and implement their own school calendars but guided by well-thought out strategies for the attainment of regular attendance of students in school and the target number of instructional hours.

2.214. VOCATIONAL EDUCATION AND TRAINING

Governance:

Beyond basic education provision, The Gambia has well articulated programmes for continuing education on the basis of merit for students with potential to pursue university level education at the UTG or other middle level courses at some of the tertiary level institutions or vocational and training centres. The Government has set up a National Training Authority (NTA) through a public-private partnership in response to the need for a highly trained professional workforce. The establishment of the NTA offers the opportunity and the platform to launch a major initiative in the expansion of the TVET provision in The Gambia. Through this instrumentality, efforts will be made to design and develop a variety of national diploma and higher national diploma programmes to meet the existing shortages of trained manpower in the country. The NTA will be responsible for the validation of the qualifications obtained on completion of these programmes. This is based on the belief that there is no terminal point in education, hence lifelong learning and training is crucial to the development of self-reliant individuals, communities and a free market economy.

Financing:

With a policy on TVET already in place, Government will:

- i. enforce a legislative framework to support the implementation and sustainability of the TVET policy and management systems for TVET

ii. Strengthen the institutional and management capacity of the TVET system and establish a sound financial basis for its long-term development and sustainability.

During the policy period government will institutionalise accredited post-basic education programmes such as apprenticeship or on/off the job vocational and technical training. The existing vocational skills centres at the district level and in the rural areas will be further developed to deliver such knowledge and skill up-gradation programmes. The National Training Levy (NTL) which will be based on a minimum of 0.25% of gross annual revenue of registered companies/corporations to be determined by the Commissioner of Income Tax will be pursued to enhance the financing of TVET. In addition, government will also provide subvention, the amount of which will be determined through the Medium Term Expenditure Framework (MTEF) and Public Investment Programme (PIP).

2.415. TERTIARY AND HIGHER EDUCATION

Tertiary Education:

Tertiary education will cover all post-secondary programmes in The Gambia, and will, in particular, include the following:

- i. Technical education
- ii. Teacher education
- iii. University education
- iv. Research.

Overview of Tertiary and Higher Education:

Government will ensure that the tertiary education sector provides a flexible and dynamic system of education and training. Flexibility will be provided by adopting a combination of methods and processes that will ensure the demands of access and equity, on the one hand, and the need for quality and standards (excellence), on the other. Full-time institutional programmes will be complemented by a variety of ODL education and part time courses. Flexible entry and exit admission arrangements will be ensured to suit the pace of learning, learning needs, and the convenience of different groups of learners.

Provision of continuing education programmes to upgrade and update the knowledge and skills of people at work, those who missed their opportunities to pursue programmes of education and

training of their choice early in life, and those who are looking for opportunities to acquire new knowledge and skills through a diversity of means will be a significant element of this policy. ODL education approaches and methods will be important components of this endeavour. During the last two decades or so, it has been established that distance education methods and use of modern ICT can provide a cost-effective, efficient and viable system of education and training that can respond to the varying needs and aspirations of the people, especially in the developing countries. It can also provide the means to address the concerns of access and equity. Government will explore all avenues of securing co-operation and collaboration at the regional and international levels, including the support and assistance from international organisations and agencies in developing a dynamic ODL education system in The Gambia.

There are at present three institutions in The Gambia that together provide a variety of programmes at the post-secondary level; the Gambia College in education, the Gambia Technical Training Institute (GTTI) in technical and vocational education and the Management Development Institute (MDI) in the area of management studies provide the trained and skilled manpower at the middle levels of services and industry. All these institutions will be strengthened and expanded to offer better opportunities to the people of The Gambia in their respective fields. The Gambian tertiary and higher education system will evolve during the period of this policy around the development of the UTG at the apex, with the existing three tertiary institutions constituting the nucleus of the system. The major objectives of the tertiary and higher education programmes are:

- i. To enhance the human resource development capacity of The Gambia in response to labour market needs
- ii. To provide relevant, sustainable and high quality tertiary education and research to support socio-economic, scientific and technological advances and development, and promotion of excellence in the creation and dissemination of knowledge
- iii. To produce men and women who can provide intellectual leadership to the emergence of a nation wedded to the ideals of democracy and a socially, politically and economically self-reliant country in a globalised and interdependent world.

Technical Education:

Efforts will be made to expand the opportunities for technical and vocational education programmes for a large number of SSS leavers in different branches of engineering, technology and other professional fields at the diploma and higher diploma levels. The GTTI will be strengthened to introduce higher diploma courses in various branches of engineering and to diversify its programmes. Facilities will be created for upgrading the knowledge and skills of those at the workplace through specially designed programmes using ICT and distance education methods. The NTA will be strengthened and further developed to regulate, set standards and certify the qualifications of those completing the programmes of study in the technical and vocational training Institutions at the post-secondary level, both through full-time as well as through various continuing education programmes. The NTA's role as a link representing the transition from secondary to higher levels of education through a variety of programmes and courses that could be the building blocks for higher professional degree programmes in the future will be strengthened and developed. Efforts will continue to be made to secure learning materials for technical and vocational education programmes from different sources through bilateral or other arrangements and use them for delivering programmes at this level in The Gambia. Simultaneously, it will also be ensured that learning materials are internally developed through a process of adaptation or getting them prepared within the country. Operation from business, industry, the professions and other institutions will be sought for this purpose. Diversification of TEVT programmes will receive high priority. Programmes of diversification will involve both additions of programmes in new fields as well as the introduction of higher levels of programmes in the existing areas. The NTA's role in this initiative as a catalyst in programme development as well as the validating authority will be crucial. It will be encouraged and supported to establish partnerships with employing organisations and various professional bodies for this purpose.

Teacher Education:

The schooling system in The Gambia is projected to grow significantly during the period covered by this policy. It would follow that a corresponding growth in the availability of qualified and trained teachers will be ensured to meet the objectives of this policy. In addition to meeting the demands of the expansion for new teachers through pre-service training

programmes, the continuing need for upgrading the knowledge and skills of serving teachers will be equally essential. Through sustained efforts during the past few years, it has been possible to address the critical issue of shortage of trained and qualified teachers in The Gambia. Nonetheless, the need for continuing education for serving teachers will receive attention.

The programmes of training of teachers for the basic level will continue to use a mix of one year face-to-face (college-based training), two years of apprenticeship with a combined ODL following which, qualifying examinations will be written for certificate requirement. Along with pedagogic training, efforts will be made to launch programmes of training in such areas as curriculum planning and design, instructional design, learning materials preparation, school management and other relevant areas of significance for improving the overall efficiency of the school system and teacher effectiveness. With the increasing applications of ICT in education, the role of the teacher is undergoing a fundamental change. At the core of this change is the fact that the teacher is no more the only source of knowledge. Knowledge can be accessed, assimilated and used from a variety of sources, and the teacher has increasingly to adapt himself/herself to the role of a facilitator of knowledge acquisition and assimilation. In order to perform this role effectively, teachers will be made acquainted with the use of these technologies in education. The teacher training programmes will have to take this aspect into consideration. The problem of an adequate supply of teachers, who have the requisite qualifications and training to teach at the senior secondary level, is a matter of continuing concern. The solution to this problem lies in the availability of an adequate number of graduates in the relevant subject areas and who also have the necessary pedagogic training within The Gambia. With the establishment of the UTG, this problem can be addressed to some extent.

University Education

The establishment of the UTG in 1999 was a major landmark in the educational development of The Gambia. This fledgling institution will be nurtured to full growth with sensitivity and understanding. It is too much to expect too rapid a development within a short time. The most important problem before the university is putting together the necessary physical and intellectual resources. While the government can make some efforts to provide the physical infrastructure, concerted efforts from a variety of sources will be needed to ensure that the

university can assemble competent faculty strength. To begin with, the university will be encouraged to offer, on a limited scale, graduate programmes of study in the faculties it has already established, in co-operation with universities outside the country. These programmes in the initial stages should provide the nucleus of the faculty strength for the university. It is important that urgent steps are taken to reduce the dependency of the university on expatriate staff for teaching and research. Simultaneously, the university will be encouraged to enter into collaborative arrangements with universities outside the country under which programmes and materials can be secured in fields that are relevant to the country's immediate development needs. This collaborative initiative will encompass programmes delivered through the traditional face-to-face as well as distance education methods. The UTG will continue to build and establish working relationships with existing tertiary level institutions in the country to strengthen its infrastructure as well as to develop the nucleus for an enduring and sustainable higher education system in the country. Through such efforts, the UTG will be encouraged to occupy a strategic position within the national development strategy. The development of the UTG is critical for the success of the national education system. It is not just the graduates alone, but more importantly, the system of accreditation and validation of qualifications awarded within the country, that only the university can establish, that will ultimately reduce the nation's dependence on external support in so vital a field of national importance. Some major areas of focus during the policy period will include:

- i. Increase share of enrolment particularly of girls to match the gender equality goals of EFA by 2015
- ii. Institutionalise access programmes in favour of girls particularly in science, mathematics and technology-related disciplines
- iii. Build on modalities on increased cost sharing through a mix of student support schemes i.e. bursaries, student loan schemes, parental support. Government scholarship will not exceed 50% of the enrolled students and will cover only two thirds of the total cost
- iv. Development and strengthening of public-private partnership in the financing will be explored and pursued
- v. Development of a corporate plan to cover the policy period should inform the growth and development of the university vis-à-vis programmes, curriculum and capacity building)

- vi. Construction of an ultra-modern campus complex during the policy period to meet the growing demand of university places
- vii. Establish new faculties including education, law and technology
- viii. The finalisation of the higher education observatory act and the setting up of the observatory.

Research:

Establishment of research capacity is imperative and will be given a high priority. Research in the critical fields of development in the Gambia, mainly health, agriculture, basic sciences and human resource development and management will be promoted. To attract and retain academic talent, availability of research facilities is a pre-requisite. To this effect, the proposed higher education observatory and the quality assurance council on education as an instrumentality will ensure that investment in the tertiary education sector will be integrated into institutional strategies that give explicit priority to improving the quality of teaching and research. Higher education and tertiary institutions will therefore need to articulate precisely the following:

i. Institutional central policy for research:

- The role of research as a component of the activities of the institution
- The type of research activities that individual institutions may wish to promote

ii. Resources for research:

- Provision of plans for human resources development for research
- Provision of resources for promoting the development of existing research units

iii. Research quality:

- Review of policies and procedures for ensuring research quality

iv. Strategic policy for institutional research activities:

- Research committee structures, membership and responsibilities
- Research plans
- Procedures for monitoring research performance
- Project quality.

2.416. MANAGEMENT OF EDUCATION

Organisational Structure:

The DoSE will continue to be responsible for policy development, management and co-ordination in The Gambia. The department will guide the development of the education sector during the policy period and beyond and further reinforce its management capacities to cope with the decentralisation process.

The Secretary of State (SOS) for Education will be responsible for leadership in the sector and policy oversight. The Permanent Secretary is the chief executive and adviser to the SOS and will provide oversight for the activities of the sector. There will be two deputy permanent secretaries one of whom will assist the Permanent Secretary in the administrative and financial management functions of the department while the second will assist in the co-ordination of policy implementation at both headquarters and the regions. There will continue to exist, two management committees for the effective management and co-ordination of policy implementation. One will be the senior management team (SMT) comprising the directors of the sector, the Permanent Secretary and two deputy permanent secretaries to be chaired by the SOS. The second will be the co-ordinating committee meeting (CCM) to be made up of all directors, principal education officers, managers/deputy managers and deputy permanent secretaries to be chaired by the Permanent Secretary. These two committees will meet bi-monthly by rotation at each of the six regions.

Directorates:

The DoSE will maintain professional directorates, each of which is headed by a director. The director will advise the Permanent Secretary on technical and professional matters relating to the area of expertise and responsibility, which are:

- i. Planning and budgeting
- ii. Human resource development
- iii. Basic and secondary education
- iv. Standards and quality assurance
- v. Science, information and communication technology
- vi. Tertiary/higher education and research

I. Planning and Budgeting Directorate

This directorate will have four integrated components: planning, budgeting, information and statistical analysis. Its primary function will continue to incorporate advice on and analysis of policy issues; collection, compilation, analysis and dissemination of education statistics; analysis and evaluation of recurrent and development expenditures from both government and external sources. EMIS will be accorded a priority status in the quest for an effective tool in the rational planning of the education system. School mapping exercises will be mounted every year to ensure equitable distribution of educational facilities, institutions and resources.

II. Human Resource Directorate

The directorate will be responsible for human resource development and management. Its work will incorporate teacher posting assessment; teacher recruitment through Gambia College and the UTG, and co-ordination of all aspects of the department's training needs. With the development of the SPAS, all training and promotion will be determined by, among other things, SPAS scores. The department will continue to improve the system to enhance transparency and accountability.

III. Basic and Secondary Education Directorate

This directorate will be responsible for guiding and advising on policy directives within the context of basic and senior secondary education programming; co-ordinating and monitoring its effective functioning with programme linkages to include ECD, girls education, special education, Madrassa education, non-formal education, life skills education and for poverty reduction, school agriculture and food management. The directorate will establish a clear and effective management structure for increased autonomy of delegated management boards and school committees.

IV. Science, Information and Communication Technology Directorate

This directorate will be responsible for advising on and co-ordinating all aspects relating to the design, programme development, training and capacity building in the area of science and ICT in schools and the sector as a whole. It will also be responsible for the further development and enhancement of science and technology education at all levels. In addition, the directorate will

also co-ordinate EBS in support of teaching/learning processes both in and out of school setting.

V. Standards and Quality Assurance Directorate

This directorate will be responsible for monitoring compliance of the education policy and its associated acts and regulations in all institutions operating in The Gambia. It will maintain its primary function of monitoring and supervision of curriculum at all levels of the school system (including pre-schools and the Madrassa); learning achievement targets, teacher quality and performance, PTA involvement. It will popularise the use of study technologies to improve the performance of both teachers and students. The directorate will work closely with WAEC in the production and implementation of effective assessment, measurement and evaluation tools of the teaching and learning process in the school system.

VI. Tertiary / Higher Education and Research Directorate

This directorate will be a new creation in response to the growing demands for expansion at this level. It will be responsible for the co-ordination of all aspects of tertiary and higher education programmes, facilities and resources. In promoting the culture of research, the directorate will co-ordinate the review of the strategic policy of all research activities to ensure that they are in accordance with the quality assurance systems that are to be set up by tertiary and higher education institutions. It will supervise the establishment of the higher education observatory for quality assurance. Since 2009, this directorate has metamorphosed into the Ministry of Higher Education, science and Technology.

VII. Regional Education Directorates

Regional education directorates will now be headed regional directors. They will be engaged in education policy dialogue and take full responsibility for the planning and implementation of educational programmes in the regions. The directors at this level will, in the interim, be answerable to the Permanent Secretary pending the handover of the education service to the municipal/area councils. Given the anticipated responsibilities of the regional directorates in relation to the decentralisation process, the directorates will continue to be strengthened within the context of government's decentralisation programme and will become absorbed into the local

government structure at the divisional levels. The role of the DoSE Headquarters will become largely to monitor and evaluate policy implementation across the system in the regions for quality assurance.

Support Structures:

In order to effectively and efficiently manage subvented institutions at the level of tertiary and higher education, the following support structures (i-v) whose composition will continue to be determined by SOS for Education, will continue to operate with a great deal of autonomy and accountability while the PDCU (vi) will be restructured and integrated into the mainstream:

- i. National Training Authority
- ii. Gambia College Council
- iii. University Governing Council
- iv. The Higher Education Observatory
- v. Advisory Council on Education
- vi. Programme and Donor Co-ordination Unit

I. National Training Authority

The National Training Authority (NTA) shall be the regulatory body responsible for the award of national vocational qualifications (NVQ) in association with education and training establishments and employers in The Gambia. The NTA will be strengthened and further developed to regulate, set standards and certify the qualifications of graduates of programmes of study in the technical and vocational training institutions at the post-secondary level. It will also serve as a catalyst in programme development and validating authority.

II. Gambia College Council

Apart from its traditional role of human resource management and mobilisation of resources, the council has mandate to direct, regulate the instruction and teaching within the college and the examinations held.

III. University Governing Council

This council shall be responsible for the management and administration of the whole of the revenue and property of the university. It shall have general control over the university and all its affairs, purposes and functions and all such other powers and duties as may be conferred upon it by Statute or Ordinance.

IV. The Higher Education Observatory

The Observatory will be established to promote and maintain academic standards in education, learning and knowledge associated with the UTG by acting as an advisory body to the DoSE or any other national institution of higher education.

V. Advisory Council on Education

This council will be renamed Quality Assurance Council on Education with the task of ensuring that a high quality education service is delivered at all levels of the education system. The council will introduce standardised procedures and mechanisms to control the assured quality of such service.

VI. Programme and Donor Co-ordination Unit (PDCU)

The Programme and Donor Co-ordination Unit will continue its role of donor mobilisation and co-ordination. The PDCU will continue to manage and co-ordinate the classroom construction programme through a partnership arrangement and undertake the overall contracts management for the procurement of goods, works and services, arrange for the disbursement and replenishment of funds for project-supported activities, coordination of programme reviews and supervision, facilitate training activities and technical assistance requirements under the external support programme. It will support the DoSE in the procurement of all goods and services but will be gradually phased out and integrated into a directorate within the DoSE with the very same functions by the end of the current master plan 2007. In recognition of the contribution of The Gambia's development partners to the education enterprise, effective co-operation will continue to be promoted with the donor community in this regard. To this end, efforts will be intensified to mobilise resources for the sector through bi-lateral and multi-lateral grant financing.

Decentralisation and Governance:

In pursuance of government's decentralisation programme, the area and municipal councils will, over time manage all basic and SSS within their jurisdiction as they build the capacity to take over the functions. The regional education directorates will monitor the decentralisation process and evaluate the readiness of the area and municipal councils to take over the schools as planned.

2.417. TEACHER WELFARE AND DEVELOPMENT**Teacher welfare:**

Within the context of the emerging knowledge-based society, the roles, responsibilities and professional development of teachers will undergo significant changes. From exclusive classroom engagement, teachers will have to move towards becoming facilitators of learning, guiding students in accessing knowledge and applying it. Therefore, continuing professional development of teachers will be critical to the growth of the system. Hence the training of teachers through short-term in-service programmes in such fields like ICT applications, curriculum design and development, educational planning and management, and similar other areas will receive priority. To this end, the UTG will be commissioned to provide degree level training, diploma and certificate courses for short and long term duration. Simultaneously, steps will be initiated to ensure

greater accountability on the part of teachers through the SPAS. The SPAS will also continue to evaluate teacher quality and performance that will help to determine promotion and training prospects. Given the importance of the teacher factor in the provision of quality education, strategies to motivate and retain teachers will be put in place. This will include, among other things, better remuneration and recognition for teachers. A Teaching Service Commission (TSC) will be set up along with a Professional Standard Board (PSB) both of which will facilitate the employment and assessment processes of teachers. A database of personnel will continue to be developed, in collaboration with the Personnel Management Office (PMO), to track more efficiently, the human capacity of the nation and attendant training needs. The circumstances in which teachers find themselves are crucial to their

performance and hence, the situation of teachers in relation to postings continues to preoccupy the priority of the DoSE. Teachers in difficult regions will, therefore, be given varying levels of hardship allowances depending on the classification of the regions. Promotion will take into account the length of period served in the classified areas. In order to attract teachers to work in difficult regions, a special incentive package will be designed and introduced for teachers in regions 3 -6. Coupled with this incentive package, will be the introduction of teachers' housing scheme for serving teachers in difficult areas. In addition to these support schemes, the area councils/communities will be encouraged to sponsor dedicated serving teachers in very deprived communities. This will go a long in eliminating the disparity in the regional distribution of qualified teachers.

2.418. FINANCING OF EDUCATION

Resource Allocation and Utilization:

Insufficient teaching and learning materials and financial resources have a severe impact on efforts to improve basic education. Inefficient use of existing resources is more of a problem than an absolute shortage of funds and hence this policy will lay emphasis on efficiency in resource utilisation and accountability. In pursuance of the policy pronouncements, resources will be targeted to identify activities based on the priorities for each programme; and within programmes, to priority target groups and regions. Such allocation of resources will be predicated on the most cost-effective utilisation of available resources. In this regard the following efficiency measures will be employed to guide resource allocation and utilization:

- i. Increase the GER in basic education to 100% by 2015, taking into account enrolment in Madrassa
- ii. Increase the completion rates in basic education to 100% by 2015
- iii. Increase the supply of trained teachers and make more efficient use of the teaching force by maintaining the pupil/teacher ratio 45:1 at the basic level
- iv. Increase double-shift classes from 25% to 32% by 2015 across all levels
- v. Phase out double-shift teachers by 2015
- vi. Maintain multi-grade teaching in a combined class size not exceeding 40

- vii. Increase the share of girls' enrolment to 50% of total enrolment at the levels of basic and senior secondary education by 2005
- viii. Reduce repetition rate to 3.6% by 2015
- ix. Reduce dropout rate to 0% by grade and gender by 2015
- x. Increase the number of trained teachers from 500 to 540 annually
- xi. Increase instructional hours to 880 hours
- xii. Increase expenditure on teaching and learning materials from 6.7% to 15% of recurrent expenditures by 2015
- xiii. Increase student classroom ratio 53:1 by 2015
- xiv. Improve learning outcomes at all levels -at least 80% of students will attain minimum grade competencies/mastery levels by 2015
- xv. Increase the enrolment ratio of early childhood by 50% especially in the rural areas by 2015
- xvi. Increase access, for adults, to functional literacy and numeracy programmes in order to half the illiterate population by 2015
- xvii. Provide marketable and social skills to enable individuals to deal effectively with the demands and challenges of everyday life
- xviii. Increase the transition rate from grade 9 to 10 to a minimum of 50%
- xix. Increase the quota of graduate teachers of Gambian nationality at the level of senior secondary from 26% to 100% by 2015
- xx. Strengthen the institutional and management capacity of the TVET system
- xxi. Establish a sound financial basis for the long term development and sustainability of TVET
- xxii. Increase cost sharing and cost recovery at post-secondary training institutions
- xxiii. Develop and strengthen public-private partnership in the financing of higher education
- xxiv. Institutionalize access programmes for higher education especially for girls, particularly in science, maths and technology.

Resource Requirement and Mobilization:

Much as the needs are enormous, it is apparent that the funding gap will not be entirely met by external partners hence resources must be sought from within. Budgetary allocation will reflect

policy priorities both at national level and by programme area at the sectoral level. At the macroeconomic level, better performance and management of the economy will generate much needed resources for financing education from the national budget and supplemented by external resources. It is with this expectation that the sector will endeavour during the policy period to wean itself from heavy donor lending and credit and work more on mobilising grants financing. The attainment of EFA and particularly quality education for poverty reduction, and to effectively use education and training as a catalyst for sustained economic growth and development, adequate resources will be allocated for the following priority areas:

- i. Increasing access to and equity in basic education
- ii. Increasing participation, performance and retention rates for girls
- iii. Improving the quality of teaching and learning
- iv. Strengthening early childhood educational services
- v. Increasing access to adult and non-formal education
- vi. Meeting appropriate learning and life skills for young people
- vii. Secondary and higher/tertiary education with emphasis on meeting gender equality at these levels, as well as, ICT in schools by 2015
- viii. Technical and vocational education and training
- ix. Sector management, staff motivation and training.

The abolition of user charges will require a major increase in financing as well as coherent strategies to improve the quality of education while effectively managing the increasing demand. The implementation of this strategy will require both financial resources and technical assistance where the capacity is inadequate. The DoSE is cognisant of the constraints that beset the sector. These constraints for future financing and educational services will include among others:

- i. insufficient resource allocation
- ii. Skewed distribution of resources – inequitable access to educational services
- iii. Population growth and migration, creating excess demand and demands from disadvantaged groups and people
- iv. expansion of public provision to meet EFA goals posing strain on government efforts
- v. inappropriate and over subsidised tertiary education at the expense of basic and secondary education and other priority areas.

In the face of increasing challenges that affect government's ability to meet differentiated educational requirements, the DoSE will mobilise resources from the following sources for the financing of the competing educational demands:

- i. Government budgetary allocation to be increased to meet the new targets of 100% transition from grade 6 to 7 a completion rate of 100% at the basic education level; expansion at the senior secondary and tertiary levels; and other recurrent expenditures
- ii. Local Government Councils from the funds received from the Consolidated Revenue Fund (general grants, conditional grant-in-aid, and subsidy) for educational facilities devolved to their authority (under the decentralisation system) and to increase their traditional allocation/support to education as a welfare service
- iii. A well co-ordinated donor aid flow, stronger partnership with parents, civil society, teachers union, and NGOs to build support for education
- iv. Reapportioning the input mix and improving efficient utilisation of existing resources
- v. Encouraging greater private sector participation in service delivery particularly at the levels where private benefits outweigh social benefits
- vi. Cost sharing and cost recovery at post-secondary training institutions.

The above in-depth view of the National education policy of The Gambia, impacts in us the appreciation of the Job and tasks of those involved in the day-to-day implementation of this policy .It, in fact requires a lot of attention and actions that will be spearheaded, primarily by The school administrators which include The principal, vice-principal and the Heads of Departments(Senior Teachers). The drive for success could be a trigger for administrative stress. This research could well be a basis to ascertain this, so that any future policy on education should capture and create improved and enabling task performing conditions that may minimise stress on the primary policy implementers and managers.

Having a critical view of this policy document, it is easily noticeable that it does not aptly state out the operational conditions that will easily guide the school managers' course of performing his/her administrative task. In other words, the policy clearly states **what** the education sector should accomplish, but mostly silent on **how** with less rigours. This could be because, the thought of the possible impact of stress (whether positive or negative) on administrative task

performance has not been considered a serious concern, in The Gambia. The findings of this research will enable the policy makers to give attention to this important factor and thus, in the future, factor in guidelines that will facilitate a stress free or less stressful task implementation environment.

2.419a. LIST OF ACRONYMS USED IN THIS POLICY WRITE-UP.

AIDS : Acquired Immune Deficiency Syndrome

ANFEU: Adult and Non-Formal Education Unit

CCM : Co-ordinating Committee Meeting

CREDU: Curriculum Research, Evaluation and Development Unit

DoSE: Department of state for Education (Now MoBSE, Ministry of Basic and Secondary Education)

DoSLGL: Department of State for Local Government and Lands (Now Ministry of Local Government and Lands)

EBS: Educational Broadcasting Service

EBU: Educational Broadcasting Unit

ECD: Early Childhood Development

EFA :Education For All

EMIS: Education Management and Information System

FAWE-GAM: Forum for African Women Educationalists -The Gambia

FTI: Fast Track Initiative

GABECE: The Gambia Basic Education Certificate Examination

GC :Guidance and Counselling

GER: Gross Enrolment Ratio

GRTS: Gambia Radio and Television Services

GTTI: Gambia Technical Training Institute

HIV: Human Immunodeficiency Virus

ICT: Information and Communication Technology

INSET: In-Service Education for Teachers
LAN: Local Area Network
LAT: Learning Achievement Targets
LFE: Life Skills Education
LGA: Local Government Authority
MDGs: Millennium Development Goals
MDI: Management Development Institute
MTEF: Medium Term Expenditure Framework
NAT: National Assessment Test
NEPAD: New Partnerships for African Development
NGO: Non-Governmental Organisation
NTA: National Training Authority
NTL: National Training Levy
ODL: Open and Distance Learning
PDCU: Programme and Donor Co-ordination Unit
PEGEP: President's Empowerment of Girls' Education Project
PER: Public Expenditure Review
PIP: Public Investment Programme
PMO: Personnel Management Office
POP/FLE: Population and Family Life Education
PPM: Participatory Performance Monitoring
PRSP: Poverty Reduction Strategy Paper
PSB: Professional Standard Board
PSLCE: Primary School Leaving Certificate Examination
PTA: Parent Teacher Association
SAFMU: School Agriculture and Food Management Unit
SFG: School Farms and Gardens
SFP: School Feeding Programme
SMT; Senior Management Team
SOS: Secretary of State

SPAM: School Performance Appraisal Monitoring
SPAS: Staff Performance Appraisal System
SQAD: Standards and Quality Assurance Directorate
SSS: Senior Secondary School
STE: Science and Technology Education
TSC: Teaching Service Commission
TVET: Technical and Vocational Education and Training
UEP: University Extension Programme
UNICEF: United Nations Children’s Fund
USPC: United States Peace Corps
UTG: University of The Gambia
WAEC: West African Examinations Council
WAN: Wide Area Network
WASSCE: West African Senior Secondary Certificate Examinations
WFP; World Food Programme

2.419b. OPERATIONAL DEFINITIONS OF TERMS APPLIED IN THIS POLICY WRITE-UP.

Key Terms Operational Definitions:

Adult Education: Functional numeracy and literacy programme or continuing education for adult learners.

Bantaba: An informal gathering where issues of common interest are discussed.

Capital Investment: Monies spent on capital assets such as equipment, furniture and construction

Completion Rate: Total number of graduating students as a proportion of the official graduating age population

Gross Domestic Product: Total amount of goods and services produced by the economy in a

given year.

Gross Enrolment Rate: Total enrolment as a proportion of relevant school age population

Literacy: Ability to read and write in any language.

Madrassa: Derived from the Arabic word “madras” – a school where the medium of instruction is Arabic with emphasis on Islamic education.

Net Enrolment Rate: Total enrolment of relevant school age as a proportion of the relevant school age population.

Numeracy: Ability to recognise numerals, interpret and use numbers.

Recurrent Spending: Total recurrent spending in a given period (one year).

Quintile: One-fifth of a population.

2.5. SCHOOL ADMINISTRATION AND LEADERSHIP IN THE GAMBIA.

The purpose of school administration is to facilitate effective teaching and learning. To achieve the highest standards for pupils and teachers, the principal and other school leaders must create the conditions and structures to support and develop effective learning and teaching. For this to happen well, many things need careful planning and monitoring, such as the professional development of the teaching force, the use of teaching and learning resources, the participation of parents and the community, the management and delivery of the curriculum and the development of a safe and secure school environment that is conducive to the welfare and learning of pupils. Effective management, therefore, is about ensuring that the many systems for raising pupil achievement are in place and that the compliance of all staff within these system is supported and monitored.

2.51. LEADERSHIP, an important aspect of school administration.

The success of any school is critically linked to the quality of its leadership. School leadership and school administration are somewhat different. Leadership is of the spirit. It is about personality and vision; While, Administration is of the mind. It is about methods, routine, calculation, statistics, planning and organisation. Effective school leaders combine both these elements, and remember that day-to-day management is linked closely to the aims and values of education.

Responsibility for school leadership and management in The Gambia:

Management of the school is shared between the PRINCIPAL, vice-principal, assisted in larger schools by senior teachers (referred to as the Senior Management Team [SMT]), and the SMC, assisted by its sub-committees. The principal provides professional advice on educational aspects of management to the SMC. In addition, everyone connected with the school (school's stakeholders) has a contribution to make in achieving a well-run, successful school. The Stakeholders are all those individuals, groups and organisations who have an interest in the school and its success in educating The Gambian child. These include: the children who attend the school and who deserve quality education, the parents whose children are in the school and

who therefore are interested in ensuring quality education for them, the school management and staff who have a responsibility to fulfil their employment contracts, the local community which looks to the school to develop its children and bring economic and social benefits to the local area, MOBSE staff regionally and nationally who are interested in achieving the education policy and strategic plan Donors and NGOs who want to see their inputs as successful in raising achievement.

2.52. WHAT THE PRINCIPAL MANAGES:

The individual member of staff: their characteristics, backgrounds, abilities and needs

The task under consideration: the nature of the task, the purpose, resources and other requirements

The timing: what is to be done and when.

Time management: Time is a critical resource. Making the best use of the time available is a key element in running a successful school. Principals can only manage their time efficiently if they know and understand the tasks that are to be performed. At the beginning of each school year and term, it is good practice to list all the major activities to be implemented and design a time management plan. This plan will enable the principal to consider the following points, and this will help him or her make good use of the time available:

- i. Major tasks to be performed,
- ii. demands made by partners and stakeholders,
- iii. time-wasting practices / tasks and relevant solutions,
- iv. tasks to be delegated, and
- v. the need to allow for additional time to coach and assist the other teachers.

Teaching is a time-consuming activity, and good use of time is an important skill for all teachers in a school. The principal can help all staff develop good time management practices.

Staff meetings

Communication is an important part of effective management. The principal holds regular staff meetings, at which essential information is given to staff members. Staff meetings also allow time for discussions, such as looking together at a new policy or discussing how to implement

school rules. Good management of staff is very important. Teachers are the school's most valuable asset. You cannot have a good school without good teachers. The principal is responsible for the overall management of the teaching and support staff, including general discipline and the professional development of the staff, although in larger schools day-to-day supervision and guidance can be delegated to a deputy or senior teacher. The principal should also make sure that he or she keeps the SMC fully aware of staff discipline and professional development issues, as contained in draft Human Resource Department Policy document that sets out the rules and regulations for all employees.

Specifically, it is the responsibility of a principal to ensure that:

his or her school has enough staff to teach all classes throughout the whole school year,

Teachers are aware of, and carry out, their responsibilities and understand the standards of behaviour expected of them,

Teachers receive professional development opportunities appropriate to their individual needs and the stage in their career. In addition, principal and SMCs will work together to ensure that teachers' welfare needs are considered in order to motivate and retain capable teachers.

Deployment of teaching staff

After thorough discussions with senior staff and the SMC, the principal will inform the Regional Office of the projected number of pupils, by year group, for the following academic year before the end of the second term of the preceding school year. This will enable the Regional Office to carry out their responsibilities for planning teacher deployment. Principals are also responsible for allocating existing staff to classes and, in basic cycle schools, to subjects for Grades 7-9. If the principal knows which staff will be returning for the next year, these staff can provisionally be allocated to classes before the end of the preceding year, although adjustments may be necessary once actual staffing is known. As far as possible, these adjustments should be made during the planning week (last week of the summer holiday), so that teaching can begin promptly. In allocating teachers to classes and subjects, the principal takes into consideration the following:

the relative strengths and areas for improvement of individual teachers,

the need to build effective teams, so that where there is more than one class per grade, inexperienced or unqualified teachers are paired with more experienced colleagues, staff development issues – ensuring that over time teachers are given the opportunity to teach more than one age group so that they extend their skills and their understanding of how the curriculum builds on what has gone before, and subject specializations.

Once teaching responsibilities have been allocated, the principal should look at the amount of teaching time for each teacher.

Teachers with lower numbers of teaching hours, such as senior teachers, should be allocated additional duties, including responsibilities as mentors, responsibility for classroom observations and feedback discussions and other supporting roles within the school.

Staff job descriptions in the Gambia school administrative set-up

A job description sets out a clear statement about a post, which is understood and agreed by all stakeholders in the education system, from MOBSE centrally through to school staff and to stakeholders at school level including pupils and PTA members. Job descriptions for school staff will be set out under the performance management system.

A job description indicates the scope of each post's responsibilities and imposes obligations upon that post holder. A job description covers: the job title and the main purpose or purposes of the job the relationships involved in the post (to whom the post holder is accountable, with whom he or she liaises and for whom he or she is responsible), the responsibilities and key tasks which are allocated to a generic post (e.g. for all deputy principals or classroom teachers)

These three elements constitute the nationally agreed generic job description. In addition, a particular job description might include any specific responsibilities or tasks allocated to a post holder at a specific school by agreement between the principal, the teacher concerned and the Teachers' Professional Development Committee.

Why have job descriptions?

Generic job descriptions (applicable to all principals, vice-principals or class teachers regardless of the secondary school in which they work) assist in a number of ways. They can help: reduce the scope for differences of opinion as to what should or should not be expected from post

holders. It is good practice for all staff to be aware of each other's responsibilities, prevent the imposition of excessive or unreasonable workloads on individual teachers, assisting with a fair distribution of workload within a school's staff, proper recognition for additional responsibilities that the performance management system runs well. This is based on an accurate job description for each post, so that teachers and their managers have a clear, comprehensive and mutual understanding of the teachers' work before the process starts, to avoid problems.

Agreeing on job descriptions at school level:

The generic job descriptions will be agreed by MOBSE and will form the core of the responsibilities and obligations of the post holder. All teachers' statutory professional duties are the same, and are covered by the core job descriptions, individual teachers play different roles within their schools and as a result their specific responsibilities may be different. Because of this, there is scope for schools to agree some additions to the job descriptions. These agreed specific additions; are essential for the good management of the school. The objectives of the school development plan for example, may require the development of a staffing structure, which allocates fairly to individual members of staff particular responsibilities, which have to be undertaken in order to attain them. For example, the development of a school library, or the establishment of a homework club, will require a member of staff to take responsibility in order for the initiative to succeed.

Assist with the fair distribution of workload within a school's teaching staff and protect individual teachers from inequitable workloads by having additional tasks added on an ad hoc basis. Must be agreed with the post holder. A disputed job description is not a good basis for ensuring school development or for performance management and is likely to cause a breakdown of performance or even a grievance at some point.

Staff motivation

To motivate staff means to encourage them to perform efficiently in their jobs for their own good and for the benefit of their pupils. Motivation affects performance. The PRINCIPAL should

therefore always try to identify the needs of staff, pupils and PTAs, and support and encourage good performance.

Motivation works best on these principles:

Participation: The staff should be involved in decision-making and in matters, which affect them directly. The more staff members become involved, the more they will have a sense of belonging and ownership in decisions and be prompted to help in achieving the objectives.

Communication: If staff members are informed about the objectives and results achieved in the school, they will be inclined to cooperate more and feel that they are valued members of the staff group. The opposite is also true: keeping staff uninformed alienates and discourages them.

Delegation: The principal should be prepared to give special assignments to staff and to delegate tasks and authority to people who are capable, responsive and willing. In this way, a person's post is enhanced and he or she is trained and developed. Delegated authority also means that more people are allowed to make decisions in connection with their work, within set guidelines and frameworks. The principal's role is then to monitor the work of these staff members and ensure that tasks have been carried out effectively and within agreed timescales.

Recognition: If a staff member receives recognition and consequently job satisfaction, he or she is inclined to work harder. Earned recognition brings a feeling of satisfaction and self-esteem.

A variety of factors influences an individual's level of motivation at work. These include personal needs, the work situation, management factors, and lastly, community factors. The principal should have some knowledge of the staff and should bear in mind all the different factors, which can enhance or weaken staff motivation, using this knowledge to support and encourage effective performance and job satisfaction.

Participation	Communication
Motivation	

Delegation	Recognition

Managing staff performance

The principal of the school has overall responsibility for all matters related to teaching and learning. He or she should therefore know what is happening in the school, and how well teachers and other staff are carrying out their responsibilities. There are two main ways in which principals and senior staff learn about how well teachers are doing their jobs – formal performance management of staff, and day-to-day supervision.

Performance management is a way of making all staff accountable for the way they carry out their responsibilities, and for the outcomes, which follow. The aim is to build teachers’ professional skills, confidence and self-esteem for improved teaching and learning. Under the performance management system, all staff will have targets, which they will be expected to meet, and their progress towards the targets will be reviewed annually. Where improvement is needed, they should be offered help and guidance, although persistent failure to meet targets will be treated seriously.

Day-to-day supervision

As well as the formal monitoring of performance, the principal and, when possible, other senior staff, should spend time visiting classrooms and other parts of the school. Although the principal needs times to work quietly in the office, or close the office door for reasons of confidentiality e.g. an interview, he or she should try to be about the school when pupils or teachers are arriving and whenever they are moving from one place to another. He or she should also try to visit as many classrooms as possible sometime during the day to greet pupils and teachers. During these informal visits the principal will inevitably observe indicators that will tell him or her whether effective learning is taking place, whether there is a purposeful working atmosphere in the

classroom and whether there appears to be positive behaviour management. This informal presence about the school is a good way of learning how well the school is functioning, as well as the more formal systems. It is also helpful in fostering positive relationships between the principal, teachers and pupils. Other sources of information about the effectiveness of teachers include scrutiny of samples of pupils' work from different classes or in different subjects, review of teachers' planning and record keeping, discussions with pupils about their work and analysis of results, class by class and grade by grade.

Working with the Heads of departments

The principal delegates some, but not all, responsibility for administrative duties, classroom observations and some of the above activities to the heads of departments who are senior teachers. The principal should monitor that these duties are being carried out by regular meetings with the senior management team, individually or in groups. At these meetings, he or she should ask for evidence of what has been done, and so get feedback on the functioning of the school, including administration, curriculum implementation, teaching and learning, and the progress that pupils are making.

Teachers' files

Principals should maintain teachers' files for all members of teaching staff. These files are confidential to the Principal, the teacher concerned, the Regional Director and Director of Human Resources or specific representatives of these directors. They should be kept in a secure place in the Principal's office. Contents of the file should be as follows: current CV (curriculum vitae), photocopy of evidence of educational qualifications, photocopy of evidence of seminars/workshops/training attended, performance management records, copies of lesson observation forms and other monitoring, copies of warnings on persistent lateness, unauthorized absence and late reporting, copies of awards, letters of appreciation, records of participation in school-based professional development etc.

Managing teachers' attendance and punctuality

Reporting for work:

The responsibility for ensuring that teaching staff are present at the beginning of term lies with the Principal, supported by the SMC, whilst the latter's responsibility is to ensure that pupils return on time. This is important if the 880 instructional hours for schools in The Gambia, are to be achieved. Before the end of each term, the Principal will let staff know when they are expected back in school. Failure to report on the expected day will be treated as unauthorized absence. For the first term of the school year, the Principal and senior teachers will report to schools at least one full week before the beginning of term to allow for planning meetings and other organization. Some organizational matters should be arranged before the school holiday, to make a prompt start to the term more manageable. Other teaching staff should report during the last week of the holiday, or earlier if required by the principal. Principals should ensure that teaching for all pupils begins during the first week of term. It is not necessary to wait for all classes to have teachers or for all pupils to be registered before lessons begin. Principals should ensure that teachers start teaching as soon as they are available. If they foresee long delays before having a full complement of teachers, they should try to prioritize covering core subjects for all classes. For the second and third terms, the Principal should ensure that teaching begins on the first day of term and that all classes are fully operational by the end of the first week. Only where teachers have not reported for duty should there be classes which do not start promptly on the first day.

Failure to report on time:

The Principal will keep a record of teachers who fail to return on the appointed date, place a copy in the teacher's file and inform the Regional Office of the names of teachers who fail to return on the appointed days. Newly appointed or transferred teachers who fail to report on time at the beginning of term one will be dealt with on a case-by-case basis. Other teachers who report late will be subject to disciplinary action as outlined in the draft Human Resource Department Policy document, including loss of pay.

Staff attendance and punctuality:

The Principal, together with the Leadership and Management and Curriculum Management Sub-committees of the SMC, is responsible for the school's compliance with the statutory

requirement to deliver 880 hours of instructional contact time for all pupils. In order to be able to deliver this, the Principal and SMC will ensure that teachers (and pupils) return promptly at the beginning of each term, and that attendance is regular and punctuality is good.

The Principal should:

ensure that staff attendance and punctuality regulations are included in the staff discipline policy or code of conduct and implemented within their school determine and communicate to all staff and the PTA the time for reporting for duty (in sufficient time to allow for signing in and to be ready at least ten minutes before the start of the first lesson),

ensure that a register of attendance recording time of arrival and departure is signed personally by each teacher daily (including on non-instruction days),

ensure that staff are not absent without reasonable cause. With the exception of emergencies, all teaching staff will request permission in advance from the Principal for any absence, and may be refused if it is not judged valid. Requests for any absence caused by official duties or unavoidable unofficial or personal duties, as laid down in the draft Human Resources Department Policy document, should be made in advance whenever possible. All reasons for absence should be recorded in the signing-in book, and if appropriate in the teacher's file,

require that notification of sickness should be made as soon as possible, and that medical certificates are supplied,

record instances of unauthorized absence or persistent lateness in the teacher's file and report them to the SMC. Persistent lateness will be treated as unauthorized absence, and should first be addressed internally by the principal. Unless these issues can quickly be resolved at school level, they should be dealt with according to the draft Human Resources Department Policy.

This could result in loss of pay.

Staff discipline

It is important that Principals are fully aware of the rules and regulations governing their work. As civil servants, a number of statutory documents, listed in the draft Human Resources Department Policy, bind all teachers in The Gambia. Schools could develop their own policies on staff discipline and codes of conduct for teachers, which must be consistent with the draft Human Resources Department Policy. The Principal is responsible for ensuring that these

policies are developed, communicated to all stakeholders and monitored.

2.53. Staff codes of conduct

What is a code of conduct?

A code of conduct provides an agreed guideline for professional behaviour for teachers. A code of conduct for teachers should be developed taking into account the guidance mentioned in the draft Human resources department policy.

Why have school codes of conduct?

The Gambia Government's Code of Conduct for Civil Servants sets out the general expectations for all those employed by the Gambian government. However, additional standards are needed for adults working in schools with children and young people, to protect them from harm, and to set a good example in promoting pupils' learning and personal development. For example, all staff employed in schools must adhere to the Policy Guidelines and Regulations on Sexual Misconduct and Harassment in Gambian Educational Institutions. Community members involved in school management or in supporting schools must also conform to this policy.

Developing and agreeing a code of conduct at school level creates a sense of ownership of the expected standards of behaviour. Communicating these widely ensures that all stakeholders are aware of the standards expected of teaching and non-teaching staff and can therefore be involved in monitoring compliance.

Staff discipline and grievance policies

What are staff discipline and grievance policies?

All members of a school community, including teaching and non-teaching staff, School Management Committee members, pupils and the wider community have rights and a corresponding set of responsibilities. In the case of teaching and non-teaching staff the responsibilities are outlined in the staff code of conduct.

A staff disciplinary policy describes the procedures to be followed when this code is breached and will describe the process for appealing against any disciplinary action.

A grievance is a complaint by an employee about their employer, or about another employee. Normally it is a complaint about something the other person has done (i.e. an action) – it is not acceptable to make a complaint simply because you do not like another person, or find them hard to get along with.

Complaints of sexual harassment are a separate and serious matter and should be dealt with in accordance with by the school’s sexual harassment policy.

Why have staff discipline and grievance policies?

It is always helpful for staff to understand where the boundaries of acceptable behaviour are, and this reduces unnecessary grievances the rules from the outset.

A policy ensures consistency of decisions – fairness is one of the key attributes of a good leader. Having structured discipline and grievance procedures allows an opportunity for issues to be resolved within the school without further action being necessary. There are written records of discipline and grievance discussions if the matter does go further.

To summarize; good school discipline and grievance policies, thoroughly understood by all stakeholders, provide a clear and agreed framework for both teachers’ behaviour and management’s response to any breaches of the code of conduct and discipline policy. If routinely adhered to and correctly reported, they will enable more issues to be dealt with at school level (with support from school external supervisors, called cluster monitors) and will reduce the burden on the Regional Director by reducing the number of disputes which reach his or her office.

Developing staff discipline and grievance policies

Any policy devised by the school must comply with the procedures set out in the draft Human Resources Department Policy.

Implementing staff discipline and grievance policies

It is important to remember that Principals and senior staff can deal with minor issues informally through discussion with the members of staff concerned, but if this does not result in a change of behaviour then they may need to use these procedures referred to above.

3.54. Financial management

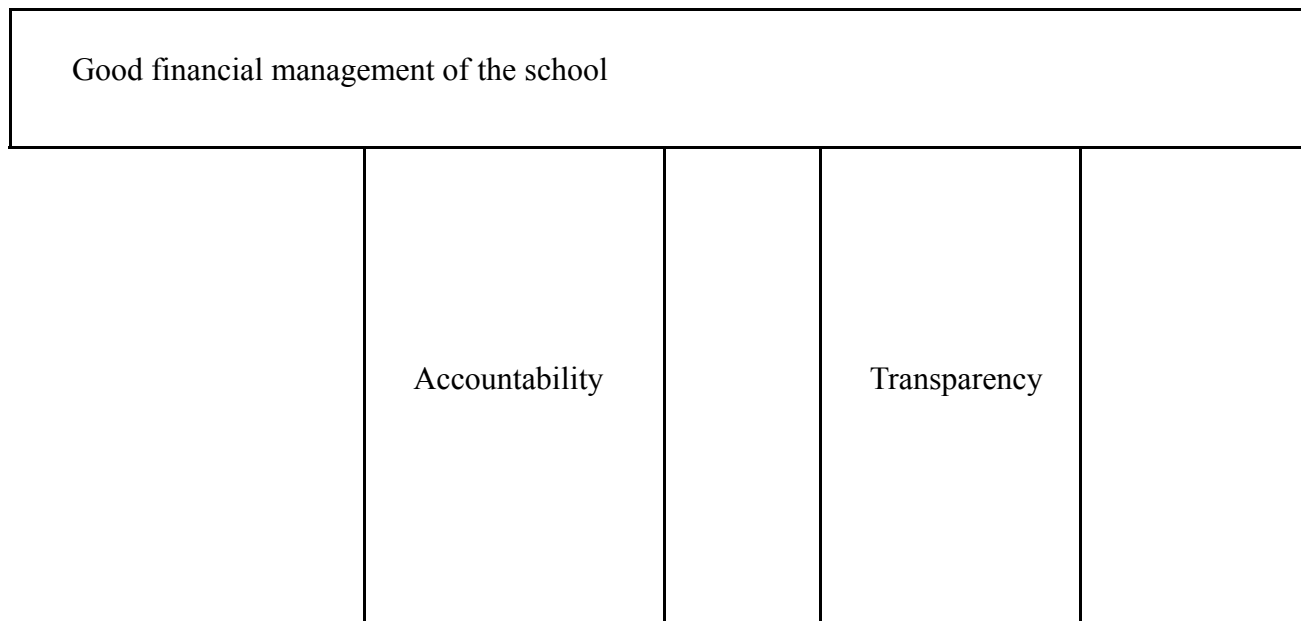
All schools have control over small amounts of money from school funds, school fees or donated funds. All Principals and the SMC are responsible for these sums, which are to be used only for the best interests of the pupils, and to raise their achievement. In their handling of all funds they are bound by the Financial Instructions. In addition, they must be further guided by the principles of accountability and transparency in their handling of public money.

A proper and efficient financial management system at school level is essential for the effective delivery of education. This system will enhance the collection and effective use of all financial resources by schools, and also serve as an incentive to stakeholders such as parents, donors and government by assuring them that resources allocated to schools have been used with utmost transparency and accountability. Therefore, headteachers and SMCs must adhere to the principles of accountability through a consistent reporting mechanism that is both transparent and free from corruption.

Principles of school financial management

Accountability

Accountability is a process by which those responsible for the management of public resources demonstrate to stakeholders that those resources are being used efficiently and effectively, and for the intended purpose of the public in accordance with regulations. The resources must benefit first and foremost the public and not individuals, including principal, committees or their members. It is important that public institutions, such as schools, are accountable in their finance management.



Transparency

Schools receive resources from parents, various domestic and international donors and the government, all of whom allocate these resources because they recognise the value of education. Principals and SMCs share the responsibility to ensure that they are properly used for the benefit of the pupils.

It is therefore important that each school have a system that which clearly shows all income into the school and how it is spent. The Leadership and Management Sub-committee should ensure that records of the use of funds are presented to the SMC and that the information is made available to the PTA as part of its reporting. This will enable stakeholders to trace the flow of

resources and understand the process of decision-making about their use.

Corruption

School resources, whether financial or non-financial, belong to the school, and not to either the principal or the SMC. Therefore, they must only be used for the business of the school, for the direct benefit of pupils. To use them in any way other than for the business of the school is corruption and contrary to the established procedures and regulations of the school management system and the laws of The Gambia.

Budgeting

As part of a proactive approach to school maintenance and development, WSD planning includes the consideration of methods of financing these plans. The SMC must develop a budget for the twelve months from September of every year (i.e. September to August).

Mobilising finances for the school and banking

A school needs all the financial resources it can muster to support the implementation of its vision and objectives successfully. The whole school development plan identifies priorities for the school during the year, ranked in order of importance and with costs indicated. Financing the plan will require identification of sources of income for the school's programmes and a set of strategies for mobilizing its community in becoming active partners in educational development. In a typical school, finance comes from a number of sources, namely the government, parents and community groups, which include community elders or business people, charitable organizations or missions, non-governmental organizations (NGOs), etc. The school management should understand its environment, develop, and deploy strategies to tap potential sources of financing for school development projects. It should however be realized that essentially it is parents who bear the brunt of financing and the school management should be careful of overtaxing them.

In understanding the school environment's financial potential, it is important to know who usually provide what. Government typically provides school buildings, trains teachers and pays their salaries, prepares syllabuses etc., whilst community organisations and NGOs give grants

which are often more specific, such as water and sanitation. Non-financial donations must be registered and a fair value assigned to them for incorporation into the assets base of the schools.

Identifying sources of finance

It will be easier for the school to raise finance from any source if the reputation of the school and its management is good, and donors of all kinds can have confidence in the integrity of the school's use of resources, including the principles outlined above.

The whole school development plan will identify the school's priorities for improvement for the coming year, and in some cases for the longer term. The priorities in the plan will partly be decided on by what funding can be found.

In developing the budget:

Identify the amount and use of resources from the government budget.

Examine information about government donor-funded projects in education and narrow down to the areas from which your school can benefit, such as school furnishing, professional development of staff, classroom improvement or construction and housing for staff etc. The prioritisation of these must be in line with the development plan.

Identify the community potential, including for a strong PTA, community societies (kafos) interested in funding educational activities, NGOs and their areas of interest, and then develop relationships to harness this potential.

Budget consultations and timing of budget preparation

The budget must be derived from:

consultations with the PTA and school management on the envisaged programmes in the next school year (the WSD plan),

statistics of expenditure and established patterns of school programming from previous years current or envisaged education policy directions.

Its financing must be derived from statistics of previous financing patterns and efforts by the school to acquire new avenues of financing.

Budget management

A transparent system of managing the acquisition and disbursement of resources in accordance with the budget must be adopted and adhered to.

Accounting and documentation: The school must keep books of account so that the management of the school's finances and assets can be inspected without notice, as follows:

an analysed cash book

an assets register.

The following documentation will be maintained:

a payment voucher system

a receipt book (preferably one for each type of revenue).

Cash management and financial documentation processes

To ensure accurate cash management:

all cash received by the school must be receipted for in the proper receipt book

all non-cash donations received must be valued and receipted for in the same receipt books

all receipts must be posted to the cash book

all cash must be paid into a school bank account by the 7th of each month, a bank reconciliation statement must be prepared for the previous month and filed.

Reporting

The Leadership and Management Sub-committee of the SMC must ensure the following reporting to both the SMC and the PTA:

Monthly: Bank reconciliation statement.

Quarterly: A statement of receipts and payments, An assets register.

Annually: Receipts and payments statement for the year, a list of assets and liability statements, Assets register

2.55. Handing over

What is a handing over report?

A handing over report is a comprehensive and up-to-date list of the school's resources, under the following main headings: school accounts, human resources, pupils, materials, equipment, premises, and PTA / mothers' clubs records.

The report also includes cash and bank reconciliation forms which are covered in the previous section on Financial Management.

Why complete a handing over report?

The managers of the school are responsible for the material as well as the human resources of the school. A comprehensive record of these resources informs the current and incoming managers about the resources of the school. It helps ensure that the school's resources are being well managed, and carefully used, stored and maintained.

How to complete a handing over report

The report should be completed at the beginning of the school year and updated on a termly basis. Principals should not wait until the end of the year to complete this report. The SMC sub-committees, for example, accounts by the Leadership and Management Sub-committee, can compile different sections of the report; however, the Principal and the SMC chairperson should countersign each page. Signed copies should be handed from outgoing to incoming principal, SMC chairs and committee chairs (relevant sections only).

An incoming Principal should not accept the report if it is not complete and they are not able to verify physically its accuracy. At hand-over from principal to principal, the Permanent Secretary and the Regional Education Director should be sent copies of the report. Failure to complete the report is an extremely serious issue and can result in a salary stoppage.

2.56. Community participation:

It is important that all stakeholders of a school feel they have a responsibility for helping to develop and manage the school. Most schools in The Gambia have PTAs which support the school in many ways, providing labour when requested for a variety of development projects, for example. But participation is about more than helping to meet a shortfall in resources; it involves being involved in decision-making about how the school is managed at all levels. This manual sets out ways in which responsibility for school management are now to be shared. This

section defines the community's roles, through the PTA, the SMC and its various committees, in decision-making and management.

Why is participation important?

In order to be effective a school needs to have the full support of the community it serves. Many people are rightly interested in how well the local school is performing and have a role in supporting its development. Good school leaders will work hard to:

develop an active, interested Parent Teacher Association (PTA) with many parents, teachers and pupils involved,

facilitate the election of an effective School Management Committee (SMC) from amongst the PTA,

Co-opt other helpful community members onto sub-committees,

pay particular attention to ensuring strong teacher and pupil representation on sub-committees where their expertise will be particularly valuable,

welcome the whole community into the school, demonstrating the value of education and keeping them well informed of the school's achievements as well as its needs,

promote links with organisations and structures (governmental and non-governmental) which can help the school's development.

SMCs should try to get a wide range of community members involved in the PTA, attending meetings, taking part in making decisions about the school, and becoming active members of both the SMC itself and its sub-committees. SMCs should take positive action to reach out to groups who might have been excluded before, informing them of important events, inviting them to meetings, encouraging them to stand for election on to the SMC, and so on. This particularly includes women and members of ethnic minority groups in the community

The role of the PTA, the SMC and its sub-committees

What is the PTA?

The full PTA is the paramount body for the management of the school and its membership is open to current parents (including guardians), teachers and pupils of the school (although other members of the community may be co-opted onto sub-committees of the SMC).

Why is it important?

PTA members will be responsibly, co-operating closely with the Principal, in all aspects of school development and management. Broadly speaking, the Principal will concentrate on aspects of school management concerned with teaching and learning, with support from the PTA. The PTA will concentrate on issues such as school premises and girls' and boys' welfare, among others, supported by the school teaching and non-teaching staff. The Principal and PTA, in particular the School Management Committee, will work together on school development planning.

The role of the School Management Committee (SMC)

Keeping oversight on the work of the various sub-committees

Reporting to the PTA (and other interested community members and stakeholders) on the work of the sub-committees

Taking the lead on whole school development, and ensuring consultation and information-sharing with the wider PTA

Ensuring that the sub-committees consult with the PTA (and other interested community members, community structures such as the Village Development Committee (VDC), and other stakeholders) on matters concerning school performance and school development

Fundraising for the school

Performing any other responsibilities as assigned by the PTA.

The role of the sub-committees

i. Leadership and Management Committee:

Ensuring pupils' enrolment, attendance and punctuality

Managing the finances of the school in line with the school development plan, carrying out transparent budgeting and reporting to the PTA through the SMC

Ensuring that school terms and holidays commence and end promptly, to promote the requirement for 880 hours instruction time for pupils

With inputs from other sub-committees, developing and presenting the school development plan to the SMC

Harnessing the support of all stakeholders for the development of the school Project identification, proposal writing and programming in respect of resource mobilization activities

ii. Community Participation Committee:

Organising, together with the SMT, three programmes per year to inform parents and involve them in general school activities (e.g. Sports Days, Open Days) and about the progress of their individual children

Mediating between the members in the case of dispute with a view to bringing healthy relationships between members

Ensuring and supporting the establishment and functioning of mothers' clubs as well as alternative mechanisms for enhancing the participation of fathers in the activities of the school

Ensuring adequate and effective participation of the community and its various structures in the formulation of the school development plans

iii. Curriculum Management Committee:

Conducting quarterly review meetings to determine the progress of delivery and coverage of the relevant syllabi

Ensuring the delivery of 880 contact hours per annum to all pupils

Overseeing the proper delivery of the composite timetable

Assisting in resource mobilization for curriculum development issues

Advising the senior or school management team (SMT) on the development of a homework policy, communicating it widely, ensuring and monitoring its implementation

iv. Professional Development Committee:

Together with the SMT, developing a staff discipline and grievance procedure (in line with the Government of The Gambia policy), agreeing it with the teaching and non-teaching staff, communicating it widely and ensuring its implementation and monitoring. The committee is to preside over any case among the staff and between the staff and other people. In doing that, it

will provide guidance and counselling and also serve as a disciplinary committee.

Ensuring that the school has an induction programme for teachers new to the school, as well as welcoming and helping to settle them in the school and community

Encouraging all teacher trainees in the completion of their studies

In partnership with the school management, identifying relevant training needs of the staff and designing appropriate measures for addressing the identified needs

v. Teaching and Learning Resources Committee:

Establishing and managing the proper storage of teaching and learning resources

Ensuring equitable utilization of the school's teaching and learning materials

Developing and enforcing relevant policies relating to the use and upkeep of teaching and learning materials

Assisting in the acquisition of additional teaching and learning materials

Facilitating the training of teachers in the development and production of relevant teaching and learning materials

Assisting in resource mobilization for the acquisition and management of teaching and learning materials

vi. Learner Welfare and School Environment Committee:

Together with the SMT, developing, communicating widely, ensuring the implementation of, and monitoring a school pupil discipline policy, a dress code, and a policy on sexual harassment, all to be in line with the Ministry of basic and secondary Education (MOSBSE) policies,

Promoting a safe and healthy school environment

Managing all aspects of the school premises, including construction of new buildings and fences, maintenance and cleaning

Management of the school feeding programme as well as the school farms and gardens

Carrying out a termly check on the school furniture. This includes both verifying numbers against the school inventory and the condition of the furniture. Carrying out minor repairs as necessary

All committees:

On all these matters, members of the SMC and the sub-committees shall:

keep minutes of meetings

liaise with the principal and wider PTA to keep an overview of the situation and identify any problems that arise or may arise

discuss problems and agree on what actions to take act on the decisions made and back to the relevant committees, and the wider PTA, on what action has been taken, and the outcome

2.57. Communications and information

Frequency and timing of meetings

It is advisable to call full PTA meetings at least once a term. SMC meetings should be held every month or more often when necessary, for example when drawing up the whole school development plan. The president or the secretary (the Principal) can call an emergency meeting at other times if necessary. The SMC sub-committees should also meet once a month. All meetings related to the PTA and its committees should be scheduled for dates and times convenient to most community members. They should not clash with other important events in the area, including market days. They should be held at times when both women and men should be able to attend, taking into account the demands that their household, farming and other duties make on their time. They should be timed so that the sub-committees can report to the SMC who can discuss the reports before meeting with the full PTA.

Reporting and accountability

Having information is an important part of participation. At the very least, this means that members of the PTA need to know what decisions have been made by their elected representatives on the SMC. They should also be consulted in advance of important decisions. This should be done at the regular PTA meetings, to which all members are invited. Very rarely, it might be necessary to call an extraordinary meeting of the PTA, if there is something urgent and important that the SMC needs to consult the wider PTA about.

Minutes should be taken of every SMC meeting, setting out what issues were discussed and recording what decisions were made. These minutes should be available for anyone in the PTA to look at if they want to. The secretary in his or her office should hold copies, for this purpose.

Monthly, quarterly and annual accounts statements shall be presented and discussed at the PTA meetings, with the aim of sharing relevant information pertaining to the performance of the SMC.

The content of the school development plan should be developed in consultation with the PTA (and other community members), presented to and discussed with the community before its final adoption, to ensure relevance and appropriateness.

2.58. Open days

There are three main purposes for holding open days:

to raise awareness of the value of education generally and the importance of enrolling children and ensuring regular attendance

to stimulate interest in what the school is doing, promoting a greater sense of community involvement in, and ownership of, the school (e.g. cultural programmes, sports events)

to inform parents about the progress that their own children are making (e.g. individual meetings between parents and teachers to discuss pupils' progress, visits to classrooms).

Sensitisation campaigns have only a short-term effect on enrolment if parents are not convinced of the importance of education. Children may enrol but they do not attend regularly and may soon drop out again. Without follow-up, they are not an effective use of school resources. Schools should therefore hold a minimum of three different open days (or similar events) a year, one every term. At least one of these should give parents an opportunity to discuss their child's progress with their teacher or teachers. This is best arranged by dividing parents into groups, and asking them to come at different times of the day, if possible. This minimises waiting times for parents and allows teachers to be better prepared by having pupils' books arranged for parents to see.

2.59. Wider participation

Establishing mothers' clubs

Mothers' clubs already exist in many communities in The Gambia. Where a mothers' club does not already exist, it is up to interested women in the community to decide whether they would

like to start one. One way of doing this would be for two or three women on the Community Participation Sub-committee to organise an initial meeting to discuss the idea with other women among the school's stakeholders. This founder group of women will need to reach out to women in all the communities around the school, including women in ethnic minority groups in the community. They should invite all women community members to a meeting to discuss the purpose and activities of the mothers' club, and decide if they want to join. Provided there is enough interest from women, that initial discussion can be followed by calling the first official mothers' club meeting.

Mandate

The overall aim of mothers' clubs is to raise their community's awareness of the importance of girls' education. They can promote girls' access to school, prevent them dropping out of school and promote good school performance on the part of girls. This may involve counselling girls themselves, and/or their mothers and fathers. Sometimes, there will be sensitive issues to deal with, as when a family wants their daughter to drop out of school to get married, or a schoolchild becomes pregnant. Mothers' club members should be prepared to talk to the girls and families concerned, and encourage parents and guardians to keep girls at school, at least until they have finished upper basic and preferably through secondary education too. Where there is a mothers' club, it is good practice to have at least one representative on the SMC. In addition, there should be mothers' club representatives on each of the sub-committees.

It is recommended that mothers' clubs meet at least once a term, or more often if necessary, to plan their awareness-raising activities, discuss any problems that may have arisen concerning girls' and boys' enrolment, attendance or performance in school, and plan what action to take. At these meetings, the club representative(s) on the SMC and the sub-committees should also report back on decisions that have been made in those committees, and what the current issues are concerning girls' and boys' welfare at school.

The clubs should have a constitution modelled on the PTA constitution and should elect a president, vice-president, treasurer and secretary.

Increasing fathers' involvement in schools

Due partly to the mothers' clubs, girls' enrolment in basic education has increased in The Gambia. There is now a need to pay attention to boys' enrolment too. Some boys from low-income families, or from communities where boys are required to start working at an early age, are not enrolling in school. These boys are deprived of their right to have an education.

Schools should give serious thought to how fathers can be involved in school life in such a way as to support their sons to enrol and achieve at school. Sporting events and livestock projects are two possible initiatives that fathers could become involved in.

Relationships between the school and other agencies

SMC members must be able to interact well with people both within and outside the school. This will enable them to develop effective networks with other stakeholders and tap all sources of support for the benefit of pupils. It will be useful for the SMC, particularly the Leadership and Management Committee, to keep themselves aware of any NGOs which fund particular projects. In addition, NGOs such as VSO may also offer practical support in schools. These partnerships can help in direct support with teaching and learning, as well as other aspects of the school. All staff and parents should be encouraged to see such partnerships as positive, and to welcome the volunteers into the school.

As well as the financial benefits that some networks can bring, there are other advantages to schools of having partnerships with schools in other countries or even in other parts of the Gambia. Ideas about curriculum development and teaching methods can be shared, and pupils can learn about the world outside their own area in practical ways. In some cases, exchange visits take place between teachers and even pupils to expand their understanding.

2.510. Curriculum Management

This area describes how the school makes decisions about what is taught, how and when. It also describes how the school looks at the effectiveness of this teaching and learning, by observing teaching, examining pupils' work and analysing test results to see where teaching is successful

and where it needs improvement.

At the lower basic level, a thematic approach to teaching will be used. English, mathematics, science, social and environmental studies/integrated studies will be the core subjects. The Grades 7-9 curriculum in basic cycle schools will continue to provide a variety of basic skills in the core subjects, including knowledge and capabilities in science, technology, agriculture and general subjects. It will also provide opportunities to acquire pre-technical knowledge, pre-vocational, agriculture and basic scientific knowledge and skills to enable pupils to become self-reliant. The use of ICT as a teaching and learning tool will be expanded progressively across all levels before the end of the current Education Policy period.

At present the medium of instruction is English, although it is intended to change with the current Education Policy, which states that during the first three years of basic education (Grades 1-3), the medium of instruction will be the predominant Gambian language of the area in which the child lives. English will be taught as a subject from Grade 1 and will be used as a medium of instruction from Grade 4. Gambian languages will be taught as subjects from Grade 4.

Organisation of teaching time

A major reason for pupils failing to reach the expected learning outcomes is that the school is not covering the whole syllabus; in many classes, the end of the syllabus is simply not taught by the end of the year. Strong leadership, good planning and careful monitoring are all required to address the problem. There is a role for the Principal, all teachers, the SMC and the cluster monitor. There are two issues; ensuring that the pupils receive the correct number of hours of teaching and that the available hours of instruction is then properly used.

Instruction hours

A critical determinant of how well pupils achieve in school is the amount of productive teaching they receive. The statutory minimum number of contact instruction hours is 880 per year and it is the responsibility of the principal to ensure that pupils receive this. One major role of the Curriculum Management Sub-committee, supported by the SMC and the PTA, is to assist both the Principal in achieving this and the Regional Office in monitoring the school's overall compliance. Failure to deliver 880 contact hours is a serious matter, as it reduces pupils' achievement. The Regional Education Office will set the flexible calendar for the full academic

year and inform all schools of the expected term dates for the forthcoming school year before the closure of schools in July. It is the responsibility of the principal, together with the PTA/SMC, to ensure that instruction time lost because of local holidays is made up.

The SMC chair, Principal and caretaker of every school should ensure that classrooms are prepared at least a day before the term commences. All school materials should be available and accessible to pupils and teachers on the first day regardless of the presence or absence of the Principal.

Principals and SMCs will set a clear expectation that: teaching will begin on the first day of term. All classes that can be covered should be operational immediately, exams will be held in the last week of term , cleaning days cannot be included in the total of instructional hours.

Our pupils need	Teaching begins on the first day of term
880 hours of instructions	Exams take place in the final week of term
	Cleaning days do not count as instructional hours

Composite timetable

The principal, together with senior teachers, will:

develop the composite timetable and share it with all staff and the PTA/SMC by the first day of the first term,

ensure that the core subjects receive enough emphasis,

ensure coverage of all other subjects throughout the week,

if the school has a library, include sessions of library use, particularly for older pupils,

ensure that all subjects are taught as per the composite timetable, and conduct spot checks to ascertain that this is the case,

ensure that lessons are of the right length for the age of the pupils and the requirements of the subject,

as part of the monitoring of teaching and learning, scrutinise pupils' work, teachers' notes and lesson plans and analyse test results for evidence that the curriculum is being covered,

take appropriate action where problems persist. Gaps in coverage may indicate lack of subject knowledge, or the teacher may need assistance with time management and classroom organisation, particularly if the required content has not been covered by the end of the year. Both of these indicate training needs and can be reflected in the whole school development plan. The cluster monitor will work in conjunction with the Principal and senior staff to support the establishment of these routines, and support the Principal where action is necessary.

Classroom utilisation

In some schools where the number of classrooms is inadequate or there is a shortage of teachers, the double shift system may have to be applied. Each school faces a different situation and the school management carefully considers the following when coming to a decision about which grades should attend when:

whether younger or older pupils are better suited to morning or afternoon sessions,

that Grades 3 and 5 pupils will be taking National Assessment Tests (NATs),

that Grade 9 and 12 pupils will be taking external examinations,

Grades 6, 9 and 12 pupils will be preparing for transfer to the next stage of education.

2.511. Ensuring and improving the quality of lessons

Lesson planning

The syllabus is the overall work plan for a particular grade level. These can be found in the relevant teacher's guides. From the syllabus, the scheme is extracted, and the lesson plan extracted from the scheme of work.

Schemes of work are tools used to help teachers organise lessons. They help teachers make longer-term plans and goals for their classes. They cover long periods (from one week to two months or more) and broad subjects. The aims found in the scheme of work should be based on the Learning Achievement Targets (LATs) and objectives set forth by the Department of State for Basic and Secondary Education. Many lesson notes or plans must be made to achieve all of the goals in a scheme of work. Lesson plans describe in detail exactly what the teacher will teach during a specific time on a specific date.

Why produce schemes of work and plan lessons?

Teachers need to be clear about what they want to teach, when and how. All staff with a teaching commitment, including Principals and senior teachers, should produce schemes of work and lesson plans, guided by the syllabus, teachers' guides and LATs. The scheme of work will set out what they expect to teach over the period agreed within each school (often one or two weeks). The lesson plans will guide them through the lesson, ensuring that they are well organised and have thought about the teaching materials they need and methods they will use, as well as how the pupils' learning will be assessed.

The Principal has overall responsibility for ensuring that lessons are properly planned, although in larger schools day-to-day guidance and monitoring may be delegated to a vice-Principal or senior teacher. Schools might consider producing common formats for schemes of work and lesson planning, to ensure that all aspects are included. Teachers can prepare teaching materials and plan methods they will use.

The Principal should:

ensure that teachers know what the schedule of the school is (i.e. weekly, fortnightly, monthly, etc.) for the production of schemes of work and for lesson plans,

agree with senior teachers arrangements for checking and signing schemes of work and lesson

plans,
carry out spot checks to ensure they are being checked and signed,
ensure that the schemes of work and lesson plans are used by teachers in their teaching (assessed as part of routine lesson observations) ,
discuss the quality of the schemes of work and lesson plans with the senior teachers and the cluster monitors if necessary and plan and implement programmes of individual support for weak teachers or a workshop for the whole school, as appropriate,
record persistent failure to complete schemes of work and lesson plans in the teacher's file and ensure that teachers mark pupils' work promptly and objectively, checking a sample of pupils' books as they observe the lesson.

Monitoring via classroom observation of teaching.

Why do classroom observations?

However well a school is managed, the most important aspect is the quality of teaching and learning. By observing teaching and learning, Principals and senior staff can not only gain a view of the quality of education in their schools, but also help their teachers to improve their own skills. Observations and feedback should be carried out in a spirit of support, to help build teachers' confidence in the process. It is important to focus on what is going well, not only on what needs to be improved.

How the Principal carries out classroom observations

Establishing a positive atmosphere

The Principal and other senior managers should hold a staff meeting to explain the process of classroom observations. They should ensure they make the purpose very clear, and explain how the process is to be carried out. It is important that staff understand a number of principles: this is a positive process to help to support them in their own professional development, although general information from the process may be used to inform professional development plans, the specific details of each classroom observation are confidential to the teacher and the Principal. A teacher who reveals personal information during discussions with the observer

needs to feel confident that this will not become common knowledge in the staff room or community. Observations are about the individual and his or her professional development. They should not be seen as a means of making comparisons between one staff member and another.

In this staff meeting, teachers' ideas and opinions should be listened to and taken into account. The guidance notes and reasons for the observations should be shared with staff, so that they are clear about the good practice that the observers will be looking for. These should also be shared with new teachers as part of their induction.

Before the observation

Initially, a yearly timetable needs to be drawn up, to show when classroom observations will be carried out and by whom, and when feedback discussions will take place. The aim is to regularly observe and hold feedback discussions with each teacher, preferably once a month, and at least once a term. For senior teachers or teacher trainee mentors who have full-time teaching commitments, the period when their class is being taught religious knowledge can be used for monitoring colleagues or giving feedback. The observation timetable should be shared with teachers, so that each teacher has time to prepare.

During the observation

The observer should:

try to be in the classroom before the start of the lesson and stay until the end, to observe how the lesson progresses

sit at the side of the class, so that both pupils and teacher can easily be observed

try not to disturb the lesson or distract pupils

In the case of a factual inaccuracy, not correct the teacher during the lesson, but quietly point it out during feedback

keep notes what is observed, of what went well and areas for improvement, making comments based on the guidance notes.

After the observation

All observations should be followed as soon as possible by constructive feedback (pedagogic dialogue). After the discussion, the observer and the teacher should both sign the record of the observation. If, after discussion, the teacher does not accept the observer's comments, he or she should briefly note that on the form before signing. Feedback should be given in a private place, out of the earshot of pupils or other staff; this will provide the opportunity for the teacher to give his or her views on how they thought the lesson went. Feedback dialogue should be used to: discuss the strengths as well as areas for improvement observed in the lesson, identify no more than two or three specific points for improvement, and the actions to important issues, and the teacher will not become discouraged. The observer may need to give the teacher guidance on how to achieve these improvements, perhaps recommending speaking to other colleagues who can help.

Who is responsible?

The Principal and, in larger schools, vice-principals and senior teachers will be responsible for carrying out these activities. The responsibility of the Curriculum Management Sub-committee is to ensure that lesson observations and constructive feedback are taking place. General observations about the process and any professional development needs can be shared with the sub-committee, but the names of the teachers to whom they refer should be kept confidential to the Principal, vice-principal and senior teachers. The sub-committee can then report appropriately to the SMC and the PTA.

This is an area where the cluster monitor can play an important role. He or she should: discuss with the Principal the school's plans for monitoring teaching, offer technical support and advice with the activities listed above, also help the principal and the sub-committee draw together information obtained from all the activities so they can develop a good general picture of the quality of teaching.

2.512. Pupil achievement

The most important indicator of how well a school is doing is the achievement of its pupils. This covers a number of elements, which include:
test and examination results at different levels

pupils' behaviour and attitudes
completion rates.

The school should be aiming for gender parity in all these elements.

Why monitor pupil achievement?

The purpose of keeping records is to be able to measure the performance of individuals, groups and the school as a whole. Such groups may include subjects, grades, classes, gender, special educational needs and language groups.

Information should be analysed to show whether there is improvement, and to identify strengths and areas for development in teaching and learning. These strengths and weaknesses might lie in particular subjects, grade levels or with individual or groups of teachers or pupils. They might also show trends, such as rising or falling standards in a subject or grade. Once identified, they should form an important part of the basis of whole school development planning, especially teachers' professional development. Cluster monitors will assist in the analysis of their results, identifying patterns and trends, and prioritising areas requiring action.

Scrutiny of pupils' work

As well as analysing test results, a great deal of information can be learned from looking at pupils' work in a systematic way. It is a useful addition to classroom observation to find out about teaching and learning in the school. There are a number of reasons for scrutinising pupils' work, which might include:

looking at the standard achieved,

checking on whether a marking or presentation policy is being carried out,

looking at the books in a particular subject to check how well it is being taught,

checking on curriculum coverage and seeing whether there are consistent approaches between teachers in a grade.

Notes should be kept on the findings, and feedback given to teachers. Positive aspects should be praised as well as noting areas for improvement. The information can be taken into account when looking at strategies for improvement as part of the whole school development plan.

Some of the findings might show that particular teachers need further guidance, or that there is a more general training need, which might be met through a school-based workshop or the development of a policy.

Gathering and using information about pupil achievement

The Principal, aided by the vice-principal and HODs (senior teachers) if appropriate, should: review teachers' planning and record keeping, sample the work in pupils' books, hold discussions with pupils about their work, collect and analyse information about pupils' achievements from the twice yearly or termly tests and end of year exams, use this information to inform parents of how well their children are doing, together with the Curriculum Management Sub-committee of the SMC, analyse the data by gender, grade and subject to establish the school's current situation. Use the data analysis to identify trends and assess strengths and areas for development, looking at records of results of all tests and examinations over a three-year period (where available). In consultation with the Curriculum Management Sub-committee of the SMC, agree priorities and set targets for improvement, to be set out in the whole school development plan, try to include information about pupils' behaviour and attitudes.

These are more difficult to measure, but criteria specific to subjects and topics can be found in the relevant Learning Achievement Targets (LATs). The school may wish to devise a small number of key indicators to provide a manageable assessment of pupils' behaviour and attitudes. Information on behaviour from lesson observations may be helpful, used anonymously. The Principal and members of the SMT will be responsible for carrying out most of these activities, but will involve the Curriculum Management Sub-committee closely so that they are able to report in an informed way to the SMC and the PTA.

The cluster monitor can also play an important role. He or she should: discuss with the principal the school's plans for analysing pupil achievement, offer technical support and advice, help the principal and the sub-committee draw conclusions and prioritise areas for improvement to feed into the school development plan.

2.511. Homework

Why give homework?

The purpose of homework is to give pupils the opportunity to practice and consolidate skills and knowledge that have been introduced during lesson time. It can play a role in trying to raise standards of achievement. Each school should develop a homework policy, advised by the Curriculum Management Sub-committee, so that teachers, pupils and parents are all clear about what is expected of them.

What is a homework club?

A homework club is a supervised, voluntary session held after classes where pupils can complete their homework on the school premises. The club may be held in the library or in a designated classroom. A teacher, who will help with general problems but is not expected to engage in additional teaching, will supervise the club.

Why have a homework club?

Although all pupils can benefit from being a member of a homework club, they are particularly helpful for poor children. Pupils can complete their homework before going home and completing their chores. They are therefore able to concentrate on their books whilst it is still daylight and before they become physically too tired by their domestic or farming chores to concentrate.

If there is a shortage of books, or some pupils cannot afford them, the school can provide a set of books for use by the homework club.

If homework is done in school, pupils do not have to take textbooks or exercise books home very often. They will therefore suffer less damage, particularly during the rainy season, and will last longer and look better, thus encouraging the pupils to take more pride in their work.

Organising a homework club

The Principal (or a member of the SMT) and the Curriculum Management Sub-committee should consult widely with the PTA before taking this initiative forward.

All parents will need to be convinced that the value of children being able to complete their

homework properly outweighs any inconvenience to the family of chores being completed later in the day. In addition, parents of girls will need to be convinced that their daughters will be supervised and not at any risk on the journey home. Because this initiative is of particular value for poorer pupils, it is important that membership of the homework club is free. If the whole school community is convinced of the value of a homework club, and it becomes part of the school's development plan, it may need to allocate some financial resources to ensure that it works; perhaps making a small payment to the supervising teacher (unless teachers are prepared to supervise on a rota basis) or providing extra sets of books. The homework club should be part of the school's overall homework policy. A participatory approach to planning the club should ensure that there is support for its rules.

Improving the classroom environment

Pupils learn best when the classroom is a well-organised and attractive place to be. The Principal should encourage teaching staff to set high standards of cleanliness and tidiness in the classroom and around the school generally. He or she should also observe how well teachers prepare and store their teaching aids, text books and pupils' notebooks, creating a well-ordered classroom. Teachers should be expected to be well prepared for each lesson, with the available equipment ready, and make prompt starts to lessons by having efficient ways of distributing pupils' books and equipment. In these ways, teachers can set a good example to their pupils and work with them to promote a positive learning environment.

Teachers should also be encouraged to make visual aids to display in the classroom. These might include:

number charts and lines

common vocabulary, including the core words for a particular topic, as a reference for spelling

class or school rules and expectations for behaviour

charts and pictures to illustrate and add interest to the subjects of the curriculum

learning objectives for the unit of study

examples of pupils' work

posters about school events and initiatives

any other visual aids to help pupils to learn.

As well as visual aids, teachers should make use of locally available materials for counting, art etc to provide practical ways for pupils to learn.

Extra-curricular activities

The school should try to provide extra-curricular activities such as sports, scouting and guiding, and clubs such as gardening and science. Principals should ensure that activities are attractive to both boys and girls. Schools should keep and analyse records of attendance at these activities, to monitor participation, especially with regard to gender. Extra-curricular activities provide a good opportunity for members of the local community to get involved with the school, and the Principal and the SMC should take every opportunity to reach out to the community in this way.

2.512. Teachers' Professional Development: Promoting continuing professional development (CPD).

What is continuing professional development?

Most teachers receive training at college level. However, their learning does not and should not stop there. Ensuring that all teachers continue to develop professionally throughout their teaching careers is a major area of responsibility for Principals (supported by vice-principal, senior teachers, cluster monitors and the SMC). In the whole school development process, actions to be taken by the school may need professional development for staff in order to make them effective.

Helping the professional development of staff

It is sometimes assumed that workshops are the most effective way of improving teachers' skills. However, although workshops do play a vital role in providing new learning, there is a lot of evidence to show that any improvement in teachers' practice, which results from attending a workshop, is likely to be short-lived unless this improved practice is followed up and supported within the school.

Schools can support the professional development of teachers in other very important ways:

developing and implementing an induction programme for teachers new to the school to ensure that they are familiar with the school's unique context, policies and expectations; classroom observation – where a member of the SMT observes the teacher in the classroom ; regular professional development meetings – to encourage staff members to help and support each other and to share ideas and knowledge and meetings with other teachers from different schools within the cluster to share ideas and knowledge beyond the school.

Why is CPD important?

Developing teachers' skills and knowledge forms an essential part of managing the quality of teaching and learning in the school. The role of the principal, senior staff and the SMC in creating a school ethos where everyone is committed to learning and improvement is vital. The aim is to develop a school in which teachers share their strengths, can be open about their difficulties and seek help without fear of criticism, and where they are confident that they will be supported and guided. If teachers are supported in this way, they should be able to create a similar situation for their pupils, helping them to learn free from criticism, celebrating their success and able to ask for and receive help when it is needed.

Records of CPD activities will be kept and used to determine strengths and areas for development in teaching for individual teachers, grades or subjects. Information gathered will also identify teachers who can be used to support colleagues in the school, or become members of a cluster training team. It will also lead to decisions about the school's priorities for professional development, which may become part of the whole school development plan. As performance management becomes established, information from classroom observation will form part of the performance review of each teacher.

Developing a CPD plan

Together with senior teachers and the Teachers' Professional Development Sub-committee of the SMC, principal need to develop a CPD programme each year to meet the specific teaching and learning needs of the school. This programme of activities should include:

Mentoring of teacher trainees (TTs). For example, the TTs may be encouraged to meet after

school once a week to help each other with distance module assignments, with an experienced teacher assigned to assist them:

Create a timetable for classroom observations and feedback discussions to be carried out by the principal and other senior staff members

support for teachers in implementing aspects of the whole school development plan

regular professional development meetings – these may take the form of regular school-based workshops and/or small group meetings. Areas, which could be covered, include:

improving teachers' classroom management ,classroom organisation record keeping

making lesson plans/schemes or work

making teaching aids

using resources/teaching aids in the classroom

discipline and behaviour

use of questions

understanding how children learn

individual subject knowledge.

For senior members of staff, workshops on management and classroom supervision skills could be held.

Other strategies that are considered useful include:

establishing grade or subject teams in which teachers can plan together, evaluate how well a particular aspect of the curriculum has been achieved, review and compare samples of pupils' work and discuss issues related to their subject or grade level;

contributing to groups to develop school policies for subjects or aspects of the school's work, and reporting back to colleagues and the SMC/PTA;

developing an induction programme for new and unqualified teachers, and those new to the school, and producing a staff handbook to ensure that all staff are familiar with the school's systems, routines, expectations and rules;

identifying strong teachers who can be released to work with weaker or less experienced colleagues in team teaching or in giving demonstration lessons;

arranging for a weaker or inexperienced teacher to observe a strong teacher teach in his or her own class or subject;

arranging visits to other schools to observe as above, where the expertise does not lie within the school;

participating in cluster-based workshops on appropriate topics, for example subject specializations for teachers of Grades 7-9;

arranging for teachers with a particular need to attend appropriate workshops with another school. The school should aim to run at least two training sessions or activities each term.

Supporting teacher trainees (TTs)

This section covers support for all teachers in training, on the traditional placement that forms part of the Gambia College-based Primary Teachers' Certificate (PTC), Higher Teachers' certificate (HTC), The University of The Gambia Bachelor of Education (B.Ed.) and those on the Gambia College/Regional Directorate partnerships' Primary Teachers' Certificate by extension. Those who have not undertaken a course of training but are working in schools as unqualified teachers are also given the same levels of support.

All types of TT face difficult challenges on their way to achieving qualified teacher status and the principal and all members of the school community need to support them to ensure that their course of study is as successful as possible. The PTC and HTC courses are very demanding for all TTs, but particularly so for those studying on the extension programme, for several reasons. They are expected to continue working as full-time teachers, while also studying at face-to-face training courses during each vacation and through distance mode during each term. They will have assignments to complete and may not have studied for a number of years. For these reasons, they may find the TT programme a difficult time, both personally and professionally.

Principals' support for TTs

Principals have an important role to play in supporting TTs, including working with the Regional Office in appointing a Mentor for each one. In some schools, this may be the same person for two or more TTs, or may even be the Principal, although every effort should be made to find another teacher to carry out the mentor role. In selecting a mentor, the Principal should recommend someone on the staff who is an experienced and effective teacher. It is also desirable that the mentor is able to act as a role model, for example, be self-disciplined, reliable

and punctual. In addition, the chosen mentor should be able to form positive relationships with the TT, in order to give encouragement and supportive but honest feedback. Principals should also identify how similar support for unqualified teachers is to be organised, to enable them also to develop their skills as effective teachers. Teachers new to the school may also need support, especially newly qualified teachers. The following guidance should also be followed for these groups. Teacher trainees and unqualified teachers are full members of the teaching staff. The Principal should: ensure that they are seen as such by senior staff, teachers, pupils and parents, include them in any staff meetings, induction programme and school or cluster-based training, make it clear that they are expected to contribute as much to the school as the qualified staff, ensure that they adhere to the same code of conduct, and rules of punctuality and regularity, including signing the staff time book, provide them with syllabuses, textbooks, timetables and all other relevant materials supervise their work and give constructive feedback, ensure that they are supported and encouraged by staff members, especially when they find their workload demanding.

The Principal should meet with each mentor once a month to discuss the TT's progress, and ensure that the mentor is carrying out the role effectively. This time can be used as an opportunity to discuss their classroom teaching, their distance education materials, and any problems they might be facing. In addition, the Principal should meet with the TT at least once in each term, to hear the TT's point of view on his or her progress. This may be delegated to a senior teacher in large schools. The Principal, vice-principal or senior teacher should use the opportunity to praise the TT for what is going well as well as offering help with any difficulties.

2.6. STRESS AND ITS MANAGEMENT

A head teacher sits at her desk. The day had started badly. Her new car had broken down and she was forced to walk the last two miles of her journey to work, arriving hot and flustered. She is working through the school accounts – they do not balance. Constant interruptions make matters worse. The Head of science department walks in demanding money for textbooks, which the school cannot afford. A parent phones worried about his son's progress in mathematics. Just

as she returns to the school accounts, her secretary walks in with a pile of urgent papers to sign. By this time, the head teacher is under stress. Her pulse is racing, she is sweating and her stomach feels as though it is in a tight knot.

This example illustrates several aspects of stress. First, stress is often caused by external events, largely outside a person's control. Second, stress affects a person's internal state, for example it can lead to an increase in heart rate. Third, stress is usually seen as a negative experience.

Stress may be defined as an unpleasant state of mind and body that people experience in situations that they perceive as dangerous or threatening to their well-being. (Agbonile, 2009)

Many psychologists view stress as a process involving a person's interpretation and response to a threatening situation. Hans Selye in the 1950s introduced the term "stress" from physics and engineering. He defined it as 'mutual actions of forces that take place across any section of the body, physical or psychological; the non-specific response of the body to any demand made upon it(Seyle, 1956). He also pointed out the link between stress and the pituitary gland.

Claude Bernard, a physiologist had earlier proposed the concept of "milieu interieur". He described the principle of "dynamic equilibrium" that a steady state (constancy) of the internal environment is essential for their survival. Therefore, external changes that threaten the constancy must be reacted to and compensated for to ensure survival.

A neurologist, Walter Cannon (1932), expanded the definition of dynamic equilibrium further by introducing the term "homeostasis". He was also the first to note that stress could provoked by both emotional (psychological) as well as physical factors. He went further to describe the relationship between stress and the neurotransmitters secreted by the adrenal gland as well as the "fight or flight" response.

2.61. THE ROLE OF STRESS IN OUR LIVES

It is interesting in to note that a "decent" level of stress is required for us to function at our best in whatever we do. Mild to moderate stress can motivate us to perform better, and also fuel creativity on less complex tasks. Stress also enables us to avoid and deal with dangerous and threatening situations and events.

On the other hand, stress may hamper performance on difficult or complex tasks. Stress often leads to aggression and misunderstanding in personal relationships. Intense prolonged stress may

lead to physical or mental illness. Stress can be classified into positive stress or negative stress.

Positive stress: is stress arising from desirable events or situations e.g. birth of baby, weddings (enormous stress may be experienced during the preparations for a wedding), job promotions (may be accompanied by greater and more stressful responsibilities) etc.

Negative stress: is stress arising from undesirable or unwanted situations or events. E.g. the loss of a loved one, an overbearing boss, ill health, financial problems, etc.

Events and situations that lead to stress are called stressors.

2.62. SOURCES OF STRESS

Stressors may be:

Psychogenic stress: - those that have psychological beginning such as anticipating an adverse event.

Neurogenic stress: - stress due to physical stimulus.

Processive stress: - stress due to high levels of cognitive processing of incoming sensory information.

Stressors can be classified as follows:

1. Everyday problems
- 2 Major life events
- 3 Catastrophic events or situation.
4. Workplace stressors

Stressors Due to Everyday Problems

Though people are exposed to Stressors everyday of their lives, what one person perceives and responds to as stress may not be to another person. Examples of such Stressors are – a quarrel with a friend, marital problems, an overbearing boss, being stuck in traffic, difficult work environment, living in a very noisy neighbourhood, financial insolvency.

Stressors Due to Major Life Events

These Stressors arise as a result of major usual changes in an individual's life e.g. loss of a spouse or loved one, loss of employment, nature of employment, divorce, disability or illness, bankruptcy.

Stressors Due to Catastrophic Events or Situations

These are sudden, often life threatening disaster or calamity, like the bomb blasts that do occur in some big cities, motor accidents, armed robbery attacks or other violent attacks, sexual assault e.g. rape , floods, fire accidents, ethnic and or political clashes .

Workplace Stressors

In recent years, the workplace has been seen as the major source of stress, so much so that stress has overtaken the common cold as the main cause of absence from work (Furedi, 1999). Some of the findings of research concerned with stress at the workplace that seem to support this assertion are highlighted as follows:

Workload ,according to Breslow & Buell,1960, In a study of some workers under age 45,in light industrial set-ups ,those who worked over 48 hours a week (overload) were twice as likely to develop coronary heart disease than those who worked 40 hours or less.

Repetitive work, Jobs which require frequent repetition of a simple task have often been linked to indicators of stress, as revealed in a study of Swedish sawmill workers, who did little more than 'feed' machines with timbers, which indicated that they suffered from a high rate of stress related illnesses.(Frankenhaeuser,1975).

Workers find repetitive jobs boring and monotonous, there is little opportunity to take pride in

the job or feel a sense of achievement.

Social isolation, in some work situations, workers are isolated from each other. This often happens when machines control work operations, workers are tied to machines with little opportunity to work around the shop floor and talk to each other. Social isolation is related to various indicators of stress, for example high levels of adrenaline and non-adrenaline (Cooper & Marshall, 1976).

Other factors include **Lack of control** (Labour Research, July, 1995) ; **Environmental factors** e.g. temperature, humidity, noise, vibration, lighting and ventilation. (Bell et al., 1990)

Role ambiguity, a role is a set of directives about how to behave when occupying a particular social position or status and this occurs when the guidelines for a role are unclear and ill defined. This appears to be linked with low job satisfaction and low self confidence and is regularly reported as one of the main factors contributing to stress in the workplace (Kahn et al., 1964);

Role conflict, this occurs when the requirements of two or more roles conflict or when aspects of one particular role conflict, for example when a work role conflicts with a non-work role such as parenthood, also when aspect of a role conflict – provided by middle management who have the responsibilities to shop-floor workers and to higher management. Demands from higher management for greater output may conflict with demands from the shop floor for better working conditions (Arnold et al., 1991).

2.63. FACTORS INFLUENCING THE EXPERIENCE OF STRESS

Factors affecting the experience of stress include the following:

Controllability: the degree to which stress can be mitigated or eliminated on appropriate response.

Predictability of onset: Onset whether acute or insidious.

Timing and frequency of the Stressors

The genetics make up is important in the experience of stress.

Other factors that may influence the experience of stress are nutritional status, overall health and fitness levels, emotional well being and the amount of sleep and rest.

2.64. PATHOPHYSIOLOGY OF STRESS

Stress response is mediated via a complex system of neural connections involving the locus ceruleus-sympathetic nervous system and the Hypothalamus-Pituitary-Adrenal axis. These systems are linked through the limbic system and the Hypothalamus as well as the endogenous opiate / reward (dopamine) system.

Mechanism of Stress Response:

The locus coeruleus and sympathetic Nervous connections: mediates the immediate stress response. The locus coeruleus is triggered through its connections to centres that process sensory information. The trigger occurs when the sensory perception identifies and abject or event as stressor. It releases noradrenalin and induces the sympathetic nervous system to do same. This leads to increase arousal, vigilance, increased heart and respiratory rate, diversion of blood flow the gastro intestine tract and sexual system.

Hypothalamo-Pituitary-Adrenal (HPA) Axis. Following the immediate response, the Hypothalamus releases corticotrophin releasing (CRF) which in turn triggers the release of adrenocorticotrophic hormone (ACTH). ACTH causes the adrenal cortex to release cortisol. Cortisol increases the body fuel supply via breakdown of muscle, decreased inflammatory response and suppression of the immune system. Extremely high levels may lead to fluid retention, hypertension, depression and psychosis.

Endogenous Opiate and Reward Systems: are involved in pain regulation and the production of happy feelings and euphoria, which may be found during stress. These systems may also have a role to play in the maladaptive behaviour of abuse of drugs and other psychoactive substances exhibited by some people coping with stress.

2.65. EFFECTS OF STRESS

Approaches which focus on the stress response tend to see stress as a negative and harmful state.

Stress can threaten psychological and physical well-being, it can result in illness and even death. (M. Haralambos, D. Rice et al., 2002).

Lazarus and Folkman (1984) for example defined stress as 'negative emotional and physiological process that occurs as individuals try to adjust to or deal with environmental circumstances that disrupt, or threaten to disrupt, their daily functioning'. This view of stress as harmful is particularly appropriate for severe and prolonged stress.

However, in the short term, moderate levels of stress 'can be stimulating, motivating and desirable'(Bernstein et al.,1997).Without stress life would have no challenges and thus may not be progressive, no striving to achieve higher standards. In fact, overcoming challenges is essential for any species' adaptation and survival and this involves the positive use of stress.

Notably, abnormal stress response can lead to both psychological and physical effects of stress.

1. Psychological (Emotional)

2. Physical

These effects are largely mediated by the secretion of Adrenaline and Cortisone.

PSYCHOLOGICAL (EMOTIONAL) EFFECTS OF STRESS

This may vary from mild to severe effects such as tensions, poor concentration, difficult remembering, irritability, anxiety, anger, aggression, sleep disturbances, sexual disturbances.

Adolescents may exhibit truancy, poor performance at school. More severe effects may include, “heat” or “peppery” Sensation all over the body, sad mood, these may degenerate to severe mental illness with symptoms like inappropriate behaviour, hearing voices others cannot hear, keeping to self, deterioration of personal hygiene, talking to self, etc.

PHYSICAL EFFECTS OF STRESS

These also vary from mild to severe viz-increased heartbeat, palpitations, persistent headaches, increase blood pressure, peptic ulcers and persistent body aches. More severe effects are increased risk of heart disorder and attacks. Persistent stress has been linked with suppression of the body's immune system and this can result in disease conditions and even death.

2.66. STRATEGIES FOR COPING WITH STRESS

Some basic coping strategies include:

Problem Oriented coping strategy, (Agbonile, 2009)

Emotional Oriented coping strategy (Agbonile, 2009)

Stress inoculation (Meichenbaum, 1977).

Problem-oriented strategy, people “take action” by either avoiding, minimizing or modifying the stressor (problem) i.e. they vary or change their behaviour to deal with the stressor. E.g. a student faced with a tough examination (stressor) may cope by “taking the action” of organizing group tutorials, studying hard, attending classes. This builds confidence and leads to reduction of stress associated with the impending exam.

Emotion-oriented strategy, people try to control their emotional responses to stress. i.e. they attempt to eliminate or modify unpleasant (negative) emotions. They may do this by thinking about the stressor in a positive way, relaxing, denial, or escaping into a world of fantasy (wishing thinking). Using our hypothetical student again as an example, faced with a tough exam, he may decide to watch TV for hours to avoid or “forget” stress associated with the impending test. This strategy is only of temporary relief obviously, the problem-oriented strategy is more productive since it seeks to eliminate or minimize the stressor. The two strategies may be combined e.g. he watches TV for one hour or relax and “calm down” before studying and organizing tutorial study groups for the exam.

Stress inoculation strategy

Donald Meichenbaum (1977), coined this term. He argued that just as a person can be inoculated against a flu virus and become resistant to it, so they can be ‘inoculated’ against stress and become ‘stress-resistant’. He developed a stress management programme, which aimed to do just this.

Phase 1: First a person must identify the sources of stress in their life, examine how they cope

with stressful situations, and consider alternative ways of coping. According to Meichenbaum, going through this process gives people a sense of control.

Phase 2: The next step is to learn a series of skills for dealing with stressful situations. This involves learning a list of coping self-statements, all of which are positive, reassuring and encouraging. At the same time negative self-statements which are self-critical and defeatist, must be identified and rejected. For example, before giving a speech, negative statements such as, 'I'll forget my line', and 'I'll sound boring', must be replaced by positive statements such as 'I'm well prepared', 'I'm nervous but that means I'll give of my best'.

Phase 3: The final step is to appraise the performance. People must give themselves full credit for successful coping. Again, the emphasis is on positive statements, this can be self-reinforcing, increase self-confidence and improve self-image.

2.67. MEASURING STRESS:

Research on stress stands and falls on the identification and measurement of stress. How do we know that stress is present? How can we measure the level of stress? This unit looks at these questions.

Physiological measure

The physiological stress response provides one way of identifying and measuring stress. Since stress involves physiological changes, measurements can be made from samples of blood, urine or saliva. The presence or level of certain hormones and neurotransmitter chemicals indicates the level of activity in particular nervous systems. There are a number of problems with this approach. Simply measuring the level of a hormone does not us how stressed an individual is feeling. In addition, there are daily cycles in the production of hormones, so levels will be affected by the time of day when samples are taken.

Laboratory experiments

Laboratory experiments provide an opportunity to control and measure certain stressors. For

example, extremes of heat and cold are sometimes used as stressors in experiments. Temperature can be easily measured and controlled. Animal experiments provide examples of the control and measurement of stressors. Sleep deprivation experiments are conducted by placing the animal on an upturned flowerpot in a pool of water. Every time it falls asleep, its nose drops into the water and it promptly wakes up. The length of sleep deprivation can be timed accurately. Overcrowding and isolation stress animals. Again, these conditions can be timed and, in the case of overcrowding, the density of animals in a fixed area can be measured.

Laboratory experiments with humans have used all sorts of unpleasant experiences to induce stress. They include electric shocks, overcrowding and exposure to high and low temperatures. Again, there is ample opportunity for measurement. In the case of electric shocks, their numbers, duration and intensity can be measured accurately. There are, however, a number of problems with laboratory experiments. Although they can measure certain aspects of a stressor, for example, temperature, this does not necessarily say anything about its impact on the individual. For example, a comfortable temperature for one person may be uncomfortably hot for another. An event or experience only becomes a stressor when it is perceived as such. Despite the accuracy of measurement in the laboratory, this does not tell us how the individual perceives the intended stressor.

The laboratory is an artificial situation and participants tend to see it as such. For example, one experimental procedure involves participants submerging their arm in a bucket of ice-cold water. This hardly reflects their experience of stress in life outside the laboratory, laboratory experiments do not last long. At best, they can only measure the strength of short-term stressors and the effect of short-term stress. Laboratory experiments raise ethical issues about the treatment of participants, both animal and human. For example, the British Psychological Society's guidelines for the use of animals in research state, 'if the animals are confined, constrained, harmed or stressed in any way the investigator must consider whether the knowledge to be gained justifies the procedure' (BPS, 1998).

Self-reports

Self-report studies ask people to report their perceptions of stressors and their experience of

stress. These studies have the advantage of looking at stress from the point of view of those who experience it. Participants are often asked to keep diaries and, for example, report on daily hassles over a period of days, weeks or months. This overcomes one of the problems with many stress measures, which provide only a one-off measure of stress, a snapshot of stress levels at a particular point in time. A diary report can note stress levels at various times during the day or week. The advantage of this can be seen from a study of stress in British drivers (Gulian et al., 1990). Drivers were asked to keep a diary of their feelings when driving, over a five-day period. They reported feeling more stress in the evening and midweek. Their stress levels also appeared to be related to driving conditions, how well they'd slept, their age, health and driving experience, and whether or not they perceived driving as a stressful activity.

At best, however, self-report studies can only give a rough and ready guide to stress levels. Asking people to report on their feelings of stress cannot provide an objective and accurate measure of stress levels. Subjective feelings cannot be measured in the same way as temperature. In addition, people may exaggerate or minimize their experience of stress. For example, people with a pessimistic outlook may have a tendency to report higher stress levels than people with an optimistic outlook, even when their experience of stress is similar.

A variation on self-report studies asks participants to assess events, which are then used as the basis for a questionnaire designed to measure stress. This method was used to construct the social Readjustment Rating Scale (SRRS). Samples of 394 people were asked to rate life events in terms of the amount of social readjustment they required. There are a number of problems with this approach. First, many members of the sample may not have experienced some of the 43 life events they were asked to assess, for example death of a spouse and divorce, the top two items on the SRRS. Second, they were asked to make 'snap judgments' about social readjustment, something they had probably not considered before. Despite this, there was considerable agreement on the ranking from a sample composed of different age groups, men and women, Protestants and Catholics. However, the level of agreement was lower between African Americans and whites.

Triangulation

Often researchers combine various methods, a procedure known as *triangulation*. This can

provide a means of checking on the accuracy of the data produced by different methods. For example, if physiological data contradicted data from self-report studies, then this leads the researcher to question the methods and the data they have produced.

Triangulation also produces a fuller picture as different methods produce different types of data. For example, a study of fire fighters combined self-report and physiological measures. The heart rate of each fire fighter was recorded when they were at work using a portable electrocardiogram. They also kept a diary recording events they perceived as stressful (Douglas et al., 1988)

2.7. ADMINISTRATIVE STRESS STUDIES IN THE EDUCATIONAL (SCHOOL) SYSTEM

Allison, Donald Grant (1995), conducted an investigation of administrative stress and coping in British Columbia elementary and secondary public school principals. The purpose of this study was to investigate administrative stress and coping in British Columbia elementary and secondary public school principals. Three research questions were posed: (1) How does administrative stress affect British Columbia public school principals? (2) What coping strategies do British Columbia school principals use to moderate the effects of stress? In addition, (3) How do personal and environmental variables interact with stress and coping? A three-part questionnaire was mailed to the population of 1455 public school-based principals in B.C. The questionnaire consisted of the Administrative Stress Index (ASI), the Coping Preference Scale (CPS), and the Demographic and Biographic Inventory. The response rate to the questionnaire was 44.2% (n = 643). The findings show that the typical principal perceives that approximately 80% of his total life stress is job related. Approximately 50% of the respondents have seriously considered leaving school administration. The overall stress level reported by school principals on the ASI is moderate. The greatest sources of stress are found to relate to heavy workload and lack of time, parent/school conflicts, and administering the negotiated contract

The following conclusions were stated: (1) the majority of B.C. school principals are able to deal satisfactorily with their job-related stress. (2) Principals need increased emotional and social

support from their colleagues. (3) Managing and working within the constraints of negotiated collective agreements is a major source of stress for B.C. public school principals. (4) If school principals responsibilities are increased while their administrative time and support are not increased proportionately, greater stress for school principals is an inevitable result. (5) Principals who have more extensive coping repertoires are more likely to be in better health and experience lower levels of stress. (6) Person-Environment Fit Theory provides a useful model for investigating administrative stress and coping.

Other Studies on stress in school administrators in America, Europe and Australia have explored the causes, reactions, coping responses and consequences of stress. The studies, both varied and interesting, included that of Wiggins (1983) which explored the relationships between occupational stressors and administrative role. Gmelch and Swent (1984) which considered the impact of management stressors on the health of school administrators, and Friesen (1986) and Macpherson (1985), which focused on burnout and O'Brien (1981) which considered coping strategies. Brennan (1987) felt that it was meeting the continuous emotional needs of the school and not the work of administrators that was causing the stress.

In the late 1980s, the increasing incidence of educator stress became such a cause for concern that a special edition of the *Journal of Educational Administration* (Gmelch, 1988a) was devoted to a whole set of issues on stress. In it, Sarros (1988) explored the consequences of severe distress in his study of burnout among Canadian administrators; Cooper, Sieverding and Muth (1988) used data from portable heart-rate monitors and work dairies to relate nature of the principal's work to physiological stress while Milstein and Farkas (1988) questioned whether principals actually experienced excessive stress. Lam (1988) examined the impact of external environmental constraints on the various sources of stress in school administrators.

Recent studies such as Torelli & Gmelch (1992) on burnout and Wylie & Clark (1991) on administration in small schools dealt with similar problems. There have been few Asian studies; Chang and Goldman (1990) considered the role conflict and role ambiguity of Taiwanese junior high school administrators with a focus on Chinese cultural characteristics. The *Asian Magazine* (1993) pointed out that working at full stretch the Asian way have brought much stress to Asian societies.

Largely, it a clear observation that, most of the studies on stress in school administrators focus

on the top management group in the schools: principals and vice principals (VP). The middle management group in schools, such as heads of department (HOD), have not been considered, except in a few studies, e.g., Dunham (1984) and Marland and Hill (1981). However, this research work will adequately cater for all the personnel captured in the administrative cadre in secondary schools in The Gambia.

2.8. Summary

It is however notable that rarely has such studies been undertaken in most of Africa, nonetheless in The Gambia. Therefore, this study, addressed stress demands on school administrators in The Gambia, which will include principals, VPs and HODs. It investigates the correlation between administrative stress and task performance of post- primary schools administrators in the Gambia, since quite a lot is expected of the school administrators in other to effect schooling and enhance a holistic education of the child.

There are many rationales on why the correlation between administrative stress and task performance should be given attention through research work of this nature. The potential means of improving educational development in general, the learning environment and facilitating the instructional system for the benefit of the learners, is for educational administrators and school leaders to be, to a large extent free from potentially negatively stressful triggers, situations, conditions and environments. Therefore, it is best to find out those stressors that could imminently affect the task performance of secondary school administrators. In this case, not just the principal alone but also the other immediate members of the schools administrative team (i.e. vice principal, departmental head and senior teachers).

An in-depth examination of valuable variables and concepts has been thoroughly made by the researcher in this literature review. Administrators cannot prevent stress entirely, but they can control it to such an extent that, he/she functions to bring about an appreciably improved teaching-learning environment, with a resulting ripple effect of improved implementation of educational policies and practices. This review has initiated a synthesis of diverse literature basis

that surround the issue of educational administration and leadership, concept of stress, vis-à-vis administrative task performance by school leaders.

CHAPTER THREE.
METHODOLOGY.

3.1: INTRODUCTION:

Most of the studies on stress in school administrators focus on the top management group in the schools: principals and vice principals (VP). The middle management group in schools, such as heads of department (HOD), have not been considered, except in a few studies, e.g., Dunham (1984) and Marland and Hill (1981). But, this study addresses stress demands on school administrators in The Gambia, including principals, VPs and HODs. It is a correlational research work using a quantitative survey method, and an administered structured questionnaire to gather data. It is designed to investigate the correlation between administrative stresses and task performance.

This chapter describes the procedures and strategies used in this study, which include the following:

- Theoretical Framework
- Research Design viz: Population, sampling procedures, instrumentation, method of data collection, scoring and analysis.

3.2 Theoretical framework: In general, a correlation study is a quantitative method of research in which you have 2 or more quantitative variables from the same group of subjects, & you are trying to determine if there is a relationship (or covariation) between the 2 variables (a similarity between them, not a difference between their means). Theoretically, any 2 quantitative variables can be correlated (for example, midterm scores & number of body piercings!) as long as you have scores on these variables from the same participants.

A number of conceptions of stress have emerged since the 1970s. The theory underlying this study is Person-Environment Fit (P-E Fit) theory (French & Caplan, 1972; French, Caplan, &

Harrison, 1982; Harrison, 1978). The basic tenet of P-E Fit theory has been that stress arises from the fit—or, more precisely, misfit—between an individual and his or her environment.

This misfit can occur at different levels (Edwards, Caplan, & Harrison, 1998). For example, stress can occur if there is a mismatch between the demands placed on an individual and his or her abilities to meet those demands. Furthermore, misfit between demands and abilities induces coping and defense mechanisms, which in turn influence objective and subjective representations of the environment (Edwards et al., 1998). Misfit between the objective reality of the work environment and an individual's subjective perceptions of the work environment also can result in stress.

Outcomes of stress include psychological strain, which can be defined as deviations from normal functioning (Edwards et al., 1998). One such psychological strain is dissatisfaction. Job dissatisfaction indicates negative feelings that individuals have regarding their jobs or facets of their jobs (Spector, 1997). Herzberg, Mausner, and Snyderman (1959) formulated a two-factor theory categorizing factors affecting job dissatisfaction as well as job satisfaction. They used the term hygiene factors to refer to factors that affect job dissatisfaction. Examples of hygiene factors include benefits, organizational policies, workload, salary, supervision, and working conditions.

Although hygiene factors can have an impact on job dissatisfaction, they do not impact job satisfaction, which has been defined as “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (Locke, 1976, p. 1300). Herzberg and colleagues (1959) referred to factors that influence job satisfaction as motivators. Examples of motivators

include achievement, advancement, recognition, responsibility, and work itself.

3.3 Research Design:

The focus of this section is to describe the procedures adopted in the conduct of this study. The following outline present the steps involved in the conduct of this investigation:

- i Population
- ii. Sampling procedure
- iii. Instrumentation
- iv. Validity and reliability of instrument
- v. Administration of instrument
- vi. Data analysis.

3.3.1 Population:

The population for this study will comprise of principals, vice-principals, and Heads of a departments in post-primary schools in The Gambia. At this time of the study, there are 323 post-primary schools in the six Educational Regions in The Gambia (viz: senior secondary schools, upper basic schools, and basic cycle schools).

3.3.2 Sampling and Sampling Procedure:

A total of 300 schools will be selected based on simple random sampling across the country, out

of the 323 post-primary schools in The Gambia. A total representative sample of schools from the population will be selected for the study. Of the 323 post-primary schools in The Gambia, 900 principals, vice-principals, and heads of a department altogether will be selected. Thus, the subjects consist of 900 post-primary schools administrators altogether, (principals, vice-principals, and Heads of a department). This implies that three are selected from each of the 300 schools randomly selected from the six Educational Regions in the country.

3.3.3 Instrumentation:

The research instrument will be designed and provided by the researcher, who is a specialist in Measurement and Evaluation. This instrument, is a 42-item Questionnaire entitled: Administrative Stress Questionnaire (ASQ). The questionnaire will be made up of two parts: part I and part II.

Part I will contain 5 items on demographic data (including age, income status and years of experience of the Administrators); while the 37-item part II, will be subdivided into different sections, viz:

Consists of some reasons frequently given by administrators when they perceive stress in performing their administrative tasks. It is a 5-point Likert type scale structured accordingly – Very often, Often, Sometimes, Rarely and Never. There will be 15 items here, which subjects will be required to check and respond to the most appropriate.

b) Items 21 – 27 require the respondents to check either of the dichotomous YES or NO.

c) This sub-section solicits subject's response on how they perceive their Workload, Responsibility for people and material, Interpersonal relations, Personal family problems and

financial remuneration. These will make up the respective items (items 28 - 42).

They are constructed on a 5-point Likert type scale structured accordingly in descending order, from: Not stressful, slightly stressful, moderately stressful, Stressful and Highly stressful. Respondents are required to circle the one which best describes their feelings.

3.3.4 Validity and Reliability:

The instrument is validated by the researcher who is a specialist in measurements and evaluation. Corrections and modifications made will be incorporated to arrive at the final draft.

To establish the reliability of the instrument for this research, the split-half method will be used. The responses of each subject will be split into two halves – odd and even numbered items and afterward correlated using the Pearson's correlation coefficient. Positive correlation of the two halves will establish reliability of the instrument.

3.3.5 Administration of Questionnaire:

The Researcher will pay visits to the sampled post-primary schools across the country and administer the questionnaires to principals, vice-principals, and heads of departments, after brief instructions. The completed questionnaires will be collected immediately. 100% response rate is the target.

3.3.6 Data Analysis :

The data that will be generated from the sample of 900 subjects will be analyzed by testing the

four hypotheses formulated for the study. The statistical methods that will be employed for the analysis will include the

Pearson's product-moment correlation coefficient for Hypotheses 1, 2, 4, 7 & 8 of relationships.

The Hypothesis 3,5 & 6 will be tested using the t-test of differences between two independent sample means. The alpha level of 0.01 level of significance will be used as the standard for rejection or retaining hypothesis. The t-test appropriate is the one-way ANOVA with two independent samples from the same population.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS.

4.1: INTRODUCTION

This study is designed to investigate the relationship between administrative stress and post-primary schools administrators' task performance. Also, it examines how administrators are able to cope with daily stressful situations.

A combination of both descriptive and inferential quantitative statistical analysis, presented in this chapter was carried out to arrive at the following results using the SPSS Version 13.0 software.

Detailed descriptive analysis of the relevant variables involved, and examined in this research work (viz: monthly salary, working experience, age, workload, gender, marital status and educational region distribution of post-primary schools administrators), has been graphically presented clearly in this section, in addition to measures of central tendency of all the relevant variables.

Following the detailed descriptive analysis of the relevant variables, eight hypotheses stated in null form were tested in order to find possible solutions to the generated problems under investigation:

1. There is no significant relationship between post-primary schools administrators' workload and level of administrative stress.
2. There is no significant relationship between post-primary schools administrators'

responsibility for people and materials and administrative stress.

3. There is no significant difference between post-primary schools administrators in the effect of years of experience on level of administrative stress.
4. There is no significant correlation between financial remunerations of post-primary schools administrators and administrative stress level.
5. There is no significant difference in administrative stress level between single and married school administrators.
6. There is no significant difference in administrative level between male and female school Administrators.
7. There is no significant relationship between administrative stress level and age of school administrators.
8. There is no significant correlation between the stress level of school Administrators in rural and urban school locations.

The research findings and results are presented under each hypothesis as sub-heading, after presentation of the quantitative descriptive analyses.

Note: In this research the phrases “degree of stress and level of stress” are used interchangeably.

4.2 : QUANTITATIVE DESCRIPTIVE ANALYSES

4.21: MONTHLY SALARY OF RESPONDENTS (SECONDARY SCHOOL

ADMINISTRATORS IN THE GAMBIA)

Statistics

Table 4.21a : Monthly salary of respondents

N	Valid	797
	Missing	42
Mean		2.24
		22
Median		2.00
		00
Mode		1.00
Std. Deviation		1.52
		873
Range		8.00
Minimum		1.00
Maximum		9.00

Table 4.21b: Monthly salary of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = 2500-3500	311	37.1	39.0	39.0
	2 = 3501 - 4500	228	27.2	28.6	67.6
	3 = 4501 - 5500	144	17.2	18.1	85.7
	4 = 5501 - 6500	66	7.9	8.3	94.0
	5 = 6501 - 7500	12	1.4	1.5	95.5
	6 = 7501 - 8500	12	1.4	1.5	97.0
	7 = 8501 -	12	1.4	1.5	98.5

	9500				
	8 = above	12	1.4	1.5	100.0
	10501				
	Total	797	95.0	100.0	
Mis	System	42	5.0		
sing					
Total		839	100.0		

Table 4.21c

	N	Minimum	Maximum	Mean	Std. Deviation
monthly salary of respondents	797	1.00	9.00	2.2422	1.52873
Valid N (listwise)	797				

Figure 1: Pie Graph of monthly salary of respondents (secondary school administrators in the Gambia)

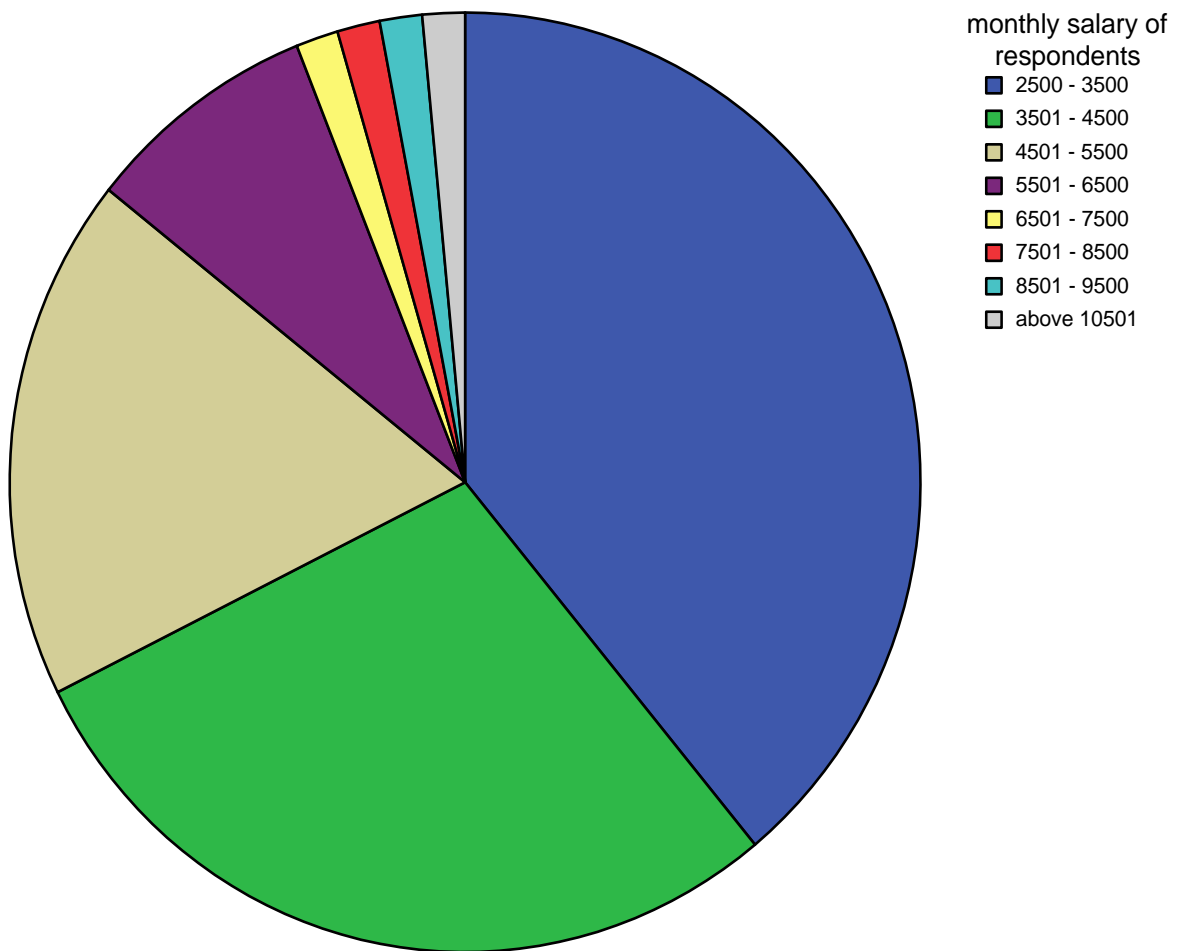
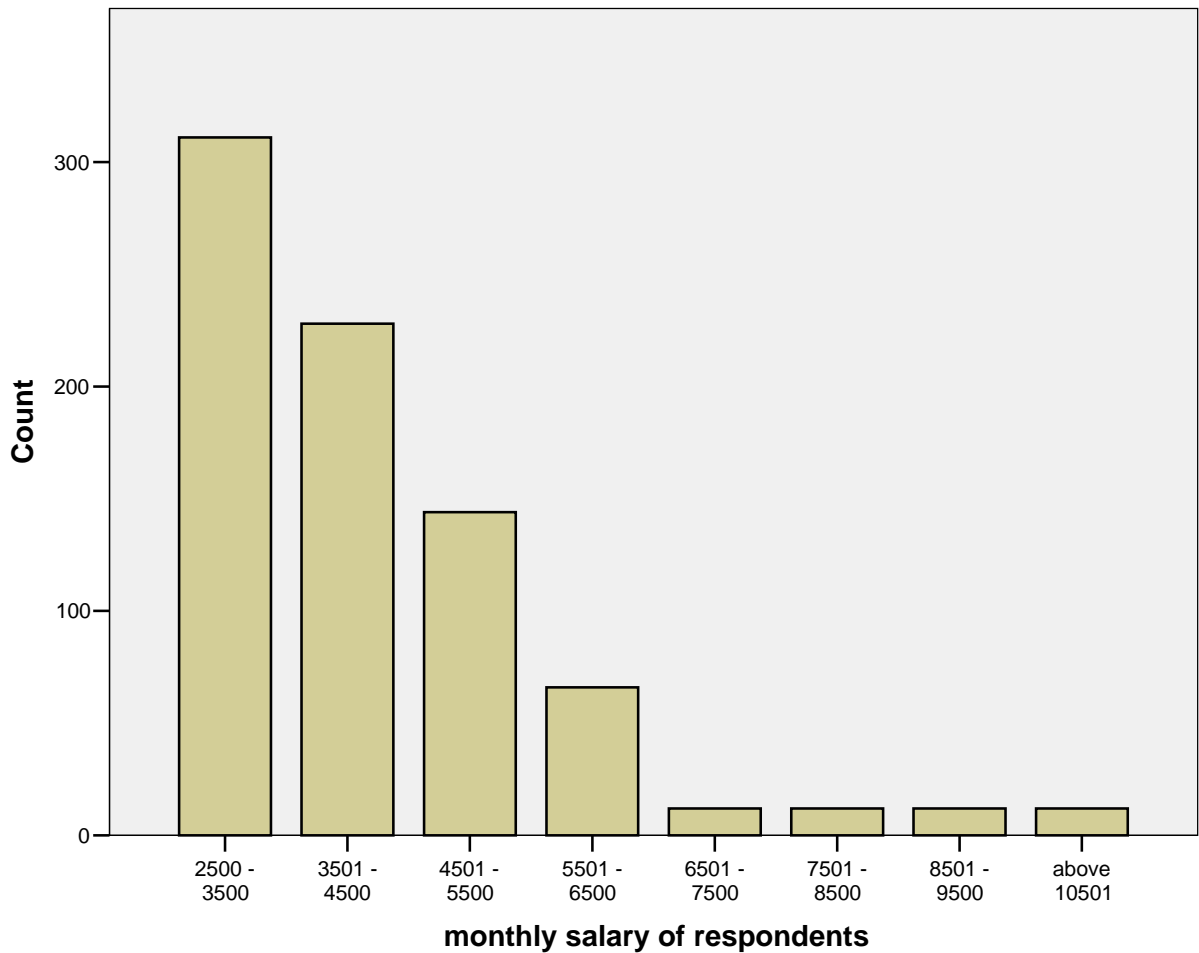


Figure 2: Bar Graph of monthly salary of respondents (secondary school administrators in the Gambia)



The data tables and graphs above indicate clearly that majority (37.1%) of secondary school administrators in The Gambia earn a monthly income of between D2500 and D3500, which is equivalent to an average of US \$100. Only 1.4% of them earn a monthly salary above D10501, which is equivalent to about US\$ 350.

4.22: HIGHEST YEAR OF WORKING EXPERIENCE OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA

Statistics

Table 4.22a: Highest years of working experience

N	Valid	779
	Missing	60
Mean		2.2709
Median		2.0000
Mode		2.00
Std. Deviation		1.46504
Range		5.00
Minimum		.00
Maximum		5.00

Table 4.22b: Highest years of working experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	60	7.2	7.7	7.7
	1 - 2	212	25.3	27.2	34.9
	3 - 4	222	26.5	28.5	63.4
	5 - 7	135	16.1	17.3	80.7
	8 - 10	42	5.0	5.4	86.1
	10 - above	108	12.9	13.9	100.0
Total		779	92.8	100.0	
Missing	System	60	7.2		
Total		839	100.0		

Figure 3: Pie graph of highest year of working experience of secondary school administrators in The Gambia

highest years of working experience

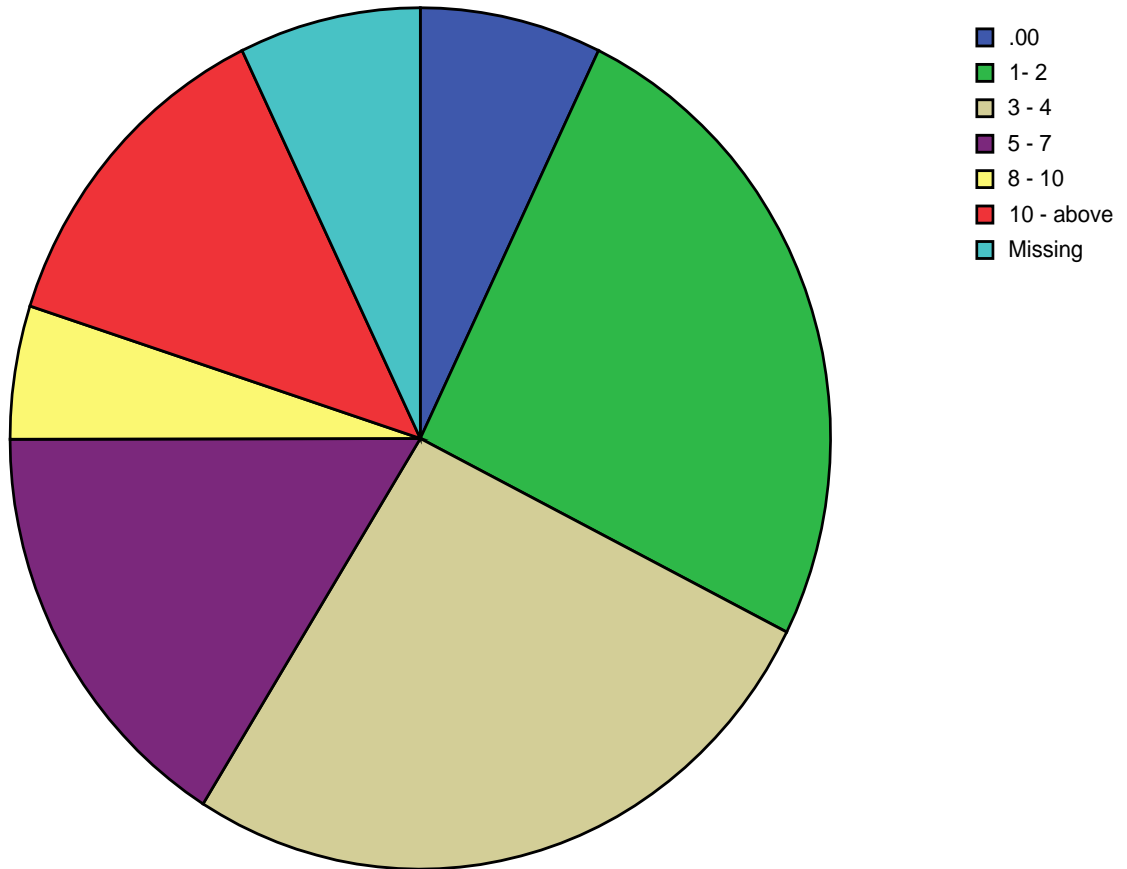
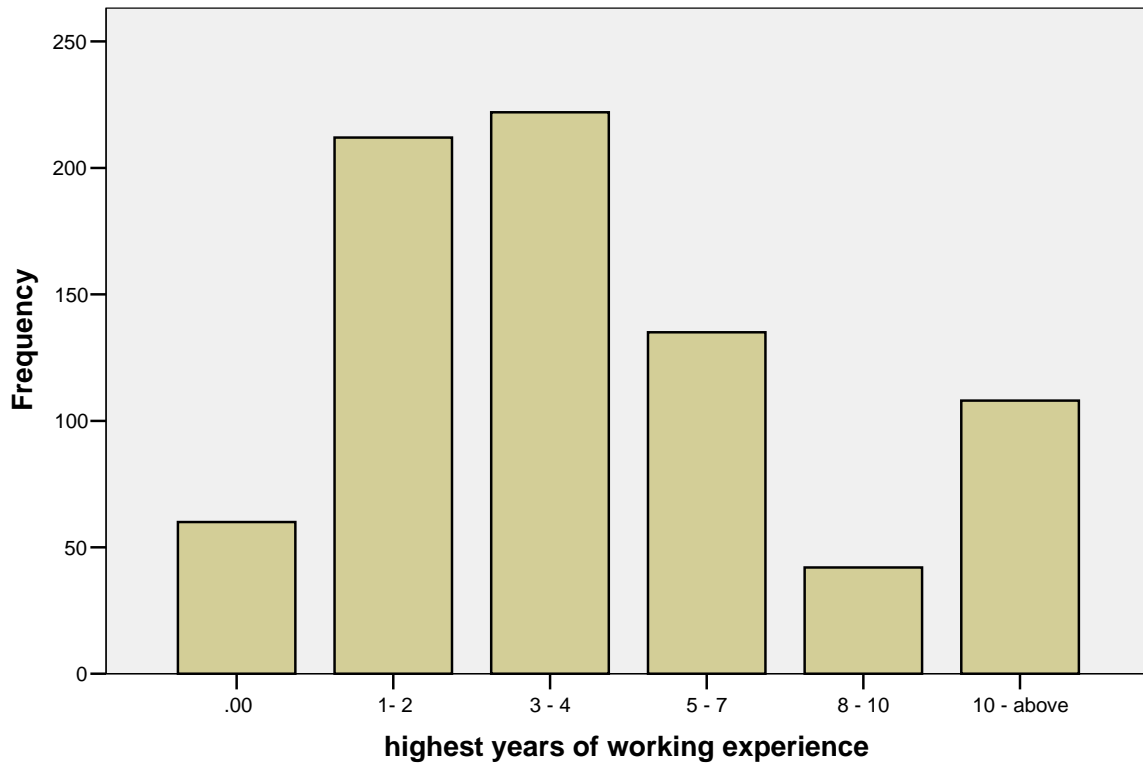


Figure 4: Bar Graph of highest year of working experience of secondary school administrators in The Gambia

highest years of working experience



The above data clearly shows that the majority (28.5%) of secondary school administrators in The Gambia, has acquired three to four working experience, but noticeable also, is the indication that quite a significant many (25.3%) has spent only one to two years working experience as secondary school administrator .An appreciable 12.9% of them have acquired above ten years working experience as administrators in the secondary school system.

4.23: AGE OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA.

Statistics

Table 4.23a: Age of respondent

N	Valid	809
	Missing	30
Mean		1.5970
Median		1.0000
Mode		1.00
Std. Deviation		.73342
Skewness		1.020
Std. Error of Skewness		.086
Range		3.00
Minimum		1.00
Maximum		4.00

Table 4.23b: Age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = 30 -40	434	51.7	53.6	53.6
	2 = 41 - 50	279	33.3	34.5	88.1
	3 = 51 - 60	84	10.0	10.4	98.5
	4 = above 60	12	1.4	1.5	100.0
	Total	809	96.4	100.0	
Missing	System	30	3.6		

Total	839	100.0	
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Table 4.23c

	N	Minimum	Maximum	Mean	Std. Deviation
age of respondent	809	1.00	4.00	1.5970	.73342
Valid N (listwise)	809				

Figure 5: Pie graph age of secondary school administrators in The Gambia.

age of respondent

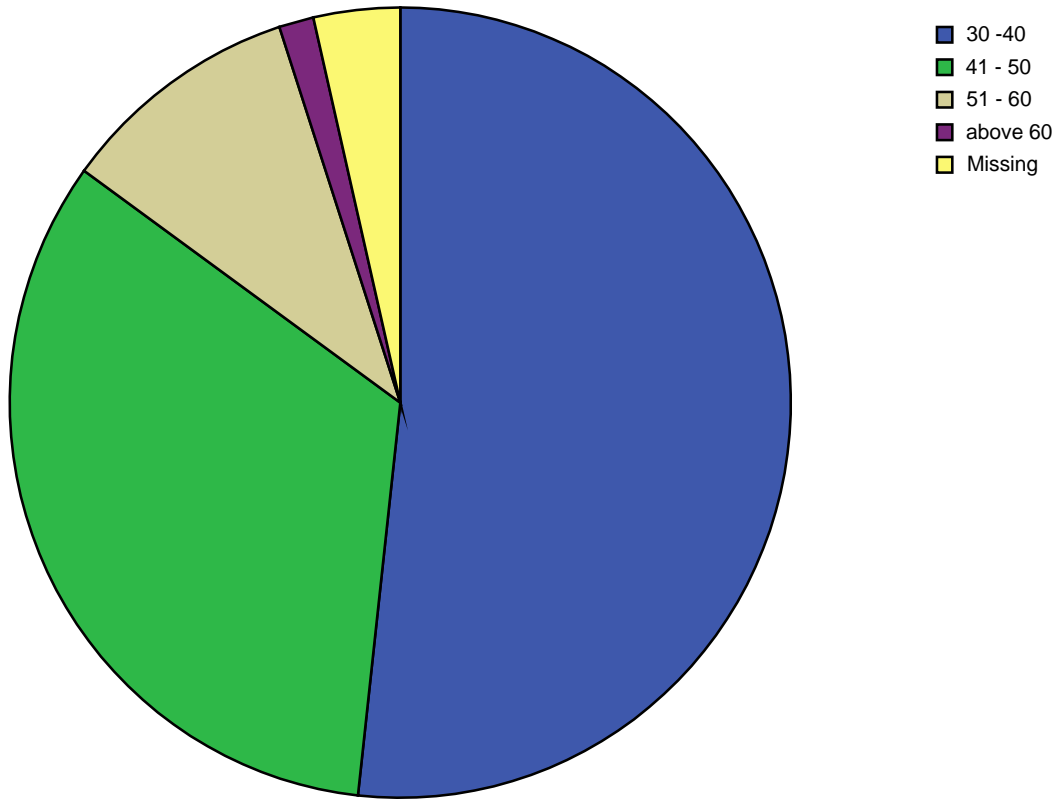
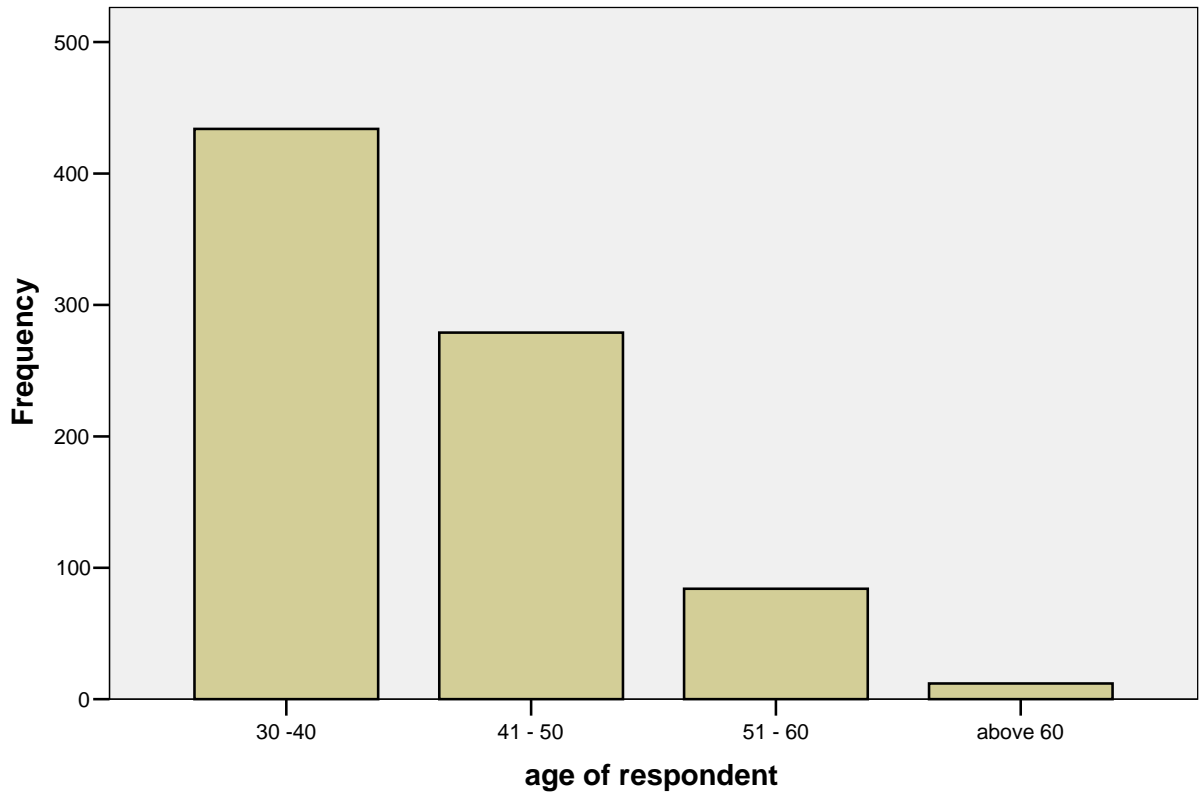


Figure 6: Bar graph of age of secondary school administrators in The Gambia.

age of respondent



The results on the above graphs and tables clearly indicate that a vast majority (51.7%) of the secondary school administrators in the Gambia is relatively young (between 30 – 40) years of age, 33.3% are aged between 41 – 50 years old , 10% are between 51 – 60 years old and notably, only 1.4 % of them are aged above 60 years old.

4.24: WORKLOAD OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA

Statistics

Table 4.24a: Administrative job workload

N	Valid	827
	Missing	12
Mean		3.6421
Median		4.0000
Mode		4.00
Std. Deviation		.66933
Skewness		.127
Std. Error of Skewness		.085
Range		3.00
Minimum		2.00
Maximum		5.00

Table 4.24b: Administrative job workload

		Freque ncy	Perc ent	Vali d Perc ent	Cumulativ e Percent
Valid:	1 = too light	0	0.0	0.0	0.0
	2= light	18	2.1	2.2	2.2

	3 = just okay.	332	39.6	40.1	42.3
	4 = heavy.	405	48.3	49.0	91.3
	5 = too heavy.	72	8.6	8.7	100.0
	Total	827	98.6	100.0	
Mis sing	System	12	1.4		
Total		839	100.0		

Figure 7: Pie graph of workload of secondary school administrators in The Gambia

administrative job workload

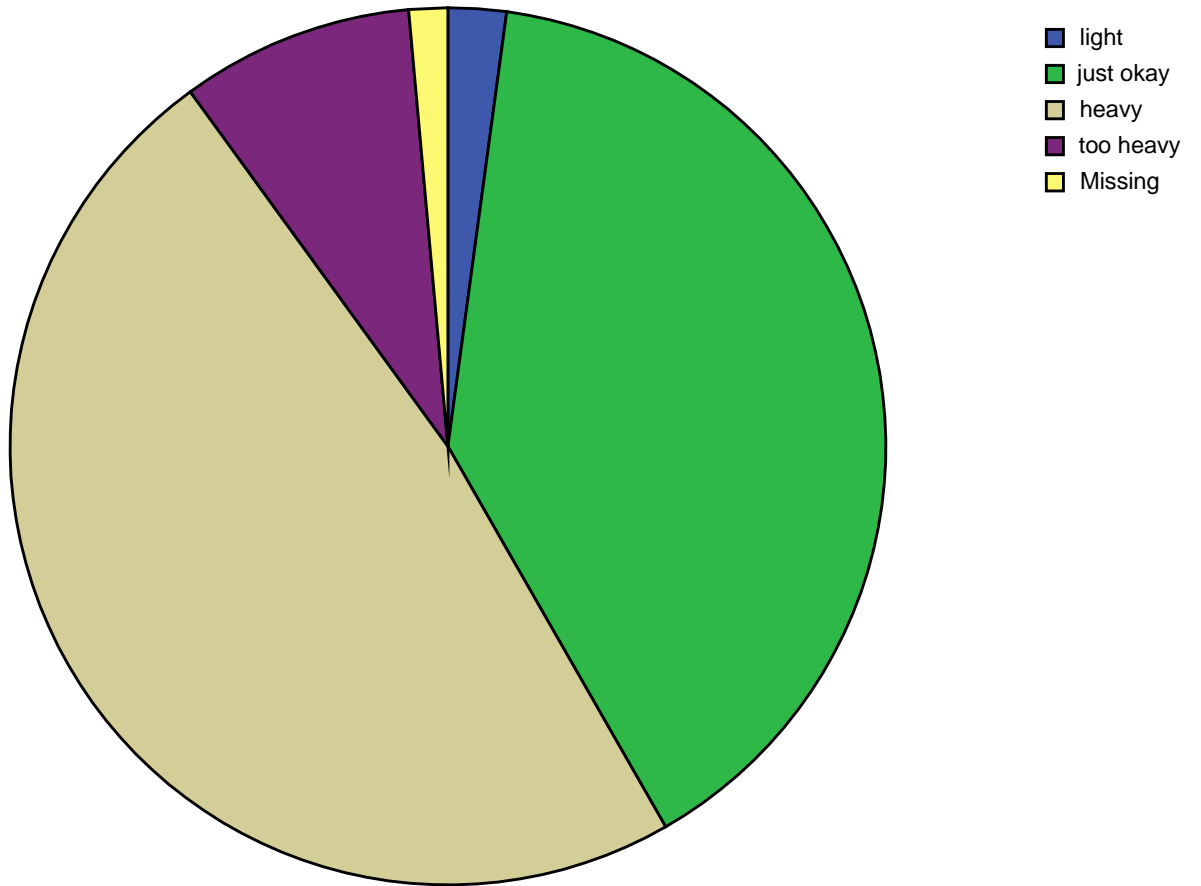
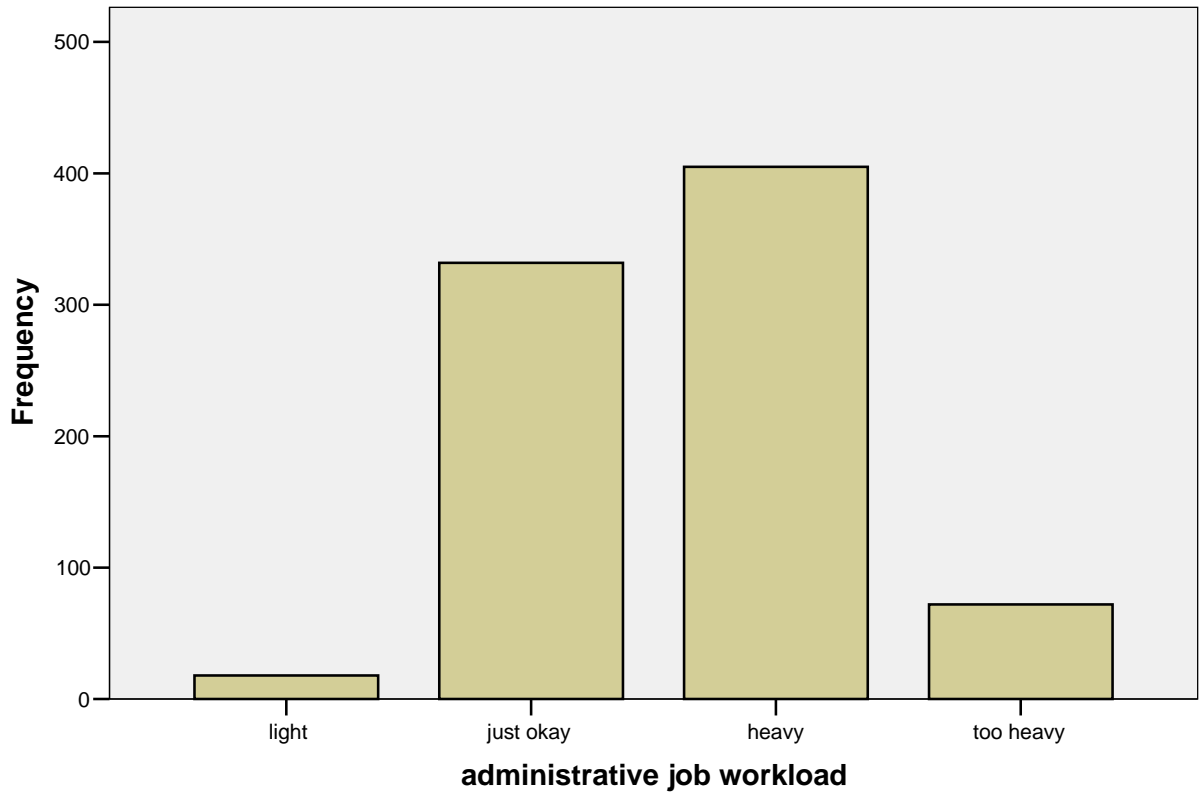


Figure 8: Bar graph of workload of secondary school administrators in The Gambia

administrative job workload



48.3% of the respondents (secondary school administrators in the Gambia) stated that their workload is heavy; while 39.6% agreed that their workload was just okay, only 2.1% stated they have light workload, but none indicated too light workload. Notably, 8.6% ascertained that they have too heavy workload.

4.25: GENDER OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA

Statistics

Table 4.25a: Gender of respondent

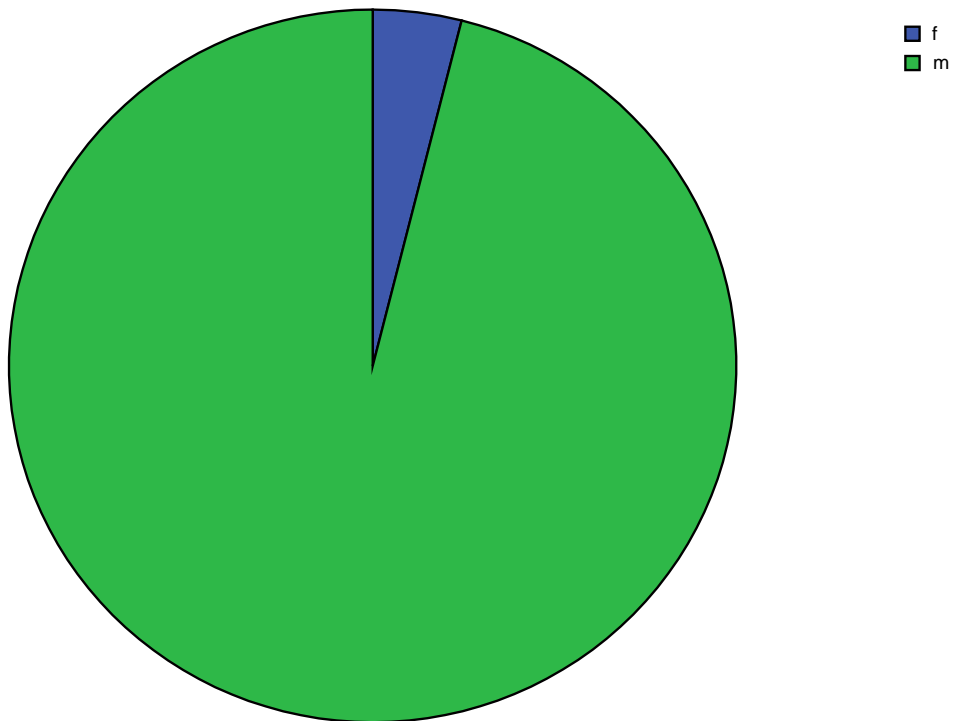
Valid	839
Missing	0

Table 4.25b: Gender of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	f	33	3.9	3.9	3.9
	m	806	96.1	96.1	100.0
	Total	839	100.0	100.0	

Figure 9: Pie graph of gender of secondary school administrators in The Gambia

gender of respondent



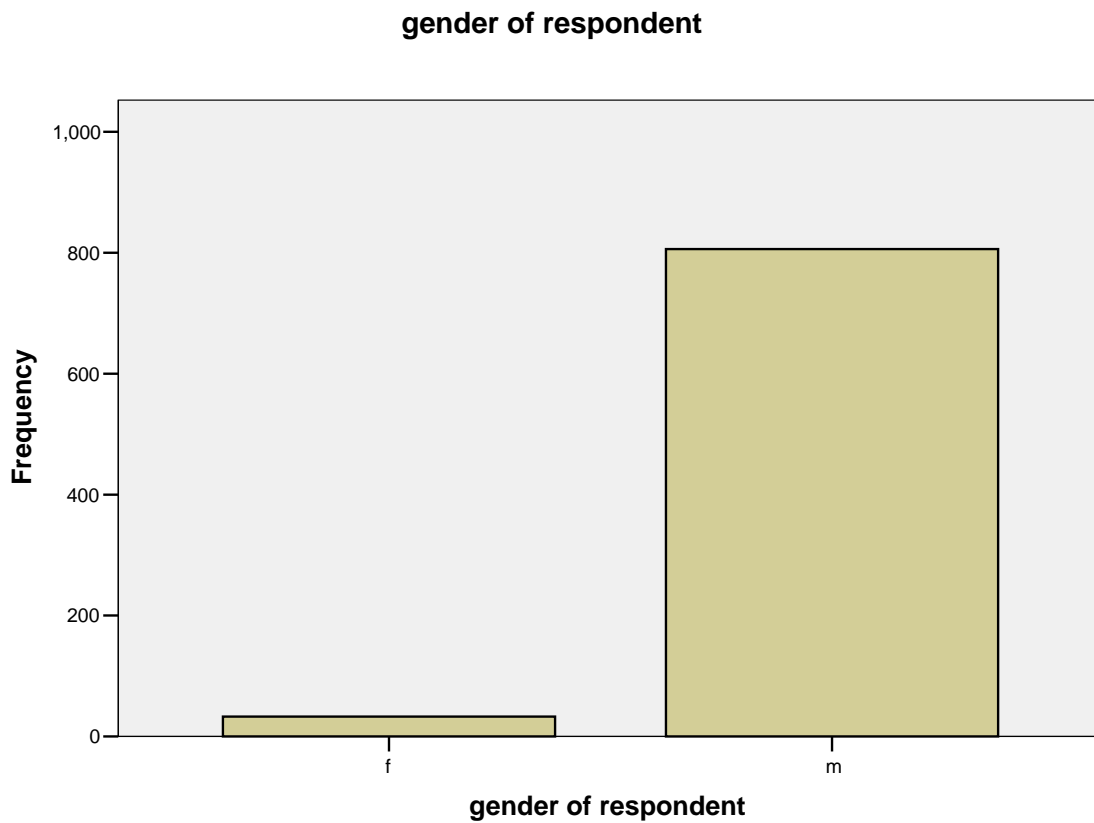


Figure10: Bar graph of gender of secondary school administrators in The Gambia.

According to the result shown above, Out of the total number of senior secondary schools administrators in The Gambia, 96.1% are males, while a relative few 3.9% are females. This clearly indicates that males are dominating senior secondary school administration in The Gambia.

4.26: MARITAL STATUS OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA.

Statistics

Table 4.26a: Marital status of respondent

Valid	839
Missing	0

Table 4.26b: Marital status of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2.9	2.9	2.9
married	773	92.1	92.1	95.0
single	42	5.0	5.0	100.0
Total	839	100.0	100.0	

Figure 11: pie graph of marital status of secondary school administrators in The Gambia

marital status of respondent

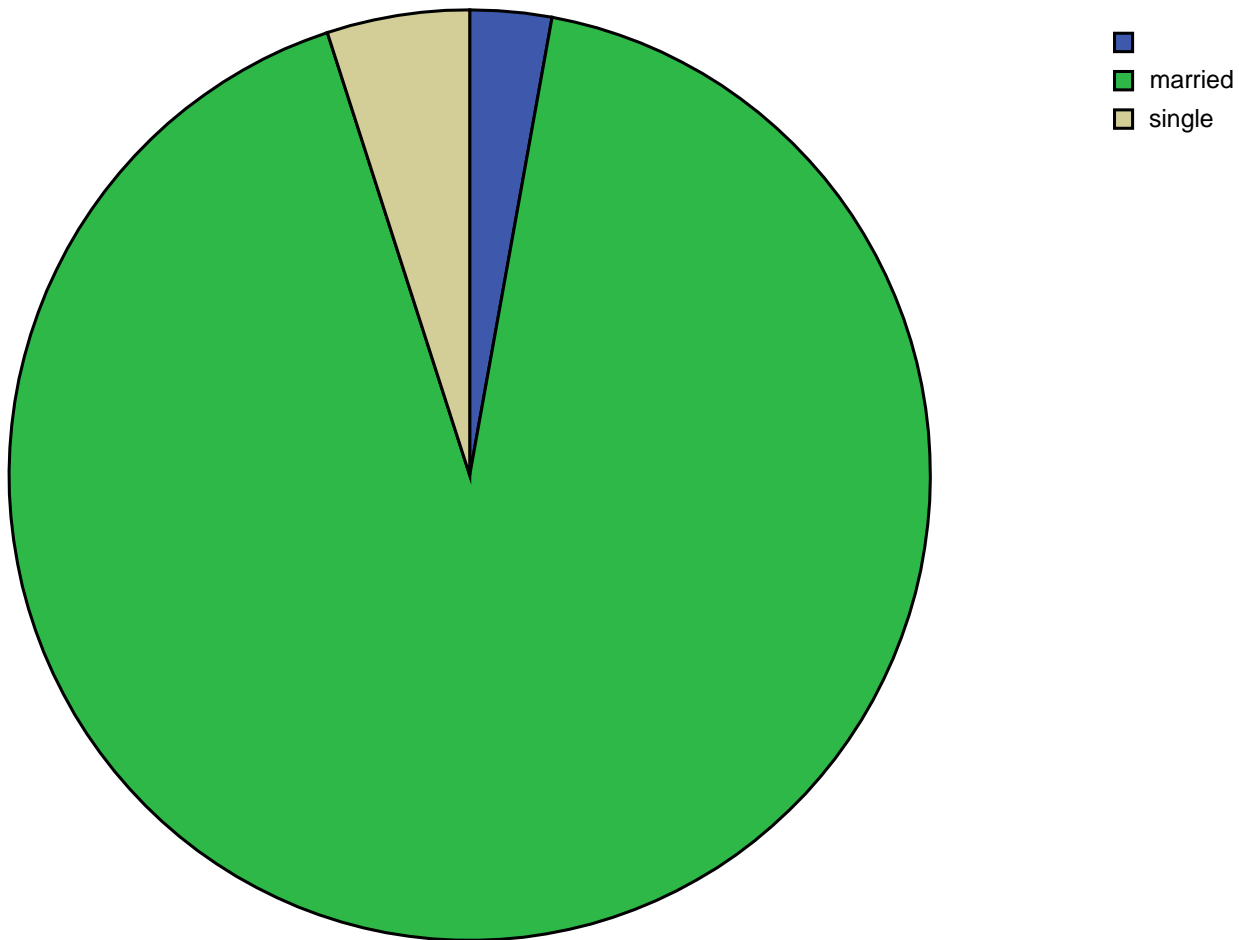
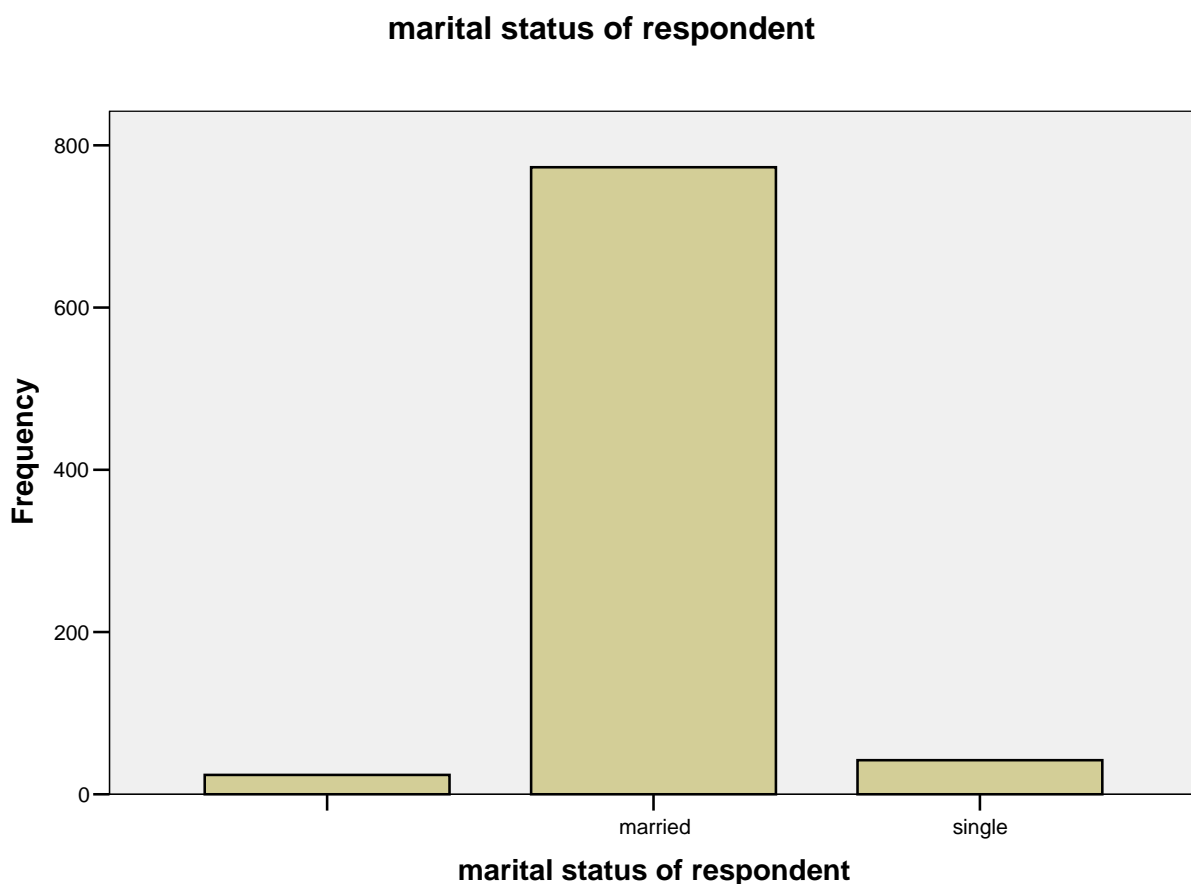


Figure 12: Bar graph of marital status of secondary school administrators in The Gambia



It is clearly noticeable from the above results, which indicate that 92% of secondary school administrators in The Gambia are married ;while only a relative few 5.0% are single (not married).

4.27: EDUCATIONAL REGION DISTRIBUTION OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA.

Statistics

Table 4.27a: Educational region of respondent

Valid	839
Missing	0

Table 4.27b: Educational region of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2.9	2.9	2.9
rural	585	69.7	69.7	72.6
urban	230	27.4	27.4	100.0
Total	839	100.0	100.0	

Figure 13: Pie graph of educational region distribution of secondary school administrators in The Gambia.

educational region of respondent

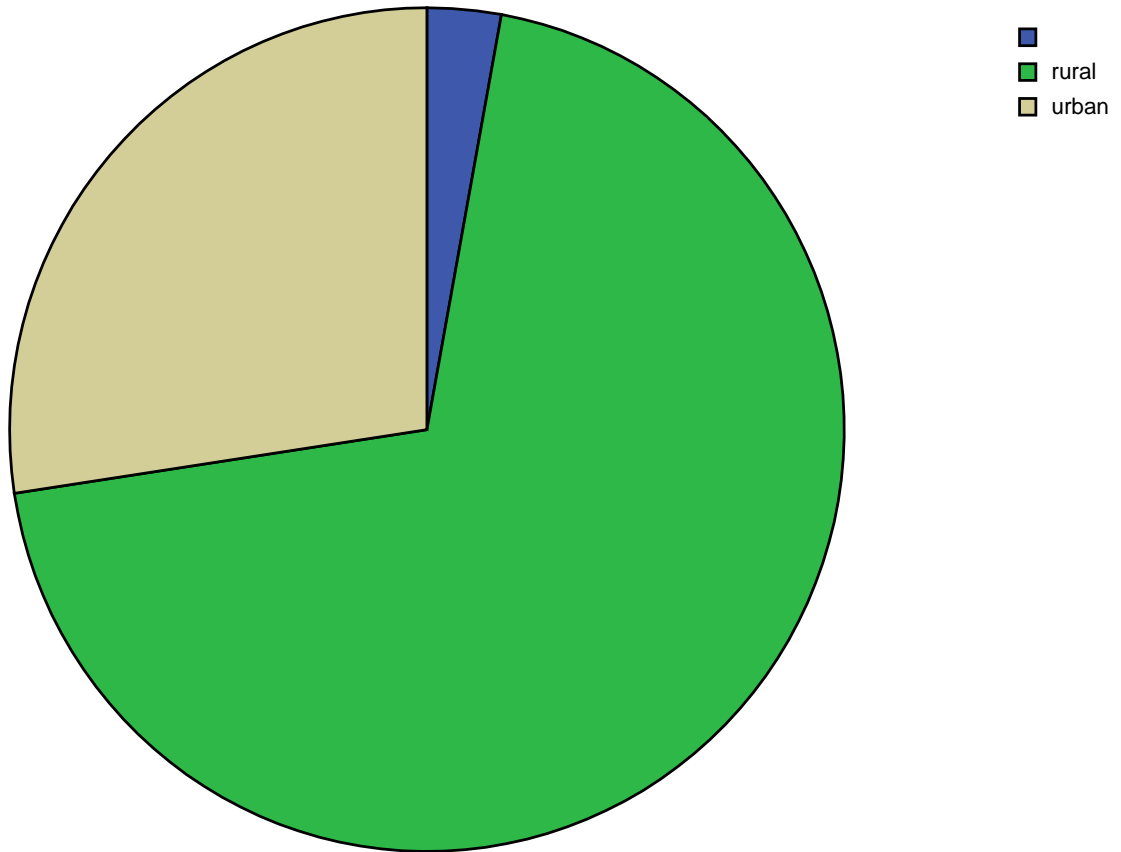
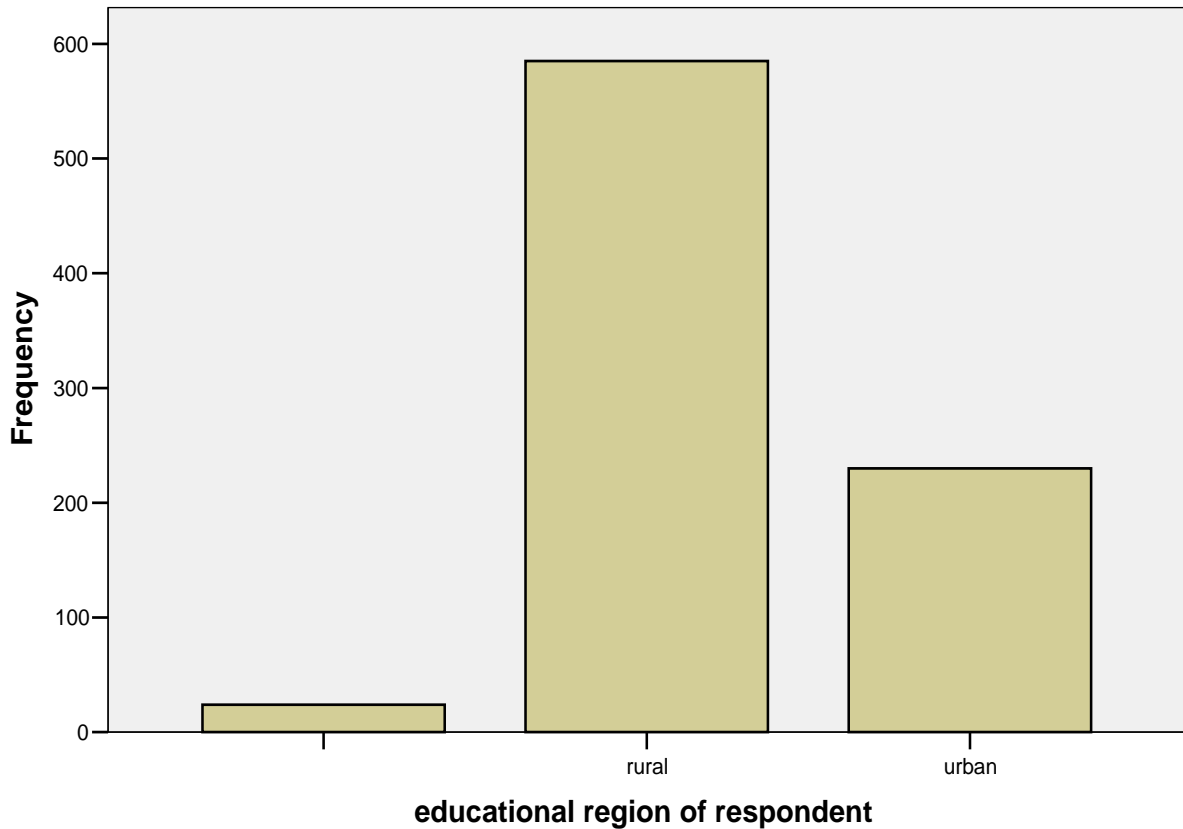


Figure 14: Bar graph of educational region distribution of secondary school administrators in The Gambia

educational region of respondent



The result of this analysis shows that, 69.7% of secondary school administrators in The Gambia are concentrated in the rural schools (Regions 3, 4, 5 & 6); while 27.4% of them are stationed in the urban schools (Regions 1 & 2).

4.28: ADMINISTRATIVE STRESS INDEX (DEGREE OR LEVEL OF STRESS EXPERIENCED) OF SECONDARY SCHOOL ADMINISTRATORS IN THE GAMBIA.

Table 4.28a: Descriptive Statistics : Administrative stress index(degree of stress experienced)

	N	Minimum	Maximum	Mean	Std. Deviation

Administrative stress index (degree of stress experienced)	839	48.00	126.00	99.81 41	13.52435
Valid N (listwise)	839				

Table 4.28b: Statistics of Administrative stress index (degree of stress experienced)

N	Valid	839
	Missing	0
Mean		99.8141
Median		102.0000
Mode		102.00(a)
Std. Deviation		13.52435
Skewness		-.918
Std. Error of Skewness		.084
Range		78.00
Minimum		48.00
Maximum		126.00

a Multiple modes exist. The smallest value is shown

KEY TO SCALE OF DEGREE OR LEVEL OF ADMINISTRATIVE STRESS INDEX:

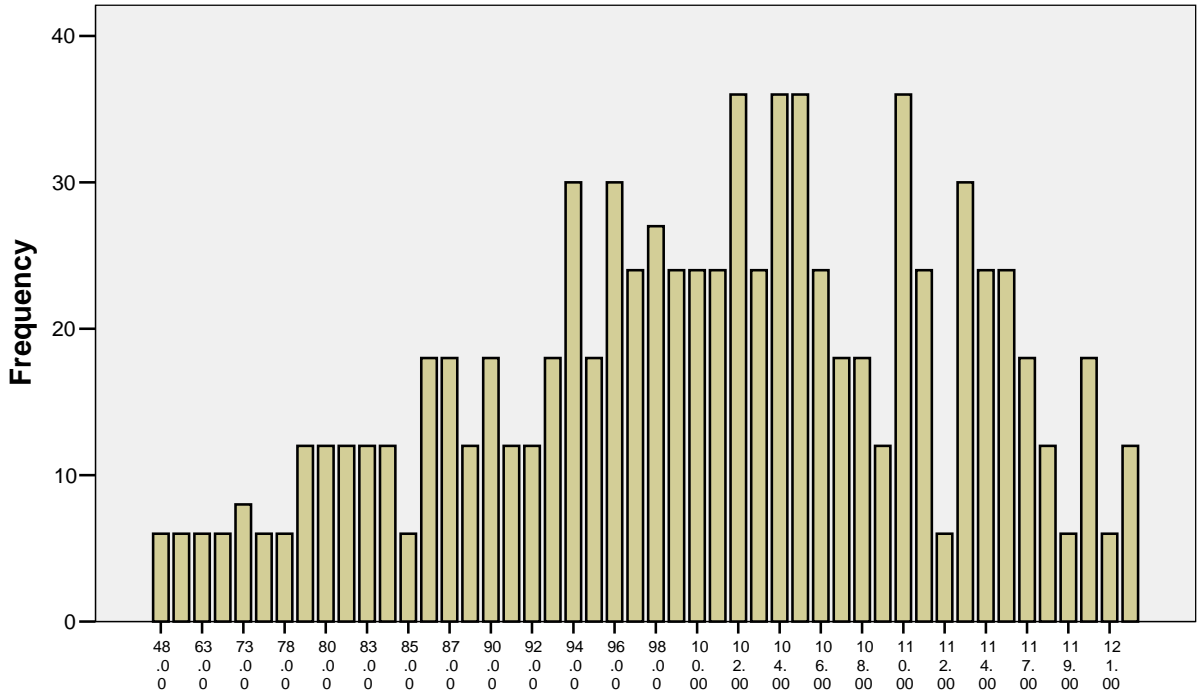
- 0 - 33 = NOT STRESSFUL
- 34 – 66 = SLIGHTLY STRESSFUL
- 67 – 98 = MODERATELY STRESSFUL
- 99 – 131 = **STRESSFUL**
- 132 – 164 = **HIGHLY STRESSFUL**

The result of the analysis indicates that the modal score of the stress level experienced by secondary schools administrators in The Gambia is 102 out of a maximum score of 126. This score falls in the range of *stressful* and this correlates with the mean score of 99.8 that also falls in the range of *stressful*. Notably also, the standard deviation of 13.5 shows that the responses of

the school administrators were quite focused, relative to the mean responses.

Figure 15: Bar graph of Administrative stress index(degree of stress experienced)

Administrative stress index(degree of stress experienced)



Administrative stress index(degree of stress experienced)

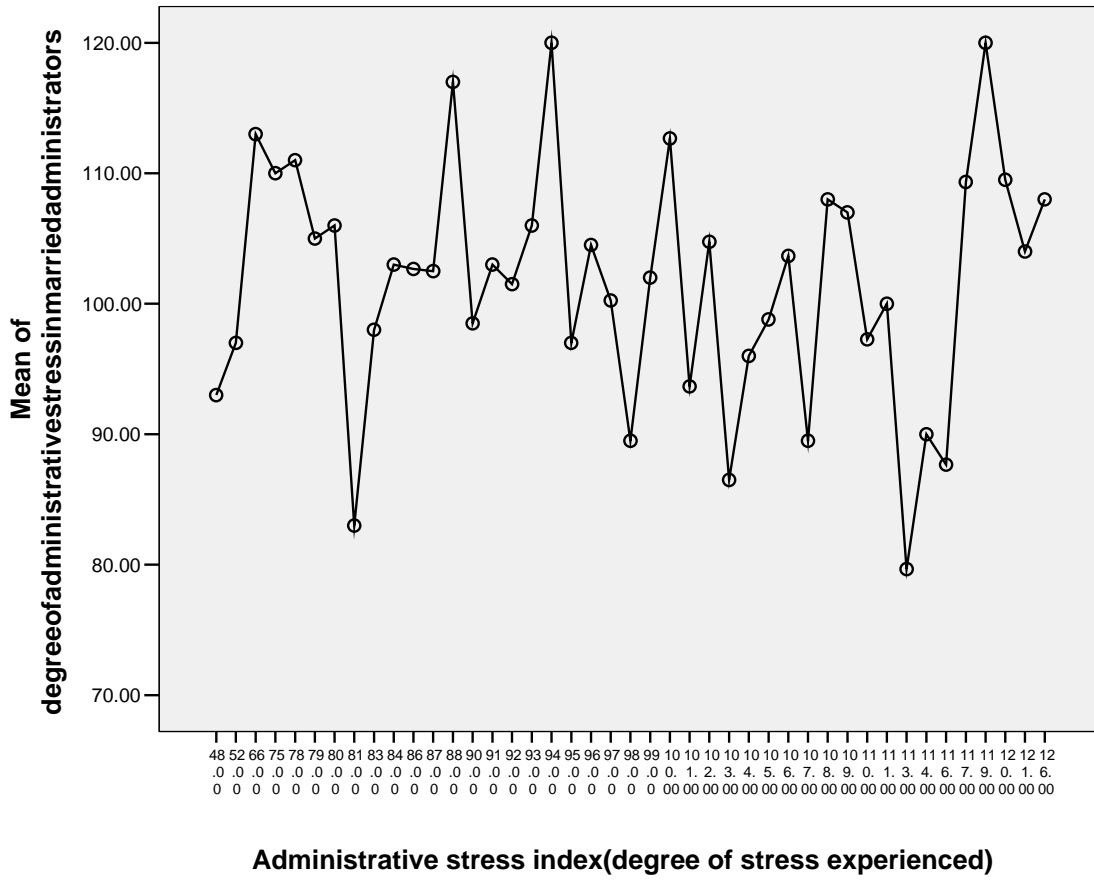
Table 4.28c: frequency of responses of secondary schools administrators' degree or level of administrative stress they experience.

	Administrative stress index(degree of stress)
--	---

	experienced)
	frequency
48.00	6
52.00	6
63.00	6
66.00	6
73.00	8
75.00	6
78.00	6
79.00	12
80.00	12
81.00	12
83.00	12
84.00	12
85.00	6
86.00	18
87.00	18
88.00	12
90.00	18
91.00	12
92.00	12
93.00	18
94.00	30
95.00	18
96.00	30
97.00	24
98.00	27
99.00	24
100.00	24
101.00	24
102.00	36
103.00	24
104.00	36
105.00	36
106.00	24
107.00	18
108.00	18
109.00	12
110.00	36
111.00	24
112.00	6

113.00	30
114.00	24
116.00	24
117.00	18
118.00	12
119.00	6
120.00	18
121.00	6
126.00	12

Figure 16: Means Plots of secondary schools administrators' degree or level of administrative stress they experience.



4.3: CORRELATION ANALYSES (PEARSON'S PRODUCT-MOMENT CORRELATION COEFFICIENT, r). $H_0 : P = 0$, $\alpha = 0.01$.

4.31: Hypothesis 1($H_0 : P = 0$, $\alpha = 0.01$): There is no significant relationship between workload and degree of administrative stress of secondary school Administrators in the Gambia. This hypothesis was tested by applying Pearson's product-moment correlation coefficient (r). The standard deviation obtained from this analysis; indicate appreciable convergent views of the respondents.

Table 4.31a: Descriptive Statistics

	Mean	Std. Deviation	N
Administrative stress index (degree of stress experienced)	99.8141	13.52435	839
administrative job workload	3.6421	.66933	827

Table 4.31b: Correlations

		Administrative stress index (degree of stress experienced)	Administrative job worked
Administrative stress index (degree of stress experienced)	Pearson Correlation	1	.244**
	Sig. (1-tailed)	839	.000
	N	839	827
Administrative job Workload	Pearson Correlation	.244**	1
	Sig. (1-tailed)	.000	827
	N	827	827

** Correlation is significant at the 0.01 level (1-tailed).

The result obtained, shown above clearly indicate that there is a significant correlation at 99% test level. Therefore the hypothesis 1, which states that there is no significant relationship between workload and degree of administrative stress of secondary school Administrators in the Gambia is **rejected**, leading to the conclusion that there is a indeed a correlation between job workload and the degree or level of administrative stress experienced by secondary school administrators in The Gambia. This agrees with the calculated mean of 99.8 which falls in the stress zone of the stress index table.(see key on table 4.28b)

4.32: Hypothesis 2 ($H_0 : P = 0$, $\alpha = 0.01$): relationship between responsibility for people/materials and degree of administrative stress of secondary school administrator in the Gambia. This hypothesis was tested by applying Pearson's product-moment correlation coefficient (**r**).The standard deviation obtained from this analysis ,which is relatively small compared to the mean; indicate appreciable convergent views of the respondents.

Table4.32a: Descriptive Statistics

	Mean	Std. Deviation	N
Administrative stress index (degree of stress experienced)		13.52435	839
Administrative responsibility for people(staff, students, parents)		6.72747	839

Table 4.32b: Correlations

		Administrative stress index (degree of stress experienced)	Administrative responsibility for people (staff, students, parents)
Administrative stress Correlation index (degree of stress experienced)	Pearson Sig. (1-tailed) N	1 839	.581** .000 839
Administrative job Correlation Workload	Pearson Sig. (1-tailed) N	.581** .000 839	1 839

** Correlation is significant at the 0.01 level (1-tailed).

From the results generated, we can see there is a significant, positive relationship or correlation between responsibility for people/materials and degree of administrative stress experienced by secondary school administrators in the Gambia. Therefore this hypothesis is rejected.

4.33: Hypothesis 4 ($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between financial remuneration (Monthly salary in Dalasi: local currency) and degree of stress of secondary schools administrators in the Gambia.

Table 4.33a: Descriptive Statistics

	Mean	Std. Deviation	N
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Administrative stress index (degree of stress experienced)	99.8141	13.52435	839
Monthly salary of respondents	2.2422	1.52873	797

Table 4.33b: Correlations

		Administrative stress index (degree of stress experienced)	Monthly salary of respondents
Administrative stress index (degree of stress experienced)	Pearson Correlation	1	-.096**
	Sig. (1-tailed)	839	.003
	N		797
Administrative job Workload	Pearson Correlation	.096**	1
	Sig. (1-tailed)	.003	797
	N	797	797

** Correlation is significant at the 0.01 level (1-tailed).

Hypothesis is rejected because, the result shows that there is a significant relationship between the two variables, that is monthly salary or financial remuneration and administrative stress level among secondary school administrators in The Gambia.

4.34: Hypothesis 7 ($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between Age and degree of stress of secondary schools administrators in the Gambia.

Table 4.34a: Descriptive Statistics

	Mean	Std. Deviation	N

Administrative stress index (degree of stress experienced)	99.8141	13.52435	839
Age of respondents	1.5970	.73342	809

Table 4.34b: Correlations

		Administrative stress index (degree of stress experienced)	Age of respondents
Administrative stress Correlation index (degree of stress experienced)	Pearson Sig. (1-tailed) N	1 839	-.259** .000 809
Age of respondent Correlation	Pearson Sig. (1-tailed) N	-.259** .000 809	1 809

** Correlation is significant at the 0.01 level (1-tailed).

This null hypothesis, according to the analysis result, is rejected, because there is an appreciable significant correlation between age and degree of stress experienced by secondary schools administrators in the Gambia. Observably, however there is a strong indication of negative correlation, which implies that, the relatively low mean age of 1.5970 (age ranging between 30 and 50 years old) of the secondary school administrators, does not necessarily correspond with low stress level, since the calculated mean stress level of 99.8141 falls in the upper level of the administrative stress index scale (see key below table 4.28b).

4.35: Hypothesis 8 ($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between the degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia.

Table 4.35a: Descriptive Statistics

	Mean	Std. Deviation	N
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Degree of administrative stress among secondary school administrators in rural regions	100.3196	12.98722	219
Degree of administrative stress among secondary school administrators in urban regions	99.7643	13.44963	543

Table 4.35b: Correlations

	Degree of administrative stress among secondary school administrators in rural regions	Degree of administrative stress among secondary school administrators in urban regions
Pearson Correlation Sig. (1-tailed) Degree of administrative Stress among secondary School administrators in Rural regions N	1 219	.222** .000 219
Pearson Correlation Sig. (1-tailed) Degree of administrative Stress among secondary School administrators in urban region N	.222** .000 219	1 543

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** Correlation is significant at the 0.01 level (1-tailed).

The mean stress levels obtained for both rural and urban is on the high side, and the correlation coefficient obtained from the analysis, indicate that there is a high significant correlation between the degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia. Therefore the hypothesis that, there is no significant relationship between degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia, will be untrue, and so is rejected.

4.36 Hypothesis 3 : ($H_0: \mu_1 = \mu_2; \mu_2 - \mu_1 = 0$) There is no significant difference between years of working experience and degree of administrative stress of secondary school administrators in The Gambia.

Table 4.36a: Group Statistics

Administrative stress Index (degree of stress Experienced)	N	Mean	Std. Deviation	Std. Error Mean
Highest years of working experience				
Working				
.00				
1-2	60	96.7000	20.80442	2.68584
	212	98.7358	10.38254	.71308

Table 4.36b: Independent Samples Test

		t-test for equality of means								
		F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std Error difference	99% Confidence interval of the difference.	
									Lower	Upper
Administrative stress index (degree of stress experienced)	Equal variance assumed	29.356	.000	-1.041	270	.299	-2.035	1.95547	-7.10865	3.03695
	Equal variances not assumed			-.733	67.517	.466	-2.035	2.77889	-9.40164	5.32994

In this case above the analysis result shows that the P value for the two – tailed test is 0.299 when equal variance is assumed and 0.466 when equal variance is not assumed, these values are more than the $\alpha = 0.01$ (significance level at 99%) which implies that the hypothesis is tenable. In this case also, since $H_0: \mu_1 = \mu_2; \mu_2 - \mu_1 = 0$ at $\alpha = 0.01$, and the 99% confidence intervals of -7.10865 and 3.03695 contain 0. It is therefore concluded that the Null hypothesis will be true and thus accepted

(Agresti. A and Barbara .F: Statistical methods for social sciences, 3rd ed.1999, and p.216). That there is no significant difference between years of working experience and degree of

administrative stress of secondary school administrators in The Gambia.

4.37: Hypothesis 6: Difference in the degree of administrative stress between female and male secondary school administrators in The Gambia.

Table 4.37: One way ANOVA

	Sum of Squares	df	Mean Square	F	Sig
Degree of administrative Stress in female				5.343	.002
Secondary school Administrator					
Between Groups	730.848	5	146.170		
Within Groups	738.667	27	27.358		
Total	1469.515	32			
Degree of administrative Stress in male secondary School administrator				3.684	.000
Between Groups	25239.896	44	573.634		
Within Groups	109788.72	705	155.729		
Total	135028.62	749			

Glass G.V. and Hopkins K.D (1984), states in Statistical methods in education and psychology, the following interpretation guidelines for F-test(one way analysis of variance) :

If MS_b (Means between groups) estimates a number larger than σ^2 (mean square) then the H₀ (null hypothesis) is false(will be rejected). Also, if $F \geq 1 \geq F_{critical}$, then H₀ is false.

Whereas, If MS_b (means between groups) estimates a number smaller than σ^2 (mean square) then the H₀ (null hypothesis) is true (will be accepted). Also, if $F \leq 1 \leq F_{critical}$ then H₀ is true.

For this hypothesis, the results of the analysis as presented in table 4.37 indicate the following:

That at df (degrees of freedom) = 5, 27; $F_{critical} \approx 3.83$ and $df = 44,705$;

$F_{critical} = 1.63$.

The calculated F values respectively are 5.343 and 3.684, which clearly shows that the $F_{calculated} \geq F_{critical}$ in their respective dfs .

Also, it is observed from the results, that the respective MS_b (means between groups) values of 146.170 and 573.634 are smaller than their respective σ^2 (mean square) values of 730.848 and 25239.896.

Consequently, this hypothesis that there is no significance difference in the degree of administrative stress between female and male secondary school administrators in The Gambia is untrue and therefore is rejected.

This implies that both the male secondary school administrators and their female counterparts experience the same stress level as they execute their administrative job roles. The data collected shows that the female administrators are relatively fewer. The stresses experienced may account for this occurrence.

4.38: Hypothesis 5: There is no significant difference in the degree of administrative stress between single (unmarried) and married secondary school administrators in The Gambia.

Table 4.38: One way ANOVA

	Sum of Squares	Df	Mean Square	F	Sig
Degree of administrative Stress in single (not Married) Secondary school Administrator Between Groups	3927.242	7	561.035	10.728	.000

Within Groups	1882.667	36	52.296		
Total	5809.909	43			
Degree of administrative Stress in married secondary School administrator				6.985	.000
Between Groups					
Within Groups	38762.103	42	922.907		
Total	66331.982	502	132.135		
	105094.08	54			
		4			

For this hypothesis, the results of the analysis as presented in table 4.38 indicate the following:

That at df (degrees of freedom) = 7, 36; $F_{critical} \approx 3.30$ and $df = 42, 502$; $F_{critical} \approx 1.63$.

The calculated F values respectively are 10.728 and 6.985, which clearly shows that the $F_{calculated} \geq F_{critical}$ in their respective dfs .

Also, it is observed from the results, that the respective MS_b (means between groups) values of 561.035 and 922.907 are smaller than their respective σ^2 (mean square) values of 3927.242 and 38762.103.

Consequently, this hypothesis that there is no significance difference in the degree of administrative stress between single (unmarried) and married secondary school administrators in The Gambia is untrue and therefore is rejected. This implies that both the single (unmarried) secondary school administrators and their married colleagues experience different levels of stress. The fact that it has been observed that 92.1% of the school administrators in The Gambia are married which harmonizes with the high mean and modal scores of 99.8141 and 102 respectively. The additional responsibility of meeting marital challenges and obligations may be

a strong contributing factor in raising the administrative stress level of the married secondary school administrators.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

This chapter is organized into three sections namely: Summary, conclusion and recommendation.

5.1: SUMMARY

The purpose of this research was to investigate the relationship between stress experienced by post primary schools administrators (Principals and vice-Principals, and Heads of departments) in the performance of their tasks in The Gambia. The study was prompted by persistent negative effect reports of administrative stress on administrators of all kinds. It was also the aim of this study to make recommendations on ways of reducing distress among schools administrators for better performance of their duties as school managers. To guide the course of the study eight hypotheses derived directly from the statement of problems were formulated and tested as stated below:

Specifically, the following questions were designed to limit the parameters of the study:

1. Is there any relationship between post-primary schools Administrator's workload and level of administrative stress?
2. Is there any relationship between post-primary schools Administrators' responsibility for people and material and level of administrative stress?
3. Does years of experience affect post-primary schools Administrators' administrative stress level?
4. Does the financial remunerations status of post-primary schools Administrators have any

relationship with their level of stress?

5. Does marital status, gender, chronological age and school location (whether rural or urban) of school Administrator affect their stress level?

Consequently, these following eight null hypotheses were drawn for the study:

1. There is no significant relationship between post-primary schools administrators' workload and level of administrative stress.
2. There is no significant relationship between post-primary schools administrators' responsibility for people and materials and administrative stress.
3. There is no significant difference between post-primary schools administrators in the effect of years of experience on level of administrative stress.
4. There is no significant correlation between financial remunerations of post-primary schools administrators and administrative stress level.
5. There is no significant difference in administrative stress level between single and married school Administrators.
6. There is no significant difference in administrative level between Male and Female school Administrators.
7. There is no significant relationship between administrative stress level and age of school administrators.
8. There is no significant correlation between the stress level of school Administrators in rural and urban school locations. (Please note that, Educational regions 1 & 2 = Urban schools; While Educational regions 3, 4, 5 & 6 = Rural schools).

A nationwide data collection survey, which covered the six educational regions, was embarked on.

837(eight hundred and thirty seven, which represents 93%) of the relevant population sample subjects actually responded to the research instrument.

The data as analysed using a combination of both descriptive and inferential quantitative statistical analysis (Pearson's product-moment correlation coefficient, t-test for independent samples and one- way Anova), using the SPSS Version 13.0 soft ware.

Detailed descriptive analyses of the relevant variables involved , and examined in this research work (viz: monthly salary, working experience, age, workload, gender, marital status and educational region distribution of post-primary schools administrators), has been graphically presented clearly in this section, in addition to measures of central tendency of all the relevant variables.

The statistical methods that was employed for the analysis will included the Pearson's product-moment correlation coefficient for Hypotheses 1, 2, 4, 7 & 8 of relationships.

The Hypothesis 3, 5 & 6 was tested using the t-test of differences between two independent sample means. The alpha level of 0.01 level of significance was used as the standard for rejection or retaining hypothesis. The one-way ANOVA with two independent samples from the same population was also applied.

5.2: CONCLUSIONS

The conclusions drawn from the research findings are presented as follows:

The study revealed clearly that majority (37.1%) of secondary school administrators in The Gambia earn a monthly income of between D2500 and D3500, which is equivalent to an average of US \$100.Only 1.4 % of them earn a monthly salary above D10501,which is

equivalent to about US\$ 350. This is evidently a relatively meager salary.

The majority (28.5%) of secondary school administrators in The Gambia, has acquired three to four working experience, but noticeable also, is the indication that quite a significant many (25.3%) has spent only one to two years working experience as secondary school administrator .An appreciable 12.9% of them have acquired above ten years working experience as administrators in the secondary school system.

Also a majority (51.7%) of the secondary school administrators in the Gambia are relatively young (between 30 – 40) years of age, 33.3% are aged between 41 – 50 years old , 10% are between 51 – 60 years old and notably, only 1.4 % of them are aged above 60 years old.

48.3% of the secondary school administrators in the Gambia stated that their workload is heavy; while 39.6% agreed that their workload was just okay, only 2.1% stated they have light workload, but none indicated too light workload. Notably, 8.6% ascertained that they have too heavy workload.

Out of the total number of senior secondary schools administrators in The Gambia, 96.1% are males, while a relative few 3.9% are females. This clearly indicates that males are dominating secondary school administration in The Gambia.

Clearly noticeable from the results, is the indication that an overwhelming majority, 92% of secondary school administrators in The Gambia are married; while only a relative few 5.0% are single (not married).

69.7% of secondary school administrators in The Gambia are concentrated in the rural schools (Regions 3, 4, 5 & 6); while 27.4%of them are stationed in the urban schools (Regions 1 & 2).

The analysis indicated that the modal score of the stress level experienced by secondary schools administrators in The Gambia is 102 out of a maximum score of 126. This score falls in the range of *stressful* and this correlates with the mean score of 99.8 that also falls in the range of *stressful*. Notably also, the standard deviation of 13.5 shows that the responses of the school administrators were quite focused, relative to the mean responses.

Hypothesis 1($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between workload and degree of administrative stress of secondary school Administrators in the Gambia. This hypothesis was tested by applying Pearson's product-moment correlation coefficient (**r**).The standard deviation obtained from this analysis; indicate appreciable convergent views of the respondents

The result obtained, clearly indicated that there is a significant correlation at 99% test level. Therefore the hypothesis 1, which states that there is no significant relationship between workload and degree of administrative stress of secondary school Administrators in the Gambia is **rejected**, leading to the conclusion that there is a indeed a correlation between job workload and the degree or level of administrative stress experienced by secondary school administrators in The Gambia. This agrees with the calculated mean of 99.8 which falls in the *stress zone* of the stress index table.(see key on table 4.28b) The assertion of Mills (1982), that overload in most system lead to breakdown whether we are dealing with single biological cell or an individual in the organization give further credence to this conclusion. Workplace has been seen as the major source of stress, so much so that stress has overtaken the common cold as the main cause of absence from work (Furedi, 1999). Workload,

according to Breslow & Buell, 1960, is a major Stress trigger at the workplace.

Hypothesis 2 ($H_0 : P = 0, \alpha = 0.01$): relationship between responsibility for people/materials and degree of administrative stress of secondary school administrator in the Gambia. This hypothesis was tested by applying Pearson's product-moment correlation coefficient (**r**). The standard deviation obtained from this analysis, which is relatively small, compared to the mean; indicate appreciable convergent views of the respondents.

From the results generated, we can see there is a significant, positive relationship or correlation between responsibility for people/materials and degree of administrative stress experienced by secondary school administrators in the Gambia, hence this hypothesis is rejected. The researcher concludes therefore that as responsibility for people and material increase there is a slight or marginal tendency in the increase of stress, however studies have shown that excessive workload and responsibility for people and material could be of significant effect on administrative task performance. More also, the volume of administrative task is not static. That is, workload and responsibility for people and material probability vary with time for any given administrator. This conclusion agrees with French and Captain (1975), who observed that the more responsibility a manager has for people as well as for things, the more likely he is to encounter tension.

Hypothesis 4 ($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between financial remuneration (Monthly salary in Dalasi: local currency) and degree of stress of secondary schools administrators in the Gambia

This null hypothesis is rejected because, the result shows that there is a significant relationship between the two variables, that is monthly salary or financial remuneration and administrative stress level among secondary school administrators in The Gambia. It is concluded that secondary schools administrators' salary is very low and thus a cause for stress on the job. When the financial remunerations that is actually received is less compared to the job tasks and responsibilities, this can result in dissatisfaction and thus may trigger stress, hence the misfit between demands and abilities induces coping and defense mechanisms, which in turn influence objective and subjective representations of the environment. Misfit between the objective reality of the work environment and an individual's subjective perceptions of the work environment (including financial remunerations) also can result in stress. (Edwards et al., 1998).

Hypothesis 7 ($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between Age and degree of stress of secondary schools administrators in the Gambia.

This null hypothesis, according to the analysis result, is rejected, because there is an appreciable significant correlation between age and degree of stress experienced by secondary schools administrators in the Gambia. Observably, however there is a strong indication of negative correlation, which points to the conclusion that, the relatively low mean age of 1.5970 (age ranging between 30 and 50 years old) of the secondary school administrators, does not necessarily correspond with low stress level, since the calculated mean stress level of 99.8141 falls in the upper level of the administrative stress index scale (see key below table 4.28b).

Rather as strongly concluded earlier in this study, the significant contributing factors to stress is more of workload, low income, increased responsibility etc irrespective of age of the school administrator.

Hypothesis 8 ($H_0 : P = 0, \alpha = 0.01$): There is no significant relationship between the degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia.

The mean stress levels obtained for both rural and urban is on the high side, and the correlation coefficient obtained from the analysis, indicate that there is a high significant correlation between the degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia. Therefore the hypothesis that, there is no significant relationship between degree of administrative stress of secondary school administrators in Rural and urban education region in The Gambia, will be untrue, and so is rejected. The conclusion is that the working location of a school administrator has a bearing on the level of stress he or she will experience, whether rural or urban.

Hypothesis 3 :($H_0: \mu_1 = \mu_2; \mu_2 - \mu_1 = 0$) There is no significant difference between years of working experience and degree of administrative stress of secondary school administrators in The Gambia.

In this case above the analysis result shows that the P value for the two – tailed test is 0.299 when equal variance is assumed and 0.466 when equal variance is not assumed, these values

are more than the $\alpha = 0.01$ (significance level at 99%) which implies that the hypothesis is tenable. In this case also, since $H_0: \mu_1 = \mu_2; \mu_2 - \mu_1 = 0$ at $\alpha = 0.01$, and the 99% confidence intervals of - 7.10865 and 3.03695 contain 0. It is therefore concluded that the Null hypothesis will be true and thus accepted

(Agresti. A and Barbara .F: Statistical methods for social sciences, 3rd ed.1999, and p.216).

That there is no significant difference between years of working experience and degree of administrative stress of secondary school administrators in The Gambia. This finding equally supported Ayotumuno (1987) earlier assertion of non-significant difference between principals' years of experience and effect of administrative stress on their task performance in River State, Nigeria. Probably, the effect of the years of experience becomes non-effective as the administrators moved up through their career.

Hypothesis 6: Difference in the degree of administrative stress between female and male secondary school administrators in The Gambia.

Glass G.V. and Hopkins K.D (1984), states in Statistical methods in education and psychology, the following interpretation guidelines for F-test (one way analysis of variance):

If MS_b (means between groups) estimates a number larger than σ^2 (mean square) then the H_0 (null hypothesis) is false (will be rejected). Also, if $F \geq 1 \geq F_{critical}$, then H_0 is false.

Whereas, If MS_b (means between groups) estimates a number smaller than σ^2 (mean square) then the H_0 (null hypothesis) is true (will be accepted). Also, if $F \leq 1 \leq F_{critical}$ then H_0 is true.

For this hypothesis, the results of the analysis as presented in table 4.37 indicate the

following:

That at df (degrees of freedom) = 5, 27; $F_{critical} \approx 3.83$ and $df = 44,705$; $F_{critical} = 1.63$.

The calculated F values respectively are 5.343 and 3.684, which clearly shows that the $F_{calculated} \geq F_{critical}$ in their respective dfs .

Also, it is observed from the results, that the respective MS_b (means between groups) values of 146.170 and 573.634 are smaller than their respective σ^2 (mean square) values of 730.848 and 25239.896.

Consequently, this hypothesis that there is no significance difference in the degree of administrative stress between female and male secondary school administrators in The Gambia is untrue and therefore is rejected.

The researcher therefore concludes that both the male secondary school administrators and their female counterparts experience the same stress level as they execute their administrative job roles. The data collected shows that the female administrators are relatively fewer, the stresses experienced on the job may account for this occurrence. Stressors Due to Everyday Problems may have its toll more on females due to their higher emotional and physiological nature, though people are exposed to Stressors everyday of their lives, what one person perceives and responds to as stress may not be to another person e.g. marital problems, quarrel with a friend or colleague etc. Agbonile (2009).

Hypothesis 5: There is no significant difference in the degree of administrative stress between single (unmarried) and married secondary school administrators in The Gambia.

For this hypothesis, the results of the analysis as presented in table 4.38 indicate the following:

That at df (degrees of freedom) = 7, 36; $F_{critical} \approx 3.30$ and $df = 42,502$; $F_{critical} \approx 1.63$. The calculated F values respectively are 10.728 and 6.985, which clearly shows that the $F_{calculated} \geq F_{critical}$ in their respective dfs .

Also, it is observed from the results, that the respective MS_b (means between groups) values of 561.035 and 922.907 are smaller than their respective σ^2 (mean square) values of 3927.242 and 38762.103.

Consequently, this hypothesis that there is no significance difference in the degree of administrative stress between single (unmarried) and married secondary school administrators in The Gambia is untrue and therefore is rejected. It is therefore concluded that both the single (unmarried) secondary school administrators and their married colleagues experience different levels of stress. The fact that it has been observed that 92.1% of the school administrators in The Gambia are married which harmonizes with the high mean and modal scores of administrative stress level of 99.8141 and 102 respectively. The additional responsibility of meeting marital challenges and obligations may be a strong contributing factor in raising the administrative stress level of the married secondary school administrators.

5.3: RECOMMENDATIONS.

To substantially reduce to a minimum proportion administrative stress still persistent in our school system, more attention should be focused on this vital area, by the post-primary school governing authorities in the ministry of Basic and secondary education in The Gambia.

In the course of this research, the researcher examined how stress correlates with administrative task performance, by measuring some

key variables that could influence post- primary schools administrators' progress in his or her job execution.

The findings and conclusions therefore informed the following recommendations:

Significantly improving the financial remunerations and fringe benefits of the post-primary school administrators in The Gambia, is a *sin-qua-non* to efficient, relatively less stressful tasks performance, since it is a fact, that basic principles are well accomplished; if basic needs are adequately gratified.

The researcher recommends that the workload and responsibility for people and materials could be reduced, if more post-primary education institutions are founded, to reduce the high enrolment ratio of students in the existing schools needing the attention of the school administrators.

The researcher recommends the use of Hersey-Blanchard's (1988), situational leadership model by secondary schools administrators, which asserts that successful leaders adjust their styles depending on the maturity of followers, indicated by their readiness to perform in a given situation i.e. how able and willing or confident followers are to perform required tasks. Therefore, the leader could apply a combination of the following styles: Delegation, Participation (sharing ideas), selling (explaining decision) and Telling (giving instructions).

There is need for more inclusive studies that will involve more sample

Size and other extraneous variables not considered in this study such as family challenges, personal health status, behavior types and religion.

It is suggested that, the scope of this research be further widened to cover a more extensive area beyond The Gambia, to the West Africa sub-region.

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APPENDICES



Churchill Building Front Street, Grand Turk, Turks and Caicos Islands, British West Indies.
Web Site : www.stclements.edu Email - admin@stclements.edu

Dear Sir/Madam,

SUBJECT: PhD DISSERTATION.

Mr. KENNETH .O. IGHARO is a PhD student in the above named university and a Lecturer in the University of The Gambia, currently carrying out a research dissertation on: A correlational study between Administrative stress and Task performance of post-primary (secondary) schools' Administrators in The Gambia.

It will be highly appreciated, if you could grant him access to necessary information in your school to facilitate his research project.

There are two parts in it, part I and part II . Please follow the instructions and respond to the questions as sincerely and honestly as you can.

*Be assured that your responses will be treated with high regards and utmost confidentiality,
Thanks for your co-operation.*

SIGNED.

**Administrative stress Questionnaire (asq).
PART I**

PERSONAL DATA:

1a. Name of School: _____

b. Educational Region :(circle the one applicable to you) 1 2 3 4 5 6

2a. Position held :(tick one) principal _____ Vice-principal _____ Head of
Dept _____

b. Years of experience in the above position (please specify) _____

3a. Age in years :(please tick the applicable) 30-40 ___ 41-50 ___ 51-60 ___

Above 60 _____

b. Monthly salary range in Dalasi (in local currency, please tick the applicable)

2500 – 3500 ____, 3501 – 4500 ____, 4501- 5500 ____, 5501 – 6500 ____,

6501 -7500 ____, 7501 – 8500 ____, 8501 – 9500 ____, 9501 – 10500 ____,
Above 10501 _____ .

4a. Marital status: Married _____, Single _____.

b. Sex: Male _____, Female _____.

5. How do you rate your job workload? :(Please tick the applicable)

Too Heavy ____, Heavy ____, Just okay ____, Light ____, Too Light _____.

PART II

SECTION A

Please, tick the option that is most appropriate to you,

s/n o.		Very often	often	sometimes	rarely	never
6	Is your job workload too heavy that it poses a difficult task for you? ?					
7	Do you have needed working materials available?					
8	Is relevant assistance accessible when needed?					

9	Does lack of punctuality to school by teachers and students give you concern?					
10	Is irregularity at school by teachers and students worrisome to you?					
11	Do you have relevant cordial communication with your colleagues?					
12	Do you derive satisfaction from your administrative duties?					
13	Any satisfaction from your place of work?					
14	Do you feel satisfied with the incremental changes in your income?					
15	Does your contribution at work gain any recognition from your employer?					
16	Is the atmosphere of your job conducive for optimum performance?					
17	Do you feel a drive to achieve needed results?					
18	Do you receive any support from the community in which your school is located for your job success?					
19	Do you feel satisfied with your state of mind when at work?					
20	Do you experience uncooperative attitude (passive or active) from your working community (i.e. teachers/student/parents)?					

SECTION B: Please, read carefully and choose either of the options.

		Yes	No
21	Are you satisfied in the organization in which you work?		
22	Does your job tasks interfere with your social life outside workplace?		

23	Are you able to separate home from work ?		
24	Are you able to be in full control in your school or department ?		
25	Does your income make you feel secure on the job ?		
26	Do you feel committed to your job?		
27	Does your job remuneration cater for the minimum quality of living you desire?		

SECTIONC: Please tick only one of the options that best suits how you feel.

		Not stressful	Slightly stressful	moderately stressful	stressful	Highly stressful
28	What is your reaction toward students' indiscipline and unrest?					
29	During class supervision, what is your reaction to teacher's poor classroom control?					
30	How do you feel about parents' lack of support in term of students' encouragement?					
31	Having large amount of workload you must deal with is...					
32	Cumulative assignments on my desk makes me feel ...					
33	When my income does not satisfy my needs.					
34	Cold communication with my teachers					
35	Lack of working resources e.g library, books, stationery, Instructional materials.					
36	When you feel you are not influencing and in control of your staff and students.					

37	Not having enough time to make a working plan ahead.					
38	When you are not able to exercise discretion in your job.					
39	Lack of cordial working atmosphere and relationship among members of staff.					
40	Lack of cordial relationship between management and parents.					
41	Performing managerial and supervisory role on teachers and students.					
42	When personal challenges arises due to my job workload.					