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High job demands of administrators under the transitional calendar system of the Free Senior High School Policy in Mampong Municipality; impacts and coping strategies

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Abstract: The study investigated the high job demands of administrators of the transitional calendar senior high school system of the Free Senior High School Policy in Asante Mampong municipality in Ghana. The objectives were to find out factors that influence high job demands of administrators, explore how high job demands impact on the health and family life of administrators, and find out the strategies used by administrators to manage high job demands. The study employed phenomenological research design. The population for the study involved school administrators. Purposive sampling technique was used to select 16 administrators. Semi-structured interview guide was used to elicit responses. The data were analysed using thematic analysis. The findings revealed that high job demands of administrators were influenced by increased workload resulting from high students' enrolment, lack of vacations, resource limitations and lack of autonomy on the part of administrators to be involved in making decisions having direct impact on effective job performance. The study revealed that in addition to high job demands having negative impacts on the health of administrators, it also denied them of having enough time to deal with family issues. The study recommended that Ghana Education Service (GES) organise training on interpersonal relationship for administrators to help create supportive work environment. It was again recommended that GES provide the required administrative personnel support to deal with the challenges created by the absence of vacations, resource limitations and increased workload emanating from high students' enrolment to reduce pressure on administrators.

Keywords: *Free Senior High School, Transitional calendar, Job demands, Illiteracy, Administrators.*

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Introduction

High illiteracy rate has always been a bane of the development of many African economies with low access to quality education due to cost constraints being a major factor. The 2021 population and housing census revealed that almost 8 million persons in Ghana, aged 6 years and above, are illiterates (Ghana statistical service, 2022). In making efforts to overcome the major obstacle to increased access to secondary education in Ghana, in 2017, the government of Ghana introduced the Free Senior High School (Free SHS) policy to improve access to secondary education. The Free Senior High School (Free SHS) policy brought about increased enrolments in senior high schools and thus created the problem of congestion in dormitories and classrooms (Salifu &Ayamba 2018). Handicapped by inadequate funds in putting up additional infrastructure to salvage the situation, the government resorted to the double-track and the transitional calendar system where one-year group goes on vacation while two-year groups remain in school at any point in time throughout the year. The system allows a group of teachers to be in school while a group also remains on vacation at any point in time. This is not the case for school administrators who remain in school throughout the year to monitor the activities of the different student groups as they vacate and reopen.

The president of National Association of Graduate Teachers (NAGRAT), Angel Carbonu, once said in the evening news at 7:00 pm on Joy Television that the government of Ghana should revert to the trimester calendar system since the double-track and the transitional calendar systems which had been introduced with the Free Senior High School Policy exert serious pressure on school administrators and teachers who teach in two year groups. (Source: Joy Television News At 7:00 pm, 27th September, 2023).

The job demands of administrators under the transitional calendar system which have been identified to exert unbearable pressure and stress reflects in the calendar for 2021/22 academic year as presented in Figure 1 below.

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Figure 1: Transitional Calendar for 2021/2022 Academic Year

FORM	SESSION	FIRST SEMESTER				SECOND SEMESTER			
		IN SCHOOL		VACATION		IN SCHOOL		VACATION	
		FROM	TO	FROM	TO	FROM	TO	FROM	TO
3		7th Feb. 2022	1st April 2022	2nd April 2022	18th April 2022	19th April 2022	UNTIL END OF WASSCE	END OF ACADEMIC YEAR	
2	1st	7th Feb. 2022	14th April 2022	15th April 2022	25th June 2022	17th July 2022	26th Aug. 2022	27th Aug. 2022	6th Oct. 2022
	2nd	26th June 2022	16th July 2022	2ND SEMESTER BEGINS/NO BREAK		7th Oct. 2022	16th Dec. 2022	END OF ACADEMIC YEAR	
1	1st	4th April 2022	20th June 2022	21st June 2022	3rd Sept. 2022	25th Sept. 2022	16th Dec. 2022	END OF ACADEMIC YEAR	
	2nd	4th Sept. 2022	24th Sept. 2022	2ND SEMESTER BEGINS/NO BREAK					

WASSCE DATES AUG./SEPT. 2022

SHS 3	32 WEEKS	1,280 HOURS
SHS 2	30 WEEKS	1,200 HOURS
SHS 1	27 WEEKS	1,080 HOURS

Source: Free Senior High School Secretariat, Kumasi, September, 2026.

As it can be seen from Figure 1 above, the transitional academic calendar which started during the 2021/22 academic year require school administrators to be in school throughout the year without going on vacation and therefore resulting in increased demand on the services of administrators.

This study therefore had the purpose of investigating the factors which influence the high job demands of school administrators under the transitional calendar system of the free senior high school policy, the adverse impacts of high job demands and the existing organizational support systems and strategies to manage the negative impacts of high job demands.

Objectives of the Study

Objectives of the study were to:

1. Find out the factors which influence high job demands of school administrators under the transitional calendar system.
2. Explore how high job demands affect the health and family life of school administrators under the transitional calendar system.
3. Find out strategies to manage high job demands of administrators under the transitional calendar system.

Justification for the Study

This study aims at investigating the high job demands of administrators of senior high schools under the transitional calendar. With agitations from teacher unions about the pressure brought on school administrators under the double-track and the transitional calendar system, the study investigated the specific challenges administrators encounter as well as explore the organizational support systems and strategies which contribute to relieve administrators of the negative impacts of high job demands.

Theoretical Perspective

Job demands of administrators of senior high schools have attracted discussions from stakeholders on the media with the introduction of the double-track and the transitional calendar system which emanated from the Free Senior High School Policy. While administrators of single-track senior high schools have some period of relief when students go on vacation, those of transitional calendar senior high schools remain in school throughout the year attending to students in different year groups who reopen and vacate in turns throughout the year. This situation results in continuous demands on the services of administrators of transitional calendar senior high schools with the associated negative impacts. The factors which influence the job demands of administrators and domestic staff of transition senior high schools, the impacts of high job demands and possible coping measures are confirmed by literature.

The level of control a worker possesses over the work done has been found to influence job demands (Fox, Dwyer & Ganster, 1993). West et al. (2014) stated that shortage of staff increases the work demands of the principal. McGuinn (2012) and Miller (2015) identified new tasks arising from education reforms as having effect on the workload of school management and administrators. A study by Adjei (2021) revealed that management staff of double-track schools complained of being burdened with too much workload and working continuously as a result of lack of vacation periods.

The negative impacts of high job demands on workers have also been confirmed by literature. Slowiak and Jay (2023) in 'a study on burnout among behaviour analysts in times of crises' revealed that higher work demands were associated with increased levels of emotional fatigue and disengagement among practitioners. Bowling et al. (2012) stated that higher work demands have negative impacts on the well-being of employees, cause employees to absent themselves as well as reduce their emotional commitment to work and consequently quit their jobs.

Yıldırım and Dinç (2019) revealed that workload intensity creates a feeling of burnout in principals of schools. Borg (1993) stated that heavy workload causes stress among school principals. Crawford (2012) identified heavy workload as disrupting work-life balance while Goh et al., (2015) identified intense workload as a cause of work-family conflict in different organizations. There are communication and training problems among staff of year-round schools some of which remain in school while others are on vacation (Aikin et al., 1983; Mussatti, 1981; Rogers, 1993). There could also be the problem of disunity among staff in the sense that teachers who are off-track seem not to care so much about what goes on in school during their off-track period (Severson & Hyle,1997; Shields, 1996).

Brekke (1983) and White (1993) identified the maintenance and repairs of school facilities and machinery resulting from increased wear and tear on school buildings and machinery as a challenge in running a multi-track year round schools. Adjei (2021) also stated that schools running all year round incur huge maintenance cost on school facilities due to continuous use while staff and management may also experience burnout.

In managing the negative impacts of high job demands, literature revealed some identified strategies such as relying on the support of colleagues and family members (Mafhouz 2018). The ability to plan the workday, delegate workload, and working overtime were also identified as a coping strategy (Turkoglu & Cansoy (2020). As a strategy to cope with the negative impacts of high work demands, principals set priorities for the work to be done by limiting their participation in meetings organized by external institutions as well as refusing to work outside official working hours (Oplatka (2017). Some school administrators use as a strategy to tackle excessive work demands by working with highly qualified assistants and teachers (Leithwood & Azah (2014). The foregoing discussion on the factors contributing to high job demands, impacts and coping strategies all fit into the Job Demands-Resources (JD-R theory).

The Job Demands-Resources Theory

The Job Demands-Resources Theory classifies job characteristics into the two categories of: job demands and job resources. The theory describes job demands as those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are therefore associated with certain physiological and/or psychological costs. Job demands pull on physical or mental effort or energy. It can be viewed in the form of a high work pressure and emotionally demanding interactions with clients or customers, workload, emotional demands and poor relationships (Bakker & Demerouti, 2016). Job demands may have a damaging effect on an employee's health and result in stress-related problems such as burnout (Bakker & Demerouti, 2007). Employees who incessantly experience high job demands may have their energy reserves drained leading to exhaustion.

Job resources refer to those physical, psychological, social, or organizational aspects of the job that are functional in achieving work goals, reduce job demands and the associated physiological and psychological costs, or stimulate personal growth, learning, and development (Bakker, 2011; Bakker & Demerouti, 2007 as cited in Bakker, & Demerouti, 2016). Examples of job resources include autonomy, skill variety, organizational justice, strong work relationship, social support, performance feedback, coaching or mentoring and opportunities for development. Lack of job resources affect an employee's well-being and lead to the breakdown of the organizational functions (Schaufeli & Bakker, 2004).

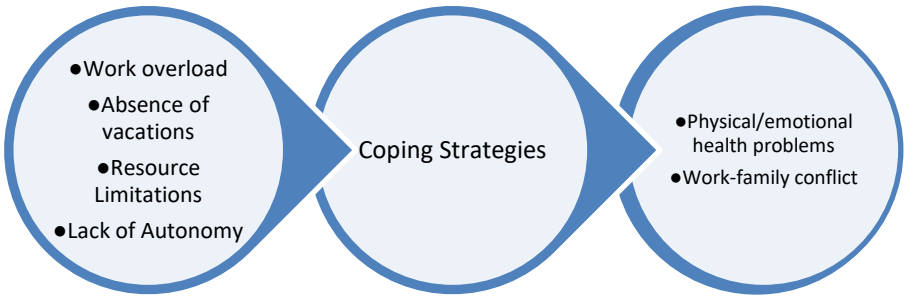
The Job Demands-Resources Theory also instigates two very different processes, which are a health-impairment process and a motivational process. In explaining further, Demerouti et al. (2001) in an article demonstrated that job demands predicted exhaustion while job resources predicted engagement or disengagement. Further studies revealed job demands as greatly predicting absence duration which is explained as involuntary absenteeism that results from inability rather than unwillingness to attend to work due to health problems as a result of burnout, while job resources significantly predicted absence frequency; indicating motivation through organizational commitment.

The JD-R theory also proposes that job resources particularly influence motivation when job demands are high. Hobfoll's (2001) confirmed this proposition by revealing that all types of resources gain their motivating potential and become particularly useful when needed.

Job demands and job resources cooperate with each other. Job resources cater for the health-draining effect of job demands in the sense that employees who encounter high job demands but can have access to many job resources are less likely to experience burnout.

In the context of this study, the Job Demands-Resources Theory was adopted because it helped to explain the impacts of increased job demands resulting from the implementation of the transitional calendar of senior high schools on school administrators and how the provision of the needed support and resources would contribute in creating a conducive working environment for administrators in the transitional calendar senior high schools. This theory was complimented with the Organizational Support Theory as a supporting theory for the study.

Fig. 2 Conceptual Model



Source: Researchers' Survey, 2026

Methodology

The study adopted a qualitative phenomenological research design. This design relied on the use of qualitative data collection method of one-on-one in-depth personal interviews. Using this research design for the study enabled the researchers have the opportunity to tap the subjective views and experiences of the individual participants in searching for answers to the research questions. The study gathered a one-time data from respondents, using a semi-structured interview guide.

The target population for the study comprised the administrators of senior high schools in Mampong municipality in the Ashanti region of Ghana. The Mampong Municipal Assembly was purposively selected for the study because it has three boarding senior high schools with one of them being a single-sex school – all operating in the transition system. Each of the schools has a total population of not less than three thousand students which puts them under the transitional calendar system. In addition, all the schools involved in the study operate according to the management structure of Senior High Schools in the Ghana Education Service with students coming from all parts of the country to pursue second cycle education. The purposive selection of Mampong municipality was therefore considered very appropriate for a study on the topic.

The accessible population consisted of 95 administrators working in the senior high schools operating under the transitional calendar in the municipality. The sample size for the study was 16 participants selected from the three senior high schools involved in the study as presented in Table1. Squire et al. (2024) revealed that studies that include a population having less knowledge about the subject under study require a larger sample size to reach an acceptable level of saturation. With the participants of the study being knowledgeable about the subject under study, 16 participants were purposively sampled in order to obtain a deep insight about the perceptions and experiences of the participants on the subject.

Table 1: Participants interviewed from each school

School A	**School B**	**School C**
Head of School	Head of School	Head of School
Assistant Head Academic	Assistant Head Domestic	Assistant Head Admi.
Snr. Housemaster	Housemaster	Housemaster
Head of Department	Head of Department	Administrative Staff
Accounts Staff	Store keeper	Counsellor
	Matron	
Total Sample =16		

Source: Researchers' Survey, 2026

Discussion of Findings

The study sought to investigate the management of high job demands of administrators under the transitional calendar senior high school system which poses diverse challenges to school administrators. The analysis of data revealed the factors which contribute to high job demands of administrators as increased workload, lack of vacation periods, resource limitations, and lack of autonomy which culminates in non-involvement in decision-making and continuous and unannounced collection of data with timeline pressures.

Increased Workload

All the respondents complained of the higher workload which they have to execute as daily responsibilities in their various schedules and how it poses unbearable stressful situations in their work and family lives. In response to the question of the respondents' perception of their current workload, Dorigeen, an administrative worker explained how the transitional calendar has increased her workload:

"*In my case, I always come to work whether there is the transitional system or not, but when the students are not in school, our workload is less. You know when the students are in school their activities bring more work to us: we will type exams questions and we also type many letters on disciplinary issues which all increase our workload. The absence of the students makes us do less work and therefore we are less stressed but since they are in school all the time, we are always under pressure".*

This was confirmed by the study of Adjei (2021) which revealed that management staff complained of being burdened with too much workload and working continuously without breaking. A further confirmation was revealed in the study of Ngari et al. (2011) where heavy workload was found as a challenge among secondary school administrators. Smith (1993) also indicated work overload as a challenge and a stressor.

Lack of Vacation Periods

The respondents passionately talked about how they have been deprived of periods of rest which they were enjoying prior to the implementation of the transitional calendar system. Divinelove, a head of school, explained in the following words:

"*Administratively, we don't go on vacation per our system but then when students are in school, the workload is far more than when they are on vacation. Therefore, we tend to relax a bit when they are on vacation, but now we don't go on vacation at all and it brings stress. And also, we have to manage the limited available resources because we don't even have time for maintenance due to the absence of vacation which also increases our job demands."*

The absence of vacation periods identified as a factor of high job demands in the implementation of the transitional calendar was affirmed by the study of Shields (1996) which revealed that while other administrators enjoy both a summer vacation and planning time, the administrator of a multi-track school works continuously to be on top of important issues that need to be addressed and frequently forfeits his or her vacation time. White (1992) also supported the view expressed by Shields by citing the extra work created for management due to the continuous operation of schools which consequently causes administrator burnout as a challenge in running multi-track year round schools. Wall (1994) also explained that secretaries in year-round schools were stressed out since they had to keep records of two schools.

Resource Limitations

Another factor which contributes to increased job demands is the lack of the needed resources to keep the system running. The absence of vacation periods put much pressure on the available resources, creating a situation where school management even struggles to do maintenance on them. Divinelove, a head of school, explained:

"We experience a situation where tables, chairs and beds frequently break down because of continuous use and this creates a shortage. We have to manage the limited available resources because we don't even have time for maintenance since students are always in school which brings us under pressure and stress."

Brekke (1983) and White (1993) confirmed the challenge of resource limitation as a factor of increased job demands and a stressor in operating the transitional calendar system by explaining that the repeated use due to absence of vacation periods causes school facilities and machinery to break down more frequently, bringing about shortage of needed resources to run the school. Such shortages worsen the job demands and create stressful environment for school administrators and domestic staff.

Lack of Autonomy

Administrators complained of how the lack of control over the system they manage impact negatively on their work. Lack of autonomy is reflected in the non-involvement of school management in making decisions which directly affect them and the job being performed. School management, administrative and house staff complain of receiving unexpected instructions from the top for implementation with timeline pressures. On the question of whether school administrators are involved in making decisions on issues which concern them, Mama Lazara, an assistant head for administration replied:

"*No, it is top to down. We are ordered to implement a policy or go by a directive. Even in the course of implementation, you should not be tempted to put your own idea which you deem fit into it, you might be a victim."*

Lack of autonomy, which is revealed in the problem of continuous collection of data with timeline pressures as a source of high job demands for administrators, was confirmed in a study in which a higher level of control over the work done was found to reduce the negative impacts of high job demands (Fox, Dwyer & Ganster, 1993). Gillies (1994) confirmed low participation in decision-making as among other factors which influence work overload and cause stress. Ngari et al. (2011) explained that in a situation where there is too much external control with the chief executive making all decisions and excluding others, workers face demanding working conditions which create stress in the organization.

Impacts of High Job Demands on Physical and Emotional Health of Administrators

All the respondents admitted that the job demands which accompany the implementation of the transitional calendar have negative impacts on their physical and emotional health. Participants mainly talked about how working continuously throughout the year without any break has been impacting negatively on their health. In response to how the identified job demands pose health challenges to administrators, Goodname, a head of school, lamented on the negative impacts of the transitional calendar on the health of school administrators:

"*Most headmasters and headmistresses are on drugs now due to high blood pressure, especially, because it's too serious. We need to visit the hospital regularly. Mental state is even worse. Mostly, you have to think, think deep to get money to feed your students, and of course in the midst of all these too there is pressure from above, pressure of not wanting you to deviate from the policy*

directives so there is so much pressure on us and it has detrimental effect on our health."

Job demands may have a damaging impact on an employee's health and result in stress-related problems such as burnout (Bakker & Demerouti, 2007). Heavy workload has also been reported to negatively impact on the health of employees reflecting in long-term diseases, mental dullness and fatigue at workplace which are attributed to stress resulting from heavy workload (Malekpour et al. 2014). The study of Spector and Jex (1998) also confirms how heavy workload impacts on the health and family life of school administrators by establishing a positive relationship between workload and physical strains or illness.

Impacts on Family Life

Administrators who carry out various responsibilities in their respective families complain that working under the transitional calendar, which required working overtime and at times on weekends, deprived them of enough time to attend to the needs of their families. In response to the question of how working under the transitional calendar impacts on his family live, Amicalus, a head of department responded:

"*Now I don't get time to spend holidays with my family. I'm always in school. Previously it wasn't like that. My children could see me staying with them at home for a month or two. Now, I don't get that. Look at the way children are, if I get closer to them, I know how to guide them, but I cannot do all these things for my family."*

Godsgift, a head of school, admitted that the transitional calendar has some negative impacts on his family life. He replied:

"*Definitely, it affects my family because the time I will be in the house is affected in one way or the other because you know, for the system we are running, anytime there is an emergency, you need to leave the house and come on board to get the problem solved. In fact, for the current system, it is now work, work, work and if you don't do it, you will be sanctioned. The numbers involved are huge. As a head of management, the work has become 24 hours so anytime you are called you have to leave your family even in the night and come to help solve a problem.''*

In the study of Mahfouz (2018) participants emphasized how they struggled with time management to the extent of sacrificing family life for their professions' poor work-life balance. Goh et al., (2015) identified intense workload as a cause of work-family conflict in different organizations. Melgosa (2000) also revealed that work-related stress may place school administrators at risk of major psychological distress like depression, leaving the job, and inability to attend to their family demands effectively.

Administrative Coping Strategies against High Job Demands

In managing the stressful job demands of school administrators under the transitional calendar, a number of strategies were adopted. The strategies included delegating to qualified and competent assistants, planning the workday, prudent use and management of resources, good interpersonal relationship, undertaking stress relief exercises and health management programmes and provision of incentives to relieve workers of financial pressures.

In delegating, planned and routine activities are delegated to competent assistants while guidelines are given to qualified assistants and colleagues to help in tackling quite complex activities in order to help administrators to meet high work demands with timeline pressures. Samanta Lee, an assistant head academic, recounted how she has been managing high job challenges through delegation:

''I always have the opportunity to delegate some of my duties. Initially I was doing everything on my own but later I realized that because of the stress, I had to delegate some of the work to the HODs but because the HODs are also teaching, even if you delegate the work to them, they are not able to perform as expected. So I have brought in teachers who don't have any extra responsibility to help. Now I have used such teachers to form timetable committee and a monitoring and evaluation committee who are assisting me. It is helping me to cope with the job challenges.''

Leithwood and Azah (2014) supported the view that as a strategy to tackle excessive workload and other job stressors, some school administrators choose to work with highly qualified assistants and teachers in order to get relief from their tight schedules.

The enormous job responsibilities with which school administrators are faced with make time a scarce resource. To maximize the use of time in an environment where educational policies from the national, regional and district levels have come out with more comprehensive teacher observation and evaluation systems which pull greatly on the school leader's time, there is the need for administrators to critically plan the workday to make the best decisions on allocating their time among competing job demands. To make the best use of their time, school leaders plan by setting priorities for their jobs, limiting their participation in unscheduled external meetings which do not have direct effects on their jobs, refuse to work outside official working hours and refuse to respond to some telephone calls at odd times. Cindy Lee, a Matron, explained:

"*I come to work always, so it is how you plan your time. I am used to the system."*

Oplatka (2017) stated that principals planned to limit their participation in meetings organized by external institutions and not working outside official hours.

The problem of limited resources available to run the system calls for prudent use and management of the available limited resources. Since resource limitation is a major source of pressure and stress, school management and administrators put in place measures and strategies which ensure the prudent use of consumables and the safety and protection of other school resources. School administrators have developed measures for good records keeping of consumables and installation of CCT cameras to prevent pilfering of items from the stores.

Goodname, a head of school, in responding to the question on how she copes with resource limitation replied:

"I have put in place good systems for records keeping when it comes to the use of school resources. We prepare food for the right number of students in the school in order to avoid wasting food. There is a collaboration between the dining hall masters, the matron and the stores to ensure that the right amount of food items that could feed the number of students available is taken from the stores. I have also installed hidden cameras at the stores and at some vantage places to check pilfering of school items."

Creating an atmosphere for good interpersonal relationship to thrive at the work place was used as a strategy to cope with high job demands. School administrators who put up supportive leadership style towards their colleagues and subordinates are able to win their cooperation even in times of work challenges. Members respond passionately to invitations such as marriage, funerals and promptly reconcile members who have conflicts. This creates supportive working environment and also helps members to overcome stress. Some heads of schools are also a bit flexible towards their subordinates in applying work rules. Dorigeen, an administrative staff explained:

"*I have the support of my superior and colleagues. We are fed twice a day and there is a cordial relationship among us. When you are sick or you are bereaved, my boss and the whole staff come in their numbers to visit you. We are working in a friendly environment. Even at times when I don't come to work, I miss my colleagues".*

The provision of accommodation and other material incentives in order to mitigate the impacts of high job demands on employees was supported by Cohen Wills (1985) by explaining that support from the organization plays four roles to protect employees from the negative impacts of high job demands. These are promoting individual self-esteem, providing information, providing social companionship function and providing material resources and services needed to cope with stress. Eisenberger et al. (1986) found perceived organizational support (POS) to relate negatively with absenteeism. Guzzo et al. (1985) also found perceived organizational support (POS) to relate negatively with turnover intentions. Divinelove, a head of school, explained:

"*Yes, we try to give our assistants accommodation and they are not on rent and unlike before when the job was very lucrative and we used to get some money from our suppliers, we could give them something substantial to cushion them but now money is hard to come by so once in a while we dash them something small."*

Undertaking stress relief exercises and organizing health management programmes for school management and administrative workers help to cope with the impacts of high job demands. Some subject themselves to routine body exercises such as breathing in and out when they are tensed up in their offices as well as take regular walk from time to time as a way of getting relief from job demands stress.

Mama Lazara, an Assistant Head for academic affairs explained how she has been subjecting her body to routine physical exercise such as breathing in and out and taking a regular walk from time to time as a way of relieving herself from job demands stressors:

"*At times when I feel so much tensed up due to job pressure, I close my door, and take some minutes to exercise the lungs by taking in series of deep breaths. It helps me a lot to feel okay. From time to time too, I leave my car and walk from the school to the house just to exercise the body."*

Conclusion and Recommendations

The study was undertaken to investigate the job demands of administrators under the transitional calendar under the free senior high school policy and how such demands impact on the health and family life of workers. Interactions with participants through one-on-one personal interviews revealed the factors which influence high job demands of administrators, the impacts of high job demands and the existing strategies to manage the adverse impacts of high job demands. The study revealed that administrators encounter diverse challenges in implementing the transitional calendar of the free senior high school policy with adverse impacts on their health and family life.

From the findings of the research, the following recommendations were made to help create a relatively conducive working environment for administrators under the transitional calendar system as the government make effort to implement the ultimate solution of returning all senior high schools to the single-track system.

1. The study identified the absence of vacations, resource limitations and increased workload in schools as factors of high job demands. It is therefore recommended that GES provides the required administrative personnel support.
2. Findings also revealed that high job demands of administrators result in health problems and lack of time for family issues. It is recommended that the Municipal Education Directorate in Asante Mampong organise training on supportive interpersonal relationships for administrators to help create a work environment where each worker could be supported by another when the need arises.
3. On the findings from the coping strategies of administrators, it is recommended that school leadership plans internally to have a shift system where administrators can have intermittent breaks within the year while the government strategically plans to end the transitional calendar system.

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