

UNIVERSITY OF EDUCATION, WINNEBA

MANAGEMENT PRACTICES OF HEADTEACHERS IN JUNIOR HIGH SCHOOLS  
IN THE AHAFO-ANO NORTH MUNICIPALITY OF THE ASHANTI REGION

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a red and white color scheme. The text "UNIVERSITY OF EDUCATION, WINNEBA" is written around the perimeter of the emblem. The name "JUDITH EFUA OFORI" is printed in the center of the emblem.

JUDITH EFUA OFORI

**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, Submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the requirements  
for the award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

## DECLARATION

### STUDENT'S DECLARATION

I, JUDITH EFUA OFORI, declare that this project report, with exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

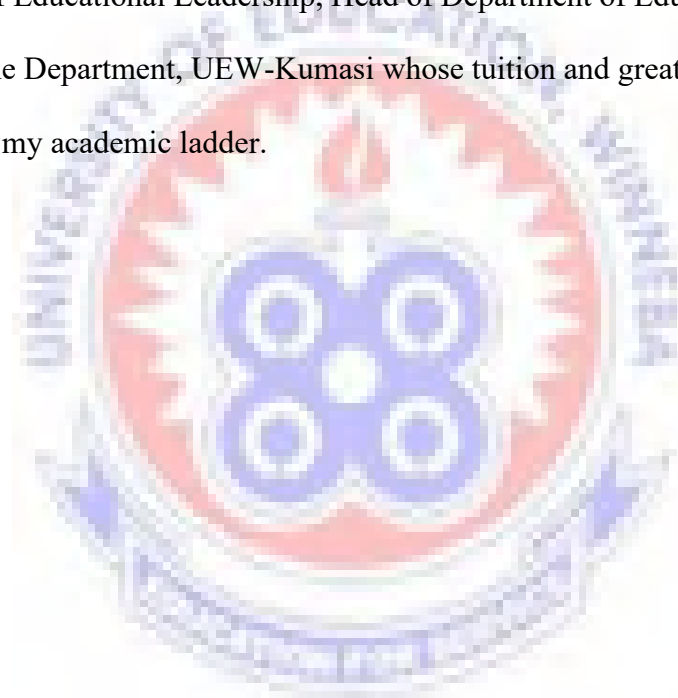
SIGNATURE: .....

DATE: .....

## ACKNOWLEDGEMENTS

My utmost appreciation and sincere gratitude go to Rev. Fr. Dr. Francis K. Sam my supervisor, who relentlessly marked this work and offered professional advice, motivation and a sense of direction for the completion of this study.

I am also very grateful to Mr. Owusu Acheampong, a colleague teacher at Tapa Methodist School for his immense contribution towards my project work. I am also grateful to the Dean of Educational Leadership, Head of Department of Educational Leadership all lecturers of the Department, UEW-Kumasi whose tuition and great thoughts have brought me this far in my academic ladder.



## **DEDICATION**

To my parents Nana Kwasi Ofori and Madam Vida Yaa Ampong and my children  
Oforiwaa and Korankye.



## TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7. Delimitation	7
1.8 Limitations of the Study	8
1.9 Organization of the Study	8
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10

2.1 The Concept of Management Practices	10
2.2 Basic School Education in Ghana	12
2.3 The Role of Headteachers of Basic Schools in Ghana	13
2.4 Management and Leadership Theories	17
2.4.1 Behavioral Theory	18
2.4.2 Contingency Theory	21
2.4.3 Democratic Leadership Style	22
2.4.4 Transformational-Transactional Theory	23
2.4.5 Distributed Leadership Style	24
2.5 Management Practices and School Performance	25
2.6 Managerial Challenges Head teachers Face	29
2.7 Ways to Improve Management Practices of Head teachers	31
2.8 Teacher Motivation	32
2.9 The Nature of Motivation in the Public Service	34
2.10 Motivational Strategies and Approaches	37
2.10.1. Recognition of Employees' Good Work Done	37
2.11.2 Training and Development	38
210.3 Participative Management	40
2.10.4 Working Environment and Work Load	41
2.10.5 Effective Communication	43
2.11.6 Career Growth and Promotion Opportunities	44
2.10.7 Compensation and other Financial Packages	44

CHAPTER THREE: METHODOLOGY	47
3.0 Introduction	47
3.1 Research Design	47
3.2 Population	48
3.3 Sample and Sampling Technique	48
3.4 Data Collection Instrument	49
3.5. Pilot-Testing of the Instrument	50
3.6. Validity and Reliability	50
3.7 Data Collection Procedure	51
3.8 Data Analysis Procedure	51
3.9. Ethical Considerations	52
CHAPTER FOUR: FINDINGS AND DISCUSSION	53
4.0 Introduction	53
4.1 Demographic Characteristics of Respondents	53
4.2. Answers to the Research Questions	55
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION	68
5.0 Introduction	68
5.1 Summary	68
5.2 Main Findings	69
5.3 Conclusions	70
5.4 Recommendations	70
5.5 Suggestion for Further Study	71

REFERENCES	72
APPENDIX A: INTRODUCTION LETTER	79
APPENDIX B: QUESTIONNAIRE FOR TEACHERS	81





## LIST OF TABLES

TABLE	PAGE
3.1: Census Sampling of Head teachers and Teachers	49
4.1 Demographic Characteristic of Respondents	54
4.2: Management Practices of Head Teachers	56
4.3: Challenges Head teachers Face in School Management	60
4.4: Ways to Improve Head teachers Management Practices	64



## ABSTRACT

The study was conducted to investigate the effectiveness of management practices of head teachers in Junior High Schools in the Ahafo-Ano North Municipality of Ashanti Region. The objectives of the study were to find out the management practices of head teachers, identify challenges head teachers face in the management of the school and to find out ways to improve head teachers management practices in Junior High Schools in the Ahafo-Ano North Municipality. Descriptive research design was used for the study. The targeted population was all the head teachers and teachers of the eight junior high schools in the Tapa circuit 'B' of the Ahafo-Ano North Municipality. The accessible population was 70, consisting of 8 head teachers and the 62 teachers in the eight junior high schools. Census sampling was used to select all the 8 head teachers and 62 teachers for the study. Structured questionnaire was used to collect data for the study. It was found among others that provision of feedback and appraisal for teachers self-confidence and delegating responsibilities to other teachers when necessary were management practices portrayed by head teachers. Inadequate funding, inadequate school facilities, work overload and poor condition of service were some of the challenges in head teachers' managerial practices. Provision of incentives, provision of regular feedback, and provision of adequate training were ways to improve head teachers management practices. It is recommended based on the findings that the Ghana Education Service (GES) should organize workshops, seminars and forums to upgrade the knowledge of head teacher on management practices that improve teaching and learning.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education in Ghana plays a major role in the expedition for economic and social development as a middle income country. Governments from 1957 have allocated large proportion of the country's annual budget to the educational sector. In 2017, about 45% of Ghanaian budgetary allocation had gone to education sector (Daily Graphic Nov. 2016). This large budgetary allocation is in recognition of the fact that education is the life-blood of the economy of the country. In Ghana, the minimum level of education that the government shall give to the citizens is basic education. Under this, the school going child acquire basic literacy, numeracy and problem-solving skills as well as skills for creativity and healthy living. This makes basic education as a right of every Ghanaian child. Furthermore, the Constitution of the Republic of Ghana makes it mandatory for every Ghanaian child to have access to quality and equal basic education. Basic education in Ghana is therefore free, compulsory and universal. The current basic education system is made up of two years kindergarten, six years primary and three years Junior High school (Edusah, 2009).

The twenty-first century has seen an increase of the significance of effective management and administration for the successful operation of management of educational institutions (Bush, 2008). This means that good management practices are crucial in managing and administration of educational institutions, especially human resources management and development is the art of leadership which transcends to all aspects of life. Northouse (2007) argued that management practice is the process of influencing others

to understand and agree about what needs to be done and how to do it, and facilitating individual and collective efforts to accomplish shared objectives.

Management practices are seen as process of influencing groups towards the achievement of organizational goals and the leader is the one who has the capacity to influence others and possesses managerial authority (Robbins, 2003). Educational leaders are considered as pillars of the educational system and also the major agents in the promotion of school effectiveness. Educational management practices are therefore applied to school administration that strives to create positive change in educational policies and processes since leaders are trained to advance and improve these practices in the educational institutions.

Headteachers in basic schools are most important facilitators of school improvement and are managers who plan for the betterment of schools on regular bases and bridge between the school, community and education authorities. Maintaining quality and standards in education depends largely on the extent to which heads of schools effectively carry out their leadership responsibilities. School heads are considered as the chief executives of their various educational institutions and responsible for whatever goes on in the educational institutions (Ibukun, 2004). The heads of the educational institutions are held accountable for all that happens in the institutions, assign various duties to other staff members who perform them. Ibukun further argued that the role of the school head is seen in all facades of the duties of school administration. The headteachers rally students, teachers, parents and other stakeholders to discuss about ways to improve students' performance. The heads also must possess leadership skills and knowledge to exercise authority to pursue strategies that would assist in the effective running of educational

institutions. The headteacher is an administrator and leader that determine the success or failure of students of the educational institutions. Leaders in the educational institutions control human and material resources of the school and their positions are important that educational institutions cannot exist without them (Ibukun, 2004).

Educational institution leaders are seen as supervisors, managers, school climate developers and change facilitators. The administrative heads of basic schools in Ghana are known as headteachers. A headteacher is the most senior teacher and leader of a school, responsible for the education of all pupils, management of staff and for school policy. Headteachers lead, motivate and manage staff by delegating responsibility, setting expectations, targets and evaluating staff performance against them. In larger schools their duties are managerial and pastoral. They are often used to discipline misbehaving students, help organize school sponsored activities and all teachers in a school report to the head teacher. The headteachers are expected to ensure that school and educational goals are achieved. Management practices refer to the working methods and innovations that managers use to improve effectiveness of work systems (Ibukun, 2004). Common management practices include: empowering staff, training staff, introducing schemes for improving quality and introducing various forms of new technology. Managers are required to think strategically and conceptually in order to achieve organizational goals.

## 1.2 Statement of the Problem

In spite of the huge investment that governments have made in education sector, the sector is plagued with myriad of problems resulting in low performance of students especially at the basic level. Several factors have been assigned as the cause such pupil-teacher ratio, lack of motivation on the part of teachers, parents' attitudes, students' attitudes towards learning, underperforming headteachers and many others. It is as a result of this that a number of programmes were introduced into the basic school curriculum. However, these well thought-out initiatives did not yield the expected result as one would have wished. Most effective school heads focus their attention on the work in the school by developing a clear mission or purpose for the school. There is a strong relationship between management practices and improved students achievement. All these point to the fact that the head teacher who is the leader in a school cannot be written off. The success or failure of the school to a very large extent depends on the head.

The success of the school depends upon the ability of the head that is responsible for academic as well as administrative functioning of the school. The schools are prone to many constraints and lack adequate facilities. It is the school head who has to function effectively especially in the absence of some school facilities along with a number of other constraints. The efficiency of a school head in managing such schools in such situation effectively exposes the capacity of a skilled school head.

The role of a head in the school is to deal with pupil, parents and staff on one hand and on the other hand, has to assume the duty of the school supervision, inspection and fulfill the responsibilities assigned from time to time. According to Afful-Broni (2004) a lot of head teachers still retain some teaching responsibility besides their leadership and

managerial duties. Lack of confidence in their work especially is the common challenge experienced by headmasters. These challenges clearly indicate that on appointment, headmasters need formal training to ensure effective administration and management of human resource in the senior high schools.

The school head is expected to be visible all the time, meeting students, parents and teachers, solving and dealing with various situations personally and representing the school. A head is not only responsible for facilitating the interaction with parents but is also responsible for issues such as discipline among the students, academic performance and so on. A head is held accountable not only for achievement of student but also for staff achievement. School head influences achievement by creating situations which help in improving the process of teaching and learning. So the challenges head teachers face while managing a school is multifold and often remains unnoticed, though the omissions of an effective leader in a school setting lies in how a head goes about meeting those challenges.

Challenges confronting junior high school heads in school management towards the attainment of the fundamental goals of their respective schools which are numerous are not well documented, even though it is widely speculated that there exist a variety of leadership and management challenges that militates against the realization of the core mandate of junior high schools, specifically in the Ahafo-Ano North Municipality of the Ashanti Region.

Despite various attempts by the government of Ghana through the Ghana Education Service to improve upon the quality of education delivery in schools, it appears that challenges in school management still persist. Lack of good management practices and failure of head teachers to work to retain their teachers, lead to poor academic performance

in our basic schools. The Ahafo-Ano North Municipality where the researcher teaches has, for some time now been experiencing acute shortage and frequent teacher transfers which is a source of worry to both teachers and parents at Parent-Teacher Association (PTA) meetings. Yet, it seems no empirical study has been conducted to find out why teachers leave or refuse posting to the area.

This has motivated the researcher to explore the effectiveness of management practices of headteachers of Junior High School in the Ahafo-Ano Municipal of Ashanti Region.

### **1.3 Purpose of the Study**

The purpose of the study is to investigate the effectiveness of management practices of headteachers in Junior High Schools in the Ahafo-Ano North Municipality of Ashanti Region.

### **1.4 Objectives of the Study**

The objectives of the study were to:

1. find out the management practices of head teachers in Junior High Schools in the Ahafo-Ano North Municipality
2. Identify challenges Head teachers face in the management of the school
3. find out ways to improve head teachers management practices in Junior High Schools in the Ahafo-Ano North Municipality



### **1.5 Research Questions**

1. What are the management practices of head teachers in Junior High Schools in the Ahafo-Ano North Municipality?
2. What challenges do head teachers face in the management of the school?
3. What are the ways to improve head teachers management practices in Junior High Schools in the Ahafo-Ano North Municipality?

### **1.6 Significance of the Study**

The study will be significant in the following perspectives:

The outcome of the study will serve as a reference to students who want to research on the same research topic and a guide to government of Ghana to implement the best management practices for head teachers to improve upon their management in Junior High school.

The outcome of the study will also add to the existing literature and knowledge on the challenges in head teacher's management practices in Junior High.

The study will serve as a database for researchers and other academicians on the challenges in management practices of head teachers.

The study findings may be useful for developing a model that will help to enhance ways to improve head teachers management practices in Junior High Schools.

### **1.7. Delimitation**

The study was delimited to the managerial practices of headteachers of Junior High Schools in Ahafo-Ano North Municipality. It was also delimited to the challenges of

managerial practices of Junior High Schools in Ahafo-Ano North Municipality. In lieu of this, the study was focused on some selected Junior High Schools in Ahafo-Ano North Municipal since not all Junior High Schools can be considered for a study of this nature. The results may therefore not be generalize to all the Junior High Schools in the Ahafo-Ano North Municipality.

### **1.8 Limitations of the Study**

The study focused only on public junior high schools in the Ahafo-Ano North Municipality in the Ashanti Region, The respondents were also limited to teachers and head teachers for want of time and finance which limits the extent of generalization. The research data might suffer the required credibility on the part of teachers for fear of victimization. To avert this however, respondents were strongly assured of confidentiality of data provided to safeguard the situation. These limitations notwithstanding, the researcher was able to gather the needed data for the study.

### **1.9 Organization of the Study**

This study was organized into five chapters. Chapter One dealt with the introduction which comprised the background to the study, the problem statement, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitation and organization of the study. Chapter Two covered the review of available literature related to the topic under study.

Chapter Three captured the methodology comprising the research design, the population, sample and sampling technique, research instrument, validity and reliability of the instrument, the data collecting procedure, data analysis procedure and ethical consideration. Chapter Four also focused on data presentation and analysis while Chapter Five contained the summary of findings, conclusions and recommendations of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, the researcher explores relevant and related literature in support of the goals of the study. The literature review is therefore from published books and any relevant information on what others have said about the topic ‘ Management practices of headteachers of underperforming Junior High Schools in Ahafo-Ano North Municipal’.

The review is based on the following sub-headings: concept of management practices, basic education in Ghana, the role of Heads of Basic Schools in Ghana, performance appraisal, leadership and academic performance, challenges leaders encounter in managing schools.

#### **2.1 The Concept of Management Practices**

Different scholars from different disciplines view and interpret management from their own angles. The economists consider management as a resource like land, labour, capital and organisation. The bureaucrats look at it as a system of authority to achieve business goals. The sociologists consider managers as a part of the class elite in the society. According to Terry ‘management is a distinct process consisting of planning, organizing, actuating and controlling; utilizing in each both science and art and followed in order to accomplish pre-determine objectives’. Management is a multi-purpose organ that manages business and manages managers and workers and work (Drucker, 2011). According to Park (2013) management is the art of getting things done through people. The following are the functions of management: The first of the managerial functions is planning. In this, the

manager creates a detailed action plan aimed at some organizational goal. Drawing up a good plan of action is the hardest of the five functions of management'. This requires an active participation of the entire organization. With respect to time and implementation, planning must be linked to and coordinated on different levels. Planning must take the organization's available resources and flexibility of personnel into consideration as this will guarantee continuity. Planning is an ongoing process and can be highly specialized based on organizational goals, division goals, departmental goals, and team goals (Park, 2013).

It is up to the manager to recognize which goals need to be planned. Another managerial function is organizing. This requires managers to determine how to distribute resources and organize the employees according to the plan. Organization only functions well if it has sufficient capital, staff and raw materials. The organizational structure with a good division of functions and tasks is of crucial importance. Managers need to identify different roles and assigns the right employees to carry out the plan by delegating authority, assign work and provide direction to the team towards the organizational goals without having barriers (Park, 2013)

Leading is a function of management. In this, managers spend time connecting with employees on an interpersonal level which goes beyond simply managing tasks; rather involves communicating, motivating, inspiring and encouraging employees towards a higher level of productivity (Afful-Broni, 2004).

Employees follow the directions of manager because they have to but employees voluntarily follow the directions of leader because they are inspired by the leader (Darling Hammond, 2003). Positive influencing of employees behaviour is important in

coordinating. Coordination therefore aims at stimulating motivation and discipline within the group dynamics that requires clear communication and good leadership. Controlling is verifying whether activities carried out is according to what is plan. Control takes place in a four-step process:

- Establish performance standards based on organizational objectives
- Measure and report on actual performance
- Compare results with performance and standards
- Take corrective or preventive measures as needed

It starts with creating an environmental analysis of the organization and it ends with evaluating the results of the implemented solution.

## **2.2 Basic School Education in Ghana**

There have been several changes in Ghanaian Education System. According to the Edusah (2009), universal basic education shall now made up of eleven (11) years which is made up of two ( 2) years of kindergarten, six (6) years of primary school and three (3) years of Junior High School (JHS). Basic Education in Ghana ends at the final year of JHS, where all students sit for Basic Education Certificate Examinations (BECE) conducted by West African Examinations Council (WAEC). A student needs an aggregate score of thirty (30) less in six core and elective subjects to be eligible for entry into a Senior High School (SHS) or a Technical/Vocational school for further education. The total number of JHS graduates who pass the BECE with an aggregate score of 30 or better in the school determines the success or failure rate of Junior High School students. This serves as the criterion for evaluating the quality of academic performance at basic schools level in Ghana.

The Ghana Ministry of Education, in its syllabus for all levels of basic education, emphasizes that the principal purpose of basic education is to help the pupils acquire basic literacy and numeracy. This has helped to develop pupils' abilities and talents through skills training (Edusah (2009), the above statement underscores the purpose of formal education in Ghana as originally outlined in the Ghana Accelerated Development Plans for Education of 1951 and 1961. It is educational goal that was echoed by subsequent education reforms in Ghana by the Education for all projects of UNESCO (2008) which identified education as the engine of social, cultural, economic, scientific and technological growth and progress of the nation. It is in pursuance of these goals that the government, through the Ministry of Education and the Ghana Education Service implemented a number of education reform programmes since 1951. Notable among them was the Free Compulsory and Universal Basic Education (FCUBE) program (Edusah, 2009).

### **2.3 The Role of Headteachers of Basic Schools in Ghana**

Headteachers in Ghanaian basic schools play vital and multifaceted roles for teachers and vibrant learning environments for children, but existing on the best ways to develop these effective leaders is insufficient (Darling Hammond, 2003). School heads are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs' administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives (Darling Hammond, 2003). The following are some of the duties that the headteachers perform to ensure that the basic aim of teaching and learning is achieved:

- Admission of pupils: Headteacher makes admission and makes sure that particulars of pupils admitted are duly entered in the Admission Register.
- Receiving teachers posted to the school and recording their particulars in the Teachers' Record Book.
- Classification of Teachers: Headteacher assigns teachers to classes. In the case of Junior High School, allocates subjects and teaching periods to teachers and assigns schedules (co-curricular activities) to teachers. Distribution of teaching and learning materials such as syllabuses, scheme of work sheets, Teaching Lesson Note Books, Reference Books, Stationery, school based assessment records, Pupils text books and exercise books to teachers.
- Allocation of rooms to classes and vet teachers' lesson notes and scheme of work.
- Inspecting class continuous assessment records to ensure that teachers make correct entries by checking the entries against marks recorded in pupils' exercise books.
- Supervising and conducting demonstration lessons for teachers from time to time and organizing in-service training for teachers.
- Ensuring punctuality and regular attendance of both pupils and teachers to school by using class registers and staff attendance book or time book (Afful-Broni, 2004).

In the Basic Schools in Ghana, the Headteachers are responsible for the Schools' financial administration. Effective school leadership requires a number of competencies on



the part of school heads. Leithwood and Riehl (2005) argued that there were three (3) sets of core management practices:

1. Developing people by enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve and providing models of practice and support.
2. Setting directions for the organization: developing shared goals, monitoring organizational performance and promoting effective communication.
3. Redesigning the organization by creating a productive school culture, modifying organizational structures that undermine the work and building collaborative processes (Afful-Broni, 2004).

Effective school management practice is mainly related to the competency, commitment and performance of the headteacher. Performances are actions, products or processes that can be specified and assessed and rely on knowledge, abilities and skills for delivery and have an appropriate weighting among the cognitive, psychomotor and affective domains for the purpose. It is the accomplishment of work assignments and contributions to the organizational goals, including behaviour and professional demeanor as demonstrated by the employee's approach to completing work assignments (Afful-Broni, 2004). Performance has two aspects: behaviour being the means and its consequence being the end. In other words, performance is the accomplishment of responsibilities and contributes to the behaviour, capabilities of interpersonal relationships, professional attitude and institutional goals.

Fullan (2007) defines leader as 'the individual in the group given the task of directing and coordinating task relevant group activities'. Fullan stressed that any

headteacher may be assessed by the major factors such as the leadership qualities, instructional and managerial abilities. Those who found the most critical competencies for leader effectiveness were skills in human relations, communication and leadership. Leithwood and Riehl (2005) outline three sets of core management practices: developing people, setting directions for organization and redesigning the organization. Along with the headteacher's, teachers performance also needs to be assessed.

Leithwood and Riehl (2005) stated that headteachers had a positive view towards the external assessors and that there was shift in attitude toward favouring teacher evaluation of head teachers. Leithwood and Riehl argued that teacher perceptions about head teachers as leaders indicate an important dimension to be considered when assessing the leader's ability, which have a great significance and provide evidence for improvement of school leadership. Sweeney (2006) further argued that such perceptions will also have impact on the performance of the school. Josephson (2003) found that teacher perceptions about head teachers may help them to improve their leadership role and that the information can serve to foster systemic change within the school.

The role of the head teacher in a basic school is to lead the academic and administrative functions of the school and liaise with the community and higher authorities. Head teacher leadership qualities greatly affect the school improvement and effectiveness. Leadership can accomplish an organization's goals or bring about change to organization's goals. For example, the head of a school is responsible for allocating staff duties including teaching, research, administration, consulting and continuing education to maximize the effectiveness and efficiency of the academic unit (Blase, 1998). Consistent with this responsibility is the power to distribute differentially staff duties to ensure the productivity

of the institution. According to Creemers and Reezigt (1997), the head of any institution is the focal person within the school. He argues that they affect the quality of individual teacher instruction, the height of student achievement, and the degree of internal and external efficiency of school functioning.

Creemers and Reezigt (1997) study found that good head teachers inter - personal and communication skills and good management of the human relationships in a school positively affect school improvement and effectiveness. In another study, Beach and Reinhartz (2004) found that: the school headteacher's role is crucial in building school culture and motivating teachers. It is important to gather teachers' perceptions of administrators who helped them promote learning and to ascertain what administrator attributes and behaviors teachers find helpful in their work to promote learning.

Robbins (2003) stated that effective heads constantly work at assisting individuals to develop, continually work at enhancing relationships in the school and between the school and community, and maintain a focus on goal and program coherence.

## **2.4 Management and Leadership Theories**

Robbins and De Cenzo (2004) explained the following theories; trait theories, behavioral theories, transformational theories, transactional theories, contingency theories or situational theories among others. With trait theory, people inherit certain qualities or traits that make them effective leaders. The trait model of leadership is based on the characteristics of many leaders – that would differentiate leaders from non-leaders. Some of the traits studied included physical stature, appearance, social class, emotional stability, fluency of speech, and sociability. The seven traits shown to be associated with effective

leadership are: drive, desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge and extraversion (Robbins & De Cenzo, (2004).

#### **2.4.1 Behavioral Theory**

Behavioral theory does not seek inherent traits or capabilities rather; look at what leaders actually do. There are three broad types of leadership styles: The Autocratic style described a leader who dictated work methods, made unilateral decisions and limited employees participation (Robbins & De Cenzo, (2004). School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

The Democratic style described a leader who involved subordinates, delegated authority, encouraged participation and use feedback as an opportunity for coaching employees (Robbins & De Cenzo, (2004). The roles of administrators' especially institutional head came out strongly in the literature, as being crucial to a school's effectiveness.

Schools are composed of intelligent people whose ideas are crucial in the day-to-day Administration of the schools. Teachers, students and prefects have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

Finally, the Laissez-faire leadership style, described a leader who let the group make decisions and complete the work in whatever way it saw fit (Robbins & De Cenzo, (2004). The headteachers who used the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They

leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez-faire leadership is not the best management practice to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems which are likely to affect the school's effectiveness. MacBeath and Mortimore (2001) argued that laissez-faire leadership is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

Another influential behavior theory has grouped into consideration and initiating structure (Brookover, Beady, Flood, & Schweitzer 1979). Consideration was used to measure the extent to which leaders showed concern for the well-being of their subordinates, motivating and consulting them, and showing appreciation while initiating structure described the degree to which leaders were task-oriented, organizing the job activity of their workers towards attainment of formal goals. Consideration/employee centred shows that some leaders are always concerned with the wellbeing of their employees, involving them in decisions, coaching them on the job place so as to improve their performances. It is therefore expedient for head teacher in JHS to show concern and appreciation to teachers by not only motivating them through praises, financial rewards and opportunity for further studies by so doing the teachers feel at home and see themselves as partners towards the accomplishment of the organization's vision and mission consequently leading to high performances (Brookover, Beady, Flood, & Schweitzer 1979).

On the other hand initiating structure/ task oriented leaders are interested in output of employees and not those who will assist in achieving the output. It is the opinion of the researcher that all head teachers should be interested in the quantity and quality of both the teachers and the results/ performance of the school. When both the students and the teachers are treated well and motivated they assist in the attainment of good results/performance (Brookover et.al, 1979).

(Fullan, 2001) puts forward two suppositions to explain human nature and behaviour at work. Fullan argues that the style of management practice is a function of the manager/leaders attitude towards people and assumption about nature and behaviour. Fullan labels two suppositions as theory X and theory Y. Theory X is based on the assumption that, people dislike work and will avoid it if they can and, therefore most people must be forced, controlled, directed and threatened with punishment to put out the right effort.

Theory Y on the other hand is based on the assumptions that, people will exercise self-direction and self-control in working towards objectives to which they are committed and that given the right conditions, the average worker can learn to accept and to seek responsibility. Commitment to objectives is a function of rewards associated with achievements. The theories emphasise the significance of open administration, the use of sanctions, reward and incentives to influence human behaviour as well as the need to integrate individual and organisation's goals (Fullan, 2001).

## 2.4.2 Contingency Theory

This theory holds that the most appropriate management practice qualities and actions vary from situation to situation. Effectiveness depends on leader, follower, and situational factors (Leithwood & Riehl, 2005). The success of the leader is a function of the various contingencies in the form of subordinate, task, and group variable. The effectiveness of a given pattern of a leader's behaviour is contingent upon the demand imposed by the situation (Fullan, 2001). Some of the contingency leadership models are developed by Fiedler model, the situational theory of Hersey and Blanchard and the path goal theory presented by (Robbins, 2003). Each of these theories places emphasis on some aspect of leadership behaviour. The cornerstone of Fiedler's theory is the extent to which the leaders' style is relationship oriented or task oriented. A relationship oriented leader is concerned with people establishing mutual trust and respect and listens to employee needs, while a task-oriented leader focuses on task accomplishment, provides clear directions and sets performance standards (Darling Hammond, 2003). These relationships are similar to the consideration and initiating structure described under the behavioral theories. Other key elements that are emphasized in Fiedler's model which can either be favourable or unfavourable to a leader are: the structure of jobs or task, the power and the position of the leader, and the leader-member/worker relations. One major lesson from the contingency theory is that there is no one best way of leadership. Successful leadership depends upon a number of factors such as characteristics of the members of the group, the values, structure and type of organization as well the trait of the leader (Fullan, 2001).

The educational implication is that every head teacher should note that possessing certain leadership traits only is not enough to be an effective leader. There is the need to

know the dynamics of the members of the group you are going to work with, their likes and dislikes, solicit funds to put up structures that will aid teaching and learning finally head teachers should note that there is no one best way of leading people. The success of every head teacher depends on countless of factors. This is the main reason why people with requisite leadership qualities should be made to head the Junior High Schools if performance is to be expected (Darling Hammond, 2003).

### **2.4.3 Democratic Leadership Style**

According to Darling Hammond (2003), democratic leader is the type of leader who involves subordinates or employees in decision making process. However, the final decision rests with the leader. It should be pointed out that, democratic style is not a sign of weakness on the part of the leader but a sign of strength that your subordinates will respect. In a democratic style, morale is high; cooperation exists between the leader and followers. According to Northouse (2007), democratic leadership style increases subordinates' output and satisfaction and ensures that there is total commitment to the organisation. In democratic style, participation is a core feature. It means that every member of the organisation is a player in the process leading to the final decision made by the organisation. Democratic style promotes freedom and creativity in an organisation (Northouse, 2007).

Finally, the most common feature of leadership is vision (Northouse, 2007). This means that a leader has to see beyond the present. On the other hand, democratic leadership style may lead subordinates to be lazy and take things for granted. Decision making may



take too much time since the leader has to seek the consent of the whole group (Northouse, 2007).

#### **2.4.4 Transformational-Transactional Theory**

The transformational leadership is said to occur when leaders and followers unite in pursuit of higher order common goals, when one or more persons engage with others in such a way that leaders and followers raise one another to a higher levels of motivation and morality (Cunnigham & Cordeiro, 2009). This implies that the leader follower relationship is one in which the purpose of both become fused, creating unity and collective purpose. The leader motivates followers to work for transcendental goals instead of immediate self-interest, for achievement and self-actualisation rather than safety and security (Cunnigham & Cordeiro, 2009), and creates within followers a capacity to develop higher level commitment to organisational goals. Transformational leader stimulates and inspires followers to achieve extraordinary outcomes (Robbins & De Cenzo, 2004). According to Leithwood and Riehl (2005), transformational leaders focus on the potentiality of the relationship between the leader and the followers. This leader taps the motives of followers to better reach the goals of both. In contrast, transactional leaders emphasize exchanging one thing for another, such as job for votes and rewards for favour. This type of leadership model emphasise that transformational leaders are able to alter their environments to meet their desired goal. It is said that transformational leaders use communication as the basis for goal attainment focusing on the final desirable result. Expressing the importance of communication, Cunnigham and Cordeiro (2009), indicates that how a leader delivers a message can be more important than the content of the message. In a school setting, transformational school leaders do the right thing by promoting educational restructuring

and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders (Cuningham & Cordeiro, 2009).

#### **2.4.5 Distributed Leadership Style**

Distributed leadership is explained as a form of leadership that includes all the different forms of collaboration experienced by the principal, teachers, and members of the school's improvement team in leading the school's development (Cuningham & Cordeiro, 2009). On his part, Fullan (2001) explains that for sustainable change to take place in schools, it is dependent upon distributed leadership among the school staff. Other researchers have also admitted that distributed leadership must result in changes that are embraced and owned by the teachers who are in charge of implementing those changes in classroom (Fullan, 2001). On their part, Harris (2004) assert that distributed leadership focuses on employing expertise within the organisation rather than searching through formal position or role. This implies that members of the organization contribute their ideas, knowledge, skills and experience towards running of the organisation. Believing this, Cobbold (2006) stated that distributed leadership is not concentrated in any heroic and charismatic figure who leads while others follow dutifully. Due to the current wave of leadership which demands that there be collaboration among the players in the school enterprise, the approaches to leadership should not be exclusive to principals alone, instead it should be shared among all since in their opinion principals alone cannot do it. Obviously, distributed leadership certainly contributes to school improvement and creates an internal capacity for school development (Harris, 2004). This was supported empirically by Cobbold (2006) who found out that teachers perceived the distributed leadership style as improving school performance even though others thought otherwise.

## 2.5 Management Practices and School Performance

Much of the success of school leaders in building high performance depends on how well these leaders interact with the larger social and organizational context in which they find themselves.

Harris (2004) labeled some categories of leader practice as ‘purpose’, ‘people’ and structures and social system’. Management practices are undoubtedly one of the most widely researched topics in industrial and organizational psychology. Management practices have variously been described as personality, influence, behaviour, goal achievement or attribution (Brookover, Beady, Flood, & Schweitzer 1979). (Brookover et., al. (1979) argued that management practice is a social influence in organizational settings, the effects of which are relevant to, or have impact upon, the achievement of organizational goals. Management practice has been described as an influence relationship among leaders and employees who intend real changes and outcomes that reflect their shared purposes (Harris, 2004).

The basis for good management practice is a respectable personality and unselfish service to employees and the organization (Clark, 2007). Kouzes and Posner (2010) stated that exemplary.

Management practice comes from modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging hearts. The headteacher needs to initiate the process, provide the necessary guidance and coaching so as to bring about good results. Good performance is possible if the headteacher model the way, inspiring teachers, making the task challenging through the institutionalization of Prize

Given Day for students and teachers to compete among themselves for prizes. This motivates them to give out their best. Good management practices assist employees develop, shared, and understandings about the institution and its activities, goals, purpose or vision people are motivated by goals which they find personally compelling, challenging but achievable (Kouzes & Posner, 2010).

Leithwood and Riehl (2005) argued that set directions are management practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization assist in the development of shared organizational purposes.

Organizational directions contribute significantly to members' work-related motivations; they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions.

Such capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles as well as the organizational context within which people work. By developing the intellectual self of teachers implies that they will perform creditably towards the accomplishment of the institution goals (Leithwood & Riehl, 2005). The sets of leadership practices significantly and positively influencing these direct experiences include offering intellectual stimulation, providing individualized support and providing appropriate models of best practices and beliefs considered fundamental to the organization.

Leithwood and Riehl (2005) asserts that, one of leadership practices that can improve school performances the ability of leaders to develop people. The extent to which

this is possible depends in part on leaders' knowledge of the "technical core" of schooling- what is required to improve the quality of teaching and learning.

Leithwood and Riehl (2005) further stated that emotional intelligence displayed through a leader's personal attention to an employee and through the utilization of the employees' capabilities, uplifting the employees' enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance. Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Kouzes & Posner, 2010). Leadership pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Kouzes & Posner, 2010). It incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement Okumbe, (2008). Maicibi (2003) is of the view that, without appropriate leadership style, effective performance cannot be obtained in our schools settings.

Even if the school has all the required instructional materials and financial resources, it will be impossible to optimise their usage, if the students are not directed in their use, or if the teachers who guide in their usage is not properly trained to implement them effectively.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through

the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, Sashkin and Sashkin further stated that the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/headteacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of motivating followers to achieve goals (Sashkin & Sashkin, 2003). Good leadership commits to doing less and being more. Good performance in any secondary school should not only be considered less and being more. Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the in terms of academic rigor but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. Harris, (2004) defines leadership as 'inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

## **2.6 Managerial Challenges Head teachers Face**

Headteachers in basic schools have a great deal of immediate contact with the real world of adolescents and their families. Day to day they come face to face with a demanding real world mix of well-adjusted students from stable and productive home environments as well as with abused and abusing teenagers, drug dealers, seriously mentally ill young people, teenage drunks, and snifters on rampage. While they have daily contact with the political, cultural, artistic and sporting leaders of the future, they also deal day to day with the intricacies of the drains, toilet blocks, safety issues outside their control and surrounding dangers to students in the bush, on busy roads and from criminals. The headteachers themselves have deficits in their professional development. This means that they may not have the right experience to execute the curriculum in the class. Cobbold (2006) stated that Ghana faces a leadership challenge related to head teachers' professional development. In enacting the curriculum head teachers meet funding challenges.

Cobbold (2006) study revealed that inadequate funding; inadequate school facilities, work overload and poor conditions of service generated administrative stress for principals. Nearly all educational institutions share two challenges that demand responses by all or many educational leaders if they are to be successful to improve teaching and learning. One common impetus to change faced by almost all educational leaders is the extensive set of state policies designed to hold schools more accountable (Leithwood & Riehl, 2005). The second challenge is the conditions within the school which affect quality teaching and learning and how to identify the conditions in the school that can easily be improved upon by the head.

Further writers argued that partnering around a common sense of vision is vital in the increasing complex environment of academic leadership (Harris, 2004). However, in an environment of potentially differentiated agenda, background, skill and knowledge bases it is not an easy matter to foster the quality of strategic engagement that can build unity of purpose. Yet it is effort worth taking.

Fullan (2001) stated that complexity in the interplay of different approaches; paradigms and overlapping influences in education leadership are as interesting as the identification of the multiple paradigms themselves.

Armstrong (2004), identified seven challenges facing some leaders as: unsatisfactory academic achievement, especially for minority and low income students; histories internal political conflict, factionalism, and a lack of focus on student achievement; schools staffed with a high proportion of inexperienced teachers compounded by frequent turnover and difficult working conditions, leading to disparity in the capacity of teaching staffs and schools serving different students population; low expectations and lack of demanding curricular for lower income and minority students on the part of school personnel; lack of programme and instructional coherence within and across schools, contributing to fragmentation of districts support and weak alignment with a state standards; high student mobility with consequent challenges for continuity in student learning and unsatisfactory business operations including difficulty for teachers and administrators getting the basic necessities to operate schools and classrooms, and traditions of promotion based more on seniority and politics than on evidence of skill and commitment to system efforts to improving education quality (Armstrong, 2004).



## 2.7 Ways to Improve Management Practices of Head teachers

Leithwood and Riehl (2005) suggested that some of the ways to improve management practices are: design economic incentives for leaders at all levels of an organization. The management has to focus most on senior-level economic incentives. One should not neglect substantive incentives for lower-level employees so that employees should be committed to the schools success. This will be unduly costly, a program has to be carefully structured and payouts reflect clearly defined revenue or earnings targets. Leithwood and Riehl further stated that institutions should provide meaningful feedback in a constructive manner on a regular basis. Feedback is a foundational management skill; the ability to provide regular, helpful feedback to employees in a manner that encourages, not discourages is a cornerstone of effective management.

Also, respect employees as individuals in addition to the job they do. Respect is a powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect. When employees feel genuinely respected (always assuming it's warranted), they're much more likely "to go the extra mile" to help a company succeed. Be sure that management at all levels of an organization receives adequate training. Most of the institutions invest heavily in leadership training while focusing far less on supervisors and middle managers. This would make the institutions not to achieve its objectives. Provide support for employees when it's genuinely needed. Valued support takes many forms: equipment when existing is outdated or inefficient; emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance. Management support in times of need builds employee goodwill and loyalty and ensure senior leadership

models behaviour that makes the rank-and-file proud to be part of the team. All these are forms of motivation that boosts teachers morale through effective managerial practices of the head teacher. What then is teacher motivation?

## **2.8 Teacher Motivation**

According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation – ‘will-do’ and ‘can-do’. ‘Will-do’ motivation refers to the extent to which an individual has adopted the organisations goals and objectives. ‘Can-do’ motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals.

A teacher may be highly committed to the attainment of the school’s learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The received wisdom among occupational psychologists is that ‘pay on its own does not increase motivation’. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met. “Only when these basic needs have been met is it possible for ‘higher-order’ needs, which are the bases of true job satisfaction, to be realised (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The 2004 World Development Report neatly summarises these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported

levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde & Swainson, 2002).

Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the morale among teachers is surprisingly high (Carr-Hill Chaudhury, Hammer, Kremer, Mularidharan, & Rogers, 2003). A recent survey in Ghana also concluded that teacher morale is reasonably high (Bennell & Acheampong, 2007). Only 13 per cent of teacher respondents indicated that they did not enjoy teaching, although nearly one third stated that they did not intend to remain in the teaching profession.

## **2.9 The Nature of Motivation in the Public Service**

Public service motivation is popular among public management and public sector literature is increasing significantly (Maertz, Stevens, & Campion, 2003). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded in the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003).

Public service management motives is guided by an intention to do good for others and shape the well-being of society (Maertz, Stevens, & Campion, 2003). They noted that these motives take root in diverse components that serve as guidelines for actions. In the

eyes of sociologists, “altruism” is defined as the will to enact the fulfilment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of ‘pro-social behaviour’ explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003). The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry’s definition of public service as ‘an individual’s predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenabeele defined public service as “the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity

and that motivate individuals to act accordingly whenever appropriate” (Vandenabeele, 2007 p. 547). This definition of public service encompasses other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour.

This view overlooks the individual and focuses on the values framed by institutions. In the institutional theory of March and Olsen in 1989 as cited by Vandenabeele (2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to “beliefs, paradigms, codes culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenabeele, 2007).

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article “The Motivational Bases of Public Service”. In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

Despite growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of Public Service Motivation (PSM). The two

tracks of a research agenda on PSM can be identified (Perry & Hondeghem, 2008). The first track involves how the studies of other-regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM and vice versa. Research on PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

## **2.10 Motivational Strategies and Approaches**

Due to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others, management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment and work load, effective communication, carrier development and promotion. Others include empowerment and compensation and financial packages.

### **2.10.1. Recognition of Employees' Good Work Done**

Robbins (2003) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves

congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

### **2.11.2 Training and Development**

In today's competitive global market, Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007p. 298) defines training as "a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities".



Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi adds that such human resource concepts as “commitment to the company” and the growth in “quality movements” has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Bagraim further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000: 336) report that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee retention.

### **210.3 Participative Management**

According to Robbins (2003) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem

solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. From his studies, Gbadamosi (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children'. The extent to which teacher grievances are addressed is also a key issue.

#### **2.10.4 Working Environment and Work Load**

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Harris (2004) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham and Locke 1980; Harris, 2004). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35:1. However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher- learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners. The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students performance (Cobbold, (2006).

### 2.10.5 Effective Communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the “process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning”. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Armstrong (2004) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

### **2.11.6 Career Growth and Promotion Opportunities**

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects. This would be a loss to the organisation as these young employees may have the potential to make significant contributions to the organisation in the long run (Agho, 1998).

### **2.10.7 Compensation and other Financial Packages**

The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive. This

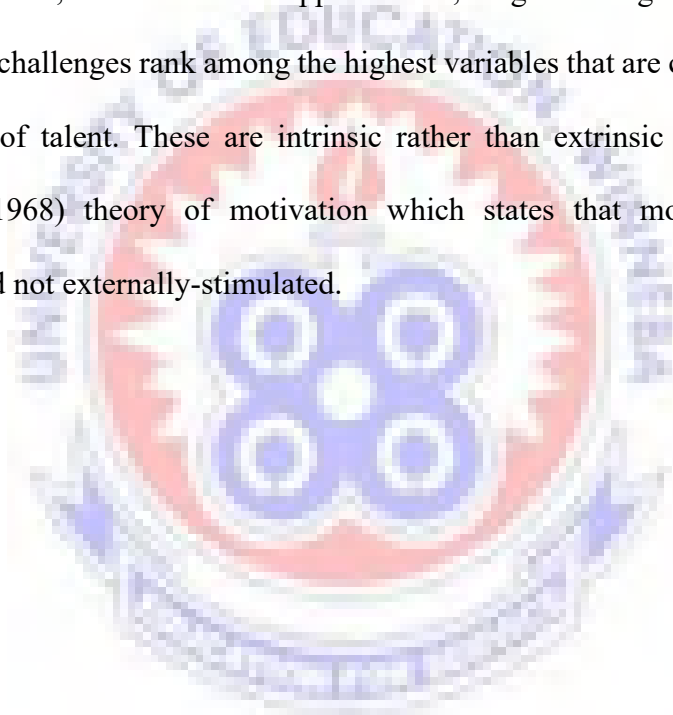
remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator. Meudell and Rodham (1998) suggests that money can be considered to act as both a “scorecard” which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organisational practitioners observe that in organisations experiencing turnover, compensation was the most common reason given for leaving.

However, in organisations with low turnover, compensation was not the reason for staying – instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg’s and Maslow’s theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Amar further indicated that if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be

argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, the bulk of rewards for employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy (Amar, 2004). Birt, Wallis and Winternitz (2004) disclosed that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered important to the retention of talent. These are intrinsic rather than extrinsic factor thus supporting Herzberg's (1968) theory of motivation which states that motivation is internally-generated, and not externally-stimulated.





## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

The chapter deals with the methods employed in gathering data to investigate the management practices of headteachers of junior high schools in the Ahafo-AnoNorth Municipal in Ashanti Region. The chapter is subdivided under the following headings: research design, population, sample and sampling procedure, instrument for data collection, validity and reliability of the instrument, data collection procedure, data analysis and ethical consideration.

#### 3.1 Research Design

According to Levin (2006), research design is an important aspect of research, basically, must be the most appropriate to appropriately measure what is being measured and obtain the data that will lead to a valid conclusion. The researcher used descriptive survey design to collect data for the study using the quantitative approach. Descriptive survey design interprets, synthesizes, integrates data and points to the implications of the study (Creswell, 2005). The researcher chose this design as the study is conducted in the natural setting, and explains phenomena from the person being studied and produces descriptive data from the respondent own written or spoken words (Creswell, 2005).

A descriptive survey design aims primarily at observing, describing and documenting aspects of a situation as it occurs rather than explaining them. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples who are asked to complete questionnaires, interviews and tests. The advantage of

the descriptive survey design is that it provides more information from a large number of individuals.

### **3.2 Population**

Population is a group of individuals or people with the same characteristics and in whom the researcher is interested (Kusi, 2012). It may also be described as the study of a large group of interest for which a research is relevant and applicable.

The targeted population was all the head teachers and teachers of the eight junior high schools in the Tega circuit 'B' of the Ahafo-Ano North Municipality. The accessible population was 70, consisting of 8 head teachers and the 62 teachers in the eight junior high schools of the Tega circuit 'B' of the Ahafo-Ano North Municipality

### **3.3 Sample and Sampling Technique**

Gall and Borg (2007) define sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To obtain an appropriate sample size for the study, an updated list of all the head teachers and teachers in the eight Junior High Schools of the Tega circuit 'B' of the Ahafo-Ano North Municipality was obtained from the Municipal Director of Education.

Census sampling was then used to select all the 8 head teachers and 62 teachers in the eight Junior High Schools in the Tega circuit 'B' of the Ahafo-Ano North Municipality, totaling 70 respondents for the study. The head teachers and teachers were sampled because they were involved in the management of the school and therefore know what managerial practices are.

**Table 3.1: Census Sampling of Head teachers and Teachers**

Name of School	No. of Head teachers	No. of Teachers	No. Sampled
Methodist JHS	1	7	8
Roman Catholic JHS	1	8	9
Savior D/A JHS	1	8	9
Presby JHS	1	7	8
Anglican JHS	1	8	9
Arabic B JHS	1	8	9
Fountain of Life JHS	1	8	9
Cita JHS	1	8	9
<b>Total</b>	<b>8</b>	<b>62</b>	<b>70</b>

### 3.4 Data Collection Instrument

The instrument used for collecting data for this study was the questionnaire. White (2005) opined that a questionnaire is an instrument designed to collect data for decision making in research. The researcher used closed-ended questionnaires because it was easy to administer to a large population. Questionnaires also require less time and money compared to other methods like such as focus group discussions and interviews. However, they are limited to only the areas indicated in the questionnaires, and do not give room for self-expression. One other disadvantage of using the questionnaire is how to retrieve all the questionnaires administered.

The researcher personally administered the questionnaires to all the 8 head teachers and 62 teachers in junior high schools in the Tewa circuit 'B' of the Ahafo-Ano North Municipality at the staff common room during break time.

### **3.5. Pilot-Testing of the Instrument**

Bell (2008) indicated that the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate. A pilot testing was conducted to make sure the research instruments were valid and reliable.

The purpose of the piloting was to allow the researcher to make the necessary changes to items which were inappropriate and also determine the level of ambiguity of the questions for corrections and changes. New ideas and relevant items derived from the exercise were included in the final draft of the instrument.

### **3.6. Validity and Reliability**

- **Validity**

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire (Bell, 2008).

The questionnaire was given to the supervisor and other experts in research to scrutinize the items for proper construction. This was done to facilitate the face validity of the instrument. The pilot-testing of the questionnaire enabled the researcher to establish the face and content validity.

- **Reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Bell, 2008). Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals

are repeatedly measured under the same conditions. The reliability was first ensured by applying specific criteria on the formulation of multiple choice questions and likert-type scale items. The instrument was pilot-tested twice on 30 respondents comprising 8 head teachers and 22 teachers selected randomly from junior high schools in the Tepa circuit 'A' of the Ahafo-Ano North Municipality which has similar characteristics as the study area and data collected from the responses of the two tests computed and correlated. The reliability test yielded Crombach alpha of 0.81.

### **3.7 Data Collection Procedure**

The researcher sought permission from the Ahafo-Ano North Municipal Director of Education to carry out the study after the University have approved of the research topic. The Municipal Director of Education gave the researcher, the authority to carry out the study after which she paid a courtesy call on all the sampled population to brief them on the purpose of the study. The questionnaires were thereafter administered personally by the researcher to the respondents in each school. The respondents were given a grace period of two weeks to fill it; after which they were collected.

### **3.8 Data Analysis Procedure**

The data collected was analyzed with simple descriptive statistics such as percentages and frequencies. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was then computed using the Statistical Package for Social Sciences (SPSS) software package

version 20.0. Frequencies and percentage were used to analyze and answer all the research questions and presented in tables with frequencies and percentages.

### **3.9. Ethical Considerations**

Importance of adherence to accepted ethical behaviour must be recognised in any research work. This is necessary so that the rights of respondents are not infringed upon.

Among the significant ethical issues that were considered included consent, confidentiality, anonymity, and data protection. The respondents were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. Respondents were also assured that any information that they would give out would be used for the academic purposes only and would be treated with utmost confidentiality that it deserves. The respondents' cooperation was eagerly sought after, and they were assured of their anonymity as their names were not required on the questionnaires.

## **CHAPTER FOUR**

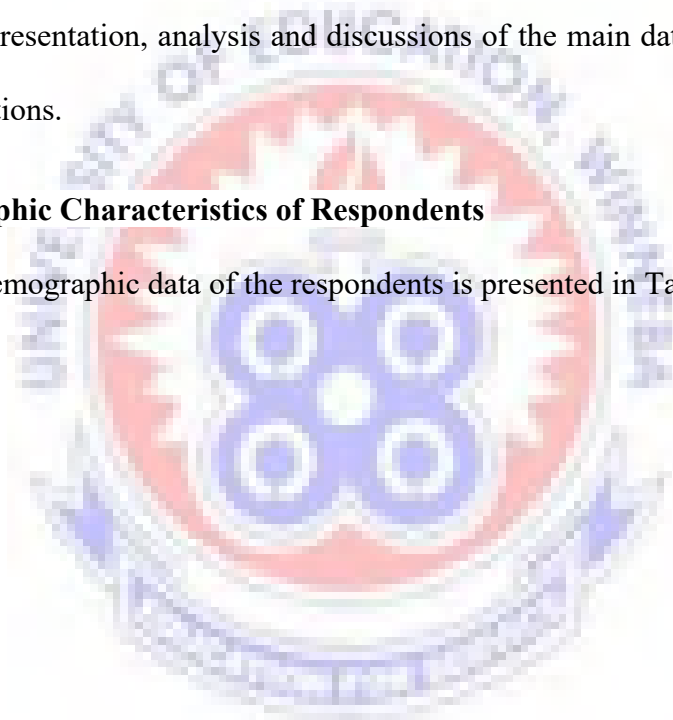
### **FINDINGS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents and discusses findings that emerged from the study. In doing so, data from the closed ended questionnaire administered to 70 head teachers and teachers were presented in a descriptive form. The chapter consists of the preliminary data analysis to address data on gender, age, educational background and teaching experience. It also includes the presentation, analysis and discussions of the main data meant to address the research questions.

#### **4.1 Demographic Characteristics of Respondents**

The demographic data of the respondents is presented in Table 4.1.



**Table 4.1 Demographic Characteristic of Respondents**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Female	32	46
Male	38	54
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Age</b>		
31-40	9	13
41-50	38	54
51-60	23	33
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Educational Qualification</b>		
Diploma	24	34
Bachelor's Degree	34	49
Master's Degree	12	17
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Teaching Experience</b>		
1-5 years	12	17
6-10 years	16	23
11-15 years	20	29
Above 16 years	22	31
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Field Data 2018*

Table 4.1 depicts the demographic characteristics of the respondents. On respondents' gender, 32 were females representing 46% and 38 males representing 54% of the respondents. On respondents' age, 9 respondents representing 13% were between the ages of 31-40, 38 respondents representing 54% were between the ages of 41-50 while 23 respondents representing 33% were between the ages of 51-60.



On respondents' educational qualification, 24 respondents representing 34% were holders of the Diploma certificate, 34 respondents representing 49% were holders of the Bachelor's Degree while 12 respondents representing 17% were also holders of the Master's Degree.

On respondents' teaching experience, 12 respondents representing 17% had been in the teaching service for between 1-5 years, 16 respondents representing 23% had been in the teaching service for between 6-10 years, 20 respondents representing 29% had been in the teaching service for between 11-15 years while 22 respondents representing 31% had been in the teaching service for 16 years and above.

#### **4.2. Answers to the Research Questions**

##### **Research Question 1: What are the management practices of head teachers in Junior High Schools of the Ahafo-Ano North Municipal?**

The respondents were asked to indicate their agreement or disagreement on the following statements on management practices on head teachers' leadership. The result is presented in Table 4.2.

**Table 4.2: Management Practices of Head Teachers**

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
My head teacher.....				
create supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students	38(54)	23(33)	9(13)	-
create a productive atmosphere for teaching and learning and promote teacher and student success.	24(34)	40(57)	6(9)	-
provide feedback and appraisal for teachers self-confidence	42(60)	16(23)	12(17)	-
give teachers the boldness and ability to instruct students successfully	18(26)	30(43)	14(20)	8(11)
support and motivate teachers to enhance their confidence level in self-efficacy to improve performance	36(51)	34(49)	-	-
delegate responsibilities to other teachers when necessary	24(34)	46(66)	-	-
organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	22(31)	34(49)	14(20)	-
encourage teachers who maintain high standard of performance in their duties	34(49)	24(34)	12(17)	-
take personal interest in the promotion and continuous development of teachers	30(43)	20 (29)	12(17)	8(11)
openly praise those teachers who are punctual and hardworking	26(37)	28(40)	16(23)	-

**Source: Field Data 2018**

Table 4.2 shows that 38 teacher respondents representing 54% strongly agreed that their head teachers created supportive environment that promoted teachers to maximize their potential to be able to teach to the understanding of students, 23 respondents representing 33% agreed while 9 respondents representing 13% disagreed. The result means that the head teachers cooperate very well with the teachers for smooth management of the school.

Also, 24 teacher respondents representing 34% strongly agreed that their head teachers created productive atmosphere for teaching and learning and promoted teacher and student success, 40 respondents representing 57% agreed while 6 respondents representing 9% disagreed. The result means that the head teachers collaborated with the teachers and students as well to promote teaching and learning.

Again, 42 teacher respondents representing 60% strongly agreed that their head teachers provided feedback and appraisal for teachers self-confidence, 16 respondents representing 23% agreed while 12 respondents representing 17% disagreed. The result means that the head teachers exhibited a sense of commitment for teachers to give of their best.

Further, 18 teacher respondents representing 26% strongly agreed that their head teachers gave teachers the boldness and ability to instruct students successfully, 30 respondents representing 43% agreed, 14 respondents representing 20% disagreed while 8 respondents representing 11% strongly disagreed. The result means that the head teachers empower teachers in the teaching and learning process which is a mark of a democratic leader.

Furthermore, 36 teacher respondents representing 51% strongly agreed that their head teachers supported and motivated teachers to enhance their confidence level in self-efficacy to improve performance while 34 respondents representing 49% agreed. The result means that the head teachers support and motivate teachers to have confidence to deliver.

Moreover, 24 teacher respondents representing 34% strongly agreed that their head teachers delegated responsibilities to other teachers when necessary while, 46 respondents representing 66% agreed. The result means that the head teachers utilizes teachers capabilities to uplift their enthusiasm.

Also, 22 teacher respondents representing 31% strongly agreed that their head teachers organized staff meetings at regular intervals and ensured good communication between the office and the staff all the time, 34 respondents representing 49% agreed while 14 respondents representing 20% disagreed. The result means that the head teachers depict democratic leadership in their management.

Again, 34 teacher respondents representing 49% strongly agreed that their head teachers encouraged teachers who maintained high standard of performance in their duties, 24 respondents representing 34% agreed while 12 respondents representing 17% disagreed. The result means that the head teachers pay personal attention to teachers' performance.

Besides, 30 teacher respondents representing 43% strongly agreed that their head teachers took personal interest in the promotion and continuous development of teachers, 20 respondents representing 29% agreed, 12 respondents representing 17% disagreed while

8 respondents representing 11% strongly disagreed. The result means that the head teachers show personal interest in the welfare of teachers.

Lastly, 26 teacher respondents representing 37% strongly agreed that their head teachers openly praised those teachers who were punctual and hardworking, 28 respondents representing 40% agreed while 16 respondents representing 23% disagreed. The result means that head teachers recognizes punctual and hardworking teachers.

The entire result and analysis in Table 4.2 are consistent with Leithwood and Riehl (2005) argued that some of the good management practices are; identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization assist in the development of shared organizational purposes.

McColl-Knnedy and Anderson (2002) also stated that emotional intelligence displayed through a leader's personal attention to an employee and through the utilization of the employees' capabilities, uplifting the employees' enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance. Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). It incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement Okumbe, (2008). Maicibi (2003)

is of the view that, without appropriate leadership style in management, effective performance cannot be obtained in our schools settings.

### **Research Question 2: What challenges do head teachers face in the management of the school?**

The respondents were asked to indicate their agreement or disagreement on the following statements on some challenges head teachers face in the management of the school. The result is presented in Table 4.3.

**Table 4.3: Challenges Head teachers Face in School Management**

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Inadequate funding	38(54)	32(46)	-	-
Inadequate school facilities	20(29)	32(46)	18(26)	-
Work overload	18(26)	42(60)	10(14)	-
Poor condition of service	16(23)	38(54)	16(23)	-
Poor school environment	34(49)	36(51)	-	-
Inadequate teaching and learning materials	32(46)	22(31)	10(14)	6(9)
Lack of residential accommodation	24(34)	35(50)	11(16)	-
Frequent and compulsory transfers	18(26)	44(63)	8(11)	-
Ineffective communication	32(46)	38(54)	-	-
Teacher's resistance to change	20(29)	22(31)	16(23)	12(17)

*Source: Field Data 2018*

Table 4.3 indicates that 38 respondents representing 54% strongly agreed that inadequate funding was a challenge head teachers faced in school management while 32 respondents representing 46% agreed.

Again, 20 respondents representing 29% strongly agreed that inadequate school facilities was a challenge head teachers faced in school management, 32 respondents representing 46% agreed while 18 respondents representing 26% disagreed.

Also, 18 respondents representing 26% strongly agreed that work overload was a challenge head teachers faced in school management, 42 respondents representing 60% agreed while 10 respondents representing 14% disagreed.

Additionally, 16 respondents representing 23% strongly agreed that poor condition of service was a challenge head teachers faced in school management, 38 respondents representing 54% agreed while 16 respondents representing 23% disagreed.

Moreover, 34 respondents representing 49% strongly agreed that poor school environment was a challenge head teachers faced in school management while 36 respondents representing 51% agreed

In addition, 32 respondents representing 46% strongly agreed that inadequate teaching and learning materials was a challenge head teachers faced in school management, 22 respondents representing 31% agreed, 10 respondents representing 14% disagreed while 6 respondents representing 9% strongly disagreed.

Further, 24 respondents representing 34% strongly agreed that lack of residential accommodation was a challenge head teachers faced in school management, 35 respondents representing 50% agreed while 11 respondents representing 16% disagreed.

Furthermore, 18 respondents representing 26% strongly agreed that frequent and compulsory transfers was a challenge head teachers faced in school management, 44 respondents representing 63% agreed while 8 respondents representing 11% disagreed.

Also, 32 respondents representing 46% strongly agreed that Ineffective communication was a challenge head teachers faced in school management while 38 respondents representing 54% agreed.

Lastly, 32 respondents representing 46% strongly agreed that ineffective communication was a challenge head teachers faced in school management while 38 respondents representing 54% agreed.

The entire result and analysis in Table 4.3 are in line with Okoroma and Robert-Okah (2007) who revealed that inadequate funding; inadequate school facilities, work overload and poor conditions of service generated administrative stress for principals. Nearly all educational institutions share two challenges that demand responses by all or many educational leaders if they are to be successful to improve teaching and learning. One common impetus to change faced by almost all educational leaders is the extensive set of state policies designed to hold schools more accountable (Leithwood & Riehl, (2005). The second challenge is the conditions within the school which affect quality teaching and learning and how to identify the conditions in the school that can easily be improved upon by the head.

Snipes, Doolittle and Herilihy (2002), identified seven challenges facing some leaders as: unsatisfactory academic achievement, especially for minority and low income students; histories internal political conflict, factionalism, and a lack of focus on student achievement; schools staffed with a high proportion of inexperienced teachers



compounded by frequent turnover and difficult working conditions, leading to disparity in the capacity of teaching staffs and schools serving different students population; low expectations and lack of demanding curricular for lower income and minority students on the part of school personnel; high student mobility with consequent challenges for continuity in student learning and unsatisfactory business operations including difficulty for teachers and administrators getting the basic necessities to operate schools and classrooms, and traditions of promotion based more on seniority and politics than on evidence of skill and commitment to system efforts to improving education quality.

**Research Question 3: What are the ways to improve head teachers management practices in Junior High Schools in the Ahafo-Ano North Municipal?**

There are some perceived ways to improve head teachers management practices in schools. The researcher therefore asked the respondents to indicate the level their agreement or disagreement on the following statements on ways to improve head teachers management practices. The result is presented in Table 4.4.

**Table 4.4: Ways to Improve Head teachers Management Practices**

Statements	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
	N (%)	N (%)	N (%)	N (%)
Provision of incentives	36 (51)	18(26)	16(23)	-
Provision of regular feedback	24(34)	46(66)	-	-
Respect for individual employee	20(28)	32(46)	18(26)	-
Provision of adequate training	16(23)	38(54)	16(23)	-
Provision of needed support	18(26)	30(43)	12(17)	10(14)
Effective communication	26(37)	44(63)	-	-
Prompt payment of salaries	18(26)	42(60)	10(14)	-
Provision of adequate teaching and learning resources	14(20)	42(60)	14(20)	-
Recognition of employee performance	16(23)	46(66)	8(11)	-
Provision of conducive working environment	18(26)	32(46)	12(17)	8(11)

**Source: Field Data 2018**

Table 4.4 indicates that 36 respondents representing 51% strongly agreed that one way to improve management practices of head teachers was the provision of incentives, 18 respondents representing 26% agreed while 16 respondents representing 23% disagreed.

Also, 24 respondents representing 34% strongly agreed that one way to improve management practices of head teachers was the provision of regular feedback while 46 respondents representing 66% agreed.

Again, 20 respondents representing 28% strongly agreed that one way to improve management practices of head teachers was respect for individual employee, 32 respondents representing 46% agreed while 18 respondents representing 26% disagreed.

Additionally, 16 respondents representing 23% strongly agreed that one way to improve management practices of head teachers was the provision of adequate training, 38 respondents representing 54% agreed while 16 respondents representing 23% disagreed.

Again, 18 respondents representing 26% strongly agreed that one way to improve management practices of head teachers was the provision of needed support, 30 respondents representing 43% agreed, 12 respondents representing 17% disagreed while 10 respondents representing 14% strongly disagreed.

In addition, 26 respondents representing 37% strongly agreed that one way to improve management practices of head teachers was effective communication while 44 respondents representing 63% agreed.

Further, 18 respondents representing 26% strongly agreed that one way to improve management practices of head teachers was prompt payment of salaries, 42 respondents representing 60% agreed while 10 respondents representing 14% disagreed.

Furthermore, 14 respondents representing 20% strongly agreed that one way to improve management practices of head teachers was the provision of adequate teaching and learning resources, 42 respondents representing 60% agreed while 14 respondents representing 20% disagreed.

Also, 16 respondents representing 23% strongly agreed that one way to improve management practices of head teachers was recognition of employee performance, 46 respondents representing 66% agreed while 8 respondents representing 11% disagreed.

Lastly, 18 respondents representing 26% strongly agreed that one way to improve management practices of head teachers was the provision of conducive working

environment, 32 respondents representing 46% agreed, 12 respondents representing 17% disagreed while 8 respondents representing 11% strongly disagreed.

The entire results and analysis are in tandem with Leithwood and Riehl (2005) who suggested that some of the ways to improve management practices are to design economic incentives for leaders at all levels of an organization. The management has to focus most on senior-level economic incentives. One should not neglect substantive incentives for lower-level employees so that employees should be committed to the schools success. This will be unduly costly, a program has to be carefully structured and payouts reflect clearly defined revenue or earnings targets. Leithwood and Riehl further stated that institutions should provide meaningful feedback in a constructive manner on a regular basis. Feedback is a foundational management skill; the ability to provide regular, helpful feedback to employees in a manner that encourages, not discourages is a cornerstone of effective management.

Also, respect employees as individuals in addition to the job they do. Respect is a powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect. When employees feel genuinely respected (always assuming it's warranted), they're much more likely "to go the extra mile" to help a company succeed. Be sure that management at all levels of an organization receives adequate training. Most of the institutions invest heavily in leadership training while focusing far less on supervisors and middle managers. This would make the institutions not to achieve its objectives. Provide support for employees when it's genuinely needed. Valued support takes many forms: equipment when existing is outdated or inefficient; emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance. Management

support in times of need builds employee goodwill and loyalty and ensure senior leadership models behaviour that makes the rank-and-file proud to be part of the team. All these are forms of motivation that boosts teachers' morale through effective managerial practices of the head teacher.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

#### 5.0 Introduction

The chapter contains a summary of the study, main findings, conclusions, recommendations and suggestions for further study.

#### 5.1 Summary

The purpose of the study was to investigate the effectiveness of management practices of head teachers in Junior High Schools in the Ahafo-Ano North Municipality of Ashanti Region. The objectives of the study were to find out the management practices of head teachers in Junior High Schools in the Ahafo-Ano North Municipal, identify challenges Head teachers face in the management of the school and to find out ways to improve head teachers management practices in Junior High Schools in the Ahafo-Ano North Municipal.

The researcher used descriptive research design for the study. The targeted population was all the head teachers and teachers of the eight junior high schools in the Tega circuit 'B' of the Ahafo-Ano North Municipality. The accessible population was 70, consisting of 8 head teachers and the 62 teachers in the eight junior high schools of the Tega circuit 'B' of the Ahafo-Ano North Municipality. Census sampling was used to select all the 8 head teachers and 62 teachers in the eight Junior High Schools in the Tega circuit 'B' of the Ahafo-Ano North Municipality, totaling 70 respondents for the study. Structured questionnaire was used to collect data for the study.

## 5.2 Main Findings

The study unearthed that creation of supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, creation of productive atmosphere for teaching and learning that promote teacher and student success, provision of feedback and appraisal for teachers self-confidence, giving teachers the boldness and ability to instruct students successfully, supporting and motivating teachers to enhance their confidence level in self-efficacy to improve performance, delegating responsibilities to other teachers when necessary, organizing staff meetings at regular intervals and ensure good communication between the office and the staff all the time, encourage teachers who maintain high standard of performance in their duties, taking personal interest in the promotion and continuous development of teachers and openly praising those teachers who are punctual and hardworking were management practices portrayed by the head teachers.

The study again unearthed that inadequate funding, inadequate school facilities, work overload, poor condition of service, poor school environment and inadequate teaching and learning materials were some of the challenges in head teachers' managerial practices.

The study also unearthed that provision of incentives, provision of regular feedback, expect for individual employee, provision of adequate training, provision of needed support, effective communication, prompt payment of salaries, provision of adequate teaching and learning resources, recognition of employee performance and provision of conducive working environment were some ways to improve head teachers management practices

### **5.3 Conclusions**

Head teachers have some behavior in their managerial practices and notable among them were the creation of supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, creation of productive atmosphere for teaching and learning and promote teacher and student success and provision of feedback and appraisal for teachers self-confidence.

Also, there are some ways to improve head teachers management practices and prominent among them were inadequate funding, inadequate school facilities, work overload, poor condition of service, poor school environment and inadequate teaching and learning materials.

Again, there are some ways to improve head teachers management practices. The major ones among them were provision of incentives, provision of regular feedback, respect for individual employee, provision of adequate training, provision of needed support, effective communication, prompt payment of salaries and provision of adequate teaching and learning resources.

### **5.4 Recommendations**

The following recommendations are made based on the findings of the study.

The Ghana Education Service (GES) should organize workshops, seminars and forums to upgrade the knowledge of head teacher on management practices that improve teaching and learning.



The Ghana Education Service (GES) together with Metropolitan, Municipal and District Directors of Education should provide heads teachers with adequate funding for the better management of the school.

The Ministry of Education together with other stakeholders in education should provide adequate teaching and learning resources to heads of educational institutions to promote the success of the school.

### **5.5 Suggestion for Further Study**

The current study concentrated on public Junior High Schools in Tapa circuit 'B' in the Ahafo-Ano North Municipality of Ashanti Region. So, further study should be undertaken to investigate the effectiveness of management practices of head teachers in Junior High Schools in the remaining Junior High Schools in the Ahafo-Ano North Municipality.

Further study should also be undertaken to investigate the effectiveness of management practices of head teachers in private Junior High Schools in the Ahafo-Ano North Municipality.

## REFERENCES

- Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Accra, Ghana: Type Company Limited.
- Agho, A. O., Mueller, C. W., & Price, J. L. (1998). Determinants of employee job satisfaction: An empirical test of a causal model. *Human Relations*, 46(8), 1007-1025.
- Amar, A. D. (2004). Motivating knowledge workers to innovate: A model integrating motivation dynamics and antecedents. *European Journal of Innovation Management*, 7(2), 101-112.
- Armstrong, M. (2004). *Human resource management theory and practice*. London: Bath Press Ltd.
- Armstrong, M. (2006). *A hand Book of human resource management practice* (10th ed.). Philadelphia: Kogan Page.
- Beach, D. M., & Reinhartz, J. (2004). *Educational leadership*. London: Prentice-Hall.
- Bennell, P. (2004). *Teacher motivation and incentive in Sub-Saharan Africa and Asia*. Brighton: Knowledge and Skills for Development.
- Bennell, P., & Acheampong, K. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia*. Education Paper prepared for DFID. Brighton: Knowledge and Skills for Development.
- Bell, J. (2008). *Doing your research project: A guide for first time researchers in education and social sciences* (4th ed.). Maidenhead: Open University Press.

- Bennell, P., Hyde, M., & Swainson, T. (2002). *Primary school teachers taking the strain in Sierra Leone*. Sierra Leone: Background Paper for EFA Global Monitoring Report.
- Birt, M., Wallis, T., & Winternitz, G. (2004). Talent retention in a challenging workplace: An investigation of variables considered important to South African talent, *South African Journal of Management*, 35(2), 25-31.
- Blase, J., & Blase, J. (1998). Effective instructional leadership: Teachers perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-136.
- Brookover, W.B., Beady, C., Flood, P., & Schweitzer, J. (1979). *School systems and student achievement: Schools make a difference*. New York: Praeger.
- Buelens, R., & Van den, B. (2007). Business unit level relationship between employee satisfaction, employee engagement and business outcomes: A meta- analysis. *Applied Psychology*, 87(2), 21-33.
- Bush, T. (2008). From management to leadership: Semantic or meaningful change? *Educational Management Administration & Leadership*, 36(2), 271-288.
- Carrel, G., Elbert, C. F., Hatfield, T., Grobler, H., Marx, A., & Van der, S. (1998). The importance of management style in labour retention. *International Journal of Sociology and Social Policy*, 45(3), 18-34.
- Carr-Hill, F., Chaudhury, D., Hammer, T. Y., Kremer, M. Mularidharan, P., & Rogers, A. (2003). Relating rewards and employee motivation in Nigerian schools. *Resource Journal International Studies*, 14, 12-26.

- Choo, S., & Bowley, C. (2007). Using training and development to affect job satisfaction within franchise. *Journal of Small Business & Enterprise Development*, 14(2), 339-352.
- Clark, J. (2007). *Educational research: Philosophy, politics and ethics*. Palmerston North, New Zealand: ERDC Press.
- Cobbold, C. (2006). *Teacher retention in Ghana: Perceptions of policy and practice*. Unpublished PhD, University of Melbourne, Melbourne.
- Creemers, B. P. M. (1996). The goals of school effectiveness and school improvement. In D. Reynolds, R. Bollen, B. Creemers, D. Hopkins, L. Stoll, & N. Lagerweij, *Making good schools* (pp. 21-35). London/New York: Routledge.
- Creemers, B. P. M., & Reezigt, G.J. (1997). School effectiveness and school improvement: Sustaining links. *School effectiveness and school improvement*, 8 (4), pp. 396-429.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, N.J: Merrill.
- Daily Graphic (Nov. 2016). *Supplementary budget review*. Graphic Communications Ltd.
- Darling Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6-13.
- Drucker, P. (2011). *The practice of management*. New York, NY: Harper & Row Publishers.
- Edusah, J.K. (2009). Educational reform, implication to teacher education. *Daily Graphic* (147761), p.3.
- Fehr, E., & Fischbacher, U. (2003). *The nature of human altruism*. Washington, DC: Singapore Publishers Ltd.

- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Teachers College Press.
- Gall, M. D., & Borg, W. R. (2007). *Educational research*. Longman: New York.
- Gbadamosi, L. (2002). Investigation into the attrition rate of Osun state primary school teachers: Planning implications for Universal Basic Education UBE” In Planning and Administration of Universal Basic Education in Nigeria Ajayi et al (Eds.) *National Institute for Educational Planning and Administration (NIEPA)*. Ibadan, Nigeria. University of Ibadan.
- Graham, H., & Bennett, N. (1998). Principals and job satisfaction. *International Journal of Educational Management*, 12(5), 196-202.
- Harris, A. (2004). *Contemporary perspectives on school effectiveness and school improvement*. In A. Harris and N. Bennett (eds.) *School Effectiveness and School Improvement: Alternative Perspectives*, London: Continuum.
- Herzberg, F. (1968). *Work and the nature of man*. London: Staples Press.
- Ibukun, W. O. (2004). *Educational management theory and practice*. Ondo: NIEPA Printing Press.
- Kinnear, L., & Sutherland, M. (2001). Money is free but what is the bottom – line? *Journal of the South African Institute of People Management*, 19(1), 15-18.
- Kouzes, J. M., & Posner, B. Z. (2010). *The Leadership Challenge*. San Francisco: Jossey-Bass.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Accra: Emmpong Press.

- Latham, G. P., & Locke, E. A. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review*, 29(3), 388-403.
- Leithwood, K., & Riehl, C. (2005). *What we know about successful school leadership*. New York: Teachers College Press.
- Levin, K. A. (2006). Study design III: Cross-sectional studies. *Evidence-Based Dentistry* 7, 24–25.
- MacBeath, J., & Mortimore, P. (2001). *Improving school effectiveness*. Buckingham, Open University Press.
- Maertz, C. P., Stevens, M. J., & Campion, M. A. (2003). A turnover model for the Mexican Maquiladoras, *Journal of Vocational Behaviour*, 63, 111-135.
- Maicibi, N. A. (2003). *Pertinent issues in employees management*. M Kampala: P.K. Graphics Ltd.
- Meudell, R. D., & Rodham, J. A. (1998). Determinant of voluntary turnover and layoffs in an environment of repeated downsizing following a merger: An event history analysis. *Journal of Management*, 26(5), 980-983.
- Meyer, G. Y. (2003). A three component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 89-93.
- Northouse, P. G. (2007). *Leadership theory and practice* (4th ed.). London: Sage Publications.
- Nzuve, S. N. M. (1999). *Elements of organizational behaviour*. Nairobi: Tech and Pro Associates Publishers.

- Okumbe, J. A. (2008). *Educational Management: Theory and practice*. Nairobi: Nairobi University press.
- Orpen, C. (1997). The effects of formal mentoring on employee work motivation, organisational commitment, & job performance. *The Learning Organisation* , 4(2), 53-60.
- Park, S. (2013). Continuous improvement in education. Carnegie Foundation for the Advancement of Teaching, p.[http://www.carnegiefoundation.org/sites/default/files/carnegie-foundation\\_continuousimprovement\\_2013.05.pdf](http://www.carnegiefoundation.org/sites/default/files/carnegie-foundation_continuousimprovement_2013.05.pdf)
- Perry, J. L., & Hondeghem, A. (2008). *Motivation in public management: The call of public*. London: Thompson Publishers.
- Robbins, P. S. (2003). *Organizational behaviour: Concepts, controversies, and applications* (5th ed.). London: Prentice Hall International, Inc.
- Robbins, S., & De Cenzo, D. (2004). *Supervision Today*. Upper Saddle River. New York: Prentice-Hall.
- Smith, G. (1997). *Employee retention, employee engagement & talent management strategies*. Retrieved on 17 October, 2014 from [www.highretention.com](http://www.highretention.com) .
- Thomas, R., Lashley, C., & Eaglen, A. (2000). The benefits of training in leisure retailing: a case study of McDonald's restaurants. *Strategic Change*, 9, 333-345.
- UNESCO (2008). *Overcoming inequality: Why governance matters*. EFA Global Monitoring Report2009.Regionaloverview: South and West Asia (<http://unesdoc.unesco.org/images/0017/001784/178427e.pdf>).
- Vandenabeele, W. (2007). Toward a public administration theory of public service motivation: An institutional approach. *Public Management Review*, 9(4), 545-555.

Wan, H. L. (2007). Human capital development policies: Enhancing employees' satisfaction. *Journal of European Industrial Training*, 31(4), 297-319.





**APPENDIX A**  
**INTRODUCTION LETTER**

**Dear Respondent,**

I am a graduate student carrying out a survey to examine the challenges head teachers face in the management practices in Junior High Schools in the Ahafo-Ano South Municipal in partial fulfillment for the award of the Master of Arts in Educational Leadership.

I would therefore be very grateful if you could openly fill the attached questionnaire for me to collect the needed information for the study.

Please be informed that your participation is voluntary and that the responses that you will give will be treated with utmost confidentiality and will be used for only academic purpose only.

Thank you very much for your co-operation.

Yours faithfully,

Judith Efua Ofori

(Post Graduate Student)

## QUESTIONNAIRE FOR THE RESPONDENTS

### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [] the appropriate box for your answer.

1. What is your age?

a). 21- 30 [  ]

b). 31- 40 [  ]

c). 41- 50 [  ]

d). 51- 60 [  ]

1. What is your sex?

a). Male [  ]

b). Female [  ]

3. What is your highest educational qualification?

a). Diploma [  ]

b). Bachelor's Degree [  ]

c). Master's Degree [  ]

4. For how many years have you been teaching?

a)1-5 years



b) 6-10 years

c) 11-15 years

d) 16 years and above

## QUESTIONNAIRE FOR TEACHERS

### SECTION B: MANAGEMENT PRACTICES OF HEAD TEACHERS

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 4=Strongly agree, 3= Agree, 2=Disagree, 1=strongly Disagree, as sincere as possible.

No.	Statements	1	2	3	4
	<b>My head teacher</b>				
1	creates supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students				
2	creates a productive atmosphere for teaching and learning and promote teacher and student success.				
3	provides feedback and appraisal for teachers self-confidence				
4	gives teachers the boldness and ability to instruct students successfully				
5	supports and motivate teachers to enhance their confidence level in self-efficacy to improve performance				
6	delegates responsibilities to other teachers when necessary				
7	organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
8	encourages teachers who maintain high standard of performance in their duties				

9	takes personal interest in the promotion and continuous development of teachers				
10	openly praises those teachers who are punctual and hardworking				

### SECTION C: Challenges Head teachers Face in School Management

Please, respond to the following statements by ticking [√] the number on the 4-point likert scale using the following keys: **4=Strongly agree, 3= Agree, 2=Disagree, 1=strongly Disagree**, as sincere as possible.

No.	Statements	1	2	3	4
1	Inadequate funding				
2	Inadequate school facilities				
3	Work overload				
4	Poor condition of service				
5	Poor school environment				
6	Inadequate teaching and learning materials				
7	Lack of residential accommodation				
8	Frequent and compulsory transfers				
9	Ineffective communication				
10	Teacher's resistance to change				

**SECTION D: Ways to Improve Head teachers Management Practices**

Please, respond to the following statements by ticking [√] the number on the 4-point likert scale using the following keys: **4=Strongly agree, 3= Agree, 2=Disagree, 1=strongly Disagree**, as sincere as possible.

No.	Statements	1	2	3	4
1	Provision of incentives				
2	Provision of regular feedback				
3	Respect for individual employee				
4	Provision of adequate training				
5	Provision of needed support				
6	Effective communication				
7	Prompt payment of salaries				
8	Provision of adequate teaching and learning resources				
9	Recognition of employee performance				
10	Provision of conducive working environment				

