UNIVERSITY OF EDUCATION, WINNEBA

EFFECTIVENESS OF SHARED RESPONSIBILITIES AMONG HEADTEACHERS

OF BASIC SCHOOLS AT ASOKORE MAMPONG CIRCUIT IN THE ASHANTI

REGION

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DECLARATION

STUDENT'S DECLARATION

I, DORIS AMOAH, declare that this project report, with the 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 other 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: DR. LYDIA OSEI-AMANKWAH

SIGNATURE:…………………………………

DATE…………………………………….

ACKNOWLEDGEMENTS

DEDICATION

To my parents; Mr. and Mrs. Amoah, and my siblings; Sister Kate, Mama Sarah and

Millicent

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ABSTRACT

The study investigated shared responsibilities of basic school headteachers at Asokore Mampong Circuit. The objectives of the study were to investigate the dominant responsibilities shared by headteachers of basic school, identify the factors that hinder effective sharing of responsibilities process in basic schools, and to determine how to improve effective shared responsibilities in basic schools at Asokore Mampong Circuit. Three research questions were formulated to guide the study. The study employed descriptive survey design. The accessible population was basic school headteachers at Asokore Mampong Circuit. A sample of 60 headteachers was used for the study. Census technique was used to select all the basic school headteachers. Questionnaire was the main instrument used to collect data. The questionnaire was pre-tested at Tanoso and alpha coefficient obtained was .86. Frequencies and percentages were used to analyzed the data. The study revealed that compiling minutes from staff meetings, supervising sporting and cultural activities, and collection of fees were the dominant shared responsibilities by the headteachers. The study further found out that lack of confidence in teachers to perform quality task, lack of co-operation from teachers, and lack of effective control mechanism are the key factors that hinders effective sharing of responsibilities in basic schools by headteachers. It was recommended that Ghana Education Service need to organize workshop every academic year for basic school headteachers on how to share responsibilities and the need to share responsibilities to teachers. It was again recommended that the Ministry of Education come out with a manual on guidelines on sharing responsibilities to facilitate effective sharing of responsibilities in the basic schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

Headteachers are found to influence the effectiveness of school by sharing responsibilities. The considerable nature of headteachers' responsibilities in basic schools of Ghana cannot be over emphasized. Bozkurt and Ergeneli (2012) stated that in recent times, the level of awareness towards shared responsibilities has increased considerably and has gone to its best moment to become a well-established field of study. In thisregard, Hallinger and Snidvongs (2008) argued that increased interest in quality educational leadership require that school headteachers effectively share responsibilities and roles to run schools efficiently. Morake, Monobe and Mbulawa (2014) report that the task of administering a school is too hard and broad responsibility for a school head to manage alone. This is because, headteachers are charged with multi-faceted responsibilities of managing finances, students and staff even though teachers serve on the school management (Kusi, 2008). In this regard, effective sharing of responsibilities can help school heads to save time, take on new opportunities; relieve themselves from pressures of work, groom successors, motivate subordinates, and allow school heads to focus their energies on high-priority tasks (Ruto, 2011; Morake et al. 2014; & Brown & Owusu, 2014).

Shared responsibility is the process of entrusting authority and responsibility to other people. More generally sharing of responsibility gives the recipients fairly wide powers to act as they consider it appropriate (Chapman (2012). The importance of sharing responsibilities cannot be underestimated in organizational settings. Effective educational leadership regards sharing responsibilities of authority for teachers' empowerment (Leithwood & Riehl, 2003; Antonakis,Cianciolo & Stenberg, 2004; &Yukl, 2006). Sharing

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of responsibilities boost teachers' morale, reduces conflicts, and enhances job satisfaction. Sharing of responsibilities also makes school leadership more democratic as well as making different shades of opinions available to the headteacher (Ijaiya, 2000). Furthermore, sharing responsibilities of authority aims at developing the leadership potentials of subordinates thereby empowering them to assume leadership positions in educational institutions (Hallinger & Snidvongs, 2008; Leithwood & Riehl, 2003; & Yukl, 2006). Notwithstanding the need to improve the speed and quality of decisions, sharing of responsibilities reduces manager's work load, increase the subordinate's intrinsic motivation, and provide opportunities for subordinate's development of leadership skills, all of which have a bearing on the job satisfaction levels (Musenze, Sifuna & Lubebega, 2014).

In response to the above necessity of shared responsibilities in the global efforts to develop modem educational reforms, effective sharing of responsibilities in schools remains imperative for achieving efficient school management and attainment of educational goals regarding inclusiveness and quality education for all at the basic education level (Nandamuri, 2011; Annan, Antwi, Adjei-Manu & Asare, 2016; Kamal & Raza, 2011). Moreover, most problems of the modern educational system regarding truancy, insubordination, poor academic performance require heads of schools to share responsibilities and authorities to teachers to tackle them (Nandamuri, 2011). In line with these, the Ghana Education Service emphasizes on strong leadership especially at the basic school level in order to strengthen school management (Oduro & Basu, 2010).

Nevertheless, for the benefits of sharing responsibilities and authorities to be realized in schools, that process has to be done effectively. Effective sharing of responsibilities simply means shared responsibility of duties. In other words, sharing of responsibilities means developing a task and assign roles to teachers and ensure its

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effective execution for the achievements of set objectives (Morake et al., 2014). For headteacher's shared responsibilities to be effective, both teachers and headteachers must attain satisfaction to translate into positive goals and objectives (Massik, 2004; Coleman, 2012). Coleman (2012) points out that managers have important duties in developing subordinates and in this regard skillfully apportioning responsibility to less experienced workers is a means to achieve this end. However, Coleman (2012) indicates that failure to allocate responsibility to subordinates implies that managers are not contributing fully to the mission and goal achievement of the organization. Luecke (2009) indicates that the fact that managers find themselves doing many jobs, performing most of the same task prior to becoming a senior leader; subordinates going to them directly to report; low morale; rising personnel turnover and missing deadlines are indicative of the need for effective sharing of responsibilities.

The implication for not achieving effective sharing of responsibilities and authorities in school administration as pointed out by Massik (2004) as inefficiency, disharmony, and a poor working environment. However, Lunenburg (2010) notes that some headmasters are reluctant to share responsibilities to their subordinates due to lack of confidence in their ability to accomplish a successful task, fear of being held personally accountable for the poor performance of others, or incapable of planning the activities to be assigned subordinates. Consequently, subordinates become frustrated, unmotivated, and under-trained, while the manager remains overburdened with work (Brown & Owusu, 2014). On the other hand, some teachers also try to avoid having authority and responsibilities shared to them on the grounds that: the process adds to their works; fear of criticisms; lack of necessary self-confidence to take on extra task; and due to inadequate rewards for assuming additional responsibilities (Lunenburg, 2010). Nonetheless, Kusi (2008) Simkins, Sisum and Memom (2003) and De Grauwe (2001) belief that effective

sharing responsibility is never absolute, because a school's headteacher continues to be responsible for the activities of subordinates.

Given the nature of shared responsibilities in schools, Kamal and Raza (2011) indicate that heads fail to achieve their goals when they share responsibilities, and teachers fail to achieve their goals when they were assigned these responsibilities. Hence there is the need to assess the effectiveness of headteachers' practices in sharing responsibilities and authorities within the context of Ghana's basic education system. This is supported by Irungu's (2016) on the effectiveness of the processes for sharing of responsibilities to teachers in schools. This therefore leaves gap in knowledge which the study aspires to fill.

Statement of the Problem

The need to achieve effective school management requires effective shared responsibility of authorities by school heads. However, it appears headteachers less effectively share responsibilities to teachers. Coleman (2002) asserted that several managers are reluctant to share sufficient authorities to subordinates. They perform most of their functions and therefore, remain engrossed in detailed clerical work and routine duties which ought to have been shared to their subordinates. This study investigates the effectiveness of headteachers shared responsibilities with teachers in basic schools at Asokore Mampong Circuit of the Ashanti Region.

Despite the sufficient literature on shared responsibility, there was limited literature on effective shared responsibility in the context of Ghanaian basic schools. Most of the studies on shared responsibility were conducted in senior high schools. The present study focused on basic schools headteachers.

Furthermore, limited studies can be found regarding the bases upon which basic schools heads in Ghana undertake shared responsibility and hence, the present study

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sought to reveal some key principles informing basic schools headteachers shared responsibility to subordinate staff.

As to how barriers that hinder shared responsibility have not been established were not indicated in the literature. Hence, the study also focused on ascertaining how some barriers affect shared responsibility in basic schools. Limited approaches were found on how shared responsibility can be improved. The present study fills this gap by focusing on strategies for improving shared responsibility in basic schools based on headteachers' perspective.

Purpose of the Study

The purpose of the study was to investigate effectiveness of headteachers shared responsibilities in basic schools at Asokore Mampong Circuit of Ashanti Region.

Objectives of the Study

The objectives of the study are to:

1. Investigate shared responsibilities by headteachers of basic schools at the Asokore Mampong Circuit.

2. Identify barriers to the effective sharing responsibilities of basic schools headteachers at Asokore Mampong Circuit.

3. Determine strategies to improve shared responsibilities basic school headteachers at the Asokore Mampong Circuit.

Research Questions

This study was guided by the following research questions.

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1. What responsibilities are mostly shared by basic schools headteachers at Asokore Mampong Circuit?

2. What are the barriers to effective shared responsibilities of basic schools headteachers at Asokore Mampong Circuit?

3. What strategies could be adopted to improve shared responsibilities of basic schools headteachers at Asokore Mampong Circuit?

Significance of the Study

Shared responsibility is critical for effective management of basic schools. The study will help educational managers and researchers to get firsthand information on the issues regarding shared responsibilities in basic school so that effective measures will be put in place to solve related issues. This will go a long way to improve shared responsibilities in school management.

The findings of the study will prompt headteachers to share responsibilities in effective manner. The study will contribute to knowledge by providing useful information relating to management of shared responsibilities. Finally, it will serve reference materials for further researchers who may conduct similar research.

Delimitation of the Study

The study was delimited to the public basic schools in the Asokore Mampong Circuit of the Ashanti Region. The study involved only headteachers of basic schools. The study covered areas, such as, barriers to the effective sharing responsibilities, and ways of improving shared responsibilities. The study concentrated on headteachers in the basic schools in the Asokore Mampong Circuit.

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Limitation of the Study

It is the desire of the researcher to extent the study to other schools in the Asokore Mampong Municipality but due to constraints posed by logistics, personnel and time, the study was limited to a circuit. Again, the outcome of this research is limited only to the data gathered from the selected circuit, books, journals and internet that could be accessed.

Definition of Terms

Shared responsibility: School activity assign to a teacher

Effectiveness: The capability of producing a desired results (Morake et al., 2014).

Authority: A headteacher having the power or right to give orders, makes decisions, and enforces obedience (Cole, 2004).

Barrier: A circumstance or obstacle that keeps headteachers from assigning duties to teachers

Manager: An individual who is in charge of a certain group of tasks (Blair, 2002).

Organization of the Study

This project report was organized into six chapters. Chapter one dealt with the background to the study, objectives, research questions significance of the study, delimitation of the study, limitation of the Study, and definition of terms. Chapter two presented the concept of shared responsibility, elements of shared responsibility, and barriers to shared responsibility, strategies for improving shared responsibility and the models of shared responsibility. Chapter three focused on the methodology employed which included the research design, population of the study, sample and sampling techniques, data collection instrument, data collection procedure, data and ethical consideration. Chapter four presented the results of the study. In chapter five, the findings

are discussed with reference to the research questions and literature. Chapter six presented

the summary, conclusions, and recommendations and suggestion for further study.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains the concepts of shared responsibility, elements of Shared responsibility, processes and stages of shared responsibility and the benefits of shared Responsibility. It further reviews the barriers to shared responsibility, strategies for improving shared responsibility, and the models of shared responsibility

Concept of Shared Responsibility

Shared responsibility does not lend itself to any specific definition. Indeed, shared responsibility is looked at from different perspectives. Some authors provide a broader spectrum of definitions on shared responsibility. For example, Cole (2004) as cited in Archer, Adentwi and Sam (2008) states that shared responsibility is a power sharing process in which managers transfer part of their legitimate authority to subordinates or team members. Cole further argues that shared responsibility does not free managers from the responsibility for the completion of the overall task that has been entrusted to them". Shared responsibility in this regard is seen by Cole as a 'management issue' rather than organizational and hence the transfer of authority between one individual and authority. It is quite evident from this definition that the author puts emphasis on the fact that shared responsibility of authority can be assigned to only a subordinate or group of subordinates, committees, board members, department etc. In consonance with Cole's definition, Hannagan (2002) contends that shared responsibility is where a leader transfers power, responsibility, authority and decision-making procedures to subordinates in various departments of any organization. Similarly, Yukl (2006) states that shared responsibility is a distinct type of power sharing process that occurs when a manager gives subordinates the responsibility and authority for making decision formerly made by a manager. This

definition implies that subordinates are required to give their maximum output to be able to perform the part of the managers role assigned to them. In this regard, managers need to provide adequate support to enable subordinates to effectively deliver assigned task. In addition, Chapman (2012) contends that shared responsibility is a two-way affair through which superiors give some of their workload of teaching and learning to other teachers. Serrat (2010) also views shared responsibility as the transfer of authority and associated responsibility from an employer or "superior" with the right to delegate to an employee or subordinate.

The researcher viewed that shared responsibility is the process of delegating authority and responsibility to subordinates. Effective shared responsibility means developing a task as a headteacher and entrusting its duties to teachers and ensuring its effective execution for the achievements of set objectives (Morake, Monobe, & Mbulawa, 2014). This definition implies that effective shared responsibility in schools require managerial skills and intent from headteachers to plan tasks, manage both material and human resources. This may explain why Morake et al. (2014) contend that effective shared responsibility must involve making room for new ideas and not instructing subordinates how to undertake task, training; and establishing a link between responsibility and scope in accordance with the demand for teachers' professional development and advancement. The definition is quite broad and emphasises the fact that effective shared responsibility in the school settings depends largely on the headteachers; desire and willingness to delegate.

Goodworth (1986) cited in Morake et al. (2014) contends that effective shared responsibility exists as a principal process in developing the capacity and potential of subordinates by their superiors; as well as facilitating creativity among them. This definition looks at effective shared responsibility as subordinate empowerment. In line

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with this, Blair (2002) states that shared responsibility is a management skill which supports a leadership style in guiding subordinates to apply and develop their existing skills and knowledge to the highest potential. It is against this background that Blair (2002) posits further that effective shared responsibility remains a dynamic tool for motivating and providing the appropriate training for subordinates to realize their maximum potential. Similarly, Maicibi (2005) states that effective shared responsibility is about achieving efficiency, motivation of staff and the development of task towards achieving expected performance.

Elements of Shared Responsibility

Shared responsibility involves responsibility, authority and accountability (Mullins, 1993; Ijaiya, 2000). These basic concepts on shared responsibility equip headteachers with some skills in delegating tasks in the school effectively (Brown & Owusu, 2014).

Responsibility

Responsibility represents the first process when leaders assign task to subordinate. Lunenburg (2010) explains that in the school system a headteacher can ask an assistant headteacher to prepare an enrollment projection, order supplies and materials or hire teachers as a responsibility. Lunenburg (2010) defines responsibility as a measure of official or recognized expectation that a senior officer taken over the subordinates in acting or taking decisions for which the subordinate would be accountable for his mistake. According to Brown and Owusu (2014), when delegating a task, the headteacher and the subordinate teacher receiving the shared responsibility collectively share the responsibility of accomplishing the task. Explicitly, the authors indicate that here the headteacher holds

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the responsibility of providing instructions towards the expected outcome, whilst, the recipient teacher figures out how the task should be completed. Ruto (2011) in citing Eyre and Pettinger (1999) indicates that shared responsibility of responsibility to teachers and non-teaching staff relieves the headteacher from pressure of work. Nonetheless, researchers such as Missik (2004) and Ruto (2011) posit that ineffective shared responsibility of responsibilities potentially leads to work overload, stress, delays, inaccurate decisions, mistrust of resentment and cases of low morale on the part of the staff. They also contend that without effective shared responsibility by schools administrators, cases of inefficiency, disharmony and unconducive working environment could emerge.

Authority

According to Cole (2004) authority is about the right conferred on the members of the organization to act in a certain way for others. He views it as a 'defined amount of power granted by the organization to select members such as directors, managers, specialist personnel and supervisors. Cole (2004) further refers to authority as the legitimate expectation of a level of performance that a senior person has over a subordinate or team members. In this sense, Cole contends that power is exercised with defined parameters and defines it as the ability to effect a change in other people to do what the leader wants. Shared responsibility of authority is very important in school management and should be well understood by school heads as well as by the teachers especially its process and the benefits for the educational system (Cole, 2004).

The authority given employees or subordinates by their managers according to Mullin (2003) is by virtue of their position in an organization to act or direct others in certain ways. According to Shekari, Naien and Nouri (2012), authority is the power given

to a person or group to act and make decisions within assigned boundaries. The key processes regarding the implementation of authority are preparation (i.e. functions to assign); planning-in this step superiors find the qualified subordinate based on experience and trust; dialogue that is reviewing tasks and plans to be performed and ways of avoiding potential problems; control-involving the measurement of the change reactions and lastly the superior accepting and appreciating the subordinate's successful effort (Ruto, 2011).

Luninburg (2010) illustrates the meaning of authority using a scenario where a school principal may give the assistant headteacher the power to access school enrollment data, to negotiate the price of supplies and materials etc. Van der Westhuizen's (2004) Principle of Applicable Authority states that when a principal delegates duties and task to teachers the responsibility and authority associated with the task must accordingly be delegated as well. By shared responsibility of authority, ultimately teachers are given the power they need in undertaking their assignments and responsibilities in the school. However, accepting the responsibility and authority, also means that teachers also commit to accept any associated credit or mistake.

Archer, Adentwi and Sam (2008) indicate that the acceptance theory of authority by Chestor Bernard which asserted that employees acceptance of a manager's order is legitimate and acceptable. His research suggested that only orders that are considered legitimate are acted upon in the light of the individual goal and personal interest would be accepted.

Accountability

Since accountability is at the very heart of shared responsibility, it must be strictly defined so there is no doubt where boundaries lie and what is covered (Heller, 1998 as cited in Coleman, 2012). According to Ijaiya (2000), accountability is the ultimate responsibility and that is determined by the leader who still maintains the total

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responsibility of any task delegated. It lies with the leader who still retains over-all responsibility for whatever is delegated (Ijaiya, 2000). This means in the school setting, the accountability of the task is transferred from the headteacher to the teacher receiving the shared responsibility (Brown & Owusu, 2014). Therefore, headteachers should demand accountability from tasks delegated to teachers.

Processes of Shared Responsibility

Shared responsibility is a structured, sequential process. Brown and Owusu (2014) assert that one of the first objectives a leader must accomplish is achieving a true balance between individual efforts and teamwork of the staff as a whole. A systematic approach from task shared responsibility to providing feedback to the subordinate is necessary. Coleman outlines the framework that should be followed in conducting effective and skillful shared responsibility in organizations (Figure 1). This starts from determining and sorting tasks for shared responsibility, determine the right delegate, define the scope of the task, support associate and monitor progress, review and assess results responsibilities (Coleman, 2012).

Determine and sort tasks for delegation	→	Determine the right delegate	→	Define the scope of the responsibility	→	Support associate and monitor progress	→	Review and assess results
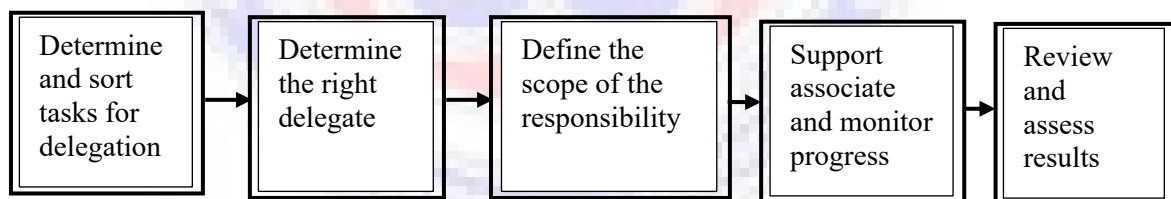
Figure 1: Shared responsibility: Process Model
Source: Coleman (2012)

Coleman framework for shared responsibility indicates that managers determine the right delegate which is the second step in the shared responsibility process. However, Sutherland and Canwell (2004) indicate that shared responsibility must begin with the identification of the appropriate and qualified personnel to perform a given task. They also maintain that even such an experience individual must be prepared in order to effectively perform the given responsibility. It can be deduced from the two approaches to shared

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responsibility that shared responsibility can be approached through series of processes or by mainly examining the subordinate capability and interest and according delegating the task. However, Cole (1996) indicates that shared responsibility within the school system could take place in three directions namely: Downward direction- This is the usual process in which a superior officer gives authority to a subordinate to act on his behalf. Upward direction- This is when a manager acts for or performs the work of a subordinate who is absent. Lateral direction- This is a case of a manager acting for another manager or officers at the same level acting for each other (Cole, 1996). He contends that in defining any of the aforementioned shared responsibility processes, a school administrator has to first select the tasks to be delegated and he has to state very clearly the parameters of each of the tasks, appointment stage where the delegate is named, proper briefing follows the appointment of a delegate. Whatever role may be assigned, proper briefing is essential, as one cannot hold anybody responsible for vague or undefined tasks, monitoring which is equally essential comes next but school administrators should use it as control and coaching rather than interference, and review and revise the delegate performance.

Indeed, Coleman's model for shared responsibility indicates that the shared responsibility of authority should be approached systematically. However, Ghumro et al. (2011) suggest that the shared responsibility process should be adjusted according to the nature and complexity of the work and by the type of person completing the work. To them, the process involves assessing employees' strengths, weaknesses, abilities and interests to determine which subordinate is best suited to complete a task or project.

Principles of Effective Shared Responsibility

Several principles and guidelines have been proposed by several authors. Some principles emphasise how shared responsibility of task should be approached by

subordinates to effectively perform the task. The shared responsibility process is adjusted according to the nature and complexity of the work and by the type of person completing the work (Serrat, 2011). The process also involves assessing employees" strengths, weaknesses, abilities and interests to determine which subordinate is best suited to complete a task or project. When you delegate, responsibility and authority are shared with others, and the superior holds the delegate accountable for results (Hasan, 2007). Since accountability is at the very heart of shared responsibility, it must be strictly defined so there is no doubt where boundaries lie and what is covered (Heller, 1998 cited in Coleman, 2012). According to Cole (2004), leaders should ensure that the objective to be achieved is made clear; indicate the standard of performance that is required; decide what level of authority to grant; allocate adequate resources, ensure clear reporting arrangements are made; encouraging subordinates to ask for help if needed; inform subordinates that early mistake will be used as learning opportunities; ensure that the task is completed according to the agreed standard; provide advice or further resourcing that may be required if the task has proved to be more difficult than anyone had first anticipated and thanking the individuals for their effort (Cole, 2004 cited from Sam, 2015). Cole's principles remain vibrant, but would require important skills to delegate according to these principles. Ijiya (2000) also indicates that managers should spell out terms of reference for any given task; existence of effective communication, coordination of function among leaders and subordinates.

Serrat (2011) points out that in the United States of America, for example, there are some principles guiding shared responsibility for nursing activities which he termed "five rights of shared responsibility". These include the delegating the right task, the right circumstance (considering the available resources, appropriate setting etc.); the right person; the right direction communication, i.e clear, concise description of task, objectives

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of task, limits and expectations and the right supervision which involves appropriate monitoring, evaluation, intervention as needed and feedback. Furthermore, Lunenburg and Irby (2006) contend that principals can increase their effectiveness as a delegator by avoiding criticizing colleagues; making information and resources to undertake delegated tasks in schools available; providing the required and adequate incentives for teachers to assume additional responsibilities and maintains that the principals' shared responsibility should have a local focus such as through departmental heads, heads of subjects, guidance and counseling-related decisions to counselors. Similarly, Nathan (2000) emphasize that areas of responsibilities should clearly be defined by superiors and clearly understood by teachers to able to perform their duties to the best of their abilities. The second principle is what he describes as the authority to undertake task without referring to the principal; and delegated staff been clear on how the performance would be evaluated. On the part of Morake et al. (2012), effective communication remains critical to the success of effective shared responsibility. Ruto (2011) however, argues that shared responsibility requires a leader to support and monitor the progress of the delegated task and after the task is completed, the leader must show an appreciation for the successful completion of the task.

Nwachukwu (1988) opines that there should be unity of command, which he explains as subordinates being answerable to only one superior on the task delegated in avoiding any conflict arising from instruction. The goal of shared responsibility is to increase the proportion of tasks or challenges at each level which match the skills and abilities of each individual, by reassigning mismatched work to other levels (Summers & Nowicki, 2006: 114). This can improve the opportunities to develop employees, as well as to give managers the ability to take advantage of opportunities as they arise (Aubert & Bourdeau, 2012). Other principles relate to subordinates characteristic which superiors must consider before delegating authority. Ijaiya (2006) proposes that task should be

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delegated to the right person, people or committees based on age, interest, qualification, experience, capability, and level of individual's motivation. Nonetheless, school managers are cautioned to avoid over-use of some specific individuals in the school on shared responsibility of responsibilities to avoid dissatisfaction among other teachers. These principles require managers to use participatory approach to ensure that all staff is involved in the performance of delegated task. The above principles are either incumbent on the leader or the subordinate, however, Serrat (2011) provides some principles which are incumbent on both leaders and subordinates to agree on during shared responsibility. He indicates that shared responsibility includes defining the task, assessing the ability of training needs, agreeing on timelines, on task requirements, how task should be undertaken, method of assessment; supporting and communicating and providing feedback on results.

Akubue (2002) asserts that shared responsibility should be done based on the results expected. By this principle he means that setting goals, making plans and communicating the understanding; principle of functional definition: grouping activities towards the accomplishment of organizational goals. Deventer and Kruger (2003) provides some key principles of shared responsibility that may be taken into account when delegating. These include: set standards and outcomes. This is part of a planning process where staff members participate in the process of formulating outcomes and agreed criteria for measuring performance. If teachers are part of the planning team for setting higher standards with regard to academic achievements they will comply with the criteria, Ensure that educators are clear about the task of teaching and learning and their authority to carry out the tasks assigned to them as well as organizing their responsibilities for achieving better academic results and their accountability for the results that they achieve, managers should motivate staff members by including them in the decision-making process,

informing them whenever the need arises, and improving their skills, and by providing the necessary direction and assistance, the headteachers can see to it that teachers complete the tasks assigned to them.

Following Deventer and Kruger's (2003) principles on effective shared responsibility, Van der Westhuizen (2004) provides four principles to be followed towards effective shared responsibility in schools. The principles include the following. According to Van der Westhuizen (2004), a task should not be delegated to a person who is unwilling or not qualified to complete it successfully. If there is no alternative, the necessary training and motivation should be provided together with the necessary guidelines. Also, accurate reports should be issued to teachers on a regular basis. This will enable them to compare their performance with predetermined standards and to overcome their shortcomings. The principal should not, therefore, wait for the end of year examinations before controlling the academic work of teachers, but should rather do so after each test or examination. Again, when the principal delegates duties and tasks to teachers the responsibility and authority associated with the task must also be delegated. Through the shared responsibility of authority, teachers are given the power they need to carry out their assigned responsibilities. By accepting responsibility and authority, teachers also agree to accept credit or blame for the way in which they carry out their tasks.

Finally, if a person is responsible for or has to report back to more than one person, confusion arises. It is preferable to have only one authority to report to. According to Salinas-Maningo (2005) the five key principles as components of effective shared responsibility include determining which routine task could be delegated to someone else. This involves any organizational policies that set standards and limitations for staff duties, considering organizational needs, staffing needs and staff mixes, and then choosing task for shared responsibility based on these existing situations, evaluating all staff members

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who qualify to take responsibility for the task in question. This he indicates should be after the assessment of their skills, work styles, background and organizational experiences, explaining exactly what you want the employee to do, including the background and the overall scope of the task, and describing an optical outcome and identifying the measurement you will use to determine if any delegated task has been completed successfully.

Serrat (2011) posit that shared responsibility as a process requires school leaders to monitor the progress of shared responsibility to obtain the relevant information and provide the necessary support where and when required. McNamara (1999) states that for any effective shared responsibility to be realized, both supervisors and subordinates must agree on the task to be accomplished and review dates. Ogbonnaya (1984) notes from some scholars (Ojelabi, 1981) that the superior's authority granted in order to achieve effective shared responsibility should be sufficient; whilst responsibilities should not be the task the leader wishes to avoid and moreover the task delegated should be within the subordinates area of specialty. Chapman (2005) also supports this principle by positing that successful shared responsibility also depends on the ability, experience, reliability of subordinates, whilst indicating that inexperienced subordinates will require closer supervision to achieve an assigned task. Chapman (2005) found that it is important to ask those to be delegated, what level of authority they feel comfortable on shared responsibility. He further discovered that successful shared responsibility depends on the ability, experience and reliability of the subordinates. He, however, noted that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world were subordinates are experienced and reliable.

Caudron (1995) states that shared responsibility should provide challenge for your

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subordinates and encourage them to develop their capabilities. He indicates that as subordinates take on tasks that exceed their basic job description, they will naturally develop new knowledge and skills to cope with those tasks. He is of the view that such development prepares them for future assignments and promotions. Caudron (1995) maintains that shared responsibility can also be a clear sign that superiors respect their subordinates' abilities and that you trust their discretion. Caudron, further observed that employees who feel that they are trusted and respected tend to have a higher level of commitment to their work, their organization, and especially their manager. When subordinates participate in making decisions that pertain to their work, they tend to have a greater sense of ownership of the work and increased commitment to its successful completion. Nonetheless, he contends that effective shared responsibility requires subordinates' input during the shared responsibility process. Shared responsibility should challenge subordinates, help them learn new skills, and build their confidence to realize their full potential while allowing senior principals to focus on issues they can do best (Coleman, 2012).

Moorhead and Griffin (2010) posit that the human relations theory credited to Mary Parker Follet (1933-1968) and Elton Mayor (1945) remain key component of effective shared responsibility. The central argument in the human relations theory hinges on the fact that it is only when individuals are treated humanely that they will be motivated to participate in the achievement of the organizational goal. The proponents of the theory agree that workers will be motivated to work and hence achieve greater result when their personal welfare is taken into consideration. This is consistent with the position of Sharplin (2016) that workers are motivated not by money and material things only, but also by opportunities for distinction, prestige and power; desirable working conditions; satisfaction of personal ideals; attractive social situations; familiar working conditions and

etc., but stresses on the essence of shared decision-making. This implies that school heads should exhibit supportive leadership, be friendly and show concern for subordinate's status, wellbeing and needs (Moorhead & Griffin, 2010) and building and maintaining good relationship among the various categories of people within the school as an organization towards achieving the overall educational goal. Ijaiya (2006) posits that there should be informal relationship among the school staff to promote shared responsibility in school and the need for school principals to understand their teachers as humans with social emotional needs (Ratha, 2016). Moorhead and Griffin (2010) indicate that subordinates want to feel useful and important. Mgbodile (2003) relates the human relations theory to elements such as consultation, shared responsibility to authority, decentralization of administration. This means that shared responsibility of responsibilities is based on human relations theory as the theory puts emphasis on human cooperation which similarly functions like shared responsibility of task.

Benefits of Shared Responsibility

Effective shared responsibility is globally recognized as a necessary practice for any successful organization (Coleman, 2012) and hence the importance of shared responsibility cannot be underestimated in an organization such as educational institutions. Several authors have contributed towards the benefits of shared responsibility in organizations. According to Muijs (2004), delegation promotes efficiency. One of the key advantages of delegation in an institution is that it advances efficiency by saving time, increasing productivity and employing labor-saving resource utilization. These factors help contribute to the growth of the institution. That is why learning effective delegation skills is a critical part of being a great leader. Mujivane (2007) assert that learning how to delegate save time and makes the leader to focus on other important tasks within the

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workplace and begin to understand how delegation plays such an integral role in time and resource management.

Moorhead and Griffin (2010) shared the view that delegating tasks to employees provides them with a sense of purpose and lead to increased job satisfaction. For example, when a leader give an employee a project and leave it up to him or her to establish the necessary deadlines, the employee controls over his or her schedule. Studies have shown that having autonomy over one's own workplace schedule often leads to increased job satisfaction. Nakpadia and Urien (2011) indicated that delegation helps develop employee skills. Employees that lack skills can contribute to the factors that waste time and hinder institutions growth. Giving your employees opportunities to grow through delegation helps them to learn new skills by challenging them to think critically and strategically. Delegating tasks to team also gives the opportunity to know when to ask for assistance and what questions to ask.

According to Nandamuri (2011), delegation encourages open communication, collaboration and trust. When a leader actively uses delegation in management, it set up a platform for open communication, collaboration and trust. Employees can ask questions, creating a trusting and more relaxed environment where team members effectively work together with other team members. By employing delegation skills, you can encourage your team members to request to participate in projects that interest them. If employees see that they have the chance to advance their careers through project management opportunities, they will be motivated to ask for more of these valuable learning experiences.

Barriers to Shared Responsibility

In spite of the obvious need for shared responsibility, some crucial barriers

hinder effective shared responsibility. However, there is the need to search for appropriate mechanisms to overcome the barriers of shared responsibility to make it effective. Ijaiya (2000) and Mullins (1993) attribute this behavior of not delegating freely to fear of subordinates not performing task to expectation or superiors been made to feel inferior or incompetent. Mullins (1993) as cited in Ijaiya (2000) contends that this phenomenon of uncertainty is associated with corrupt inclination of managers who want to cover-up their corrupt secrets. Lunenburg (2010) contends that for one thing, some school principals are disorganized and hence incapable in planning the task to delegate to their subordinates. He also argues that some principals have limited confidence in their staff abilities to perform good task and exercising the fear of being accountable to the task of subordinates. Conversely, Lunenburg (2010) further points out that some categories of school principals hold the apprehension some staff would deliver delegated task so efficiently to threaten their positions. Nonetheless, he maintains that not all barriers to effective shared responsibility are associated with superiors; he notes that some teachers try to shun authority delegated to them. Shared responsibility compounds responsibilities and accountabilities; fear of being criticized on mistakes and negative self-confidence in adding extra responsibilities. Furthermore, researchers such as Shekari, Naien and Nouri (2012) and Mohiedini (2009) point out the unwillingness of authorities in delegating task due to the general lack of confidence in the subordinates, fear of losing power, existence of political considerations, lack of well-defined rules in relation to shared responsibility of authority and absence of sufficient motivation as key barriers of shared responsibility of authority in public institutions.

The absence of adequate motivation ultimately affects effective shared responsibility of task in the public organizations. Davis, Ellison and Osborne (1990)

point out that subordinates consider that seniors earn their salary by doing the work themselves, and hence managers are paid to manage. This remains critical as teachers with extra responsibilities do not receive any allowance unlike the teachers in the Senior High School level in Ghana who receive allowance for extra responsibilities. Delegating is even more problematic for managers when it cuts across functional areas or involves the senior's special information that she views as inherently unique to her position (Ghumro et al., 2011). Davis, Ellison and Osborne (1990) further argues that there are some managers who by virtue of their experience to autocratic style of management for quite a longer time, ultimately perceive shared responsibility as weakness, laziness and incompetence. Stalk and Flaherty (1999) assert that when managers decide to delegate, there are often mistakes made that can negatively impact on the employee's ability to do the job effectively. The key mistakes pointed out by the authors include superiors' failure to require, receive and /or utilize progress reports; set specific times to check progress from the beginning of shared responsibility through completion and the unwillingness to let employees supply their own ideas. Coleman (2012) found that the factor rated highest by leaders when considering delegating responsibilities was that the responsibility fell within the employees' job duties. He indicates that when leaders choose not to delegate, key reasons cited were too much up-front work, prior bad experience, guilt of increasing subordinate's workload, and too much monitoring required. However, consensus of why supervisors do not delegate falls into five basic reasons (Urbaniak, 2011; Harvard Business School, 2008): The following are the reasons:

Shared responsibility is based on trust between superior and subordinates. Contributing to this may involve a prior bad experience or unrealistic standards and timelines dictated by the superior. However, most often under delegating comes from a

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lack of confidence or trust in employees, resulting in their low performance, becoming a self-fulfilling prophecy phenomenon. According to Urbaniak (2011), managers must bear the risk of subordinates not performing well as they cannot contribute to the development of skilled managers in future. A manager who does not take risk in subordinates and lacks confidence in them will not be able to delegate effectively.

Taking a few minutes now to save many hours in the future often escapes managers and leaders alike. They lack the discipline to expend time now to delegate to capable subordinates even though it creates opportunities for them to focus on more significant, higher value matters Leaders and supervisors who that lack self-confidence or seek self- fulfillment typically want to do important or significant work themselves so personal credit is attributed to them by their superiors.

Delegating necessarily means taking risks that less than stellar work will reflect poorly on the delegate. Urbaniak, (2011) indicates some barriers of effective shared responsibility which are related to superiors. He argues that despite managers knowing how important it is to delegate, managers sometimes do not delegate work to subordinates because managers feel that subordinates perform better than them, they avoid shared responsibility. The exposure of their inabilities to take good decisions creates a feeling of insecurity and, therefore, they fear to delegate. He further opines that managers usually follow past precedents in creating an environment friendly to shared responsibility by asserting that if the managers delegated to their employees, they also trust their subordinates in making shared responsibility effective and vice- versa.

Urbaniak (2011) again outlines some barriers to effective shared responsibility which are related to subordinates. He asserts that some subordinates do not want to take responsibility for the fear of not being able to perform well; fear of making mistakes in carrying out the delegated responsibilities, or fear of criticism from their managers for

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unfavorable outcomes; and the absence of incentives in shared responsibility. Alcala (2011) outline some barriers to effective shared responsibility which relates to organizational structure. The noted that where there is no precedence of shared responsibility practices sometimes makes managers to continue with the practice of not delegating authority, poor superior-subordinate relationship hamper the process of shared responsibility of authority through lack of rapport between superior and subordinate. The manager may be hostile to employees and shows unapproachable or unfriendly attitude making subordinate to refuse certain task delegated by a superior due to the latter's unfavorable attitude. He added that lack of incentives lowers the morale of the subordinates. Incentives are helpful in persuading the subordinates to join in the shared responsibility process and in trying their best to successfully complete the task delegated to them. And finally, subordinate is hesitant to accept a task when he feels that the important information necessary to perform the task successfully is not made available. The delegator must make adequate information available to a subordinate whom the task is passed on, to ensure proper handling of the task.

Strategies for Improving Shared Responsibility

The need to achieve the benefits of shared responsibility means the need to focus on ways of improving shared responsibility in school organizations. In line with this, some studies have established how shared responsibility can be made effective in junior high schools. Annan, Antwi, Adjei-Manu and Asare (2016) states that the mechanisms for improving shared responsibility practices in secondary school from the perspectives of headteachers and teachers in the Kumasi Metropolis in Ghana. Among the key mechanisms are providing clear and unambiguous task to subordinates; building motivation and commitment among staff; ensuring transparency, accountability, and

equality in assigning task; rewarding staff who achieve positive outcomes on delegated task; given constructive feedback to subordinates and providing effective support on delegated responsibilities. However, Annan et al. (2016) believe that headteachers should limit shared responsibility of task exclusively to the best personnel, and recognize that effective shared responsibility requires training and supervision and coaching of subordinates. They also acknowledge that despite rewards and promotions given to teachers, the necessary recognition for delegated task they perform are not given. These measures may not be applicable in the basic schools due to differences in enrollment, regulations and structure of administration. The present study hence fills this gap by finding options basic school headteachers and teachers offer towards improving shared responsibility in the basic schools.

Igwe (2004) stresses the importance of keeping the communication network open so as to make it easier for the various functionaries to whom duties are delegated to report to the school heads. To him, this has the advantage of helping the principal monitor the staffs performance, access the entire school programme from time to time and know when it is possible to make changes. He also opines that this minimizes the frequency of rumour mongering which can equally destroy staff moral and co-operation and also strain relationship. Moreover, Aitken (2003) points out that in the school system, the principals and staff relationship is should also be clear. The organizational structure should remain sound as long as every level of shared responsibility is respected and recognized by managers.

From the forgoing discussion it is evident that shared responsibility in schools can be improved through the practice of effective communication, supervision, coaching of subordinates, providing clear and unambiguous task, motivation, ensuring transparency, accountability, and equality in assigning task; constructive feedbacks.

These measures remain crucial in the quest for achieving effective shared responsibility in schools and hence school headteachers' shared responsibility effectiveness can be ascertained based on these elements. Hence in the present study, teachers were to ascertain the appropriateness of these measures for achieving effective shared responsibility in the basic schools.

Mumbe (1995) found that shared responsibility of authority can only be successful when the subordinates have ability, information and knowledge about the task; willingness to perform task; supported by the organizational structure where there is a clear line of management and communication without any difficulty. Urbaniak, (2011) suggest some important measures for overcoming barriers to shared responsibility through the following. Accept the need for shared responsibility: Shared responsibility of tasks must be seen as an important tool for managers. The management of today is shared with the help of democratic leadership and sound management, which is open, flexible, and transparent and allow for the participation of school structures. Overall shared responsibility should be done because it is an indispensable aspect of management (Morake et al., 2014). Shared responsibility increases the capacity of managers. He argues that what can be delegated must be delegated, however managers should delegate task which subordinates can perform based on their skills and competence in the organization.

Heads should develop confidence in subordinates: If subordinates make mistakes, superiors should guide them rather than not delegating at all. Moreover, trust must be built between managers and subordinates to develop subordinate's commitment towards managers. Committed subordinates develop loyalty, dedication and positive contribution towards organizational growth. Besides, managers should appreciate the work of subordinates when they perform well. Managers should delegate more tasks to subordinates to express trust and confidence in them. This will boost their morale to

perform better in future.

Shared responsibility becomes ineffective when subordinates do not have the information for making decisions, an effective system of communication should be developed so that information flows freely from superiors to subordinates.

Subordinates should be motivated to accept the responsibilities by providing rewards (financial and non-financial) like recognition, status etc. Non-commitment towards work has to be converted into commitment through motivation-creating zeal, enthusiasm, ability and willingness to work.

Workload should be divided into sub-units and assign each sub-unit to persons most suitable for performing them. The person selected should be able to perform the task assigned. If required, training facilities can be provided to increase their understanding of the work.

Heads accept the need for shared responsibility; they must also give freedom to make decisions with respect to the delegated tasks. Rather than not delegating at all or delegating less responsibility, for the fear of subordinates making mistakes, managers should give them authority to find solutions to their problems and learn not to make mistakes in future.

The responsibilities delegated must be clearly defined in terms of results expected out of those tasks. Knowing what is exactly expected of them will enable the subordinates perform the delegated tasks better. Shared responsibility is not done without purpose. It has to be properly planned to the objectives desired to be achieved through shared responsibility. Shared responsibility should be done to achieve specific results.

Though delegates are given the authority to solve problems related to the assigned tasks, they should be allowed to freely discuss the problems with their delegators. Open communication promotes shared responsibility as both delegator and delegates can trust

each other, explain their reservations, develop confidence and security and make the need for shared responsibility felt important for both. That is the work is delegated and also performed well-to the best of subordinate's ability.

Models of Shared Responsibility

This study takes into consideration two main models of shared responsibility. These models include Ken Blanchards's Situational Leadership Model, Tannebaum and Schmidt Continuum-model of shared responsibility as well as team development model. Quite often managers want to delegate responsibilities but are hesitant to release an important task to someone else. That being the case, the following models which involves directing, coaching, supporting and delegating are outlined as the basis on which school managers will adjust the degree to which they provide direction and /or support based on the developmental level of the person to whom they are delegating.

Ken Blanchards's Situational Leadership model

According to Blanchard (2005) the situational leadership model is made up of four styles which are matched to the adherent's level of knowledge, skills, confidence and motivation specific to the task they are asked to accomplish.
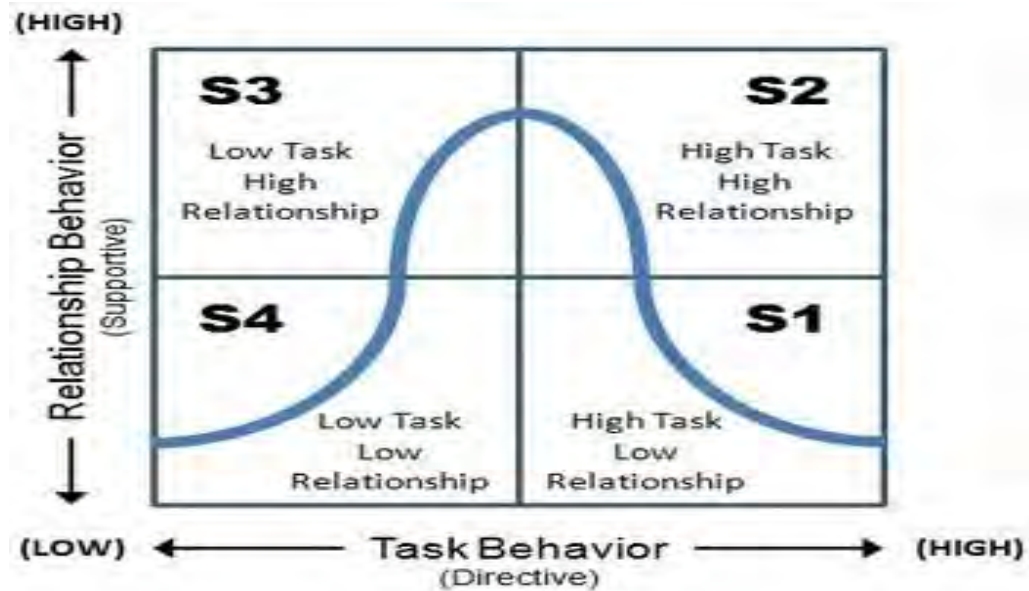
Figure 2: Situational Leadership Model (SLM)
Source: Hersey and Blanchard (1977)

Hersey and Blanchard (1977) designed these four styles of situational leadership on the basis of a parabola. The horizontal axis the level of maturity (independence of the employee) is indicated in the gradation of high to low. In the opposite direction on the horizontal axis the directive behavior from low to high is indicated. This means that the level of direction provided to the employee. On the vertical axis, they indicated low to high supportive behavior; the degree of support to the employees. The four styles are discussed below.

S1: Directing

School managers who use this style define goals and roles, provide instructions, and closely supervise adherents. When it comes to directing, managers continue to motivate, influence, guide or stimulate the actions of people towards the attainment of the desired organizational objectives. Directives should be reasonable, complete, clear and preferably be in writing. In the model SI, the high directive and low support behaviour are manifested. This means that the manager defines goals and roles, provides specific instructions and closely supervises. This therefore suggests that low skills with low maturity lead to directing, and trying to direct "high skill/high maturity" will de-motivate

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followers (Blanchard, 2005).

S2: Coaching

At the level of coaching the leader sets examples, provides guidance and encouragement to the followers. The S2 model indicates that the leader still directs, but explains the parameters of the decision being made and asks the followers for input and reactions. Coaching is when school managers allow his/ her subordinates to design a plan and procedure to carry out his/her delegated task. However, managers who are reluctant in their day-to-day professional management have a tendency of handing something in its totality to subordinates without any real direction, coaching, support, and discussion and/ or setting parameters. This becomes a setup for an upset because there are so many hidden criteria that only come to light when a lot of work has already been covered. It can be discouraging to subordinates, who develop the impression that the manager wants to find fault with what they consider their best efforts (Blanchard, 2005).

S3: Supportive

In Blanchard's situational leadership, managers and their subordinates share the responsibility of professional management in developing their organizations. The goals and objectives of the school are achieved only when principals, school management teams, teachers and learners work collectively. The S3 model is characterized by high supportive and low directive behaviour in the organization. The goal is to work with people in such a way that their development level improves, while an individual might not like certain organizational responsibilities, he or she may be prepared to carry them out and continue working within the organization. In this style of management, managers are pillars of the organizations. They support the employee's efforts towards accomplishing goals (Blanchard, 2005).

S4: Delegating

Before determining the style of shared responsibility, the skill and level of maturity

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should be considered. A "high maturity, high skill' style of shared responsibility would lead to effective shared responsibility. Managers must consider shared responsibility as a development process. Shared responsibility underpins a style of management, which allows delegates (subordinates) to use and develop their skills and knowledge to the full potential. Without shared responsibility school managers may lose subordinates' full value. Maddux supports Blanchard's Situational Leadership and therefore outlines some very practical steps, which are consistent with this model. School managers turn over to their subordinates, fully and specifically describe the desired results; agree on measurement criteria and timetables; define all the parameters familiar with and including resources and constraints; and clarify the level of authority they delegate and how this will be communicated to others. These models are relevant as they have influenced the choice of factors studied in this study.

Continuum Model of Shared Responsibility and Team Development

The Tannenbaum and Schimdt (2012) continuum is a simple model, which shows the relationship between the levels of freedom that a manager chooses to give to a team, and the level of authority exercised by the manager. As the team's freedom is increased, so the manager's authority decreases. This is a positive way for both teams and managers to develop. As a manager, one of his/her responsibilities is to develop the team. The Tannenbaum and Schimdt further argue that over time, a manager should aim at taking the team from one end to the other, up the scale, at which point he or she should aim to develop one or a number of potential successors from within the team to take over from the manager. While the Tannenbaum and Schmidt model concerns delegated freedom to a group, the principle of being able to apply different levels of delegated freedom closely relates to the 'levels of shared responsibility' on the shared responsibility page. As a

manager, one of your responsibilities is to develop your team. You should delegate and ask a team to make its own decisions to varying degrees according to their abilities. There is a rising scale of levels of delegated freedom that you can use when working with your team. The Tannenbaum and Schmidt Continuum is often shown as a simple graph as in Figure 3.
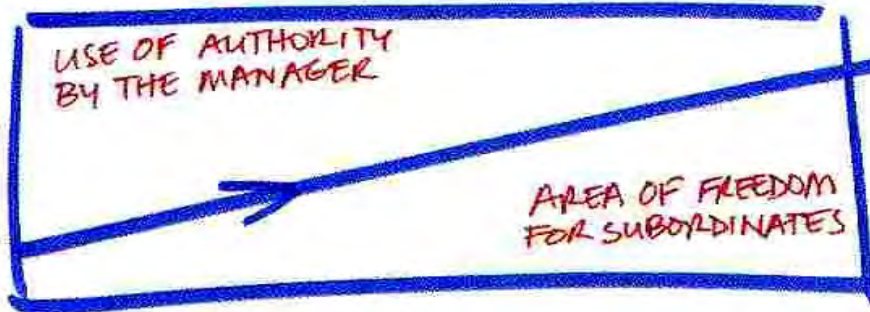
Figure 3: Tannenbaum and Schmidt Continuum Model
Source: Tannenbaum and Schmidt (2012)

This process can take a year or two, or even longer, so a manager need to be patient, explain what he or she is aiming at and be aware constantly of how his or her team is responding and developing. Delegating freedom and decision-making responsibility to a team absolutely does not absolve the manager of accountability. If everything goes well, the team must get credit; if it all goes horribly wrong, the manager must take the blame.

Summary of Literature

In this chapter, shared responsibility of authority in school settings has been well discussed. It emerged from the review that variety of benefits, barriers of shared responsibilities exist in the school context in developing countries. Empirical studies on shared responsibility in school settings have been traced in most African schools. Moreover, the literature provided adequate principles and guidelines in achieving effective shared responsibility in the school setups. Indeed, they clarify multi-

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dimensional approaches towards achieving effective shared responsibility.

Barriers to effective shared responsibility have been extensively discussed, the reveal pointed out impediments related to organizational environment, subordinates and mangers. Several approaches for improving shared responsibility towards effectiveness were established in this study.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research design, population, sample size and sampling techniques, data collection instruments, validity and reliability, data collection procedure, data analysis and ethical considerations.

Research Design

The research design articulates what data is required, what methods to use to collect and analyse the data, and how these help in answering the research question (Robson, 2003). The study adopts the descriptive survey design. Orodho (2005) describes survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Robson (2003) indicates that descriptive survey describes characteristics of respondents such as abilities, attitudes, beliefs, opinions, and knowledge. The design is deemed appropriate for the study because it elicits wide range of responses. The design also ensures that data collection is fast with a minimal expenditure of efforts, time, and money (Kombo & Tromp, 2009). With survey design respondents may not feel encouraged to provide accurate, honest answers. Respondents may not feel comfortable providing answers that present themselves in an unfavorable manner. Surveys with closed-ended questions may have a lower validity rate than other question types (Kombo & Tromp, 2009).

Population of the Study

Population in research work is the total number of subjects or the total environment interest to the researcher (Oso & Omen, 2011). The targeted population of this study included all the basic schools and headteachers in the Asokore Mampong Circuit. The

accessible population comprised 60 public basic schools and headteachers in the Asokore Mampong Circuit. These headteachers were used because of late one often hears of headteachers not involving teachers in some basic tasks of the headteachers.

Sample Size

The sample size is a small group of people chosen from the targeted population. Getting a sample in a research is very important. This is because all members of the study area cannot be studied. Moss (1994) is of the view that one cannot study everyone everywhere doing everything. In determining the sample size, all the 60 headteachers of the 12-double stream basic schools in Asokore Mampong were used, since the population was small.

Sampling Techniques

In the words of Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. The 12-double stream basic schools in Asokore Mampong Circuit were selected through purposive sampling techniques. The basic schools in Asokore Mampong Circuits that met the criteria of the researcher were selected. In purposive sampling, the researcher handpicks the case to be included in the sample on the basis of judgment of typicality on the issues under study. All the 60 basic school headteachers were selected through census sampling technique. In census every element of the study population is considered. The key advantage of census is to give a high degree of statistical confidence in the survey results.

Source of Data

The study utilized both primary and secondary data. The primary data mainly included the use of questionnaires and interview guide in obtaining the relevant information from the basic school headteachers in the study area. However, a wider source of secondary data was obtained from documents from the Ghana Education Service, and the Asokore Mampong Educational Circuit. Relevant articles on the concepts, empirical studies, published electronic journals were also consulted.

Data Collection Instrument

Questionnaire was used to collect data from the respondents. Questionnaire consists of series of questions used in eliciting information from respondents (Bryman, 2008 & Sekaran, 1992). The questionnaire was structured into four sections in accordance with the three research objectives of the study. Section A focused on the headteachers' background information. Section B elicited responses on the responsibilities shared by the headteachers. Section C demanded responses on barriers to the effective shared responsibility in the basic schools. Section D sought respondents' options on measures to ensure effective shared responsibility. Five-point Likert scale type of questionnaire was used.

Validity of the Instrument

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2011). The validity of the questionnaires was realized through use of experts' advice. To obtain high degree of validity, the supervisor was approached to assess the items and determine whether the items measured

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the intended purpose (face validity). Again, the supervisor found out whether the items covered all aspects of the research questions. She analyzed the unclear items (content validity) and the extent to which the items measure specific construct (Construct validity), (Ary, Jocobs & Razavieh, 1990).

Reliability of the Instrument

According to Polit and Hunger (1985), "The reliability of an instrument is the degree of consistency which measures the attributes, it is supposed to be measuring" (p.12). Reliability of the instrument was pilot-tested in two basic schools at Tanoso in the Kumasi Metropolis using 30 respondents. The two schools were not included in the main study.

The reliability was done to determine the measurement scale that had been developed to find out whether it will produce consistent results if measurement is done on repeated basis. This study employed internal consistency method in determining the instrument. The internal consistency of each factor was determined by examining each item inter-correlation. Reliability was conducted using Cronbach's alpha and the test yielded alapha coefficient of 0.86. The minimum advisable level is 0.7 and above (De Vellis, 1991; Nunnally, 1978 & Cronbach, 1951).

Data Collection Procedure

A letter of introduction was obtained from the researchers head of Department to carry out the research work in the selected study area. The researcher personally contacted the authorities of the participated schools and sought permission to gain access to the schools. The researcher administered the questionnaire personally to the headteachers at their offices on appropriate time as recommended by Nachmias and Nachmias (1996). All

the respondents were able to read and understand the questionnaire items and therefore, completed the questionnaire independently.

Data Analysis Plan

The data collected was edited, coded and entered into the Statistical Package for Social Sciences (SPSS) Version 20. The data was analyzed using descriptive statistics such as frequencies, percentages and mean.

Ethical Considerations

The research from commencement of the study adhered to ethical principles to serve as safeguard the dignity, right, safety and the wellbeing of the participants in the study (Babbie & Mouton, 2002). Thus, ethical measures relating to fairness, respecting the willingness of the headteachers to respond to questions, and their confidentiality privacy were adhered to. Moreover, a formal permission was sought from the Asokore Mampong Educational Circuit and the headteachers of the schools sampled in the study.

CHAPTER FOUR

RESULTS OF THE STUDY

Introduction

The chapter presents the results of the study. Educational circuit in the Ashanti Region. The results sought to find out the responsibilities shared by headteachers of basic school, factors affecting effective sharing of responsibilities in basic schools, and ways of improving effective sharing of responsibilities. Data were gathered from 57 headteachers. Mean, percentages, and frequencies were used to analyze the data. The chapter has been grouped under the following headings: response rate, background information, and research questions.

Response Rate

A total of 60 questionnaire was sent out to 12 basic schools in Asokore Mampong Circuit. Out of 60 questionnaires sent out, 57 were retrieved putting the response rate at 95%. According to Bowing (2004), a response rate of 75% is good for social science research.

Background Information of Headteachers

The background information of the basic school headteachers includes; sex, age, highest academic qualification, and rank. The background information of the headteachers remain crucial because the researcher wanted to find out the kind of respondents used in the study and also whether respondents background information have impact on their shared responsibilities.

Gender of Respondents

The first section of the analysis dealt with sex of respondents. The representation of sex was not only to find out the opinions of the sex but to enable the views of both male

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and female headteachers be represented on their shared responsibilities. Table 1 provides the results.

Table 1: Gender of Respondents

Gender	Frequency	Percentage
Male	46	80.7
Female	11	19.3
Total	57	100.0

Source: Field Survey, 2018

As depicted in Table 1, 46 headteachers constituting 80.7% were males, whilst the remaining 11 headteachers representing 19.3% were females. This means that there were more males than females in the study. The relatively low number of women in basic school headship positions is an indication of gender imbalances in the basic school leadership in the district. Possibly, this may be due to some limited opportunities for female education in the past.

Age of Respondents

Age of the respondents were sought to find out the age range of respondents. Table 2 presents the results.

Table 2: Age of respondents

Age range	Frequency	Percentage
31-39	3	5.3
40-49	42	73.7
50-60	12	21.1
Total	57	100.0

Source: Field Survey, 2018.

Table 2 shows that 3 headteachers representing 5.3% fell within the age range of 31-39years. Majority of the headteachers (42) constituting 73.7% fell within the age range of 40-49 years. The remaining 12 headteachers representing 21.1% were between 50-60 years. This means that the least percentage of headteachers were within the age range of

31-39. The results further indicate that most of the headteachers are 40-49 years active in sharing responsibilities with teachers.

Academic Qualification of Headteachers

The academic qualifications achieved by the headteachers in the Asokore Mampong Circuit were determined. Table 4 presents the results

Table 3: Academic Qualification of Headteachers

Qualification	Frequency	Percentage
Bachelor degree	33	57.9
Masters degree	24	42.1
Total	57	100.0

Source: Field Survey, 2018

As shown in Table 3, 33 headteachers representing 57.9%had bachelor degree and 24 (42.1%) had Masters degree. The results mean that majority of the headteachers are holders of bachelors degree. It implies that the headteachers had the requisite knowledge on sharing responsibilities to teachers.

Number of Years served as head

The responses with regard to the number of years in headship position of respondents are presented in Table 5.

Table 4: Number of years served

Number of Years	Frequency	Percentage
2-5years	37	64.9
6-8years	20	35.1
Total	57	100.0

Source: Field Work, 2018

The study findings in Table 4 indicated that 37 heads representing 64.9% had spent 2 -5 years as heads. These numbers of years cannot be underestimated for efficient school management and delegation of authority. About 20 (35.1%) of heads had spent 6-8 years.

The results mean that majority of the heads had worked for 2-5years. The implication is that heads had experience as heads and they are expected to demonstrate the skill of sharing responsibility.

Research Question 1: What responsibilities are shared by headteachers of basic schools at Asokore -Mampong Circuit?

The main issue considered under this section related to the school responsibilities shared by headteachers of basic school. Respondents were asked to indicate their level of agreement to statements on the responsibilities shared by headteachers in basic schools. The responses which were gathered with the aid of questionnaire administration are presented in Table 5.
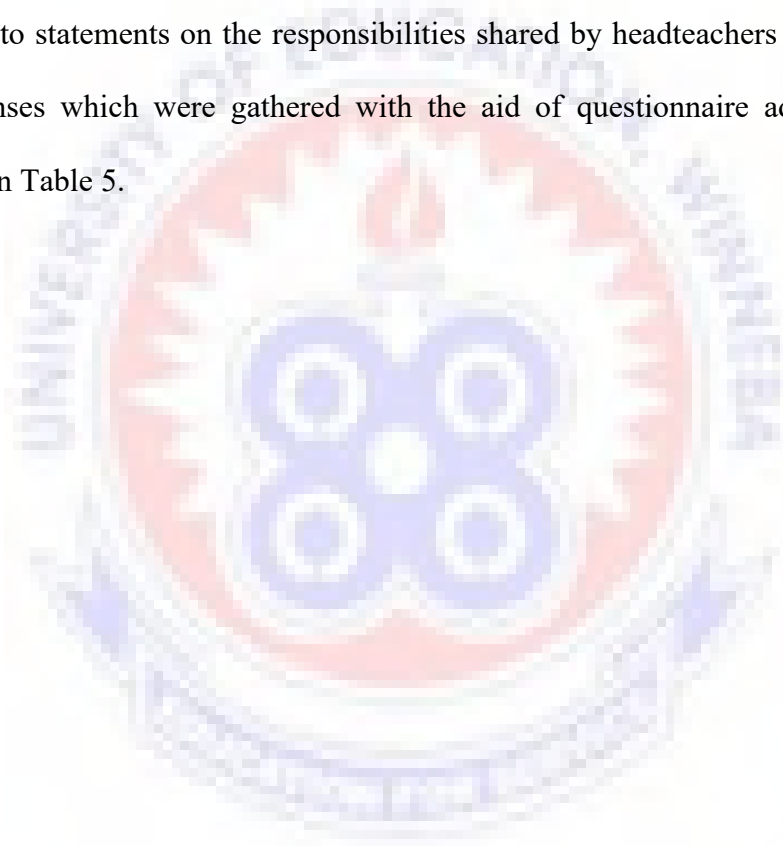
Table 5: Responses on shared responsibility by headteachers

Items	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
Writing minutes from staff meetings	3	5.3	3	5.3	25	43.9	26	45.6	57	100
Supervising sporting and cultural activities	2	3.5	5	8.8	25	43.9	25	43.9	57	100
Collection of fees e.g. printing fees, PTA dues	4	7.0	8	14.0	16	28.1	29	50.9	57	100
Coordinating and supervising examinations	4	7.0	9	15.8	26	45.6	18	31.6	57	100
Preparing students for quizzes competitions, and conducting examinations for the admission of new pupils	4	7.0	12	21.1	22	38.6	19	33.3	57	100
Data analysis of pupil's performance in the BECE	5	8.8	8	14.0	37	64.9	7	12.3	57	100
Attending meetings and workshop	6	10.5	30	52.6	11	19.3	10	17.5	57	100
Preparing of school time table	12	21.1	26	45.6	11	19.3	8	14.0	57	100

Table 5 Continued

Registration of final year pupils for BECE	13	22.8	26	45.6	12	21.1	6	10.5	57	100
Compiling data on teacher attendance and teachers on duty roster	18	31.6	24	42.1	8	14.0	7	12.3	57	100

Source: Field Survey, 2018

From Table 5, the results indicated that compiling minutes from staff meetings is an important responsibility delegated to the teachers. This is supported by 26 (45.6%) of the headteacher respondents who strongly agreed to the statement. The study also reveals that culture and sporting activities also form part of the important task delegated to teachers. Majority of respondents constituting 43.9% strongly agreed to the statement. Moreover, 29(50.9%) of the respondents strongly agreed that teachers task relates to collection of school fees; monies for end of term examinations, extra classes and Parent Teacher Associations dues and collection of items from pupils which from to time pupils may be asked to bring to school (e.g. toiletries). On the issue of whether teachers are delegated to coordinate and supervise examination, 26 (45.6%) of the headteacher respondents agreed to the statement. Moreover, 37(64.9%) of the respondents agreed that teachers are tasks to analyze data of pupils performance in the BECE.

As depicted in Table 6, the least shared responsibilities by the headteachers is attending meetings and workshops, preparation of school time table, registration of final year pupils for BECE, and compiling attendance and teachers on duty roster. From the data collection, 26 (45.6%) of the respondents disagreed that headteachers delegate the

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preparation of time table. Moreover, 30(52.6%) of the respondents disagree that teachers are delegated to attend meeting and workshops. Again, 26 (45.6%)of the respondents disagreed that teachers are task to prepare school time table. On compiling data on teachers attendance and teachers on duty roster is delegated to the teachers, 24 (42.1%) of the respondents disagreed to the statement.

Research Question 2: What are the barriers to effective shared responsibilities of basic schools headteachers at Asokore Mampong Circuit?

The second research question was intended to answer the question on the factors hindering effective sharing of responsibilities process in basic schools of Asokore Mampong Educational Circuit. The respondents were asked to indicate their level of agreement to the statements. Presented in Table 6 are the responses gathered.

Table 6: Barriers to effective sharing of responsibilities

Items	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
Lack confidence in teachers to perform good task	5	8.8	12	21.1	14	24.6	26	45.6	57	100
Fear of losing importance	6	10.5	5	8.8	28	49.1	18	31.6	57	100
Lack of co-operation from teachers	6	10.5	9	15.8	22	38.6	20	35.1	57	100
Lack of effective control mechanism	6	10.5	10	17.5	20	35.1	21	36.8	57	100

Table 6 Continued

Lack of ability to delegate authority to subordinates	5	8.8	14	24.6	26	45.6	12	21.1	57	100
Inadequate incentives for teacher motivation	13	22.8	24	42.1	12	21.1	8	14.0	57	100
Lacks the ability of giving proper directions and clear instructions to teachers	13	22.8	28	49.1	8	14.0	8	14.0	57	100
Inadequate materials and resources for sharing responsibility	17	29.8	27	47.4	10	17.5	3	5.3	57	100

Source: Field Survey, 2018.

As to whether lack of confidence in teachers to perform good tasks hinders effective sharing of responsibilities process in basic schools of Asokore Mampong Educational Circuit, 26 (45.6%) of the respondents strongly agreed to the statement. On whether fear of losing importance tasks hinders effective sharing of responsibilities process, 28 (49.1%) of the respondents agreed.With reference that lack of co-operation from teacher hinders effective sharing of responsibilities process in basic schools of Asokore Mampong Educational Circuit, 22(38.6%)of the respondents agreed to the statement. Concerning whether lack of ability to delegate authority hinder effective sharing of responsibilities, 26 (45.6%) of the respondents agreed to the statement.

On the least barriers to effective sharing of responsibilities, 24 (42.1%) of the respondents disagreed to that inadequate incentives for teacher motivation hinders effective sharing of responsibilities process in the basic schools. Again, on whetherlacks the ability of giving proper directions and clear instructions to teachers hinders effective

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sharing of responsibilities process in the basic schools,28 (49.1%) of the respondents disagreed to that effect. Concerning whether inadequate materials and resources for sharing responsibility hinders effective sharing of responsibilities process in the basic school, 27 (47.4%) of the respondents disagreed to that effect.

Research Question 3: What strategies could be adopted to improve shared responsibilities at Asokore Mampong Educational Centre

This section sought to determine how to improve shared responsibilities in basic schools of the Asokore Mampong Educational Centre. Respondents were asked to state their level of agreement on statements relating to improving effective sharing of responsibilities. Table 7 shows the frequencies and percentages of the responses gathered.

Table 7: Strategies to improve shared responsibilities

Items	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
Rewards should be provided when a teacher performs creditably	1	1.8	3	5.3	25	43.9	28	49.1	57	100
Providing feedback on results	0	0	3	5.3	31	54.4	23	40.4	57	100
Involvement of teachers in decision making process	1	1.8	6	10.5	24	42.1	26	45.6	57	100

Table 6 Continued

Motivation for staff on assigned task	0	0-	10	17.5	21	36.8	26	45.6	57	100

Given clear task to subordinates	2	3.5	3	5.3	30	52.6	22	38.6	57	100
Equality in assigning task	2	3.5	4	7.0	28	49.1	23	40.4	57	100
Sharing responsibility based on a teacher area of specialty	1	1.8	6	10.5	30	52.6	20	35.1	57	100
Teachers enjoying autonomy in performing tasks assigned	8	14.0	9	15.8	21	36.8	19	33.3	57	100

Source: Field Survey, 2018.

As depicted in Table 7, most of the headteacher respondents affirmed all the statements as the ways of improving shared responsibilities in the schools. On provision of rewards to teachers 28 (49.1%) of the respondents strongly agreed to the statement. With regard to the providing feedback on results, 31 (54.4%) of the respondents agreed to the statement, Again, on whether involvement of teachers in decision making process is a way of improving effective shared of responsibilities, 26 (45.6%) of the respondents strongly agreed to the statement.

Concerning the issue of given clear task to subordinates, 30 (52.6%) of the respondents agreed. Again, 28 (49.1%) of the respondents affirmed that quality in assigning tasks improves effective shared responsibilities. Moreover, 30 (52.6%) of the respondents agreed to sharing responsibility based on a teacher area of specialty. Furthermore, with respect to teachers enjoying autonomy in performing tasks assigned, 21 (36.8%) respondents agreed to the statement.

CHAPTER FIVE

DISCUSSION OF RESULTS

This chapter presents discussions of finding from field data on effectiveness on basic school headteachers shared responsibilities. emerging themes from the results of the study. The objective of the study was to determine the effectiveness of responsibilities shared by headteachers of basic schools. The researcher concentrated on the responsibilities shared, barriers and strategies for improving shared responsibilities in basic schools at Asokore Mampong Educational Circuit. The discussions of findings were presented according to the research questions formulated to guide the study.

On research question one, the findings indicated that compiling minutes from staff meetings, supervising sporting and cultural activities, and collection of fees are the dominantresponsibility delegated to the teachers by the headteachers. This affirmed that shared of headteachers authority in the basic school covers almost all the areas of the headteachers responsibilities in the school administration from academic, administration, management, culture and sports. The multiplicity of tasks assigned to teachers by their headteachers signify teacher involvement in the school management by their headteachers. Tolwinska (2011); Mazurkiewicz (2012) and Poloczek, (2014) pointed out that teacher participation in supervision and coordinating stimulates their motivation and increase their autonomy and contribute to their responsibilities in school management. The diverse areas of headteacher sharing of authority with the teachers in the basic schools, as posited by Hannagan (2002) as effective delegation, as a leader transfers authority to subordinates in the various departments of the organization.

The views of headteachers on sharing responsibilities were supported by the previous assertion of Summers and Nowicki (2006) that headteachers delegate

administrative works to teachers. Summers and Nowicki (2006) emphasized that task delegated should match the skills, level and abilities of each individual. The task finding is in contrast to the findings of Mujivane's (2007) statement that secondary school principals delegate authority mainly involves appointment of staff for examinations committees, lesson notes vetting, enforcement of rules and regulations enforcement.

On research question two it was revealed that lack of confidence in teachers to perform assigned task, fear of losing importance, and lack of co-operation from teacher are the key factors that hinder effective sharing of responsibilities in basic schools by headteachers. This affirmed that there are some crucial barriers that hinders effective sharing of responsibilities by headteachers. Ijaiya (2000) and Mullins (1993) attribute this behavior of not delegating freely to many factors such as fear of losing importance and fear of subordinates not performing task to expectation or superiors been made to feel inferior or incompetent. The views of the headteachers that lack of confidence in teachers to perform assigned tasks, and fear of losing importance hinders effective sharing of responsibilities concurs with the study by Lunenburg (2010) that some headteachers have limited confidence in their staff abilities to perform good task and exercising the fear of being accountable to the task of subordinates.

Research question three revealed that rewarding teachers who perform creditably, providing feedback on results, involving teachers in decision making process, motivating teachers on assigned task, and giving clear tasks to subordinates are the keyways for achieving effective sharing of responsibilities. The need to achieve the benefits of shared responsibilities means the need to focus on ways of improving responsibility shared in school organization. In line with this, Annan et al. (2016) states that the mechanisms for achieving effective shared responsibilities practices from the perspectives of headteachers are providing clear and unambiguous task to subordinates; building motivation and

commitment among staff; ensuring transparency, accountability, and equality in assigning task; rewarding staff who achieve positive outcomes on delegated task; given constructive feedback to subordinates and providing effective support on delegated responsibilities. However, Annan et al. (2016) believe that headteachers should limit delegation of task exclusively to the best personnel, and recognize that effective delegation requires training and supervision and coaching of subordinates.

Mumbe (1995) found that delegation of authority can only be successful when the subordinates have ability, information and knowledge about the task; willingness to perform task; supported by the organizational structure and where there is a clear line of management and communication without any difficulty. Urbaniak, (2011) on the other hand pinpoint that involvement of staff in decision making process, motivating staff and giving clear task to subordinates are very important measures for overcoming barriers to sharing responsibility.

From the forgoing discussion it is evident that delegation in schools can be improved through the practice of effective communication, supervision, coaching of subordinates, providing clear and unambiguous task, motivation, ensuring transparency, accountability, and equality in assigning task; constructive feedbacks. These measures remain crucial in the quest for achieving effective shared responsibility in schools and hence school headteachers sharing responsibility effectiveness can be ascertained based on these elements.

CHAPTER SIX

OVERVIEW OF THE STUDY, SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section deals with the summary of the major findings, the general conclusions drawn on the bases of the findings, and recommendations which are assumed to be useful to enhance effective sharing of responsibilities in the basic schools in Asokore Mampong Educational Circuit.

Overview of the Study

The main objective was to investigates the effectiveness of shared responsibilities by headteachers in basic schools at Asokore Mampong Circuit of the Ashanti Region. The study was guided by two main models of shared responsibility. These models include Blanchard's Situational Leadership Model, and Tannebaum and Schmidt Continuum-model of shared responsibility.

Descriptive research design was employed for the study. Sixty headteachers were selected using census technique. The main instrument for this study was questionnaire. The reliability test achieved 0.86 alpha. The questionnaire was mostly Likert scale type. Percentages and frequencies were used to analyze the data. The results were presented using tables.

Summary of Key Findings

On the research question one, the study revealed that compiling minutes from staff meetings, supervising sporting and cultural activities, collection of fees, coordinating and supervising examinations, preparing students for quizzes competitions, and conducting

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examinations for the admission of new are the dominant shared responsibilities by the headteachers.

On the research question two, the study indicated by the study that lack of confidence in teachers to perform assigned task, fear of losing importance, lack of co-operation from teacher, and lack of effective control mechanism are the key factors hindering effective shared responsibilities in basic schools by headteachers.

On the research question three, it was found out that rewarding teachers that performs credibly, providing feedback on results, involving teachers in decision making process, motivating teachers on assigned task, and giving clear task to subordinates are the main strategies for improving effective shared responsibilities by the headteachers

Conclusions

Effective shared responsibility is globally recognized as a necessary practice for any successful institution and hence the importance of shared responsibility cannot be underestimated in basic schools. In the basic schools in Asokore Mampong Educational Circuit the study found that headteachers shared responsibilities related to school administrative work such as; compiling minutes from staff meetings, supervising sporting and cultural activities, collection of fees, coordinating and supervising examinations, preparing students for quizzes competitions, and conducting examinations for the admission of new pupils.

There may be certain factors that hinders effective shared of responsibilities in basic schools by headteachers. The factors may be due to the attitude of either the headteacher or teacher or both. There may be certain defects in the institutional structure which hamper proper shared of responsibility. The study indicated that lack confidence in teachers to perform assigned task, fear of losing importance, lack of co-operation from

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teacher, and lack of effective control mechanism hinders effective shared of responsibilities in basic schools Asokore Mampong Educational Circuit. The study concluded that rewarding teachers that performs credibly, providing feedback on results, involving teachers in decision making process, motivating teachers on assigned task, and giving clear task to subordinates are strategies for achieving effective shared responsibilities by the headteachers.

Recommendations

Based on the findings, the researcher recommends that:

1. It was recommended that headteachers should develop trust in their staff and have confidence in them that they will do the work to the expectation. This will prevent headteachers from limiting the scope of responsibilities they shared.

2. It was recommended that both the Ministry of Education and the Ghana Education Service provide guidelines on sharing of responsibilities in the basic schools to facilitate effective sharing of authority in the basic schools.

3. It was recommended that basic school headteachers need of recognize sharing of responsibility as planned and organized sharing of responsibilities that demand strategic planning.

4. The study recommended that basic school headteachers to create good relationship with their staff through sharing of functions by keeping the communication network more open to ensure good rapport within the school system, and also to involve staff in decision making in the school.

Suggestions for Further Studies

The study was limited to only public junior high schools. It is suggested that the study should be replicated in private junior high schools in Ashanti Region.

Further study should be conducted to investigate why teachers fail to cooperate with heads during sharing of responsibilities.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE FOR HEADTEACHERS

Dear Respondent,

This study is being carried out to find out the effectiveness of shared of responsibility among headteachers' of basic schools at the Asokore Mampong Educational Circuit in the Ashanti Region. The questionnaire is purposely designed to draw information that will help the researcher carry out the study. You have been selected to participate in this study by completing the questionnaire. Please, kindly respond to the following questions.

SECTION A

Teachers Background Information

Please tick the [√] appropriate responses for the items

1. Sex

   Male[ ]   Female[ ]

2. Which of the following age categories includes your current age? Tick one bracket.

   Less than 20[ ]   21-30 [ ]   31-39 [ ]   40-49 [ ]   50-60 [ ]

3. What is your current marital status?

   Single[ ]   Married[ ]   Divorced[ ]   Separated[ ] Widowed[ ]

4. What is your highest academic qualification?

   Diploma [ ]   Bachelor [ ]   Masters[ ]   PhD[ ]

   Other/s (State)…………………………

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5. What is your current rank in the Ghana Education Service?

Superintendent II[ ]Senior Superintendent I[ ]Principal Superintendent [ ]

Assistant Director II[ ]   Assistant Director I[ ]Director II[ ] Director [ ]

Other (State)……………………………….

6. How many years have spent in your position as headteacher?

Below 2 years [ ]   2-5 years [ ]   6-8 years [ ]   Above 8 years [   ]

SECTION B

Responsibilities shared by headteachers of basic school

Please Indicate the extent to which you agree with the following statements. Use the scale
1=Strongly Disagree; 2=Disagree; 3 = Agree, 4=Strongly Agree

S/N	Statement	1	2	3	4
7	Supervising sporting and cultural activities				
8	Collection of fees e.g. printing fees, PTA dues				
9	Coordinating and supervising examinations				
10	Preparing students for quizzes competitions, and conducting examinations for the admission of new pupils				
11	Attending meetings and workshops				
12	Registration of final year pupils for Basic Examination Certificate Examination (BECE)				
13	Compiling data on teacher attendance and teachers on duty roster				
14	Compiling minutes from staff meetings				
15	Data analysis of pupil's performance in the BECE				
16	Preparing of school time table				

SECTION C

Factors Affecting Effective sharing of responsibilities in Schools

Please Indicate the extent to which you agree with the following statements. Use the scale

1=Strongly Disagree; 2=Disagree; 3 = Agree, 4=Strongly Agree

S/N	Statement	1	2	3	4
17	Lack of co-operation from teachers				
18	Inadequate incentives for teacher motivation				
19	Lack of ability to delegate authority to subordinates				
20	Fear of losing importance				
21	Lack of effective control mechanism				
22	Inadequate materials and resources for sharing responsibility				
23	Lack confidence in teachers to perform good task				
24	Lacks the ability of giving proper directions and clear instructions to teachers				

SECTION D

Strategies to improve effective shared responsibilities

Please indicate your agreement and disagreement to the following items. Use the scale:

1=strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree

S/N	Statement	1	2	3	4
25	Given clear task to subordinates				
26	Motivation for staff on assigned task				
27	Equality in assigning task				
28	Involvement of teachers in decision making process				
29	Providing feedback on results				

30	Sharing responsibility based on a teacher area of specialty				
31	Rewards should be provided when a teacher performs credibly				
32	Teachers enjoying autonomy in performing tasks assigned				