UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES HEADTEACHERS FACE IN MANAGING STAFF IN BASIC

SCHOOLS AT ATWIMA KWANWOMA DISTRICT OF ASHANTI REGION

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and Communication Sciences, submitted to the School of Graduate Studies,

University of Education, Winneba, in partial fulfilment of the requirements for

award of the Master of Arts (Educational Leadership) degree

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DECLARATION

STUDENTS DECLARATION

I, SIMON KWABENA AGBADOKU, declare that this dissertation, with the exception

of quotations and references contained in published works which have all been identified

and acknowledged, is entirely my original research and that no part of it has been

presented for another degree in this university or elsewhere.

SIGNATURE: ………………………………

DATE: ……………………………………

SUPERVISOR'S DECLARATION

 I hereby declare that the preparation and presentation of this work was supervised in

accordance with the guidelines on supervision of dissertation as laid down by the

University of Education, Winneba.

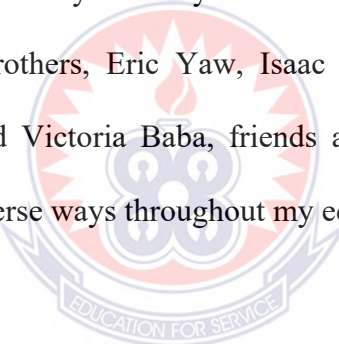NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE: …………………………….

DATE: …………………………………..

ACKNOWLEDGEMENTS

DEDICATION

To my parents, Mr. Williams Yaw and Madam Mary Akosua, my wife; Mrs. Grace Ataa

and children, Alice Appiah, Juliana Serwaa, Gloria Nana Akua Fremah and Agbadoku

Adepa.

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ABSTRACT

The study was conducted to investigate challenges basic school head teachers face in managing staff in basic schools at Atwima Kwanwoma District of Ashanti Region. The objectives of the study were to determine how head teachers manage basic schools, identify the challenges basic school head teachers face in managing staff and to adopt strategies to manage staff in basic schools at Atwima Kwanwoma District. Descriptive survey design using the quantitative approach was adopted for the study. The target population of the study consisted of all head teachers and assistant headteachers. The accessible population was 40 headteachers and assistants in 20 basic schools. Purposive sampling was used to select the schools and the 40 head teachers and assistants for the study. Questionnaire was used to collect data. The reliability test yielded Cronbach alpha of 0.78. Data were analyzed descriptively and presented using percentages and frequencies to answer all research questions. The study found that heads provided proper placement of staff and facilitated discipline of teachers and students. Challenges heads faced in managing staff were frequent absenteeism of teachers and teacher's frequent lateness to School. Strategies to manage the challenges were the provision of career development training, and availability of teaching and learning materials for teachers to use in teaching. It is also concluded that because of the several challenges heads faced in managing staff militating against it, heads management of the schools would not be as effective as envisaged.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Managing people in a work environment has been an issue of critical concern ever since the Hawthorne studies of 1960 of Elton Mayo who evaluated the human resource related practices that existed in an organization. Since then the issue of managing people in a work environment has always occupied a central place in today's organization.

Byers (1970), as cited by Chemtai (2010), noted that since people are the greatest potential assets to organizations, the development of people and the creation of an atmosphere for the full utilization of their talents and skills are of the highest priority and concern to the governing body and top management. It is therefore imperative to unearth the challenges that headteachers in the basic school face in the management of human resource whose future to some extent are left in their hands.

In the past, teachers were considered to be merely workers, an old concept that associated people with things. Now, teachers are considered purveyors of activities and knowledge whose important contribution are their intelligence and individual talents. The old concept that teachers are hired workers who hold certain positions according to fixed schedules and internal rules and regulations is being superseded by a new concept that reward internal entrepreneurship (Chiavenato, 2001).

Nakpodia (2010) indicates that the success of every education system depends on the quality and quantity of its factors of production. Thus, human and material resource of which the human resource appears to be most important, because without human efforts, all the other factors are inept. However, it is often easy for those outside to

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underestimate the difficulty in dealing with an organization, such as, the school with a workface that can be as large as 250 adults, many educated to the university level (Berry, 2001).

Hammond (2007) suggested that setting vision and mission of the school, recruiting, inducting and motivating people, and making provision for effective teaching and learning in the schools, are some sets of practice that constitute the basis of successful leadership practices. However, extrinsic financial incentives for achieving school performance targets, under certain conditions, can interface in the teacher's commitment to the wellbeing of their students.

The supervision of teacher is complicated by difficult conditions under which many teachers live and work (Chapman, 2002). Armstrong (2010) argues that the challenges headteachers face exist because of the complexity of the educational institution. Thus, managing people of different age group (adults and adolescents) at educational level is very challenging.

According to Wichenje, Kaagen, Ferguson and Hann (2012), the job of head of institution is extremely challenging and there is the need for the Ministry of Education to develop viable strategies and mechanisms on teacher motivation and morale which cater for induction of new teachers, commitment and capacity, continuous in-servicing for teacher to update their competence, etc.

The development of human resource assumes that the process is continuous and there is always room for improvement. It also assumes that circumstance change and hence the need to cope with the changes. The study therefore sought to unearth the

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challenges basic school headteachers face in dealing with their staff and students in such as persistent changing environment.

1.2 Statement of the Problem

It is an acceptable fact that effective management of staff in educational institutions determines the effectiveness and efficiency of heads. In recent times, there has been increasing public concern on heads of basic schools management of staff. An interaction with some heads seems to reveal that some head teachers lack the requisite skills in managing staff of schools. There is probably inadequate knowledge on the management of staff.

Literature searches indicated that head teachers face challenges in their attempt to manage staff of schools. Kitavi and Westhuizan (1997) as cited by Kusi (2008) argue that headteachers in developing countries face numerous problems including inadequate financial resources, inadequate knowledge on management of staff and frequent transfer of teachers, but little effort has been made to identity these problems and the responsible factors.

The question that arises is that; what challenges do heads face in managing staff at basic schools? There is the need to answer this and other questions. This forms the focus of the study. The research is therefore geared towards unearthing the challenges being faced by Basic School heads in managing staff in the Basic Schools at Atwima Kwanwoma District with a view of helping them to overcome the challenges and become better and more efficient managers.

1.3 Purpose of the Study

The purpose of the study was to find out the challenges basic school headteachers face in managing staff in basic schools at Atwima Kwanwoma District of Ashanti Region.

1.4 Objectives of the Study

The following objectives guided the study:

1. to determine how head teachers manage basic schools at Atwima Kwanwoma District.
2. to identify the challenges basic school head teachers face in managing staff at Atwima Kwanwoma.
3. to adopt strategies to manage staff in basic schools at Atwima Kwanwoma District of Ashanti Region.
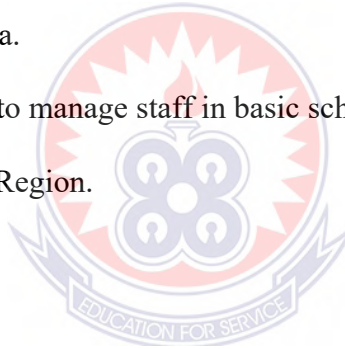
1.5 Research Questions

The following research questions were formulated to guide the research:

1. How do headteachers manage basic schools at Atwima Kwanwoma District of Ashanti Region?
2. What challenges do headteachers face in managing staff in basic schools at Atwima Kwanwoma District of Ashanti Region?
3. What strategies could be adopted by basic school headteachers to manage staff in basic schools at Atwima Kwanwoma District of Ashanti Region?

1.6 Significance of the Study

It is hoped that the study would add to the existing knowledge on challenges of managing basic school staff.

The study will provide the basis for further research for similar studies. The study will provide a clear picture of the challenges of managing staff to stake holders of education and administrators so as to provide strategies to manage the challenges in basic schools.

The study will enable Ghana Education Service to provide support needs of basic school head teachers regarding management of staff.

1.7 Delimitation of the Study

The study covered only the Basic School at Atwima Kwanwoma District in the Ashanti Region of Ghana. Only head teachers and their assistance were involved in the study. The study also concentrated on challenges of managing staff.

1.8 Limitations of the Study

The study was done only at Atwima Kwanwoma District of the Ashanti Region with limited sample size which will not effectively reflect the situation of the challenges heads face in managing staff across the country. The attitude of some staff to complete the questionnaire may affect the research findings.

1.8 Operational Definition of Terms

Resource: Supply support or aid, especially one that can be drawn upon when needed and utilized to achieve specific goals.

Management: Supervision of teachers and support staff

Challenges: Issues which confront headmasters/mistresses when dealing with resource management of the school.

Staff management: The practice of managing employees in educational institution

Induction: A process to assist new employees to go through a well-designed programme in order to adjust in a new employment (Talbert, Camp & Camp, 1992).

Motivation: The psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks (Bennell, 2004).

1.9 Organization of the Study

This study is divided into five chapters.

The chapter one contains background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significances of the study, limitations of the study, delimitation of the study, operational definition of the study and organization of the study.

Chapter two contains review of related literature on the challenges headteachers face at the school level. Chapter three captures the methodology employed for the study. The areas under consideration include research design, population, sample size and sampling procedure. The research instrument, validity, reliability, data collection

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procedure and data analysis plan are also described. Chapter four presents results and discussion of the data obtained. Chapter five provides summary of the study, conclusions and recommendations based on the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter contains review of related literature on the different challenges which the headteacher face at the school level concerning the human resource that work under them. The chapter contains:

a. the concept of leadership

b. the concept of Management

c. the role of the head teacher in human resource management,

d. challenges of managing staff

2.1 The concept of leadership

It is very difficult for any social, business, or educational organization to function effectively without having someone or a group of people to provide leadership in that organization. In other words, it is very difficult for any organization to achieve its set goals or succeed without effectively leadership. Thus, the success or failure of any organization depends preliminarily on the nature of leadership provided in the organization.

Some of the most common terms used alongside leadership are management and administration. Although, these terms have different meanings, some people are tempted to use them interchangeably with leadership. However, what the meaning of leadership is, and how it is defined is very difficult. It is very difficult to find a single universally accepted definition of leadership. The term has been defined differently by different

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writers. Stodgily (1974) as cited in Kusi (2015) notes that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. Grint (2004) as cited in Kusi (2015) provided four problems that make it very difficult for people to agree on a single definition and these are;

The first is the process problem;- people found it difficult to agree on whether is derived from personal trait or qualities of the leader or whether a leader induces fellowship through what he/she does (ie. a social process). The second reason has to do with position problem;- whether the leadership is in charge, with formally allocated authority or in-front thus with informal influence. The third is a philosophical problem;- does the leader exert influence intentionally on the behavior of followers or are there apparent or clear actions determined by context and situation or even attributed retrospectively. The final one is the problem of purity;- this has to do with whether leadership is embodies in individual members of an organization or group and whether is purely human phenomenon.

However, attempts have been made to define leadership. Let us now consider the following definitions as indicated in Kusi (2015);- The art of motivating a group of people to act towards achieving common goals. The relationship in which one person influences other to work together to reach a desired level of achievement. Where there is no follower, there is no leader. The ability to influence individuals to work toward attainment of organizational goals or objectives (Mankoe, 2007 as cited in Kusi, 2015). A process whereby an individual influence a group of individuals to achieve a common goal (Northouse, 2011 as cited in Kusi 2015).

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The definitions presented above indicate several implications. They suggest that; Leadership is a process;- this indicates that leaders affect and are affected by their followers either positively or negatively. Thus, leadership is a two ways affair. Leadership as a process involving leaders and their subordinates, rather than a linear one way affair in which the leader influences his/her followers without the followers affecting the leader in any way.

Leadership involves influencing others;- by this we mean that leaders should be able to or have the ability to influence either peers or subordinates in the organizational context. The word *influence* is key leadership since no one can be a leader without the ability to influence his/her subordinates to work to achieve the goals of the organization. The influence does not involve compulsion. Leadership happens in the context of a group;- this indicates that leaders influence a group of people within an organization to work to achieve common goals set for the organization. Leadership involves achieving the goal set within an organization;- this means the leadership is about directing a group of people to work to achieve the goals of an organization. This implies that leadership has to be provided when group of people are moving toward a particular direction to achieve goals.

Leadership is about setting and achieving goals which are shared by the leader and their subordinates;- this implies that leader work with their subordinates to achieve set goals of the organization which they both share. It is important for us to know that leaders can achieve the goals they both share. It is important for us to know that leader can achieve the goals they set more efficiently if they work together with their subordinates. This is because their subordinates would consider the set goals on their own

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and work hard to achieve them. Leader would find it difficult to solicit the support of their subordinate for achieving set goals if they impose such goals on their subordinates. Therefore, the definitions and discussions suggest that leadership is a complex concept which involves making an effort to influence a group of people to interactively achieve set goals of an organization of which basic schools are included.

2.2 The concept of Management

The term Management has been defined differently by different writers. This implies that is defies single universally accepted definition. Therefore, management can be defined in the following ways; A process of planning organization, actuating and controlling an organization's operations in order to achieve coordination of the human and material resources essential in the effective and efficient attainment of objectives (Treworth & Newport, 1984 as cited IN Kusi, 2015). The guidance, leadership and control of the efforts of a group of people toward the same common objective (Sherleker, 1984 as cited in Kusi, 2015). Peter Drucker (2013) defines 'Management is a multi-purpose organ that manages business and manages managers and manages workers and work.

The above definitions suggest that management is a process, that is, a sequence of coordinated event – planning, organization and controlling or leading in order to use available resource (both human and materials) to achieve a desired outcome in the fastest and most efficient manner. Thus, it is the process of planning, organizing, coordinating and evaluating human and material resources in order to achieve stipulated of the organization.

2.3 The role of head teachers in managing Staff

Human resources the most important resource in all organizations. They provide the knowledge, skill and the energies which are essential ingredients of the organizational success. Even in an era dominated by technology, what differentiates effective and ineffective organization are the quality and commitment of the people who work there (Bush & Middle wood, 2004). In education people are particularly important because of the demanding and vital role of the developing the potential of children and young people. Educational institution are "people centered" because young people are the heart of their business (Elliot & Hall, 1994).

According to Teachers Proficiency Training Manual (2007) the headteacher is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and students within the school as well as guiding and counseling teacher trainee during teaching practice. The headteacher is also supposed to induct and mentor new teachers.

Legotlo and Westhuizan (1997) highlighted challenges by headteacher in many developing countries and these include and these include lack of fund to manage schools effectively. They noted that in most of these countries, governments do not allocate adequate funds to the education sector, resulting in the schools' reliance on parents for finance support by collecting school fees (Harber & Davies, 2002). However, high poverty levels, coupled with high birth rates characterizing developing and undeveloped countries make it difficult for many parents to pay the fees. (Dadey, 1990 cited in Harber & Davies, 2002). This on one hand affects the enrolment and, the other hand, places the schools in a difficult financial position. Owojori and Asauri (2010) agree that the function

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of the school head is to induct new staff and assign duties to them. However, it should be stressed that these functions can be delegated to the heads of department, to whom the new staff is directly accountable.

These are just but some of the role of the headteachers towards management of the school human resource. For the purpose of this study, only the challenges that are experienced by the headteachers directly will be discussed.

2.4 Challenges of Managing Teachers

There is literature available highlighting certain challenges encountered by headteacher in Ghana. Dadey (1990 cited in Harbar & Davies, 2002) study in three schools in Ghana find out headteachers management challenges. According to Dadey, teachers engage in many forms for misbehavior in many forms such as absenteeism, lateness, and alcoholism which affect their output negatively. This situation is aggravated by the frequent and compulsory (Dadey, 1990 cited in Harber & Davies, 2002). Dadey (1990 cited in Harber & Davies, 2002) attributed these management challenges to their powerlessness in determining who they would like to work with, often resulting in the posting of ineffective teachers to schools. The posting of teachers is done by the regional and district officer of Ghana Education Office, giving the headteachers no opportunity asses the capabilities of those they would be working with.

According to Oduro and MacBeath (2003), headteacher in the rural areas in particular do not get adequate number of teachers to work with. They pointed out that many newly trained teachers refuse to accept postings to such areas because of unavailability of social amenities. Moreover, female teachers especially the newly trained

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ones, were reluctant to work in the rural contexts. Oduro and MacBeath (2003) attributed this problem to the view of such teachers that working in such contexts affects their social relationships. If such teachers, especially the females, happened to be unmarried, then they believed that the rural settings did not offer them enough opportunities to meet their prospective partners. The inability of the rural headteacher to secure the required number of teachers for their schools compelled most of them to teach many classes themselves and to manage their schools simultaneously, putting stress and pressure on them, which negatively affect their performance.

The support staff seems to be closer with the student than the teachers (Ochenge, 2007). The relationship is prompted by differences in the educational levels between teachers and non-teaching staff. There have been suspicions that some drugs, cigarettes, and alcohol that infiltrates the school, pass through the hands of the non-teaching staff. Ochenge continues to state some cases of girls sneaking out of school at night have been blame on watchmen who become permissive and succumb to some bribes or inducement by the girls. There is also some non-teaching staff that may choose to discuss teachers with the students thus jeopardizing the role of a teacher as a counselor and as a disciplinarian.

Frequent and compulsory transfer of teachers including head teachers themselves is also a challenges because the head teacher has no control (Herber, 1989). Timetabling is another barrier to head teacher leadership. Cases of senior member of staff allocating themselves the favorite slots in the timetable are common. Attempts to make timetabling both more equitable and efficient are met with strong resistance. This at times leads to

political connections being in to put pressure on the principal to maintain the status quo (Otunga et al., 2008)

Other problems were personal to teachers and were beyond the head teacher's control. For instance, some teacher,s if given imprest by the school took so long to pay back and that interfered with the accounting processes of the school. Others who stayed within the school compound, hardly paid for their rent which brought a constant source of friction between them and the head teacher.

Motivation has been defined as the process that account for an individual's intensity, director, and persistence of effort towards attaining a goal (Mitchell, 1997). Bennell (2004) indicates that work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, will be realized. Pay on its own does not increase motivation, for instance in the late 1990s, teachers at 50 rural primary school in Western Kenya were given sizeable pay bonuses (up to 40 per cent of basic pay) depending on student performance. The assessment of the scheme by Glewe and Kremer (2003) concluded that, 'drop out did not fall, teacher attendance did not improve, homework assignments did not increase, and pedagogy did not change'. However, pecuniary motives are likely to be dominant among teacher in those countries where pay and other material benefit are too low for individual and household survival needs to be met.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concern that

unacceptable high proportion of teacher working in public school systems are poorly due to a combination of low morale and job satisfaction. Poor incentives, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling in many countries (Bannel, 2004). Among the challenges that headteacher face in managing motivation of teachers includes:

Work and living environment for many teachers are poor, and tends to lower self-esteem and is generally de-motivating teachers. Housing is a major issue for nearly all teachers (Bannel, 2004). Chemisto (2007) found out that there are inadequate staff house to accommodate all the teachers in the compound. Many commuted from and that affected the preparation for the teacher's lessons.

Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions (Bannel, 2004). The profession of teaching has traditionally offered little recognition to the experienced and highly skilled teachers in comparison to the novice teacher, other than annual, incremental salary increase given to all teachers equally based on how many years they have taught. Competitive salaries, with opportunities for growth, are key to efforts to recruit and retain the most qualified teachers. Teacher salary schedules, with their annual incremental increases, have traditionally been tied to classroom experience and to coursework and degrees completed. These practices, however, are out-of-touch with compensation practices in the private sector that tie Salary to performance and to market demands (Council for Education Policy, Research and Improvement, 2003).

Very low pay forces large proportions of teacher to earn secondary income from private tutoring and other activities. Substantial proportions of teachers have second jobs

and sometimes third wage-earning jobs. Hansun (1986) found out that having more than one job was encouraged by the low scales given to teachers.

Salary administration is also poor in most countries. In particular, late payment of salaries is very common (Bennell, 2004). A recent World Bank (2004) report of educational management in Nigeria notes that 'teachers may have reasonable job security but until they feel confident that they will paid as and when due, their moral will continue to be low and their attendance at school irregular'. Late pay is a burning issue in Serra Leone, and teachers went on strike in April 2004. In late 2003, the World Bank stepped in to pay nine months of back pay owing to teacher in Guinea Bissau. In Ghana, though, there has been a significant improvement in salary management, only 25 per cent of teachers reported that their salaries were paid on time in 1998 compared to 72 per cent in 2002. Other administrative procedures are also common in developing countries and lead to teachers' absence. For instant, many teachers must travel considerable distances to be paid, others are assigned to schools very far from their homes. Both situations contribute to teacher absence and reduced instructional time (World Bank, 1990)

According to Robore (1990), induction is the process designed to acquaint newly employed individuals with the community, the school, and the colleagues. Through induction programs, there can be improved employee retention and job performance. An effective induction programme must have well-defined objective that reflect the needs of new employee in specific school systems. The new employees become integrated as soon possible, functionally and socially into the organization (Okumbe, 1998). Talbert, Camp and Camp (1992) show the process begins when the teacher signs the work contract and ends sometimes in the future when the teacher becomes established in the profession.

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The time of induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for mangers to the new employees to go through a well-designed induction program. An important factor that influences whether beginning teachers will remain in the profession is the amount of support and guidance they receive from school administrators and colleagues (Council for Education Policy, Research and Improvement, 2003). This should assist the new employees to settle down on the job as smoothly as possible (Talbert, Camp & Camp, 1992). Wanga (1988) commenting on the same says that it minimizes the frustration and conflict behavior for it serves a psychological purpose by proving for a controlled and gradual development of teachers confidence and ability. Many people, teachers inclusive leave organizations shortly after joining them due to the treatment they receive from other employees and employers during the initial phase of employment (Simatwa, 2010).

Simatwa (2010) continues to indicate that, research on inductions needs therefore, has shown that the induction process is difficult and lengthy, thus, beginning teachers require assistance for both extra curricula and curriculum activities. A study by Indoshi (2003) shows that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom benefit from it.

Induction programs needs to be tailored according to beginning teachers' unique needs. Unique needs arise from the fact that the new schools where they are posted have many challenges. The pupils at this level are in their formative stages. These challenges pertain to the pedagogy and other social and safety needs. For instance methods of students discipline management have not been clearly stipulated by the Ministry of

Education and with the outlawing of corporal punishment which was thought of as the main means of disciplining students (Simatwa, 2010).

Beginning teachers have to be inducted by the mentors on how to main discipline, change of attitude and increase in performance without the use of the cane. Council for Education Policy, Research and Improvement (2003) show that strong, structured mentoring program can create a safety net for the4 most vulnerable teachers by strengthening their skills and knowledge and pairing them with experienced, successful teachers. Such programs can initiate the processes of socialization to the teaching profession, guide adjustment to the procedure and mores of the school and school system and further develop instructional and classroom management skills. With the new approach to free Secondary Education in 2008 (Republic of Kenya, 2008), the facilities are limited, classes larger than ever and yet the teachers performance is expected to be of high quality. This means that beginning teachers should be properly inducted to facilitate quality education. But research shows that too often, teacher are 'thrown in at the deep end' with little or no induction. (Bennell, 2004).

Such a program of induction can only be properly formulated and achieved when the induction of beginning teachers are identified and met. Ajowi, Simatwa and Ayodo (2011) found out that Challenges faced by the induction process in Secondary School as reported by Head Teachers included, financial constraint, and work overload for mentors who must continue with other assigned duties, lack of time to offer a comprehensive adduction, inadequate skill and knowledge by mentors, lack of document such policy blue prints and school bronchus to facilitate induction process. Influence of informal induction from veteran teachers who are opposed to school administration, rigid attitude

and refusal to accept new ideas by newly appointed teachers during induction, discontent between what Not's expect and the reality of facilities in the schools were also among the challenge cited. While Chemisto (2007), also observed that when induction was delegated to senior members of staff, it was not done well due to lack of time to do it well. At the same time the study showed that some members of staff were uncooperative. Teacher arriving late, finishing early, and leaving their classes during the day can seriously reduce total instructional time. In Ghana, this amounted to only 11 hours per week in 1997 (LINS, 1999), and an average of 17 hours per week in secondary schools in Tanzania.

Due to introduction of free secondary education in 2008 in Kenya for instance, class sizes have grown big. In some schools between 60 and 75. The MOE has to find a way of contenting with issue of large classroom against few teachers (Odhiambo, 2003) coupled with high rate of teachers attrition rates (Ingersoll, 2001). Otunga et al, (2008) agree that there is indeed lack of enough teachers to handle the various subjects. Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. Chemist (2007) found out that in Kenya most schools had shortfalls in some subjects especially humanities, Ksiwahili and Business studies leading to poor syllabus coverage. Other teachers were forced to teach subjects they never trained in.

What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. In many countries, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counseling, and community

development (Bennel, 2004). This is a problem to especially the language and mathematics teachers who require to mark student's books daily. This affects the learning and teaching process (Chemisto, 2007).

Teacher absenteeism and lateness, as was observation by World Bank (1990) is another challenge. Poor motivation and lack of accountability is widely reported to result in high levels of teacher absenteeism. The WBNAS repo rt very high levels of

Teacher absence in two Africa countries – Kenya 28.4 per cent and Uganda 27.0 per cent (Glewwe and Kremer, 2003). However, it is also difficult to measure teacher absenteeism that can be directly attributed to poor motivation and opportunistic that absenteeism rates among contractual teachers are much higher than for teachers with permanent status while (Policy on HIV/AIDS, Republic of Kenya, 200) found out that HIV and AIDS led to high absenteeism on both students and teachers who were affected or infected amounting to instructional time.
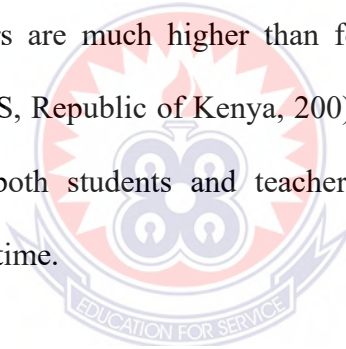
2.5 Strategies to Improve Management of Staff in Basic Schools

Some strategies as reported by Heads Assistant Heads included; regular consultation between heads and mentors and team work which they said should be used to enhanced well-coordinated activities of the induction program. The Ministry of Education and Ghana Education Service should come up with comprehensive programs of induction while sensitization of the heads regarding their roles in induction processes should also be done. The ministry of education was called to be motivated by giving its own input (Simatwa, 2010).

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In other instance lessons were shared among teachers (Chemito, 2007). The headteacher also wrote to Ghana Education service to inform them of the teachers required in the school which took so long, as long as five years for Ghana Education service to act.

On the issues of teachers workload Board of Governors (BoG) agreed that schools should be given adequate teachers to reduce the work load of teachers. Also in service training should be given to teachers to upgrade their knowledge in the teaching and learning process. On interpersonal relation the heads held weekly briefing, open forums and dialogues with the teachers. Teamwork was encouraged as well as self drive for teachers in order to achieve targets. The headmasters/mistresses also checked on the teachers schemes of work, lesson notes preparation and regularity and punctuality of teachers.

Chemisto (2007) also indicated that some of the strategies to manage challenges heads of institutions face were access to career development training by teachers, adequate supply of teaching and learning materials, infrastructural support adequate financial resources and decent accommodation for teachers.

On the discipline of teachers the heads availed to the teachers a copy of GES code of ethics handbook. Motivational issues were sorted by establishing parent teacher association while other schools levied a fee for motivation outside the approved fee structure for cash prizes, gifts and or in most circumstance meals (Chemisto, 2007)

2.6 Summary of literature Reviewed

Head teachers are faced with challenges related to teachers, non-teaching staff and management in the process of achieving educational goals. Also the purpose of studying the challenges related to head teachers is not to declare that any of the challenge is the most difficult, but simply to be aware of the forms of challenges the head master face in managing schools.

Using the various principles and guidelines which are laid down for heads, and through prudent application of the principle, leaders are able to carry out their delicate and important tasks. The reviewed literature has shown that human resource is important in school management for they play an important function in providing the knowledge, skill and energies which are essential ingredients for the success of the school. However, the studies reviewed tended to investigate the general challenges faced by head teachers in school management.
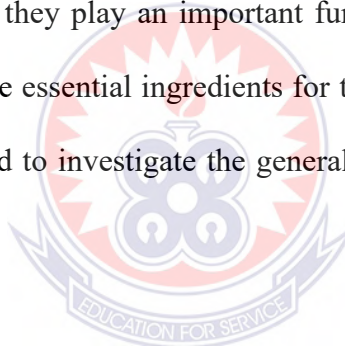
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter captures the methodology employed in the study. The areas under consideration include research design, population, sample size and sampling procedure. The research instrument, validity, reliability, data collection procedure and analysis plan as well as ethical consideration of the research are described.

3.1 Research Design

The research design used for this study was descriptive survey because it is quantitative in nature. Descriptive research design was chosen for the study because it determines the opinions, attitudes, preferences and perceptions of a group of people of interest to the researcher (Kusi, 2012). Gay (1992, pp. 217) adds that descriptive research concerned the collection of data with condition that exist, practices that prevail, beliefs and attitudes that are held processes that are ongoing and trends that are developing. Descriptive design was appropriate since it unearth the challenges facing headteachers in managing staff. Though descriptive studies are not repeatable due to its observational nature but can offer a unique means of data collection.

3.2. Population of the Study

Population is the set of individual cases or objects with some common observation characteristic that are of an interest to the researcher (Mumenda & Mugenda, 1990). Thus in this study the target population consisted of all head teachers and assistant

headteachers at the Atwima Kwanwoma District of the Ashanti Region. There are 50 basic schools and 100 Head teachers and assistant head teachers in the Atwima Kwanwoma District. The accessible population was 40 head teachers and assistants in 20 basic schools of the Kwanwoma circuit.

3.3 Sample and sampling technique

Sampling is a research technique used to select a given number of subjects from a total target population as a representation of the population (Borg & Gall, 1986). In order to obtain an appropriate sample size for the study, an updated list of all the public Basic Schools and head teachers and assistant head teachers in the Kwanwoma Circuit of the Atwima Kwanwoma District of the Ashanti Region was obtained from the District Director of Education.

Purposive sampling was used to select 40 head teachers and assistants consisting of 20 head teachers and 20 assistant head teachers and the 20 basic schools in the Kwanwoma Circuit of the Atwima Kwanwoma District for the study. Purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher based on a variety of criteria (Oliver, 2006).

3.4 Instrument for data collection

The research instrument used for the study was questionnaire. All the respondents were literate. The questionnaire was chosen as an instrument for the study because it is cheaper in terms of finance and time as compared to other tools. Moreover, it covers a

large percentage of the population and is purposely design based on the objectives of the study.

The items were mostly Likert-scale. The items were rated as strongly agree = 5, Agree = 4, Not sure = 3, Disagree = 2, strongly Disagree = 1 to enable the respondents to select from the alternatives provided. Section A covered the background information of the respondents. Section B covered how headteachers manage basic schools. Section C covered the challenges headteachers face in managing staff. Section D asked respondents view on strategies that could be adopted by basic school headteachers to manage staff at Atwima Kwanwoma District of Ashanti Region?

3.5 Validity

Validity is the degree to which a test or instrument measure what it purpose to be measure (Eshun & Effrim, 2011). The researcher tested both face and content validity of questionnaire. Face validity refers to the likelihood that a question was misunderstood or misinterpreted (Eshun & Effrim, 2011). To establish face validity of the instruments, the instrument was given to my supervisor to examine whether the items measure the purpose of the study. The supervisor found out whether the items covered all the research questions.

3.6 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. Reliability is the extent to which the measuring instrument produce consistent scores when the same groups of individuals are repeatedly measured under the

same condition. To determine reliability, questionnaire was administered to the same 30 respondents sampled for the pilot study. The purpose of the pilot-test was to enable the researcher to make the necessary changes to items which may be inappropriate and also determine the level of ambiguity of the questions for corrections. Ambiguous and inappropriate items were either modified or deleted. The reliability test yielded Cronbach Alpha of 0.78.

3.7 Data collection procedures

The study was carried out in the Atwima Kwanwoma District in the Ashanti Region of Ghana. The study focused on the basic schools in the district. After approval of the research instrument by the University supervisor, an introductory letter which authorizes the researcher to carry out the study was obtained from head of department of Educational Leadership. The researcher then paid a visit to the District Director of Education of the Atwima Kwanwoma District to inform her of the study. The questionaire was self-administered, during the headteachers meeting with the director.

The headteachers were then allowed two weeks to fill the questionnaire which was retrieved on that same day. In all, 40 questionnaire was distributed and all were retrieved from the participants.

3.8 Data Analysis Plan

The data were cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces left unfilled. The data were then computed using SPSS software package; descriptive statistics such as frequencies and percentage were used to analyze and answer all research questions.

3.9 Ethical consideration

The respondents were given the enough time to complete the questionnaire administered to avoid errors and inaccuracies in their answers. The respondents were given assurance regarding the confidentiality of their identity and the information provided. The cooperation of the respondents was sought after.

The respondents were assured that the information that they would give would be treated with the utmost confidentiality and that the information would be used for academic purposes only. Respondents were informed that they could opt out of the study if they so wish.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the findings from fieldwork on the challenges facing basic school head teachers in managing staff and students in basic schools at Atwima Kwanwoma District of Ashanti Region.

Analysis of data and the results were presented in tables using frequencies and percentages. The chapter is grouped under the following sub-headings:

1.   Demographic characteristics of respondents

2.   How headteachers manage basic schools

3.   Challenges basic school head teachers face in managing staff

4.   Strategies to address the challenges in managing staff
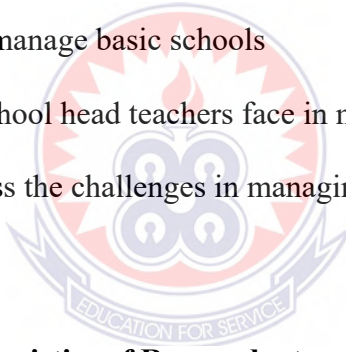
4.2 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age and highest educational qualifications were examined. These were required to enable the researcher to know the kind of respondents he used in the study. The first part of the analysis concerns gender of respondents for the study. This is shown in Table 1.

Table 1 Gender of Respondents

Variable	Frequency	Percentage (%)
Male	24	60
Female	16	40
Total	40	100

Source: Field Data, 2021

Table 1 showed that 60% of the respondents were males while 40% of the respondents were females which imply that more males participated in the study than females.

Highest Educational Qualification

The highest educational qualification of respondents was also analysed. This was to find out the educational level attained by respondents. Table 2 shows the results.

Table 2: Highest Educational Qualification

Qualification	Frequency	Percentage
Diploma	6	15
First Degree	26	65
Second Degree	8	20
Total	40	100
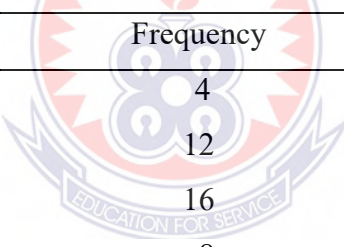
Source: Field Data, 2021

Table 2 showed that 65% of the respondents were holders of First Degree, 20% of the respondents were holders of second Degree while 15% of the respondents were holders of the Diploma Certificate. The result means that majority of the respondents were holders of First degree and had the requisite qualifications as professional to provide rich information for the success of the study.

Length of Service

The length of service of respondents was also analysed. This was to find out how long respondents have been teaching. Table 3 shows the results.

Table 3: Length of Service in the Teaching Profession

Number of Years	Frequency	Percentage
1-5 years	4	10
6-10 years	12	30
11-15 years	16	40
16 years and above	8	20
Total	40	100

Source: Field Data, 2021

Table 3 showed that 40% of the respondents had been teaching for between 11-15 years, 30% of the respondents had been teaching for between 6-10 years, 30% of the respondents had been teaching for 16 years and above while 10% of the respondents had also been teaching for between 1-5 years. The result implies that majority of the respondents had been teaching for 11-15 years and therefore have enough experience to participate in the study.

4.3 Analysis of Main Data

Research Question 1: How do head teachers manage basic schools at Atwima Kwanwoma District of Ashanti Region?

The respondents were asked a number of questions relating to how head teachers manage basic schools. The results are presented in Table 4.

Table 4: How Head Teachers Manage Basic Schools

Statement	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %	Total N %
Provide proper placement of staff	18 45	16 40	6 15	-	40 100
Facilitate discipline of teachers and students	20 50	14 35	6 15	-	40 100
Checks teacher absenteeism	24 60	12 30	4 10	-	40 100
Provision of teaching and learning materials for effective teaching	18 45	10 25	8 20	4 10	40 100
Organizes induction for new staff in the school	14 35	12 30	8 20	6 15	40 100
Ensures effective instructional supervision of teachers to achieve academic excellence	22 55	18 45	-	-	40 100
Encourages staff to develop their career	20 50	16 40	4 10	-	40 100
Provision of training programmes	18 45	12 30	4 10	6 15	40 100

Source: Field Data, 2021

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Table 4 indicated that 45% majority of the respondents strongly agreed that heads provided proper placement of staff, about 40% of the respondents agreed while 15% of the respondents disagreed. The result implies that heads provide proper placement of staff in the school. The result is in tandem with Armstrong's (2010) statement that heads are responsible for the proper placement of staff.

Over 50% majority of the respondents strongly agreed that heads facilitated discipline of teachers and students. About 35% of the respondents agreed while 15% of the respondents disagreed. The result implies that heads facilitate discipline of teachers and students in the school. The result is in line with Armstrong's (2010) statement that heads are responsible for facilitating discipline of teachers and students in educational institutions.

About 60% majority of the respondents strongly agreed that heads checked teacher absenteeism, 30% of the respondents agreed while 10% of the respondents disagreed. The result implies heads have the onerous task of checking teacher absenteeism. The result agrees with Armstrong's (2010) assertion that heads have the responsibility of checking teacher absenteeism.

Also, 45% majority of the respondents strongly agreed that heads provided teaching and learning materials for effective teaching. Over 25% of the respondents agreed, 20% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that heads provides teaching and learning materials for effective teaching in the school. The result substantiates Teachers Proficiency Training Manual's (2007) statement that the headteacher is responsible for ensuring adequate teaching and learning materials for effective teaching in the school.

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Again, 35% majority of the respondents strongly agreed that heads organized induction for new staff in the school. About 30% of the respondents agreed, 20% of the respondents disagreed while 15% of the respondents strongly disagreed. The result implies that heads organize induction for new staff in the school. The result is in conformity with Teachers Proficiency Training Manual's (2007) statement that the head teacher is supposed to induct and mentor new teachers.

Over 55% majority of the respondents strongly agreed that heads ensured effective instructional supervision of teachers to achieve academic excellence while 45% of the respondents agreed. The result implies that heads ensured effective instructional supervision of teachers to achieve academic excellence. The result is in tandem with Teachers Proficiency Training Manual's (2007) statement that the head teachers are responsible for supervision of instruction.

Over 50% majority of the respondents strongly agreed that heads encouraged staff to develop their career, 40% of the respondents agreed while 10% of the respondents disagreed. The result implies that heads encourage staff to develop their career in the school. The result is consistent with Teachers Proficiency Training Manual's (2007) statement that the head teacher is responsible for school based teacher development.

About, 45% majority of the respondents strongly agreed that heads provided training programmes for staff. About 30% of the respondents agreed, 10% of the respondents disagreed while 15% of the respondents strongly disagreed. The result implies that heads provide training programmes for staff. The result agrees with Teachers Proficiency Training Manual's (2007) statement that the head teacher is responsible for teacher skill upgrading.

Research Question 2: What challenges do head teachers face in managing staff in basic schools at Atwima Kwanwoma District of Ashanti Region?

The respondents were asked a number of questions relating to challenges head teachers face in managing staff. The results are presented in Table 5.

Table 5: Challenges in Managing Staff

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Frequent absenteeism on the part of teachers	18 45	12 30	10 25	-	40 100
Teachers frequent lateness to school	16 40	12 30	8 20	4 10	40 100
Inability to organize staff training programmes	24 60	16 40	-	-	40 100
Teachers do not attend class regularly	18 45	12 30	6 15	4 10	40 100
Non-adherence to directives from headteachers	14 35	12 30	8 20	6 15	40 100
Teachers do not participate in co-curricular activities	24 60	10 25	6 15	-	40 100
Inadequate financial resources	22 55	18 45	-	-	40 100
Inadequate knowledge on management of staff	16 40	12 30	8 20	4 10	40 100
Frequent transfer of teachers without replacement	18 45	16 40	6 15	-	40 100

Source: Field Data, 2021

Table 5 showed that 45% majority of respondents strongly agreed that frequent absenteeism on the part of teachers was a challenge heads faced in managing staff. Over 30% of the respondents agreed while 25% of the respondents disagreed. The result implies that frequent absenteeism on the part of teachers is one of the challenges heads face in managing staff. The result is in line with World Bank's (1990) observational statement that teacher absenteeism is another challenge heads face. Poor motivation and lack of accountability is widely reported to result in high levels of teacher absenteeism.

Over 40% majority of respondents strongly agreed that teachers' frequent lateness to School was a challenge heads faced in managing staff. Over 30% of the respondents agreed, 20% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that frequent absenteeism on the part of teachers is one of the challenges heads face in managing staff. The result is consistent with World Bank's (1990) observational statement that teacher lateness is another challenge heads face.

About 60% majority of respondents strongly agreed that inability to organize staff training programmes was a challenge heads faced in managing staff. Over 40% of the respondents agreed. The result implies that inability to organize staff training programmes is one of the challenges heads face in managing staff. The result supports Kusi's (2008) assertion that a recent review of the education system in Ghana indicates that many of the problems schools face are linked to leadership and management such as inadequate training of heads and staff.

Over 45% majority of respondents strongly agreed that teachers did not attend class regularly was a challenge heads faced in managing staff. Over 30% of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents

strongly disagreed. The result implies that teachers not attending class regularly are one of the challenges heads face in managing staff.

Also, 35% majority of respondents strongly agreed that non-adherence to directives from headteachers was a challenge heads faced in managing staff. Over 30% of the respondents agreed, 20% of the respondents disagreed while 15% of the respondents strongly disagreed. The result implies that non-adherence to directives from teachers is one of the challenges heads face in managing staff. The result is in conformity with Chemisto's (2007) statement that rigid attitude and refusal to accept new ideas by newly appointed teachers were also among the challenge heads faced.

Besides, 60% majority of respondents strongly agreed that teachers did not participate in extra co- curricular activities were a challenge heads faced in managing staff. Over 25% of the respondents agreed while 15% of the respondents disagreed. The result implies that teachers not participating in extra co- curricular activities are one of the challenges heads face in managing staff. The result is in line with Simatwa's (2010) indication that, research on inductions needs has shown that the induction process is difficult and lengthy, thus, beginning teachers require assistance to participate in both extra curricula and curriculum activities.

About 55% majority of respondents strongly agreed that inadequate financial resources were a challenge heads faced in managing staff. Over 45% of the respondents agreed. The result implies that inadequate financial resources were one of the challenges heads face in managing staff. The result is in line with Ajowi, Simatwa and Ayodo's (2011) statement that challenges faced by the head teachers included, financial constraint, and work overload.

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Over 40% majority of respondents strongly agreed that inadequate knowledge on management of staff was a challenge heads faced in managing staff. Over 30% of the respondents agreed, 20% of the respondents strongly disagreed while 10% of the respondents disagreed. The result implies that inadequate knowledge on management of staff is one of the challenges heads face in managing staff. The result is in line with Ajowi, Simatwa and Ayodo's (2011) statement that challenges faced by the head teachers included inadequate knowledge on human resource management

Over 45% majority of respondents strongly agreed that frequent transfer of teachers without replacement was a challenge heads faced in managing staff. Over 40% of the respondents agreed while 15% of the respondents disagreed. The result implies that frequent transfer of teachers without replacement is one of the challenges heads face in managing staff. The result is in line with Herber's (1989) assertion that frequent and compulsory transfer of teachers including head teachers themselves is also a challenges because the head teacher has no control.

Research Question 3: What strategies could be adopted by basic school head teachers to manage staff in basic schools at Atwima Kwanwoma District of Ashanti Region?

The respondents were asked a number of questions relating to strategies that could be adopted to address the challenges in managing staff. The results are presented in Table 6.

Table 6: Strategies to Address the Challenges in Managing Staff

Strategies	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Provision of career development training	20 50	16 40	4 10	-	40 100
Availability of teaching and learning materials for teachers to use in teaching	20 50	12 30	8 20	-	40 100
Adequate supply of teachers to reduce teaching load	18 45	12 30	6 15	4 10	40 100
Provision of infrastructural support as one of the major need of school	16 40	14 35	6 15	4 10	40 100
Organization of in-service training on how to manage staff	16 40	14 35	10 25	-	40 100
Adequate funds for running day-to-day activities of school.	26 65	14 35	-	-	40 100
Conducive accommodation for teachers nearest to the school	18 45	16 40	6 15	-	40 100

Source: Field Data, 2021

Table 6 indicated that 50% majority of respondents strongly agreed that provision of career development training was a strategy that could be adopted to address the challenges in managing staff. Over 40% of the respondents agreed while 10% of the

respondents disagreed. The result implies that provision of career development training is one of the strategies that could be adopted to address the challenges in managing staff. The result is in line with Chemisto's (2007) statement that one of the strategies to manage challenges heads of institutions face were access to career development training by teachers.

Over 50% majority of respondents strongly agreed that availability of teaching and learning materials for teachers to use in teaching was a strategy that could be adopted to address the challenges in managing staff. Over 30% of the respondents agreed while 20% of the respondents disagreed. The result implies that availability of teaching and learning materials for teachers to use in teaching is one of the strategies that could be adopted to address the challenges in managing staff. The result is in tandem with Chemisto's (2007) statement that one of the strategies to manage challenges heads of institutions face was adequate supply of teaching and learning materials.

About 45% majority of respondents strongly agreed that adequate supply of teachers to reduce teaching load was a strategy that could be adopted to address the challenges in managing staff. Over 30% of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that adequate supply of teachers to reduce teaching load is one of the strategies that could be adopted to address the challenges in managing staff. The result consistent with Chemisto's (2007) statement that one of the strategies to manage challenges heads of institutions face was adequate supply of teachers to reduce teaching load.

Over 40% majority of respondents strongly agreed that provision of infrastructural support as one of the major needs of school was a strategy that could be

adopted to address the challenges in managing staff. Over 35% of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that provision of infrastructural support is one of the strategies that could be adopted to address the challenges in managing staff. The result is in agreement with Chemisto's (2007) statement that one of the strategies to manage challenges heads of institutions face was infrastructural support.

About 40% majority of respondents strongly agreed that organization of in-service training on how to manage staff was a strategy that could be adopted to address the challenges in managing staff. Over 35% of the respondents agreed while 25% of the respondents disagreed. The result implies that organization of in-service training on how to manage staff is one of the strategies that could be adopted to address the challenges in managing staff. The result is in line with Kusi's (2008) statement that one of the strategies to manage challenges heads of institutions face was provision of in-service training on management for head teachers.

Over 65% majority of respondents strongly agreed that adequate funds for running day to day activities of school was a strategy that could be adopted to address the challenges in managing staff. Over 35% of the respondents agreed. The result implies that adequate funds for running day to day activities of school is one of the strategies that could be adopted to address the challenges in managing staff. The result is consistent with Ajowi, Simatwa and Ayodo's (2011) statement that one of the strategies to manage challenges heads of institutions face was provision of adequate financial resources.

About 45% majority of respondents strongly agreed that conducive accommodation for teachers nearest to the school was a strategy that could be adopted to

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address the challenges in managing staff. Over 40% of the respondents agreed while 15% of the respondents disagreed. The result implies that conducive accommodation for teachers nearest to the school is one of the strategies that could be adopted to address the challenges in managing staff. The result agrees with Bennell's (2004) statement that work and living environment for many teachers are poor, and tends to lower self-esteem and is generally de-motivating teachers. Housing is a major issue for nearly all teachers. Chemisto (2007) found out that there are inadequate staff house to accommodate all the teachers in the compound.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings of the study, conclusions, recommendations made and suggestions for further study.

5.1 Summary of Findings

The study was conducted to investigate challenges basic school head teachers face in managing staff in basic schools at Atwima Kwanwoma District of Ashanti Region. The objectives of the study were to determine how head teachers manage basic schools at Atwima Kwanwoma District, identify the challenges basic school head teachers face in managing staff at Atwima Kwanwoma and to adopt strategies to manage staff in basic schools at Atwima Kwanwoma District of Ashanti Region.

Descriptive survey design using the quantitative approach was adopted for the study. The target population of the study consisted of all head teachers and assistant headteachers at the Atwima Kwanwoma District of the Ashanti Region. The accessible population was 40 head teachers and assistants in 20 basic schools. All the 40 head teachers and assistants and the schools were purposively selected and used in the study.

Questionnaire was used to collect data. The reliability test yielded Cronbach alpha of 0.78. The data were analyzed using frequencies and percentage to answer all the research questions.

5.2 Summary of Main Findings

A number of findings emerged from the study. They included:

On how heads manage basic schools, the study revealed that heads provided proper placement of staff, facilitated discipline of teachers and students, checked teacher absenteeism, provided teaching and learning materials for effective teaching, organized induction for new staff in the school, ensured effective instructional supervision of teachers to achieve academic excellence, encouraged staff to develop their career and also provided training programmes.

On challenges heads faced in managing staff, the study revealed that the challenges were frequent absenteeism on the part of teachers, teachers frequent lateness to School, inability to organize staff training programmes, teachers did not attend class regularly, non-Adherence to directives from teachers, teachers did not participate in extra co- curricular activities, inadequate financial resources, inadequate knowledge on management of staff and frequent transfer of teachers without replacement.

On strategies to manage the challenges, the study revealed the strategies as the provision of career development training, availability of teaching and learning materials for teachers to use in teaching, adequate supply of teachers to reduce teaching load, provision of infrastructural support as one of the major need of school, organization of in-service training on how to manage staff, adequate funds for running day to day activities of school, and conducive accommodation for teachers nearest to the school.

5.3 Conclusions

It could be concluded based on the findings that heads of basic schools in the study area performed various activities in managing staff. Therefore, if heads performed various activities to manage staff. This would improve the quality of teaching and learning in basic schools in the study area.

It was also concluded that because the several challenges heads faced in managing staff militating against it, heads management of the school would not be as effective as envisaged.

It could be concluded that the suggestions made on the strategies to manage the challenges heads encounter if adopted, would facilitate heads' management of the basic schools.

5.4 Recommendations

The following recommendations are made based on the findings and conclusions drawn.

1. The District Directorate of Education should organize regular or in-service training programmes on effective management for headteachers of all educational institutions under its care.

2. The District Directorate of Education should ensure adequate supply of teaching and learning resources for basic schools for effective management.

3. Ghana Education Service should provide basic schools with adequate funds for effective management of schools.

5.5 Suggestions for Further Research

The study was conducted to investigate challenges basic school head teachers face in managing staff in basic schools at Atwima Kwanwoma District of Ashanti Region. Therefore, further study should be conducted in other metropolis, municipal and districts of the Ashanti Region to confirm or refute the findings of this study.

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APPENDIX: QUESTIONAIRE FOR HEADTEACHERS

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR HEAD TEACHERS

KINDLY ASSIST THE STUDY BY ANSWERING THE QUESTIONS BELOW.

SECTION A: PERSONAL BACKGROUND INFORMATION

Please tick the appropriate space.

1. What is your gender?

a. Male [ ]

b. Female [ ]

2. What is your Academic qualification:

a. Diploma [ ]

b. First Degree [ ]

c. Second Degree [ ]

3. How long have you been a head teacher?

a. Less than 3 years [ ]

b. 3 - 8 years [ ]

c. 9 - 14 years [ ]

d. 15 - 20 years [ ]

e. 21 years and above [ ]

SECTION B: HOW HEADTEACHERS MANAGE BASIC SCHOOLS?

The following are some of the ways headteachers used to manage basic schools: please indicate the extent of your agreement with each items as they occur in your school. Tick [√] as appropriate. Use the scale: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
Provide proper placement of staff				
Facilitate discipline of teachers and students				
Checks teacher absenteeism				
Provision of teaching and learning materials for effective teaching				
Organizes induction for new staff in the school				
Ensures effective instructional supervision of teachers to achieve academic excellence				
Encourages staff to develop their career				
Provision of training programmes				

SECTION C: CHALLENGES HEADTEACHERS FACE IN MANAGING STAFF.

The following are some of the challenges headteachers face in managing staff: please indicate the extent of your agreement with each challenges as they occur in your school. Tick [√] as appropriate. Use the scale: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

ITEMS	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. Frequent Absenteeism on the part of teachers				
2. Teachers frequent lateness to School				
3. Inability to organize staff training programmes				
4. Teachers do not attend class regularly				
5. Non-Adherence to directives from teachers				
6. Teachers do not Participate in extra co-curricular activities				
7. Inadequate financial resources				
8. Inadequate knowledge on management of staff				
9. Frequent transfer of teachers without replacement				

SECTION D: STRATEGIES TO MANAGE THE CHALLENGES.

The following are some of the strategies headteachers could adopt in managing staff: please indicate the extent of your agreement with each strategy as they occur in your school. Tick [√] as appropriate. Use the scale: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

Strategies	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. Provision of career development training for teachers				
2. Availability of teaching and learning materials for teachers to use in teaching				
3. Adequate supply of teachers to reduce teaching load				
4. Provision of infrastructural support as one of the major need of school				
5. organization of in-service training on how to manage staff				
6. Adequate funds for running day to day activities of school.				
7. Conducive accommodation for teachers nearest to the school				