

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT

HEAD TEACHERS' MANAGEMENT OF BASIC SCHOOLS AT GOASO  
MUNICIPALITY IN THE BRONG AHAFO REGION OF GHANA



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

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## DECLARATION

### STUDENTS DECLARATION

I, HANNAH VAN-ESS, 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

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DATE: .....

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## **DEDICATION**

To my husband Joseph Moro and my children Caleb Adjei Moro, Christabel Oforiwaa Moro, Joel Pinamang Moro and Ephraim Ohene Amankwaa Moro.



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## ABSTRACT

The study was conducted to investigate head teachers' management of Basic Schools at Goaso Municipality in the Brong Ahafo Region of Ghana. The objectives of the study were to assess head teacher's effectiveness of managing basic school, identify challenges associated with head teachers' management of Basic Schools and to adopt strategies to manage head teachers' challenges of managing Basic Schools at Goaso Municipality. A descriptive survey design was adopted using the quantitative approach for the study. The accessible population was 190 head teachers in the 190 Basic Schools in the Goaso Municipality. Census technique was used to involve the schools and the 190 head teachers. Questionnaire was used to gather data for the study. Data were analysed using descriptive statistics such as frequencies and percentages. The pilot test yielded Cronbach alpha of 0.85. The study found that head teachers ensured continuous professional development of teachers and maintained high level of trust among staff. Challenges head teachers faced were uncooperative attitude of teachers, un-cooperative attitude of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) and inadequate teaching and learning materials. Some strategies to manage the challenges were access to training and support programmes and provision of adequate teaching and learning materials. Based on the findings, it is recommended that the Goaso Municipal Director of education in collaboration with the Ghana Education Service should also provide heads of schools with adequate teaching and learning materials for effective management of the school.

## **CHAPTER ONE**

### **INTRODUCTION**

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

There is an increasing consensus among researchers in the field of educational leadership and management, in both advanced and developing countries, that the leadership provided by headteachers is absolutely crucial for the success of schools (Bush, 2008). In the developed world this recognition has led to huge financial commitments in major initiatives that will bring about improvement in leadership and management. However, in the developing world, little is done about this factor which is significant for school improvement (Kitavi & Westhuizen, 1997; Wanzare, 2012; Oduro, 2012). Despite the importance of headship, the procedures used in appointing, training, inducting and inservicing headteachers are inappropriate in many developing countries, especially those in the continent of Africa (Bush & Oduro, 2006). These practices are considered ineffective for the development of competent school leaders in these countries (Kitavi & Westhuizen, 1997; Oduro & MacBeath, 2003). Countries in Latin America and the Caribbean regions have also recognised that there is a need to effectively prepare school administrators/principals to enhance their role in the realisation of the aims of the various education reforms being carried out (Borden, 2002).

In most developing countries, headteachers encounter many problems in managing schools (Harber & Mncube, 2011). These problems are attributed to many factors, among the most significant, lack of good quality and appropriate resource materials on school management (Commonwealth Secretariat, 1993). The Commonwealth Secretariat (1993) argued that ‘such materials as were available tended to be outdated, in short supply, and in

many cases written in language ill-suited to busy heads' (p.i). Therefore, in 1991 it organised training and support programmes for those in English speaking countries in Africa (Commonwealth Secretariat, 1993). The programme was attended by the representatives of seven Education Ministries in Africa, namely Ghana, Botswana, Kenya, Namibia, Nigeria, Uganda and Zimbabwe (Oduro, 2003). The participants prepared resource materials covering the basic areas of managing schools in the continent. Despite the importance of resource materials for school management, De Grauwe argues that much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources, and the capacity of schools to improve teaching and learning is strongly influenced by the quality of leadership provided by the headteacher. (De Grauwe, 2001).

Ghana carried out an educational reform in 1987 and introduced the Junior Secondary School (JSS) concept, among other aims, to improve the quality of education provision, but little emphasis was laid on the preparation and development of headteachers at that level. It was not until the introduction of the 'Free Compulsory and Universal Basic Education (FCUBE)' programme in 1992 that importance was attached to the improvement of efficiency of school management. The FCUBE policy requires headteachers to receive training in school management (Ghana Education Service (GES), 2010) to enable them to perform their tasks effectively. It also recommends the formation of School Management Committees (SMCs)/Governing Bodies, and Parent-Teacher Associations (PTAs) by individual schools to work hand-in-hand with the headteachers, and guide them in school policy formulation (GES, 2010).

Also, the Ministry of Education (MoE) and the GES produced a Headteachers' Handbook in 2010 (Oduro, 2003) to facilitate the performance of their role in quality education provision. Thus efforts are being made to support school leaders and managers in most developing nations, particularly Ghana, but such attempts have not been effective in equipping them with the knowledge, skills and attitudes required for their job. Bush & Oduro (2006), drawing on data generated through analyses of research literature in Africa, emphasised that:

Preparation for school principals is inadequate throughout Africa. Most heads are appointed without any specific management training and few receive appropriate in-service training following appointment. (Bush & Oduro, 2006:371) The above quotation further highlights the need to prepare and train head teachers in the countries of Africa, including Ghana to enable them perform their roles more effectively hence the need for this study.

## **1.2 Statement of the Problem**

Usually, educational management provided by head teachers within the school is absolutely crucial for the success of the school. A recent review of the education system in Ghana indicates that many of the problems schools are faced with are linked to leadership and management. These problems include poor supervision by heads, inadequate preparation and training of heads, lack of commitment on the part of heads and teachers, heads combining management with teaching at the basic level, leaving them little or no time for management and supervision, and heads at the basic level not having sufficient authority in the discharge of their duties (Oduro, 2012).

Literature searches indicates that efforts are being made to support and equip school leaders with the knowledge, skills and attitudes required in the management of schools in most developing nations, particularly Ghana (Bush & Oduro, 2006).

The questions that may arise are; what challenges are associated with heads' management of basic schools? and what are the strategies to overcome them? These and other questions need to be answered. The study therefore seeks to investigate head teachers' management of Basic Schools at Goaso Municipality in the Brong Ahafo Region of Ghana.

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

The purpose of the study was to investigate head teachers' management of Basic Schools at Goaso Municipality in the Brong Ahafo Region of Ghana.

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

The study sought to achieve the following objectives:

1. to assess head teacher's effectiveness of managing basic school at Goaso Municipality.
2. to identify challenges associated with head teachers' management of basic schools at Goaso Municipality.
3. to adopt strategies to manage head teachers' challenges of managing basic schools at Goaso Municipality.

### **1.5 Research Question**

The study sought to address the following questions:

1. What is the effectiveness of head teachers' management of basic school at Goaso Municipal?
2. What challenges are associated with head teachers' management of basic schools at Goaso Municipality?
3. What strategies could be adopted to manage head teachers' challenges of managing basic schools at Goaso Municipal?

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

The results of this study will provide useful information for head teachers to manage basic schools in effective and efficient manner. The study will pave way for Ministry of Education to make a policy that will enhance the management of educational institution.

The study will add to already existing literature on management of basic schools. The study will be helpful to future research who may conduct similar study. The study will be helpful to head teachers to adopt appropriate strategies to cope with challenges in managing human resources.

### **1.7 Delimitations of the Study**

The study was delimited to Goaso municipal in the Brong Ahafo Region of Ghana. Only head teachers in the basic schools were used for the study. The study was delimited

to effectiveness of heads management of schools, challenges head teachers face and strategies to manage the challenges.

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

The study was done only at Goaso Municipality of the Brong Ahafo Region with limited sample size which will not effectively reflect the situation of the challenges heads face in managing basic schools across the country. The researcher used only questionnaire to collect data for the study. Also, with the use of questionnaire it was not possible to probe further for detailed explanation. All these were likely to affect the validity of the findings or conclusions. Therefore the findings of the study may be generalized with caution.

### **1.9 Definition of terms**

**Management:** Carrying out the day to day activities of basic schools.

**Leadership:** The ability to influence others to work together voluntarily to achieve set goals of the school.

**Leadership Challenges:** A direct threat or problems faced by heads of educational institutions in the leadership and management of the school.

### **1.10 Organization of the Study**

The study is organized into five chapters. Chapter one is the introduction and it covers the background of the study, statement of the problem, purpose of the study, objectives, research hypothesis, the significance of the study, delimitation of the study, limitations of the study and the definition of terms. Chapter two deals with the related

literature of the study. The review comprises empirical studies and the theoretical review. Chapter three presents an overview of the research methodology. It covers, research design, population, sample and sampling technique, instrumentation, validity and reliability, data collection procedure, the procedure for analysis of data and ethical consideration. Chapter four deals with the results and discussion of the research findings. Chapter five summarizes the research findings, conclusions and recommendations based on the findings and suggestions for future studies.





## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section focuses on a review of related literature on the influence of Head teachers on the management of basic schools. The chapter assessed both theoretical and empirical studies on the following sub-headings;

1. Concept of management,
2. Management Theory
3. Management Models and Approaches
4. Qualities of an Effective Head
5. Challenges of Managing Schools
6. Strategies to Manage Challenges in Managing Schools
7. Summary of Literature Review



#### **2.1 Concept of management**

Many of the studies in the field of educational leadership and management have been conducted in the advanced world (Harber & Mncube, 2011). Effective Leadership and management remain crucial for schools to operate efficiently as effective education cannot be achieved without good leadership and management. According to McCrimmon (2007), leadership and management are two different things, and serve two different purposes. McCrimmon further stresses that “leadership promotes new directions while management executes existing directions as efficiently as possible” (McCrimmon, 2007, p.2). Likewise, Bush (2008) differentiates educational leadership from management.

Management is about policy formulation and, where appropriate, organizational transformation.

Leadership is concerned with change and management as maintenance activity. In contrast, Bush (2007) views leadership as influencing others actions, in achieving desirable ends while management is maintaining efficiently and effectively current organizational arrangements. Leadership and management work is carried out to enable educators to perform their functional work. Leadership and management occur at all levels of the education system, in the classroom, on the soccer field, in the subject meeting and in other places (Van Deventer, 2003). Thus leadership and management are not restricted to one position or person, but include all the school's role players, regardless of their position.

## **2.2 Management Theory**

The idea of management started with Frederick W. Taylor (Hatch, 2006). Taylor wrote about scientific management, explaining that scientific management is when rules, norms, regulations are set for people to follow. This helps to facilitate work in any organization. Management is the process of managing people or things. In the educational field, Van der Westhuizen (1991, p. 55) defines management as “a specific type of work which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place”. Similarly, Bush (2008) defines management as an executive function for carrying out agreed policy.

Thus, the management of teaching and learning consists of management tasks to develop conducive circumstances in the school, such as: planning, which is used to develop

planning schedules to integrate and co-ordinate activities; organizing, to bring order, removes conflicts, establishes an environment for teamwork; monitoring, to monitor school activities to ensure that they are being accomplished as planned and of correcting any significant deviations; leading and guiding, to assist teachers in attaining their targets and goals and to provide the necessary direction and support (Gous, 2006, p. 7).

In the words of Ubben, Hughes and Norris (2001), management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation. Consequently, the organisation almost always has a predictable atmosphere. Ubben et al. (2001) posited that the manager's belief is that the existing standard is good enough and foresees no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Therefore, it can be assumed that the primary job of a manager is the maintenance of the current model.

On the other hand, leadership according to Ubben et al. (2001) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard.

Bennis and Nanus (1985) argue that managers are people who do things right and leaders are people who do the right thing. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders do manage but use their management skill from a leadership perspective.

Donald, Lazarus and Lolwana (2004) assert that leadership is providing vision and direction in a school whereas management is ensuring that the organisational goals are achieved. Donald, Lazarus and Lolwana (2004) allude to Fullan's opinion on the difference between leadership and management and state that leadership deals with guidance of purpose and motivation while management deals with drawing, effecting and accomplishing things within the setting of effective working relations. Similarly, Dunklee (2000) holds that leaders influence while managers implement and administer; leaders motivate while managers facilitate.

According to Lussier and Achua (2001) and Bell (1999), leadership and management are interwoven. Lussier and Achua (2001) believe that successful managers employ democratic form of leadership as they work with people in the organisation. In addition to that, Bell (1999) states that management entails formulating a vision for the school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way.

Anderson, Ford and Hamilton (1998) propose that the combination of management and leadership is required to successfully transform an organisation and the people in it. Anderson et al. (1998) believe that management cannot function effectively if it does not have leadership as its cornerstone because management is 'undermined by a lack of humanity, clarity, focus, adaptability and creativity'. Anderson et al. (1998) emphasize that both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavours and assert that an

individual manager must lead and each leader must manage in order to respond appropriately to the needed change.

In support of Anderson et al.'s (1998) opinion about the need to amalgamate both management and leadership, Shermerhorn, Hunt and Osborn (2000) contend that the new leadership is inadequate as the emphasis on vision could be so much that the necessary day-to-day activities might be neglected. Therefore, both transformational and transactional leadership functions are needed for the success of an organisation (Leithwood, 2005). Nevertheless, Gronn (2003) reports that school reformers and standards proponents consider the head teachers as leaders instead of managers, because school reformers subscribe to the opinion that leadership is the vehicle for structural change and that the head teachers as the leaders of the school drive it. In effect, the head teachers are expected to initiate and work toward the realization of the necessary change in their schools.

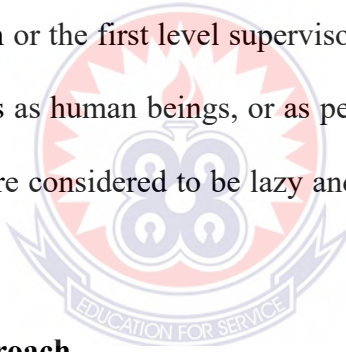
In view of the above, it could be concluded that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organisational stability. Whereas, a leader's activities are directed toward establishing good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they endeavour to accomplish the shared vision in order to sustain continuous improvement of the organisational performance. However, both management and leadership skills are important for organisation's effectiveness.

## **2.3 Management Approaches and Models**

The ways in which leaders behave, and the specific acts by which they play out their leadership and management roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behaviour; a view of what their subordinates are like as people.

### **Scientific management approach**

Scientific management was a management philosophy concerned with increasing productivity among workers. It regarded workers as extensions of the machines they operated. It was first expounded by Frederick W. Taylor, who was an engineer in the early 20<sup>th</sup> century, and a foreman or the first level supervisor. He argued that no consideration was accorded to employees as human beings, or as people with different needs, abilities, and interests. Workers were considered to be lazy and dishonest and to have a low level of intelligence.



### **The human relations approach**

This is an approach to leadership that regards employees' needs as a legitimate responsibility. It arose in the 1920s and 1930s under the impact of the Hawthorne studies, which focused attention on workers instead of production. In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently, allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings.

## **Theory X and Theory Y approach**

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1957) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job.

On the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort. Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives.

## 2.4 Qualities of an Effective Head

For heads to be effective in educational management, management practices in education must be of good quality. Common causes to failures are numerous but the leading one is insufficient staff development especially the head of the institution who is usually promoted to the position by the virtue of long service. The Headmaster of the school who happens to be the leader of the school should be one who takes the position on competence and not by virtue of long service. Rebore (2007) revealed in a research conducted that there are two sets of behaviours associated with effective leadership. The first set, “initiating structure”, refers to leaders behaviour in delineating the relationship between the leaders and the members of the work group and in endeavouring to establish well defined patterns or organisation, channels of communication and methods of procedures. The second set Rebore (2007) terms “consideration”, involves the expression of friendship, mutual trust, respect and a certain warmth between the leader and the group. Rebore’s concept of leadership stresses that the leader who wishes to be a leader must engage in both types of behaviour in order to meet the achievement goals of the school, while maintaining positive and satisfying relationships with others.

The behaviour approach involves the “style” the head uses in dealing with subordinates. Many different labels have been generated to describe essentially two types of leadership: task oriented and person oriented (Harris, 2015). It is worth noting that while considerate behaviour by heads did generally lead to increase satisfaction, the converse is not necessarily the case. Early studies indicated that neither personal characteristics nor leadership styles could predict leadership effectiveness across situations. The school head may find it difficult to develop among its staff the feelings of cohesiveness and



collaborative effort that facilitates productivity. Harris argued that the key developing interactive and cohesiveness in a group is the development and maintenance of high level of trust among the members of the group. This can be entrenched the more if the school head realises that not all leadership functions are to be performed by him. The head's leadership behaviour should also reveal that he is much aware of the axiom that a vision without a strategy is an illusion and as such the school's culture should be strongly emphasised. Becker (1994) contended that the school head should realise that aims inspire hard work and focus effort objectives translates the aims into achievable activities. They provided education for all school activity.

Heads of educational institutions are called upon every now and then on how they should operate. It is a known fact that whatever goes on in a school, the headmaster is normally held accountable. It is also a fact that the success of any headmaster to a large extent depends on a number of factors. However his relationship with his staff tells a lot. It therefore means that, though leadership is important in school administration collegiality is no less a force to second with. There is a persistent acceptance of schools as being hierarchical organisation requiring top-down management and leadership. On the other hand the value of involving the teachers in the decision-making process is being promoted (Cole, 2004).

It is therefore not surprising that both are being advertised at the same time. The head is always in law as well as in fact responsible for the situation in his or her school. Successful heads have interpreted these considerable powers and duties wisely. They have not been authoritarian, consultative or participative as well and as a matter of principle, they have been all three different times as the condition seemed to warrant though most

often participative. Their success has often come from choosing well, from knowing when to take lead and when to confirm the leadership offered by their colleagues (ILEA, 2005). This means that the two, leadership and collegiality can be synthesized, compatible and that there is little conflict between them. This means that the two, leadership and collegiality can be synthesized compatible and that there is little conflict between them. An organisation consists of a system of numerous positions with differentiated tasks duties and responsibilities all in vertical and horizontal relation with each other.

Neagley and Evans (2001) stated that to each position is ascribed a status which he sees as simply a collection of right and duties attached to a position irrespective of the individuals who occupies it (or his wishes). When the individual puts these right into effect, he is performing a role. A role does not refer to the actual behaviour of the individual but the behavior standards including attitudes, values and behaviours that are stipulated by that culture for whoever occupies the position. It is thus a normative pattern for what people occupying social positions should do. In the schools system for instance, the teacher, principal, supervising headmaster and chief inspector of schools in that hierarchical order have some right, duties or obligations stipulated for it.

Neagley and Evans (2001) indicated that the roles are defined as expectation-(role expectations) normative rights and duties prescribed through job titles and descriptions in work manuals, and the way people actually behave in this positions depend partly on the way they think, they are expected to behave (role expectation). It may also depend on whoever he perceives these expectations as legitimate or illegitimate. If he thinks any person having that expectation has a right to hold that expectation, he sees it as legitimate and tries to satisfy it, otherwise, he will regard it as illegitimate and so can ignore it. Thus

the variations in the role enactment of an individual are influenced by the accuracy of his role perception, his skill in enacting that role and his cognitive structure. Role expectations very often are complementary, so that when it prescribes or proscribes behaviour for any position incumbent, it gives reference to people in reciprocal positions. The headmaster's role expectations are defined with reference to his teachers and students, parents and the community and to his superior officers in either the Education Commission or the Ministry of Education.

## **2.5 School Effectiveness**

The school effectiveness was first introduced since early 1950, the effective school often linked with school's effort in leading a change to improve student achievement. However, it is too complicated to define school effectiveness because too many factors influence the effectiveness of the school. There is a study about school effectiveness in the early 1970s indicate that effective school received less attention in the education field because of schools believe that there are factors in this school do not effect on the student achievement. Whereas in the early 1980s, the study found all activities at school can influence the effectiveness of the school. It is also supported by Cohn and Rossmil (2001) have suggested some reasons the effectiveness of a school should be evaluated.

First, there are theories to prove that school effectiveness is influenced by individual, teaching and learning method. Second, school effectiveness is influenced by communication in decision-making which is capable to change internal and external schools. In the latest study on school effectiveness focus more on research sample, each school has different factors in terms of environment, processes, and structures. All these factors will contribute to school effectiveness (Cohn & Rossmil, 2001). Some studies state

that school effectiveness refers to school improvement efforts and measurement of student achievement. However, other researchers argued this statement and explain that the school's effectiveness was more focused on the behavior in the classroom, student participation and value of learning (Rutter, 1983; Abdullah et. al, 2016).

Hopkin and West (1994) said that school effectiveness is a place to develop the cognitive, affective, psychomotor, social and aesthetic and optimal learning environment as well. According to According Scheerens (2004) School effectiveness refers to aspects of teaching, learning, motivation and community involvement. Bakirci, Turkdogan and's Guler (2012) study found that the involvement of the leader giving an impact on the classroom teaching activities. Also, the involvement of teachers in decision-making, high-level communication between principals and teachers will affect school effectiveness. More researchers agree that effective school exists when there is have a relationship between principals, teachers, students, curriculum and teaching process, climate and school culture, between school and parents, social, relationship with the environment (Bakirci et. al, 2012).

Based on the definition of Scheerens, Glas, and Thomas (2003) describes effective schools that occur when a desired level of success has been achieved. Scheerens et. al (2003) explains that a school can control the situation and the internal environment of the school to make it an effective school. While Harris (2003) and Stoll and Fink (1992, 1996) supports this fact and agree that each school will get different result due to the needs, problems and different abilities. The concept of school effectiveness is an effort to change the strength, knowledge and research skills to create a new culture.

The theory of school effectiveness is not only giving a significant impact on these factors such as student achievement, well-being but also in a relationship of the student's negative behaviours such as bullying and risky behaviour (Rutter & Maughan, 2002; Teddlie & Reynolds, 2000). More than 40 years ago, school effectiveness has been studied in several successful schools in improving student results and generate something positive which considered the socio-demographic composition of the school. There are some of the theories and models developed by previous researchers

Edmonds (1979) has developed five factors of school effectiveness i) high expectations for student achievement, b) continuous assessment of student progress, c) strength of leadership education, d) a safe climate and organizes and e) emphasizing basic skills. While Mortimore, Sammons. Stoll, Lewis, & Cob (1988) discusses some of the characteristics of school effectiveness namely a) positive climate, b) the involvement of parents, c) leadership, d) the work environment centred, e) leader involvement n, f) teachers consistent, g) the involvement of teachers, h) maximizes communication between teachers and students.

According to Aggarwal-Gupta and Vohra (2010); Bredeson (1985); Reynolds and Teddlie (2000) discuss that school effectiveness is closely related to internal factors. Meanwhile, researchers Scheerens and Creemers (1989) describe the effectiveness of school-related inputs and outputs. Other researchers such as Brookover, Schweitzer, Schneider, Beady, Flood and Wisenbaker (1979); Edmonds, (1979); Rutter et al., (1979) in Ali (2017) said that the effective school is involved a process other than the input and output. There are various views described by scholars about the effectiveness of the school.

But some of them said effective schools are often associated with internal factors, external, input, process, and output.

On School Effectiveness theory by Rutter et. al (1979) (cited in Grosin (2004), the study found that an excellent school can fight the negative effect that affects the school an example of a student background that is favourable. A study conducted by Rutter and colleagues in England in the 1970s which Rutter, Maughan, Mortimore, Ouston, & Smith, (1979) in Grosin (2004) found that the school effectiveness occurs when there is a) efficiency in leadership, b) high expectations by listeners, c) school environment conducive to learning, focusing on basic skills, look up with students regularly (Edmonds, 1979; Scheerens, 2016). In the United Kingdom, research on school effectiveness begins with the study of Rutter. The study found that there are several factors involved in the effectiveness of class size, school size, and age of the building of the school. However, the most important thing in determining the highest level of effectiveness is balance in the reward system, intellectual, the school environment, opportunity for student's role, an academic goal, teacher as a role model, excellent classroom management, strong leadership and democratically in making –decision.

In the model of school effectiveness by Marzano (2005) emphasize eight (8) dimensions to make the school successful which are a) instructional leadership b) clear mission c) good environment, d) high expectation of successful e) keep review student progress f) learning opportunity, g) perform task on time, h) has a positive relationship between school and home.

Creemers (2002) has introduced a comprehensive model school Effectiveness or Effective Educational Research (EER), which has a four-level indicator such as l) student

level, b) classroom level c) and d school level) context level. The model generated by the model Carroll (1963), a School Learning Model combined with other effectiveness school models. Then, Creemers (2010) have described the six (6) elements that are needed to bring to the effectiveness of the school is a) high expectations of stakeholders, b) material and non-material sources, c) community involvement, d) academic achievement, e) teacher efficacy and f) quality assurance. Six of these elements have been used by some researchers to review the effectiveness of schools which Ali (2017).

Fullan (2013) describes the school effectiveness must have a curriculum, teaching, and learning. According to him, the practice of innovative teaching includes three elements such as a) students of the pedagogical centre including an increase in learning, self-regulation and evaluation, collaboration, and communication skills. Secondly, b) learning outside the classroom including emphasizes problem solving and real-world innovation. And lastly, use of communication and information technology in achieving a learning goal.

Scheerens (2015) states that there are one hundred and nine (109) research study discusses in seven different models and theories on the school effectiveness namely Quinn and Rohrbaugh model, Coleman's functional community theory, comprehensive model Creemers, Parson's social systems theory, dynamic model, model Carroll J. B., and microeconomic theory. However, Creemers has argued Carroll's model in 1963 as the best model because it only focuses on the characteristics of the student's background. There are many theories introduced by other scholars about school effectiveness.

However, the combination of effective school models and theories of Coleman's theory, the effectiveness of the comprehensive model Creemers, microeconomic theory, model Quinn and Rohrbaugh, Dynamic model and model Carroll J. B. Thus, the

effectiveness of this school have been presented to the three approaches. First, the internal effectiveness which emphasizes process improvement by involving external parties (Ayeni & Adelabu, 2011; Day et al., 2010; Hallinger, 2010; Khan, 2013b; Leithwood, Wahlstrom, et al., 2010; Saleem et al., 2012). Second, the effectiveness of the mediator is closely related to intermediate quality assurance (Khan, 2013; Niqab, 2016; Shahnaz & Burki, 2013). The last approach is the effectiveness of the future was described by Scheerens (Scheerens, 2015).

## **2.6 Challenges of Managing Schools**

A number of studies have highlighted certain problems facing head teachers in many countries, including Ghana. These problems include complexity of administrative/managerial roles, difficulty in collecting and managing school fees, un-cooperative attitude of SMCs and PTAs, teacher management, student management problems and limitedness of resources (Oduro & MacBeath, 2003; GES, 2010, Oduro, 2012; Kitavi & Westhuizen, 1997). (Oduro (2012) indicates that head teachers in Ghana combine teaching with administrative roles, making it difficult for them to make adequate time for management and supervision, as noted earlier. Oduro (2012) also argues that most principals in Papua New Guinea (PNG) are burdened with many responsibilities. However, unlike the situation in Ghana, they are pre-occupied with broad administrative responsibilities resulting in the allocation of inadequate time to their instructional leadership role. According to Oduro (2012) principals are mostly engaged in their administrative role, mainly: Planning infrastructure developments; organising necessary human, financial, and physical resources; directing and controlling staff performances through evaluation and providing



feedbacks aimed to achieve desired results with the school rather than using their natural and learned ability, skill, and personal characteristics to influence people to take desired action (Oduro, 2012).

Similarly, head teachers in some advanced countries perform complex and numerous roles. Oduro and MacBeath, (2003) points out that head teachers in England are torn between focusing on their instructional leadership role and professional matters, and concentrating on their administrative role. Also, increased financial, personnel, and site responsibilities coupled with pressure to focus on professional matters such as curriculum have left headteachers pulled in different directions. However, the increasing responsibilities are not matched with equal remuneration (Oduro & MacBeath, 2003). Headteachers in Ghana are also entrusted with the responsibility of collecting and managing approved fees on behalf of the stakeholders such as the PTAs, MoE, district assembly, and SMCs without being trained for that task (Harber & Mncube, 2011; Oduro & MacBeath, 2003). However, their salaries are often withheld or suspended in the event of miscalculation or their inability to meet the financial expectations of the stakeholders. Sometimes, they are accused of embezzlement of public funds, tarnishing their image among their colleagues and the people in the community in which they operate (Oduro & MacBeath, 2003).

Unlike the practice in Ghana whereby head teachers are ‘school fees collectors’, their counterparts in some countries, such as England, have professional accountants or business managers who are charged with the responsibility of managing school finances. This enables head teachers to concentrate on the performance of their leadership and management roles. The inability of headteachers in Ghana to employ professionals to

manage school finances is attributed to insufficient budgetary allocations to the education sector – this affected school funding (Kitavi & Westhuizen, 1997; Harber & Mncube, 2011).

Another problem encountered by headteachers in Ghana is the uncooperative attitude of the SMCs and PTAs (Oduro, 2012). These bodies are expected to help in the day-to-day management of schools, school policy formulation and school financing. They are also charged with the responsibility of ensuring that schools serve the interests and meet the expectations of stakeholders (GES, 2010). The role of the SMCs and PTAs in the management and functioning of schools is, therefore, absolutely crucial. Lambert (2003) confirm this, arguing that successful school improvement requires a collaborative effort of both the constituents working in the school (headteachers, teachers, administrators and pupils) and those outside the school, such as the parents, governing bodies and community members.

Involvement of these stakeholders is ‘not only incremental in the development of the child but also motivates the schools to function at a higher standard by constantly improving practices. However, Oduro (2012) notes that the SMCs and PTAs in Ghana fail to attend meetings organised by headteachers and their staff. This lack of cooperation of the SMCs and PTAs with headteachers might affect the management of the schools negatively. Harber and Mncube (2011) in his ethnographic study in three secondary schools in Ghana finds that headteachers encounter teacher management problems. According to Oduro, teachers engage in many forms of misbehaviour, such as absenteeism, lateness and alcoholism which affect their output negatively. This situation is aggravated by frequent

and compulsory transfers of teachers without replacing them, creating staff shortages in some schools (Harber & Mncube, 2011).

This perception discouraged many able women from occupying leadership positions, especially in organizations dominated by men. Headteachers in Ghana also face student management challenges (Harber & Mncube, 2011). One dimension of the problems, according to Harber and Mncube, is non-attendance by students, which is more prevalent among boys than girls. Another aspect of the problem is that students engage in violent riots and demonstrations (Harber & Mncube, 2011). According to Harber and Mncube (2011), these activities result in violent destruction of school facilities leading, in some cases, to the closure of schools. Some studies conducted in some African countries have also identified problems encountered by principals (head teachers in this contexts).

In their survey of problems faced by newly appointed secondary school principals in Kenya, Kitavi and Westhuizen (1997) asked both the newly appointed principals (NAPs) themselves and experienced principals to rate the problems identified. It emerged that the experienced principals gave a lower rating to most of the problems facing the beginning principals. Westhuizen (1991) also identified the problems facing new principals in developing countries by administering 500 questionnaires to the beginning principals themselves and veteran principals in one of the regions in South Africa. Again the findings demonstrated that the new and veteran principals rated the problems differently. Hobson, Malderez, Tracey, Giannakaki, Pell and Tomlinson (2008) examined existing literature on the problems facing NAPs in the UK, USA and some European countries, but the problems found differed from those facing their counterparts in Kenya and other developing countries. It emerged from their study that headteachers encountered some common

problems, although there were differences in experiences, background and school contexts. These problems were: Feeling of professional isolation and loneliness; dealing with the legacy, practice and style of the previous headteacher; managing time and priorities; managing the school budget; dealing with (for example, supporting, warning) ineffective staff; implementing new government initiatives, notably new curricula or school improvement projects; and problems with school buildings and site management (Hobson et al, 2008).

Hobson et al. also found some differences in the problems facing new headteachers, but unlike the studies conducted in developing countries, they attributed this situation to: Differences in school phase and geographical location; variations in educational systems in the contexts of the studies or cultural differences; variations in how the headteachers relate to the other staff in their school; when data was gathered for each study; and differences in the duration of the research examined (Hobson et al, 2008). The discussion, so far, reveals that there are some commonalities and differences in the problems facing headteachers in developing countries. Also, the discussion points out that the problems facing headteachers in developing countries, including Ghana, are, to a greater extent, different from those in the advanced countries. The differences in the problems might be attributed to the differences in professional contexts and characteristics between the countries in those two worlds – developing world and developed world.

Although headteachers in Ghana and other countries encounter many problems, little effort has been made to identify the causes of these problems. Whereas literature clearly points out the causes of some of the problems facing headteachers identified in the previous section, the factors responsible for other problems appear in the explanation of

the problems. Oduro, (2012) indicates that headteachers in Ghana are burdened because they teach and manage the school at the same time, as already pointed out. Oduro & MacBeath (2003) believe that headteachers in rural areas, in particular, are compelled to teach many classes and manage simultaneously because they do not get an adequate number of teachers to work with. According to Oduro & MacBeath, newly qualified teachers (NQTs) refuse to accept postings to those areas because of unavailability of social amenities in such places. Although Oduro (2012) argue that principals and headteachers in PNG and England respectively face problems in performing their management function, they do not clearly identify the causes of such problems. Hobson et al (2008) argue that headteachers in the UK (including England) and other developed countries face problems because of the complexity of their role and its tasks.

Harber and Mncube (2011) attributed the teacher management problems encountered by Ghanaian headteachers to their powerlessness in determining who they would like to work with, resulting in the posting of ineffective teachers to their schools. The posting of teachers is done centrally by the GES, giving the headteachers no chance to assess the capabilities of those they manage. Similarly, government headteachers in Pakistan lack the power required to manage their staff in relation to their appointment, disciplining and payment. The similarities in the causes of teacher management problems faced by headteachers in Ghana and Pakistan might be attributed to the fact that they are both developing countries and, therefore, share some common socio-economic features. Harber and Mncube, (2011) blames the student non-attendance problem on their engagement in agriculture. Abbey indicates that it is difficult to enrol students, especially during agricultural seasons. The traditional economy can cause widespread student

absenteeism. The times of serious absenteeism and lateness due to pupils engagement in farming varies from region to region. In the Kade area of Eastern region, for example, this occurs in the main rice harvesting season (i.e. July to October). In the Asante-Akim area of the Asante region, this problem is at its peak during the snail season.

During these times some schools are compelled to reschedule their start and finish time to accommodate the situation since the problem is understood by all (Harber & Mncube, 2011). The students' violent demonstrations and riots were attributed to the creation of authoritative school culture which makes students conform to the authority structure of the school (Harber & Mncube, 2011). Contrary to this view, Harber and Mncube (2011) blamed the students' demonstrations and riots on the 'absence of information flow; breakdown in communications; headmaster keeping students at arm's length; and lack of interest in students.' The problems encountered by the new principals in Kenya and other developing countries were also caused by lack of funds for the schools (Westhuizen, 1991; Kitavi & Westhuizen, 1997).

In most of these countries, governments do not allocate adequate funds to the education sector of the economy, resulting in the schools' reliance on parents for financial support by collecting school fees (Harber & Mncube, 2011). However, high poverty levels, coupled with high birth rates characterising developing and underdeveloped countries (Oplatka, 2004), make it difficult for the parents to pay the fees (Harber & Mncube, 2011). This places the schools in a difficult financial position. The causes of the problems faced by new principals in the UK and other developed countries are different from their counterparts in Ghana and other developing countries. Apart from the role complexity and numerous tasks performed by the headteachers noted earlier, Hobson et al. (2008)

attributed the problems to ‘external pressures and demands; and poor access to training and support, both before and after appointment (Hobson et al, 2008).

## **2.6 Strategies to Manage Challenges in Managing Schools**

There are several strategies of managing challenges in educational institutions. Every organization is expected to make a little investment into the professional development of the individuals, which is in their best interest as human resource is the bedrock of every organization (Heller, 2002). Hence, the emphasis on training staff or developing their abilities at all organizational levels is vital. In-service training programmes should be an administrative policy. Training affects the quality of productivity and performance. Ukeje, Akabogu, and Ndu (1992) warned that professionals who cease to study cease to be effective professionally.

It has been recognized that managers as well as their subordinates need management and support. The world is dynamic, and so, there is a need to be abreast with time through periodic in-service training. The issue of SMCs and PTAs cooperation with head teachers, availability of adequate funds, hiring of adequate staff and the provision of decent staff accommodation are other proper investment which can enhance performance more. Leaders who live not too far from their workplaces are able to sacrifice time and energy to perform beyond the required. Supervision of work coupled with regularity and punctuality will be evident. Dedication which every organization desires will be visible. Also, SMCs and PTAs cooperation with head teachers and provision of adequate financial resources promote school effectiveness.

The provision of professional accountant to manage school financial resources is also paramount for effective management of schools. Head teachers in Ghana are made to collect and manage approved fees on behalf of the stakeholders such as the PTAs, MoE, and SMCs without training of (Oduro & MacBeath, 2003). Head teachers' salaries are often withheld in the event of miscalculation or embezzlement.

Another issue that matters most is motivation at workplaces. Heads of institutions or organizations need to be stimulated or influenced to come out with their best in meeting desired goals. Certo (2006) was critical about the motivational process or the steps to be taken. The working conditions, human relations and pay are some critical issues that need to be satisfied. Like teachers, headmistresses and headmasters morale become low when the environment for learning and working conditions are not conducive. Bennell (2004) reiterated that job satisfaction has a positive relationship to the degree of commitment to work.

Incentives, rewards and credit facilities should be made available as motivating factors. The respect of any manager or worker in a society goes with the condition of service and provision of incentives they have in place for them. The welfare of workers, whether head or not, should be prioritized in recent times. The availability and accessibility of equipment and relevant teaching and learning materials need not be low as in the case of Ghana Education Service (GES). The presence of up-to-date textbooks and syllabuses, constant supply of stationery, and a well-equipment office space are the little improvement headmistresses and headmasters are yearning for (Afful-Broni, 2012).

Strong, quality and cordial interpersonal relationships can bring about high performance in any organization, and the school is not left out. Spouses, subordinates,



associations and friends of female administrators of educational institutions need to extend both professional and moral support. The benevolence of relatives, individuals and associations can boost performance.

The involvement and participation of staff in decision making frequently lead to the obtainment of a sense of ownership and commitment among the participants to the work of the school. A related value of a school-based professional learning community is that it can foster an intrinsic focus instruction and learning (Harter, 2011; Husman, Derryberry, Crowson, & Lomax, 2014) that would almost certainly bolster student learning. An intrinsic focus emerges with the obtainment of a strong sense of commitment. The obtainment of an intrinsically motivated commitment within a learning community will lead to the enhancement of instruction and learning.

## **2.7. Summary of Literature Review**

The literature was reviewed on the scholarly works done on heads management of educational institutions particularly basic schools. The literature reviewed so far revealed that the head teacher plays a very important role in the management of schools. Head teachers management skills will determine whether the school will be effectively managed or ineffectively or poorly managed. Various qualities of effective heads were enumerated by several authors in the literature. Also, some of the challenges of managing schools included complexity of managerial roles; Uncooperative attitude of teachers; Unsuitable location of the school; Un-cooperative attitude of School Management Committees (SMCs) Parent-Teacher Associations (PTAs); Inadequate teaching staff; Inadequate teaching and learning materials; Low attendance of students in school and Inadequate funds to manage the school.

Some of the strategies to manage challenges of managing schools the study revealed were provision of professional accountants to manage school finance; SMCs and PTAs to cooperate with head teachers; Provision of adequate funds for schools to tackle problems; Employment of adequate number of teachers to work; encouragement of students verbally or through any appropriate measures to avoid absenteeism and; Creating a conducive environment for teaching and learning.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter describes methodology of the study. It includes, research design, population, sample and sampling techniques, instrumentation, validity and reliability, data collection procedure, the procedure for the analysis of the data and ethical consideration.

#### **3.1 Research Design**

According to Creswell (2007), research design is the plan to carry out a study with maximum control over factors that may interfere with the validity of the findings. It is the plan that describes how, when and where data are to be collected and analyzed (Creswell, 2007). A descriptive survey design was adopted using the quantitative research approach for the study. The design enabled the researcher to select a sample from the different working environment to reflect that of the larger population (White, 2005).

The strength for using the descriptive design is that it provides researchers with a lot of information from various respondents and the data collected are easy to analyze (Creswell, 2007). A weakness of descriptive survey design is how to retrieve all questionnaires from respondents. Since the researcher wanted to find out what really was the situation with regard to head teachers management of basic schools, the descriptive research design was deemed appropriate for the study.

### **3.2 Population**

The target population for the study comprised all head teachers in the basic schools at Goaso Municipality in the Brong Ahafo Region of Ghana. Statistics from the Municipal Directorate of Education indicated that there are 97 primary schools and 73 junior high schools in the Goaso Municipality. Therefore, there are 190 head teachers in basic schools at Goaso Municipality of the Brong Ahafo Region of Ghana. The total population for the study was all head teachers in the Goaso Municipality. The accessible population was 190 head teachers in the 190 basic schools in the Goaso Municipality.

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

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Creswell, 2007). A sample is a group of people that are chosen out of a larger number and are asked questions or tested in order to get information about a larger group (Kusi, 2012).

The sample selected from basic schools at Goaso Municipality of the Brong Ahafo Region. Census technique was used to select the schools and head teachers. Census sampling technique was considered appropriate because the researcher collected and analyzed from every head teacher. Creswell (2012) stated that census sampling procedure increases sample and it covers the whole population. Census technique is unbiased and is totally representative. All the 190 head teachers were selected for the study. A total of 190 respondents formed the sample for the study.

### **3.4 Research Instrument**

The researcher used questionnaire to gather quantitative data for studying the issue under investigation. Questionnaire is one of the most affordable ways to gather quantitative data (White, 2005). The use of questionnaire as research instrument is a cost-efficient way to quickly collect massive amounts of information from a large number of people in a relatively short period of time (White, 2005). It is quick and easy to collect results. Four-point Likert-type scale was used ranging from 'strongly agree' to 'strongly disagree'. The questionnaire consisted of three main sections. Section 'A' consisted of the background information of respondents. It focused on respondents, gender, age, professional qualification and work experience. Section 'B' covered effectiveness of head teachers' management. Section "C" solicited response on challenges of managing basic schools. Section "D" covered strategies to enhance management of basic schools. A weakness of questionnaire is how to retrieve all questionnaires administered from respondents.

### **3.5 Validity Test**

In order to determine the face validity, the instrument for data collection was vetted by the researcher's supervisors and experts in the field of research to find out whether the items measure the intended purpose. The supervisor found out whether the items covered all the research questions (content validity) and the extent to which the items measure the construct (construct validity). However, the all corrections and modifications that were made by the experts and supervisors were effected. The research statements or items were reconstructed based on the comments of the supervisors. This enabled the researcher to develop instruments that yielded valid information.

### **3.6 Pilot-test**

Before the actual data collection, a pilot study was carried out in Basic Schools at the Kukuom District of the Brong Ahafo Region of Ghana. Thirty Head teachers were used for the pilot study. The selected head teachers for the pilot study were not part of the main study and the schools were not part of the research site. This was to find out whether the instrument could provide that needed information.

The purpose of the pilot study was to determine the reliability of the instrument, its difficulty level and also to determine whether the items were free from ambiguity (Bell, 2008). This made it possible for final corrections of the questionnaire for possible commencement of fieldwork.

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials (Bell, 2008). Cronbach's alpha was used to determine the reliability of the questionnaire items used to collect data for the study.. The Cronbach alpha is most commonly used when items are Likert type scale. The items which have a Cronbach's alpha above .700, were considered as high enough for the instrument to be used for the study (Sarantakos, 2005). The pilot test yielded Cronbach alpha of 0.850.

### **3.7 Data Collection Procedure**

Data was collected within one week. Permission was obtained from the head of educational Leadership department and sent to the Municipal Directorate of Education and Heads of basic schools at Goaso Municipality in the Brong Ahafo Region of Ghana to permit the researcher to use the place for the research. Respondents were briefed about the

study before the questionnaire was distributed to them. The researcher availed herself to explain the items which were not clear to the respondents. Prior notice was given to them as to when the researcher will collect the questionnaire. The researcher gave them telephone number to call for further explanation if needed. One hundred and seventy-five out of the 190 questionnaires distributed were retrieved and this was used for the study. The questionnaire achieved a 92% response rate.

### **3.8 Data Analysis Plan**

Bell (2008) suggested that before an analysis can begin, the researcher must develop what is known as a coding scheme, which is a plan for organizing responses into a form amenable to analysis. The data collected through the questionnaire were edited for consistency. The data were then coded and entered into the Statistical Package for Solutions and Services (SPSS) version 22 and analysed using descriptive statistics such as frequencies and percentages to answer all the research questions. The results were presented in tables.

### **3.9 Ethical Consideration**

In conducting the study, participation in the study was voluntary and respondents were informed about their rights to decline participation at any time. To obtain respondents' informed consent, an explanation about the purpose of the study was communicated to them. The anonymity of the respondents was assured and the data provided were treated with utmost confidentiality. The respondents were assured that the information that they would provide would be used for academic purposes only.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.0 Introduction**

The chapter presents the results and discussion of field data on head teachers' management of Basic Schools at Goaso Municipality in the Brong Ahafo Region of Ghana. The chapter comprised the preliminary data analysis to address data on gender, gender, highest educational qualification and length of service. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. Results from the data were analysed with the help of frequencies and percentages. Results were presented according to the research questions. This chapter is presented under four headings. These include:

1. Background information of respondents.
2. Effectiveness of head teachers' management.
3. Challenges of managing basic schools.
4. Strategies to manage challenges of managing basic schools.

#### **4.1 Background Information of Respondents**

The background information of 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 she used in the study. The first part of the analysis concerns gender of respondents for the study. This is presented in Table 1.



**Table 1 Gender of Respondents**

Variable	Frequency	Percentage
Male	97	55
Female	78	45
Total	175	100

Source: Field Data, 2021

Table 1 showed that 55% of the respondents were males while 45% of the respondents were females which imply that more males participated in the study than females. Since the study was not dependent on gender, the result has no effect on the study.

Age was analysed to find out the age of respondents who participated in the study.

Table 2 presents the results.

**Table 2: Age of Respondents**

Age	Frequency	Percentage
31-40 years	42	24
41-50 years	65	37
51- 60 years	68	39
Total	175	100

Source: Field Data, 2021

As indicated in Table 2, 39% of the respondents were between the ages of 51-60, 37% of the respondents were between the ages of 41-50 while 24% of the respondents were

between the ages of 31-40. The result means that majority of the respondents were between the ages of 51 and 60 and were much matured to participate in the study.

### **Highest Educational Qualification**

The highest educational qualification of respondents was also analysed. This was to find out the level of educational attained by respondents. Table 3 shows the details.

**Table 3: Highest Educational Qualification**

Qualification	Frequency	Percentage
Diploma	36	21
Bachelor's Degree	74	42
Master's Degree	65	37
Total	175	100

Source: Field Data, 2021

Table 3 indicated that 42% of the respondents were holders of the Bachelor's Degree, 37% of the respondents had the Master's Degree while 21% of the respondents were holders of the Diploma certificate. The result implies that majority of the respondents were holders of bachelor's degree and had the required certificates as professional to provide enough 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 4 shows the details.

**Table 4: Number of Years in the Teaching Profession**

Number of Years	Frequency	Percentage
1-5 years	22	13
6-10 years	53	30
11-15 years	49	28
16 years and above	51	29
Total	175	100

Source: Field Data, 2021

Table 4 showed that 30% of the respondents had been teaching for 6-10 years, 29% of the respondents had been teaching for above 16 years, 28% of the respondents had been teaching for between 11-15 years while 13% of the respondents had also been teaching for between 1-5 years. The result implies that majority of the respondents had been teaching for 6-10 years and therefore had the experience to participate in the study.

### **Analysis of Main data**

#### **Research Question 1: What is the effectiveness of head teachers' management of basic school at Goaso Municipal?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the effectiveness of head teachers' management activities. The results are presented in Table 5.

**Table 5: Effectiveness of Head teachers' Management**

Statement	Strongly	Agree	Disagree	Strongly	Total
	Agree			Disagree	
	N %	N %	N %	N %	
Ensure judicious use of financial resources provided for the school	78 45	65 37	32 18	-	175 100
Ensure instructional materials are used effectively for lesson delivery	82 47	65 37	28 16	-	175 100
Motivates teachers to boost their morale to give of their best to improve performance	76 43	61 35	22 13	16 9	175 100
Ensure continuous professional development of teachers	72 41	63 36	26 15	14 8	175 100
Ensure safe working environment for effective teaching and learning	89 51	86 49	-	-	175 100
Involves teachers in the decision making process to own decisions for effective implementation	75 43	69 39	31 18	-	175 100
Teachers are assigned appropriately with respect to subject area to teach students on time	65 37	58 33	36 21	16 9	175 100
Ensure cordial relationship with staff at all times	70 40	59 34	28 16	18 10	175 100
Develop and maintain high level of trust among staff	75 43	67 38	33 19	-	175 100

Source: Field Data, 2021

Table 4 showed that 45% majority of the respondents strongly agreed that for effective management, head teachers ensured judicious use of financial resources provided for the school, 37% of the respondents agreed while 18% of the respondents disagreed. The

result implies that head teachers ensure judicious use of financial resources provided for effective management.

Over 47% majority of the respondents strongly agreed that for effective management, head teachers ensured effective use of instructional materials for lesson delivery, 37% of the respondents agreed while 16% of the respondents disagreed. The result implies that head teachers ensure effective use of instructional materials for lesson delivery for effective management.

About 43% majority of the respondents strongly agreed that for effective management, head teachers motivated teachers to boost their morale to give of their best to improve performance, 35% of the respondents agreed, 13% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that head teachers motivate teachers to boost their morale to give of their best to improve performance for effective management.

Also, 41% majority of the respondents strongly agreed that for effective management, head teachers ensured continuous professional development of teachers, 36% of the respondents agreed, 15% of the respondents disagreed while 8% of the respondents strongly disagreed. The result implies that head teachers ensure continuous professional development of teachers for effective management.

Over 51% majority of the respondents strongly agreed that for effective management, head teachers ensured safe working environment for effective teaching and learning while 49% of the respondents agreed. The result implies that head teachers ensure safe working environment for effective teaching and learning for effective management.

About 43% majority of the respondents strongly agreed that for effective management, head teachers involved teachers in the decision making process to own decisions for effective implementation, 39% of the respondents agreed while 18% of the respondents disagreed. The result implies that head teachers involves teachers in the decision making process to own decisions for effective implementation for effective management.

Again, 37% majority of the respondents strongly agreed that for effective management, head teachers assigned teachers appropriately with respect to subject area to teach students on time, 35% of the respondents agreed, 21% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that head teachers assign teachers appropriately with respect to subject area to teach students on time for effective management.

About 40% majority of the respondents strongly agreed that for effective management, head teachers ensured cordial relationship with staff at all times, 34% of the respondents agreed, 16% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that head teachers ensure cordial relationship with staff at all times for effective management.

Finally, over 43% majority of the respondents strongly agreed that for effective management, head teachers developed and maintained high level of trust among staff, 38% of the respondents agreed while 19% of the respondents disagreed. The result implies that head teachers develop and maintain high level of trust among staff for effective management.

All the results and discussions in Table 5 are in consonance with Rebores (2007) that for heads to be effective in educational management, management practices in education must be of good quality. Common causes to failures are numerous but the leading one is insufficient staff development especially the head of the institution who is usually promoted to the position by the virtue of long service. Rebores (2007) revealed in a research conducted that there are two sets of behaviours associated with effective leadership. The first set, “initiating structure”, refers to leaders behaviour in delineating the relationship between the leaders and the members of the work group and in endeavouring to establish well defined patterns or organisation, channels of communication and methods of procedures. The second set Rebores (2007) terms “consideration “, involves the expression of friendship, mutual trust , respect and a certain warmth between the leader and the group. Rebores’s concept of leadership stresses that the leader who wishes to be a leader must engage in both types of behaviour in order to meet the achievement goals of the school, while maintaining positive and satisfying relationships with others as depicted by the results of research question one.

It is a fact that the success of any headmaster to a large extent depends on a number of factors. However his relationship with his staff tells a lot. It therefore means that, though leadership is important in school administration collegiality is no less a force to second with. There is a persistent acceptance of schools as being hierarchical organisation requiring top-down management and leadership. On the other hand the value of involving the teachers in the decision-making process is being promoted (Cole, 2004).

It is therefore not surprising that both are being advertised at the same time. The head is always in law as well as in fact responsible for the situation in his or her school.

Successful heads have interpreted these considerable powers and duties wisely. They have not been authoritarian, consultative or participative as well and as a matter of principle, they have been all three different times as the condition seemed to warrant though most often participative.

**Research Question 2: What challenges are associated with head teachers' management of basic schools at Goaso Municipality?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the challenges of head teachers in managing schools. The results are presented in Table 6.

**Table 6: Challenges of Head teachers**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Complexity of managerial roles	91 52	52 30	18 10	14 8	175 100
Uncooperative attitude of teachers	87 50	48 27	24 14	16 9	175 100
Unsuitable location of the school	79 45	68 39	28 16	-	175 100
Un-cooperative attitude of School Management Committees (SMCs)	78 45	65 37	32 18	-	175 100
Inadequate teaching staff	78 45	69 39	28 16	-	175 100
Inadequate teaching and learning materials	71 41	58 33	26 15	20 11	175 100
Inadequate funds to manage the school	88 50	65 37	22 13	-	175 100
Unsupportive non-academic staff	94 54	63 36	18 10	-	175 100
Taking dual roles	85 49	58 33	32 18	-	175 100

Source: Field Data, 2021



Table 6 showed that 52% majority of the respondents strongly agreed that complexity of managerial roles was one of the challenges head teachers faced in the managing schools, 30% of the respondents agreed, 10% of the respondents disagreed while 8% of the respondents strongly disagreed. The result implies that complexity of managerial roles is a challenge head teachers face in managing schools. Oduro and MacBeath (2003), GES (2010) and Oduro (2012) that a number of studies have highlighted certain problems facing head teachers in many countries, including Ghana. These problems include complexity of administrative/ managerial roles.

About 50% majority of the respondents strongly agreed that uncooperative attitude of teachers was one of the challenges head teachers faced in the managing schools, 27% of the respondents agreed, 14% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that uncooperative attitude of teachers is a challenge head teachers face in managing schools. According to Oduro, teachers engage in many forms of misbehaviour, such as absenteeism, lateness and alcoholism which affect their output negatively.

Over 45% majority of the respondents strongly agreed that unsuitable location of the school was one of the challenges head teachers faced in the managing schools, 39% of the respondents agreed while 16% of the respondents disagreed. The result implies that unsuitable location of the school is a challenge head teachers face in managing schools.

Also, 45% majority of the respondents strongly agreed that uncooperative attitude of School Management Committees (SMCs) was one of the challenges head teachers faced in the managing schools, 37% of the respondents agreed while 18% of the respondents disagreed. The result implies that uncooperative attitude of School Management

Committees (SMCs) is a challenge head teachers face in managing schools. Oduro (2012) indicated that difficulty in collecting and managing school fees, un-cooperative attitude of SMCs and PTAs are some of the challenges in managing schools.

About 45% majority of the respondents strongly agreed that inadequate teaching staff was one of the challenges head teachers faced in the managing schools, 39% of the respondents agreed while 16% of the respondents disagreed. The result implies that inadequate teaching staff is a challenge head teachers face in managing schools.

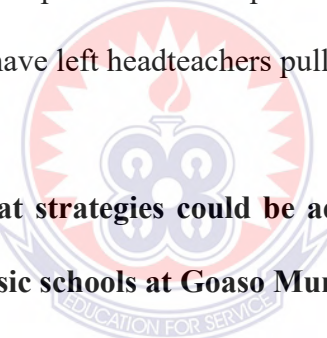
Again, 41% majority of the respondents strongly agreed that inadequate teaching and learning materials were one of the challenges head teachers faced in the managing schools, 33% of the respondents agreed. Over 15% of the respondents disagreed while 11% of the respondents strongly disagreed. The result implies that inadequate teaching and learning materials is a challenge head teachers face in managing schools. Oduro (2012) suggested that inadequate teaching and learning materials are one of the challenges in managing schools.

About 50% majority of the respondents strongly agreed that inadequate funds to manage the school was one of the challenges head teachers faced in the managing schools, 37% of the respondents agreed while 13% of the respondents disagreed. The result implies that inadequate funds to manage the school are a challenge head teachers face in managing schools. The inability of head teachers in Ghana to manage school effectively is attributed to insufficient budgetary allocations to the education sector (Harber & Mncube, 2011).

Also, 54% majority of the respondents strongly agreed that unsupportive non-academic staff was one of the challenges head teachers faced in the managing schools, 36%

of the respondents agreed while 10% of the respondents disagreed. The result implies that unsupportive non-academic staff is a challenge head teachers face in managing schools.

Finally, 49% majority of the respondents strongly agreed that taking dual roles was one of the challenges head teachers faced in the managing schools, 33% of the respondents agreed while 18% of the respondents disagreed. The result implies that taking dual roles is a challenge head teachers face in managing schools. Head teachers in some advanced countries perform complex and numerous roles. Oduro and MacBeath, (2003) points out that head teachers are torn between focusing on their instructional leadership role and professional matters, and concentrating on their administrative role. Also, increased financial, personnel, and site responsibilities coupled with pressure to focus on professional matters such as curriculum have left headteachers pulled in different directions.



**Research Question 3: What strategies could be adopted to manage head teachers' challenges of managing basic schools at Goaso Municipal?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the strategies to manage head teachers' challenges of managing schools. The results are presented in Table 7.

**Table 7: Strategies to Manage Head teachers' Challenges**

Statement	Strongly	Agree	Disagree	Strongly	Total
	Agree			Disagree	
	N %	N %	N %	N %	
Access to training and support programmes	88 50	63 36	24 14	-	175 100
SMCs to cooperate with head teachers	65 37	55 31	33 19	22 13	175 100
Provision of adequate funds for the school	70 40	65 37	22 13	18 10	175 100
Supply of adequate number of teachers to work	72 41	63 36	24 14	16 9	175 100
Encouraging cooperation from teachers and heads	88 50	63 36	24 14	-	175 100
Provision of adequate teaching and learning materials	84 48	65 37	14 8	12 7	175 100
Creating a conducive environment for teaching and learning	93 53	82 47	-	-	175 100

Source: Field Data, 2021

Table 7 showed that 50% majority of the respondents strongly agreed that access to training and support programmes was one of the strategies that could be adopted to manage challenges head teachers faced in the managing schools, 36% of the respondents agreed while 14% of the respondents disagreed. The result implies that access to training and support program is a strategy that can be adopted to manage challenges head teachers face in managing schools.

Over 37% majority of the respondents strongly agreed that SMCs and PTAs to cooperate with head teachers was one of the strategies that could be adopted to manage challenges head teachers faced in the managing schools, 31% of the respondents agreed,

19% of the respondents disagreed while 14% of the respondents strongly disagreed. The result implies that SMCs and PTAs to cooperate with head teachers is a strategy that can be adopted to manage challenges head teachers face in managing schools.

Again, 40% majority of the respondents strongly agreed that provision of adequate funds for the school was one of the strategies that could be adopted to manage challenges head teachers faced in the managing schools, 37% of the respondents agreed, 13% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that provision of adequate funds for the school is a strategy that can be adopted to manage challenges head teachers face in managing schools.

Over 41% majority of the respondents strongly agreed that supply of adequate number of teachers to work was one of the strategies that could be adopted to manage challenges head teachers faced in the managing schools, 36% of the respondents agreed, 14% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that supply of adequate number of teachers to work is a strategy that can be adopted to manage challenges head teachers face in managing schools.

About 50% majority of the respondents strongly agreed that encouraging cooperation from teachers and heads was one of the strategies that could be adopted to manage challenges head teachers faced in the managing schools, 36% of the respondents agreed while 14% of the respondents disagreed. The result implies that encouraging cooperation from teachers and heads is a strategy that can be adopted to manage challenges head teachers face in managing schools.

Again, 48% majority of the respondents strongly agreed that provision of adequate teaching and learning materials was one of the strategies that could be adopted to manage

challenges head teachers faced in the managing schools, 37% of the respondents agreed, 8% of the respondents disagreed while 7% of the respondents strongly disagreed. The result implies that provision of adequate teaching and learning materials is a strategy that can be adopted to manage challenges head teachers face in the managing schools.

Finally, 53% majority of the respondents strongly agreed that creating a conducive environment for teaching and learning was one of the strategies that could be adopted to manage challenges head teachers faced in the managing schools while 47% of the respondents agreed. The result implies that creating a conducive environment for teaching and learning is a strategy that can be adopted to manage challenges head teachers face in managing schools.

The entire results in Table 7 are consistent with Hewller, 2000 that there are several strategies of managing challenges in educational institutions. Every organization is expected to make a little investment into the professional development of the individuals, which is in their best interest as human resource is the bedrock of every organization (Heller, 2002). Hence, the emphasis on training staff or developing their abilities at all organizational levels is vital. In-service training programmes should be an administrative policy. Training affects the quality of productivity and performance. Ukeje, Akabogu, and Ndu (1992) said that professionals who cease to study cease to be effective professionally.

It has been recognized that managers as well as their subordinates need management and support. The world is dynamic, and so, there is a need to be abreast with time through periodic in-service training. The issue of SMCs and PTAs cooperation with head teachers, availability of adequate funds, hiring of adequate staff and the provision of decent staff accommodation are other proper investment which can enhance performance

more. Leaders who live not too far from their workplaces are able to sacrifice time and energy to perform beyond the required. Supervision of work coupled with regularity and punctuality will be evident. Dedication which every organization desires will be visible. Also, SMCs and PTAs cooperation with head teachers and provision of adequate financial resources promote school effectiveness.

Another issue that matters most is environment for learning and working conditions. Heads of institutions or organizations need to be stimulated or influenced to come out with their best in meeting desired goals. Like teachers, headmistresses and headmasters morale become low when the environment for learning and working conditions are not conducive. The availability and accessibility of equipment and relevant teaching and learning materials need not be low as in the case of Ghana Education Service (GES). The presence of up-to-date textbooks and syllabuses, constant supply of stationery, and a well-equipped office space are the little improvement headmistresses and headmasters are yearning for (Afful-Broni, 2012).

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The chapter comprised of the summary of the findings of the study, conclusions, recommendations and suggestions for further study.

#### 5.1 Summary

The study was conducted to investigate head teachers' management of Basic Schools at Goaso Municipality in the Brong Ahafo Region of Ghana. The objectives of the study were to assess head teacher's effectiveness of managing basic school, identify challenges associated with head teachers' management of basic schools and to adopt strategies to manage head teachers' challenges of managing basic schools at Goaso Municipality.

A descriptive survey design was adopted using the quantitative research approach for the study. The total population for the study was all head teachers at Basic Schools in the Goaso Municipality. The accessible population was 190 head teachers in the 190 basic schools in the Goaso Municipality. Census technique was used to involve the schools and the head teachers. All the 190 head teachers were selected for the study. A total of 190 formed the sample for the study. The researcher used questionnaire to gather data for the study. Data were analysed using descriptive statistics such as frequencies and percentages to answer all the research questions. The pilot test yielded Cronbach alpha of 0.85 meaning that the instrument was highly reliable.



## 5.2 Main Findings

On effectiveness, the study revealed that head teachers ensured judicious use of financial resources provided for the school, ensured instructional materials are used effectively for lesson delivery, motivated teachers to boost their morale to give of their best to improve performance, ensured continuous professional development of teachers, ensured safe working environment for effective teaching and learning, involved teachers in the decision making process to own decisions for effective implementation, assigned teachers appropriately with respect to subject area to teach students on time, ensured cordial relationship with staff at all times and also developed and maintained high level of trust among staff.

The study further discovered that challenges head teachers faced in managing basic schools were complexity of managerial roles, uncooperative attitude of teachers, unsuitable location of the school, un-cooperative attitude of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs), inadequate teaching staff, inadequate teaching and learning materials, engagement of head teachers to act as accountants to manage school funds, inadequate funds to manage the school, unsupportive non-academic staff and taking dual roles.

On strategies, the study finally revealed that access to training and support programmes, SMCs and PTAs to cooperate with head teachers, provision of adequate funds for the school, employment of adequate number of teachers to work, encouraging cooperation among teachers and heads, provision of adequate teaching and learning materials and creating a conducive environment for teaching and learning were measures that could be employed to manage the challenges.

### 5.3 Conclusions

Based on the findings it is concluded that head teachers management of basic schools were effective. If head teachers management of basic schools were effective as revealed by the study then it would improve the success of the school in general.

It is also concluded that since there are many challenges associated with head teachers management of basic schools, head teachers' management of basic schools would not be as effective as would be anticipated.

It is finally concluded that there are some measures that can be used to manage the challenges head teachers face in managing basic schools. These measures if adopted and used accordingly, would facilitate head teachers' management of basic schools successfully.

### 5.4 Recommendations

1. It is recommended based on the findings and conclusions that the Goaso Municipal Director of education and other stakeholders in education should supply schools with adequate teaching staff to ensure effective management by heads in the teaching and learning process.
2. The Goaso Municipal Director of education in collaboration with the Ghana Education Service should also provide heads of schools with adequate teaching and learning materials for effective management of the school.
3. The Goaso Municipal Director of education in collaboration with the Ghana Education Service should as measures if adopted measures that can be used to

manage the challenges heads faced as revealed by the study to facilitate head teachers' management of basic schools successfully.

### **5.5 Suggestions for Further Study**

The study was conducted to investigate head teachers' management of Basic Schools at Goaso Municipality in the Brong Ahafo Region of Ghana. Further study should be conducted in the remaining municipalities of the Brong Ahafo Region to confirm or refute this findings of the study.



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## APPENDIX

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT  
DEPARTMENT OF EDUCATIONAL LEAERSHIP  
QUESTIONNAIRE FOR TEACHERS**

This study questionnaire is conducted as part of Master of Arts in educational leadership research degree. The aim is to investigate head teachers challenges of managing basic schools at Goaso Municipal in the Brong Ahafo Region of Ghana. Your kind cooperation in this research is very much appreciated and your responses will be treated strictly confidential.



**SECTION A  
DEMOGRAPHIC DATA OF RESPONDENTS**

**Please tick once in the appropriate box for your preferred answer.**

1. What is your gender?
  - a) Male
  - b) b)Female
  
2. What is your age?
  - a) 31-40 years
  - b) 41-50 years
  - c) 51-60 years



3. How long have you worked?
  - a) 1-5 years
  - b) 6–10 years
  - c) 11-15 years
  - d) 16 years and above years
4. What is your highest educational qualification?
  - a) Diploma
  - b) Bachelor’s Degree
  - c) Master’s Degree

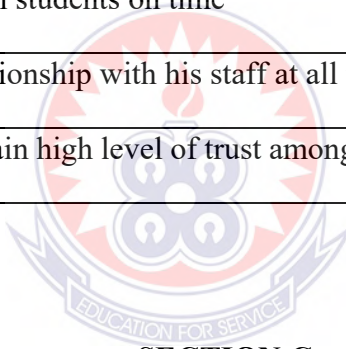
**SECTION B**

**EFFECTIVENESS OF THE OF HEADS IN MANAGING BASIC SCHOOL**

This category contains statements that seeks to find out the effectiveness of head teachers’ management of basic school at Goaso Municipal. Please use this key to identify your level of agreement on the effectiveness of heads’ management of schools. Key; 5 = strongly agree, 4 = agree, 3 = agree, 2 = disagree, 1 = strongly disagree.

S/N	Statement	4	3	2	1
5.	Ensure judicious use of financial resources provided for schools				
6.	Ensure instructional materials are used effectively for lesson delivery				

7.	Motivates teachers to boost their morale to give of their best to improve performance				
9.	Ensure continuous professional development of teachers				
10.	Ensure safe working environment for effective teaching and learning				
11.	Involves teachers in the decision making process to own decisions for effective implementation				
12.	Teachers are assigned appropriately with respect to subject area to teach students on time				
13.	Ensure cordial relationship with his staff at all times				
14.	Develop and maintain high level of trust among staff				

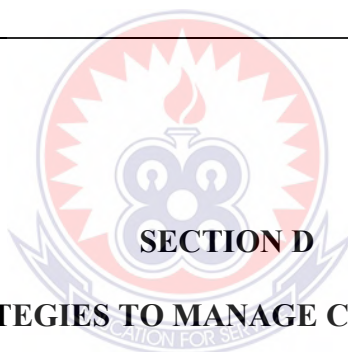


### SECTION C

#### **CHALLENGES ASSOCIATED WITH HEAD TEACHERS' MANAGEMENT OF BASIC SCHOOLS**

This category contains statements that seek to identify challenges associated with head teachers' management of basic schools at Goaso Municipal. Please use this key to identify your level of agreement on challenges associated with head teachers' management of basic schools; Key; 5 = strongly agree, 4 = agree, 3 = agree, 2 = disagree, 1 = strongly disagree.

S/N	Statement	4	3	2	1
15	complexity of managerial roles				
16	Uncooperative attitude of teachers				
17	Unsuitable location of the school				
18	Un-cooperative attitude of School Management Committees (SMCs)				
19	Inadequate teaching staff				
20	Inadequate teaching and learning materials				
21	Inadequate funds to manage the school				
22	Unsupportive non-academic staff				
23	Taking dual roles				



### STRATEGIES TO MANAGE CHALLENGES

This category contains statements to adopt strategies to manage head teachers' challenges of managing basic schools. Key; 5 = strongly agree, 4 = agree, 3 = agree, 2 = disagree, 1 = strongly disagree.

S/N	Statement	1	2	3	4
24	Access to training and support programmes				
25	SMCs and PTAs to cooperate with head teachers				
26	Provision of adequate funds for schools to tackle problems				
27	Employment of adequate number of teachers to work				

28	Encouraging cooperation among teachers and heads				
29	Provision of adequate teaching and learning materials				
30	Creating a conducive environment for teaching and learning				

**THANK YOU**

