AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT-KUMASI

LEADERSHIP CHALLENGES FACING HEADTEACHERS IN BASIC SCHOOLS AT GARU DISTRICT OF THE UPPER EAST REGION, GHANA.

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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2022

DECLARATION

STUDENT DECLARATION

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

SIGNATURE……………………………………

DATE…………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development

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ACKNOWLEDGEMENTS

I would like to express my special thanks of gratitude to the administration of the school most especially my supervisor Dr. Philip Oti-Agyen who have supported, guided and directed me with patience and have given me the golden opportunity to do this wonderful work on the topic “leadership challenges facing headteachers in basic schools at the Garu District of the upper east region, which indeed have helped me in doing a lot of research and came to know about so many things in the course of my study. I am grateful to them. I would like to also thank my parents, siblings, wife and all my friends who helped me to finalise this project within the stipulated period. Thank you all.

DEDICATION

To my family most especially my wife and children for their endurance throughout the course of my study.

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ABSTRACT

The purpose of the study was to investigate leadership challenges head teachers face in basic schools in the Garu District of the Upper East Region of Ghana. The objectives of the study were to find out leadership roles of head teachers, determine leadership challenges of head teachers and to establish strategies that can be employed to manage the challenges head teachers face in Basic Schools. The researcher adopted the descriptive survey design . The population was 43 head teachers. Census technique was used to involve all the basic schools and all the 43 head teachers. Questionnaire was used for the study. The reliability test yielded Cronbach Alpha of 0.84. The data were analysed using descriptive statistics such as frequencies and percentages based on the research questions. The study found that leadership roles head teachers played were making sure physical facilities and educational materials were provided and organizing regular staff meetings and attending conferences. Also, lack of sufficient knowledge and skills on effective school leadership and inadequate incentives and rewards systems were challenges associated with head teachers leadership. Again, provision of adequate teaching and learning materials and provision of professional training and development were some strategies to manage head teachers leadership challenges. It is recommended based on the findings that the Garu District education office should inspire head teachers to adopt the strategies revealed by the study to manage the challenges associated with head teachers' leadership.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter covers the background to the study, statement of the problem, purpose of the study, research questions, and significance of the study, delimitations, limitations, definition of terms and organisation of the study.

1.1 Background to the Study

Importance of education for sustainable development in any country worldwide cannot be overemphasized. Education for sustainable development in Ghana can be defined as the educational process of accomplishing sustainable human development which includes economic growth, social development, environmental protection, scientific development and employment opportunities in an equitable manner. Education is the light, without which, the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough, which have made all nations of the world accord immense priority to education (Coombs, 2017).

Education is a means of not only promoting social and political consciousness, but also producing the quantity and quality of skilled manpower required for economic development. Schools are set up to enable society to achieve its objectives through teaching and learning. Schools then should be properly managed and every educational organization requires a pattern of administration to propel it effectively and efficiently towards the realization of its goals (Coombs, 2017). Many head teachers in Ghana have been given school leadership responsibilities without adequate in-service training. For efficient and effective management, head teachers need to have adequate leadership skills as well as adequate resources.

According to Sashkin and Sashkin's (2013), leadership is the art of transforming people and organisation with the aim of improving the organisation. From this perspective, leaders, and in the context of the study, head teachers define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. It is required of leaders to develop a relationship between themselves and their followers, align, motivate and inspire the followers to foster productivity. Schermerhorn, Hunt and Osborn (2010) maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. Therefore, the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness.

The guidelines and policies in Ghana are implemented at the school level where the head teacher as the leader has to be involved in all activities, including curriculum implementation, discipline of teachers, other staff and the students. Supervision has been identified as one of the major roles performed as a service to teachers and students as a means of offering special help in improving instruction (Oduro, 2012). Ensuring quality improvement in teaching and learning by emphasizing on ways and methods of instilling excellence in the quality of instruction, head teachers must execute their supervisory role with expertise. As such the head teacher is the leader of the school responsible for organizing, providing requisite resources, implementing policies, communicating and evaluating the daily activities within the school.

It is the duty of the head teacher to ensure a good organizational atmosphere which is open and motivating, satisfying and relevant to job distribution and to encourage employees to be more productive all the time. The head teacher needs to have the knowledge and all the dynamics of managing the school effectively. Schools like any other organization require finance in order to run well. One of heads instructional leadership challenges is the availability of funds and its uses. There must be an efficient use of finance to keep the school running. Funds have to be obtained, budgeted, utilised and accounted for. The degree to which the head teacher may be involved in financial management, as opined by Onyango (2016), depends on the head teacher's roles in determining needs and means of acquiring financial resources, fair distribution of funds, preparing and managing budgets, accounting and record keeping procedures, supervising allocation and use of funds, identifying and implementing measures and inventories required for evaluations.

The head teacher plays a very vital role in the performance of their leadership roles in bringing about school improvement and effectiveness within the complex operation of schools. Increased interest in leadership and professional development of head teachers is based on the fact that school leaders can make a difference in both the effectiveness and efficiency of schooling (Hallinger & Snidvongs, 2010). Consequently, the need to ensure that head teachers play their roles effectively cannot be overemphasized and that could well be done through providing them with knowledge, skills and attributes necessary for their leadership roles. This can be achieved mainly if such head teachers are appropriately developed continuously to enhance their performance of duties as school leaders after appointment. Development of teachers will provide a framework within which they will operate to achieve not only the school but also the national objectives of education. Despite the fact that an institution may be financially sound, such an institution might fail if the leadership is not visionary to motivate the followers to execute their task Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to undertake their tasks efficiently, In appreciation of the complex roles of school leaders, one would expect an institution of pragmatic strategies to equip head teachers with the necessary competence, skills and knowledge for enhanced performance of these roles to avoid leadership challenges, hence this study.

1.2 Statement of the Problem

It is an acceptable fact that teachers' instructional leadership promotes overall goals of schools. It is an undisputable fact that head teachers' leadership roles in managing educational institutions is paramount when it comes to the effectiveness and success of the school. Head teachers have to exercise their authorities as heads excellently for teachers to meritoriously accomplish their work to improve the performance of students.

In recent times, there has been an increasing public concern of teacher attrition which had been attributed to ineffective leadership of head teachers in the study area. An informal discussion with some of heads revealed that currently heads of basic schools are facing some challenges which are affecting the smooth progress of their work. Workshops on school leadership have been organized for heads for a number of times yet the challenges have not been totally removed.

Amoako’s (2019) study on leadership largely focuses on leadership styles and less on its challenges. Dauda (2018) also conducted a study on the challenges of leadership in Bawku West District. To the best of the knowledge of the researcher, there had not been any empirical research on leadership challenges of head teachers in the study area. The study therefore sought to investigate leadership challenges head teachers face in basic schools at Garu District of the Upper East Region.

1.3 Purpose of the Study

The purpose of the study was to investigate leadership challenges head teachers face in basic schools in the Garu District of the Upper East Region of Ghana and find remedies to the problems.

1.4 Objectives of the Study

Specifically the study sought to:

1. find out leadership roles of head teachers in Basic Schools at Garu District.
2. find out leadership challenges of head teachers in Basic Schools at Garu District.
3. examine strategies that can be employed to manage the challenges head teachers face in Basic Schools at Garu District.

1.5 Research Questions

1. What are the leadership roles of head teachers in Basic Schools at Garu District?
2. What leadership challenges do head teachers face in their leadership in Basic Schools at the Garu District?

3. What strategies can be employed to manage the challenges head teachers face in Basic Schools at Garu District?

1.6 Significance of the Study

The findings of the study will contribute to the existing knowledge in the field of head teacher leadership in basic schools. The study will provide detailed knowledge to head teachers of basic schools. The findings of the study will also help the Garu District Directorate of Education to adopt strategies to mitigate leadership challenges that will lead to effective leadership of head teachers in basic schools.

The study will help the District Directorate of Education and NGO's of education to organize workshops and training programs on effective leadership to promote leadership of head teachers in basic schools. The study will also serve as a reference material for future researchers who may conduct similar study on head teachers leadership in basic schools.

1.7 Delimitations of the Study

The study was delimited to leadership challenges of head teachers as it is the focus of the study. The study was delimited to public Basic schools in the Garu District of the Upper East Region of Ghana where the problem was found. Only head teachers were used in the study due to their leadership roles in the schools under study.

Areas such as leadership roles of head teachers, leadership challenges of head teachers, and strategies that can be employed to manage the challenges head teachers face were covered.

1.8 Limitations of the Study

Only questionnaire was used to collect data for the study and with the use of questionnaire only, it was not possible to probe further for detailed explanation. The sample of the study was also limited to head teachers of public Basic Schools in the Garu District. All these were likely to affect the validity of the findings or conclusions of the study.

1.9 Definition of Terms

Leadership: The ability to influence others to work together voluntarily.

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

Leadership: leadership is the ability to influence others to work.

Teacher leadership: Teacher leadership is the process by which teachers, influence the school community to teaching and learning to promote the success of the school.

Challenges: Factors affecting effective head teachers' leadership roles in the school.

Perception: The attitude or point of view or opinion of head teachers' leadership roles.

Leadership roles: Head teachers' role as leaders in managing the school.

1.10 Organization of the Study

The study has been organized under five chapters. Chapter One presents the introduction which includes the background, the problem statement, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, definition of terms and organization of the study. Chapter Two covers review of relevant literature on what other researchers and authorities have written on the subject. Chapter three describes the research methodology. It covers the research design, population, sample and sampling techniques, instrument, pilot testing, data collection procedure, data analysis plan and ethical consideration. Chapter four presents the results and discussions of the findings of the study. Chapter five covers the summary of the study findings, conclusions, recommendations and suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

The chapter provides a review of the related literature on leadership challenges head teachers face in basic schools. The review dealt with what has been done both internationally and locally on the topic. The literature was reviewed under the following sub-headings.

2.1 Concept of Leadership

The concept of leadership emerged in the early 1900s and has since attracted a lot of interest in both the corporate world and academia. The role of leadership in the management process of institutions has been sidelined for long even though it is arguably one of the most relevant subject areas in the social sciences which run through all aspects of society. Despite the enormous interest that leadership has generated in recent times, there still remains the challenge of having a universally accepted definition of leadership. This has led many researchers to conclude that existing literature on leadership has not generated a clearer understanding on leadership (Rost, 2012). Rost further stated that existing definitions provided by scholars are not clear, concise, understandable, researchable, practically relevant and persuasive. Bolden (2013) also admits that the understanding of the concept of leadership is often based on a mixture of experience and learning which complicates the attempt to attain a compact definition.

There is also the challenge of one's theoretical perspective influencing to a large extent the way in which leadership is understood and defined. Despite the problem of defining leadership, some definitions are available. One of such definitions is the ability of a superior to influence the behavior of subordinates and persuade them to follow a particular course of action (Collins, 2011). Leadership is also a process which occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (Collins, 2011). Cole and Southworth (2015) also define leadership as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.

According to Yukl (2012), leadership is a process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization. Leadership according to Northhouse (2010) is a process whereby an individual influences a group of individuals to achieve a common goal. For Winston and Patterson (2016), leadership involves one or more people who selects, equips, trains, and influences one or more followers who have diverse gifts, abilities, skills and focuses the followers to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted effort to achieve the organizational mission and objectives.

Deducing from the definitions so far enumerated from various authors, it can be seen that leadership is either perceived by the social role played by leaders or by what leaders do. It is also perceived as a combination of the process, the techniques of leadership, the person, the specific talents and traits of a leader and the overall expectations of the task. According to Winston and Patterson (2016), there are those that criticize the leadership definitions as merely the accumulation of behaviors and personal characteristics that are usually linked to performance when critically dissected. This limits the definition of leadership to a corporate organizational setting leaving the social impact of leadership unaccounted for. Winston and Patterson (2016) further argue that an individual's actions cannot have any significant impact on organizational performance. Per their position, leadership is not a determinant of high organizational performance but rather, high organizational performance only determines the perception of leadership (Hackman, 2014).

But the assertion that an individual's actions cannot influence organizational performance is arguable. This implies that leadership has no relationship with performance. This raises some questions about the concept of leadership as a whole. If leadership is about an individual or group influencing others to achieve a common goal, then how can we measure the extent of the leader's influence in contributing to the group's ability to achieve that common goal? This invariably resonates with the concern of performance.

Northhouse (2010) has explicitly demonstrated the plausible relationship between leadership and performance. Although more work needs to be done on an acceptable leadership concept that transcends organizational performance, it still remains that the concern of leadership is not mutually exclusive from the concern of performance.

2.2 Educational Leadership and Management

Effective Leadership and management remain crucial for schools to operate efficiently as effective education cannot be achieved without good leadership and management. According to Bush (2013), leadership and management are two different things, and serve two different purposes. Leadership promotes new directions while management executes existing directions as efficiently as possible (Bush, 2013). Bush further 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 (2013) views leadership as influencing others actions, in achieving desirable ends whiles management is maintaining efficiently and effectively current organizational arrangements. Leadership and management work is carried out to enable educators to perform their functional work.

Concept of Leadership

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group‘s tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole & Southworth, 2015). Leadership in that context pursues effective performance in schools, because it does not only examines tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration. Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Maicibi, 2015).

According to Northhouse (2010) leadership is when an individual is able to influence others for a communal goal to be attained. According to Yukl (2012), leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives. The word vision or goal is used to indicate the envisaged future plans for the organizations that are not visible but conceptualized. Action is the move taken to get to the preferred goal for the organization, mobilization embodies the people in the organization to be involved freely to help attain the goal and finally the change is what the organization has intended but only conceptualized. This should be reached at the end and this is one of the most important characteristics of leadership.

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The role of a successful and effective education leader is to activate, direct, guide, mentor, educate, assist and support all the staff concerned so that they focus on a shared vision, strategy and set of intended aims. Leadership is about moving forward and having a sense of direction to ensure that the school is progressing and is active in its pursuits of its educational goals.

Management

The idea of management started with Frederick W. Taylor (Torrington, Hall, & Taylor, 2015). 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, in education is the process of managing people or things. Management is also defined 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 (Bush, 2013).

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 (Armstrong, 2010).

2.3 Leadership Theories

Theories of leadership were developed over years and can be best understood from a historical perspective. Bass (2008) pointed out that the concept of leadership goes back nearly as far as the emergence of civilization, which shaped its leaders as much as it was shaped by them. There are different models or theories of leadership that were developed over time and they include the trait theory, the style (behaviour) theory, and contingency theory. Seemingly there is a progression from one theory to the other. This progression can be linked to the unprecedented changes that are happening continuously. Godwyll, Larson and Ahwireng (2013) notes that the world is changing rapidly so leaders should lead in ways that inspire all constituents within the organization to work together toward new goals.

The contingency theory

The study is underpinned by the contingency theory. The contingency theory assumes that there is no one best approaches to organizing, and that organizational structures matter when it comes to organizational performance and that the most effective method of organizing depends on the environment of the organization and in this context, teachers as classroom leaders in the school. The founder of this theory is Fiedler (1978) and wanted to address the lack of attention to the context and situation of leadership practice. The Trait and Behavioural theory lacks the attention to the context and situation within which leadership is practiced or executed. The contingency theory focused on the relationship between the context and situation of leaders' work and their actions, goals and behaviours as this theory seek to explore on the instructional leadership of teachers in the classroom. Effective leaders draw on the repertoire of styles, method or strategy and the effectiveness of a particular styles, method or strategy is dependent upon the situation, the type of followers, and the type of leader (Armstrong, 2010).

Behavioral Theory

Earlier studies which intended to explore whether employee-centered or production-centered existed among school leaders, established these two major forms of leader behaviours at University of Michigan and Ohio State University in 1945 (Hoy & Miskel, 2012). Employee-centered leader was seen as been sensitive to subordinates' feelings and endeavours to fulfill their concerns. Production-centered leader in contrast, has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, Hoy and Miskel (2012) assert that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behaviour. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories.

In the behavioural theory, the leadership style is expounded in Likert's Management System as cited in Oyetunyi (2016) which studied various firms and organizations, including schools and universities, involving many managers and employees, head teachers and teachers. The managerial grid also known as leadership grid (Oyetunyi, 2016) was developed to clarify the dynamics of the three dimensions of organizational leadership: concern for production, concern for people and motivation behind the leader's behaviour.

Trait or Great man theory of leadership

This approach of the "Great man theory" has its basis on the belief that, leaders are extra-ordinary people with innate qualities from birth and are more or less destined to lead in life. The authors explained that this led to the next leadership theory which is the trait Okoroji (2014) continues that the trait school of leadership has peculiar qualities and has the potency to multiply. The approach is the most used among the military services and a major criterion for candidates' selection in commissions all over the world. classify great man and trait as one theory and explains that, this theory answers what a leader is. It answers that special traits, abilities, characteristics, skills are possessed by the leader. Okoroji (2014) has identified the major traits and skills associated with leadership and these have been under listed;

Traits	***Skills***
Attentiveness to the environment	Creativity
Adaptable to situations	Intelligence
Cooperative	Good Communication skills
Dependable	Organized
High Activity Standard	Persuasive

2.4 Duties of Head teachers as Leaders

The job of the head teacher is both extremely demanding and critical to the success of a school. As Bennis (2016) writes that while the work of teachers and the interest of parents contribute vitally to student success, make no mistake about the fundamental ingredient the ability of the principal to lead change and establish direction.

Head teachers are expected to make daily, and offer immediate decisions in the midst of constant demands from a variety of constituents. Further, the decisions they make can affect the lives of their students, teachers, other staff members, parents, and community members. The head teacher is expected to lead the school, maintain discipline, manage the budget, assist staff, respond to parental inquiries, and report to the school governance board.

As Bennis and Nanus (2015) stated that not only must school leaders perform the tasks of organizing, budgeting, managing, and dealing with disruptions inside and outside the system, today's instructional leaders must be able to coach, teach, and develop the teachers in their schools. They must be steeped in curriculum, instruction, and assessment in order to supervise a continuous improvement process that measures progress in raising student performance. They must build learning communities within their schools and engage the broader school community in creating and achieving a compelling vision for their schools. In some ways, the various roles of school heads can be divided into management and leadership responsibilities, although there is of course considerable overlap between the two categories. Managers focus on "running a smooth ship," while instructional leaders focus on learning and instruction. Effective principals are both managers and instructional leaders, recognizing that both roles are essential and providing a balance between management and instructional skills (Bennis, 2016).

Often, management responsibilities can, if allowed, take up all of a head's time, particularly because management issues are often very pressing and require immediate action. The consensus in the literature is that, although the role of the head as instructional leader is widely advocated, it is seldom practiced; heads still spend most of their time dealing with managerial issues. Stronge cited in Bennis (2016) calculated that elementary school heads spent 62.2% of their time on managerial issues and 11% on instructional leadership issues, even after undergoing training or in-service emphasizing their role as instructional leader. Thus, the image of instructional leadership has become entrenched in the professional rhetoric but all too often is lacking in administrative practice.

Most people are fairly familiar with the numerous management responsibilities of school heads. They are concerned with the overall functioning of the school, including ensuring that it is operational for the commencement of each school term and having a full school staff in place. Heads also manage the school budget and ensure that the funding available will allow the school to operate for the duration of the school year. Heads are responsible for having reasonable timetables in place. In addition, heads are generally asked to oversee discipline, ensure school safety, organize regular staff meetings, and maintain the school's record keeping, bussing system, and instructional supplies.

While a head's management function can often seem to constitute a full-time job, it is imperative that principal's maintain a focus on their role in "educational leadership" that is supervision, ensuring quality curriculum and instruction, and ensuring that the school is continually working towards its goals for improvement. According to Bennis and Nanus (2015), leadership practices of head teachers in high-performing schools include helping to establish clear goals, providing a vision of the good school, and encouraging teachers by assisting them in finding the necessary resources to carry out their jobs.

School heads are, primarily, the instructional leaders of their schools, meaning that they shape the environment in which teachers and students succeed or fail. Although teachers are absolutely critical to the learning that takes place at the classroom level, the head teacher addresses school-wide issues in instruction and curriculum that relate to classroom decisions, and as such they have a significant impact on all of the teaching that takes place in the school. Heads, therefore, must understand every facet of instruction at a high level (Beach, 2015). As the instructional leader, the head teacher can affect every factor that encourages student learning in the school, and the head is also responsible for continually assessing the school's operations and programs to ensure that they are meeting community and school expectations.

One of the key components of instructional leadership is to know what the community and school expects from its students, and maintain a clear focus on the goals or the vision for the school. Some schools may not have a clearly stated philosophy or a defined vision of what the school can achieve. In those instances, the head teacher can help the school and community to identify their educational values and set out a vision.

Head teachers are also the shapers of the school culture, which can become either a positive influence or a significant barrier to learning. The elements that make up a school's culture include all aspects of the school's environment that have the potential to influence the learning, discipline, and morale of all those who work and study there. The on-going challenge for principals is to identify steps for enhancing school culture and the conditions under which students can learn more, educators can teach more, and everyone can feel welcome and respected. Therefore, one of the critical roles of heads is that of "morale builder." Ideally, heads will create a school culture that celebrates growth and high achievement (Beach, 2015). Bush (2013) notes that everyone in the school community should know full well that the head is an unequivocal advocate for excellence and that anything less is unacceptable. Heads also need to create a school culture in which teachers feel supported, and heads must make every effort to ensure that teachers are successful.

2.5 Roles of the School Heads by Ghana Education Service (GES)

In educational management, the school head is an administrator or leader. The school head determines the success or failure of the school as an organization. In keeping with the goals of the school, there are certain duties or administrative tasks (Afful-Broni, 2012) the school head has to perform. The head teacher is also supposed to induct and mentor new teachers. Owojori and Asauri (2015) agree that the function of the school head is also to induct new staff and assign duties to them. Nevertheless, it should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable. The duties of the school head can be classified under the following headings:

School-community relationship

School-community relationship requires the school head to define the community in which the school is located. School heads should find out about the occupational practices, values aspirations and norms of the community (Afful-Broni, 2012). This will help in the formulation of educational policies, goals and strategies for the education of the pupils. Learning and teaching materials are derived from the community; therefore, school heads need a thorough knowledge about the community for future transformation as well. The school head should market the school to the community through the Parent-Teacher Associations (PTA). There are other agencies like the churches, home, public libraries, the mass media, and so on, in the community that the school head has to work with to shape students behavior. The researcher was of the view that if our modern school system is to fulfill the roles that Africans and for that matter, Ghanaians expect, our educational administrators, teachers, supervisors and all people concerned with running the school should be made good students of the society at large.

Curriculum, instruction and appraisal

Curriculum, instruction and appraisal include all activities that are planned, implemented, supervised and evaluated by the school workers. The school head is obligated to secure the appropriate syllabuses for teachers. The school head is to ensure that timetables, course contents and textbooks are available for use. The head of school also has to ensure that the curriculum is developed through the appraisal of instruction. Teachers' knowledge has to be updated or upgraded, and their work supervised systematically. Pupil personnel service: this includes the keeping of registers and controlling pupil behavior. Education should be holistic. Therefore, entertainments and sporting activities for pupils should be organized to meet their mental and physical health needs without neglecting the spiritual. Discipline in the school has to be maintained (Afful-Broni, 2012). The head is duty bound to seek students' cooperation through their leadership. Staff personnel service: this is the management of both teaching and nonteaching staffs. The school head has to attract, select, motivate, supervise and maintain all staff. It is imperative for the head to be conversant with the

Terms and Conditions of Service for Teachers and the Code of Ethics as well. The congenial atmosphere of work should be created, and where promotion is due. The school head should develop his or her staff professionally. Staff should be involved in the decision-making process (Afful-Broni, 2012).

Physical facilities and educational materials of the school

Physical facilities and educational materials have to do with the school plan, school grounds and equipment needed for teaching. The head of school is to expand for use the school plant and grounds as well as ensuring its safety, neatness, and attractiveness and in readiness for use. Also, all teaching and learning materials should be procured and maintained by the school head (Afful-Broni, 2012).

Financial and business management

Financial and business management entails the provision and disbursement of funds for the attainment of educational goals. The head has to ensure that the school estimates and expenditures are well organized that all monetary activities proceed according to fiscal policies. In view of this, it is imperative to emphasize that heads are duty bound to keep proper financial records on quarterly basis (Afful-Broni, 2012).

General tasks

The school head performs other duties as organizing staff meetings and attending conferences; responding to correspondence, preparing reports for local and district school boards, publicizing the work of the school, and scheduling school programs. What is important to note is that the school head does not have to perform all these tasks alone. Responsible staff members should be delegated to assist (Afful-Broni, 2012).

2.6 School Heads' Leadership Challenges

The challenges that confront heads of educational institutions are huge and steep. Major leadership challenges are believed to manifest three-dimensionally as: policy, task/skill/organisation and performance motivation induced (Antwi, 2012). Literature also suggests that the pertinent issues include the perceived lack of sufficient knowledge and skills on the part of school heads necessary to effectively manage at various levels of the school (Armstrong, 2010). Other challenges identified in literature include inadequate teaching and learning resources, inadequate financial resources, inadequate material resources, lack of cooperation between heads and staff, unsafe work environment, lack of training and development, poor attitude of staff towards training, teachers resistance to change, poor reward management, ineffective supervision, indiscipline, and occupational stress. Also, change of management, leadership development, human resource effectiveness measurement, organizational effectiveness, compensation, staffing, succession planning, and learning and development (Armstrong, 2010).

In the Ghana and Kenyan situation; Chemisto (2007), Bush (2013) and Beach (2015) said that individual schools are unable to initiate staff training. The study also established that it was hard for the head to choose among staff members who to attend the training without sounding tribal or biased. Coupled with the fact that seminar were meant to address changes in the curriculum and prepare internally appointed head of department (HODs) for new administration roles only but did not address their professional development which was itself a challenge.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentive, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling in many countries (Bennell, 2014). Foremost among the challenges that headmasters face in motivating of teachers are;

Accommodation for many teachers are poor, and tends to lower self-esteem and is generally de-motivating teachers. Housing is a major issue for nearly all teachers (Bennell, 2014). There are inadequate staff houses to accommodate all the teachers in the compound. Many commute from far and that affected the preparatory work of the teachers' lessons. In Ghana, the implementation of Single Spine Salary Pay Policy by the National Democratic congress led by the late President Professor Mills in 2012, thus according to Article 68 of 1992 constitution, every Ghanaian worker shall receive equal pay for equal work without distinction of any work. Yet teachers' salaries are poor as compare to their counterparts in other sectors such as police service, health service and banking sector. This has made teachers take an extra job or even two in order to survive. This has affected their teaching morale. Consequently the headteachers' role as a leading professional in curriculum implementation and human resource manager is seriously affected.

2.7 Strategies to Improve Heads Leadership Challenges

For activities of heads of educational institutions to be implemented effectively as to improve the quality of education, certain strategies are required of the headteachers as the leaders in the management of the school. These strategies according to Armstrong (2010) include: meeting the needs of employees for healthy, safe and supportive work environment, interpersonal relation between management and the employees, providing an environment in which employees are encouraged to learn and develop, attracting and retaining high quality people, continual reward for success, proper management of data, Provision of adequate teaching and learning materials, professional training and development opportunities, adequate in service training on school leadership and adequate financial resources.

Quality education involves continual improvement in inputs, processes and outputs. These improvements are expected to include: student enrolment, retention, gender ratio, student-teacher ratio, facilities, curriculum, assessment, training and development of students and teachers, improved result in external and internal examination, high moral standard, obedience to rules and regulations, etc. Improvement is expected to be total for quality to be achieved and that the school culture is required to be defined and supported by constant attainment of students, improvement through integrated strategies. If there is evaluation of quality work during supervision, use of competent staff, dissemination of information to teachers and students, teamwork, proper guidance and counseling and new research and development to invigorate all educational activities, then quality will continually improve in the educational system (Northhouse, 2010).

2.8 Other Strategies to Improve Heads Leadership in education

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 (Beach, 2015). 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. Armstrong (2010) 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 accommodation is another 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.

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. Bennell (2014) 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, heads' morale become low when the environment for learning and working conditions are not conducive. Bennell

(2014) 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 heads 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.

2.9 Summary of Literature

It could be summarized based on the related literature so far reviewed that the heads of educational institutions have a lot of roles to play in their leadership and management of schools. Heads manage the school budget and ensure that the funding available will allow the school to operate for the duration of the school year. Heads are generally asked to ensure school safety, organize regular staff meetings, and maintain the school's record keeping, bussing system, attending conferences and instructional supplies.

School heads are the instructional leaders of the schools, and are required to shape the environment in which teachers and students teach and learn. The head teacher Is responsible for addressing school-wide issues in instruction and curriculum that relate to classroom decisions, and as such they have a significant impact on all of the teaching that takes place in the school.

Leadership challenges heads faced as revealed by the study include inadequate teaching and learning resources, inadequate financial resources, inadequate teaching and learning resources, lack of cooperation between heads and staff, unsafe work environment, lack of training and development among others.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology employed for the study which included research design, the population, sample and sampling techniques, data collection instrument, pilot-testing, validity and reliability of the instrument, data collection procedures, data analysis plan, and ethical consideration.

3.2 Research Design

According to Creswell (2012), a research design is the advance planning of the methods to be adopted for collecting relevant data and the technique to be used in the analysis.

The researcher adopted the descriptive survey design using quantitative approach for the study. Descriptive survey design is the procedure for describing, recording, analyzing and interpreting conditions (Bell, 2008; Creswell & Creswell, 2018). Descriptive survey research design is administering a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2012).

The strength for using the descriptive design is that it provides researchers with a lot of information from various respondents (Creswell, 2012). A weakness of descriptive survey design is how to retrieve all questionnaires that have been distributed to respondents.

3.3 Population

Population is the complete set of individual cases or objects with some common observable characteristics (Kusi, 2012). The target population comprised all the head teachers in public in the Garu District. Statistics from the District Education office put the population of head teachers in public basic schools at Garu District at 43. According to Planning and Statistics Department, Ghana Education Service, (2021). The accessible population was therefore 43 head teachers in the 43 basic schools in the Garu District of Upper East Region.

Table 3.1: Population of the Study

Name of School	Number of head teachers
Garu Presby Primary	1
Garu Presby JHS	1
Garu D/A Primary	1
Garu D/A JHS	1
Garu Catholic JHS	1
Holy Angels Primary	1
Holy Angels JHS	1
Abilatega Primary	1
Nomboko JHS	1
Nomboko Primary	1
Gbanterago Primary	1
Gbanterago JHS	1
Kpatua Primary	1
Pialogo Primary	1
Pialogo JHS	1
Werichingo Primary	1
Sumaduri Primary	1

Sumaduri JHS	1
Kpatia Primary	1
Kpatia JHS	1
Kugri Primary	1
Kugri JHS	1
Songo Primary	1
Songo JHS	1
Takore Primary	1
Senebaga Primary	1
Dusbuliga Primary	1
Dusbuliga JHS	1
Denugu Primary	1
Denugu JHS	1
Duuri R/C Primary	1
Duuri R/C JHS	1
Worikambo R/C JHS	1
Worikambo R/C Primary	1
Islamiya Primary	1
Islamiya JHS	1
Niisbuliga primary	1
Zensire primary	1
Zensire JHS	1
Zaari JHS	1
Zaari Primary	1
Meliga JHS	1
Meliga Primary	1
TOTAL	**43**

Sources: Garu District Planning and Statistics Department, (2021)

3.4 Sample and sampling technique

Census technique was used to involve all the basic schools and all the 43 head teachers in the Garu District. Census technique was considered appropriate because the researcher collected and analyzed data from every head. Creswell (2012) posited that census sampling is used in schools to find out respondents opinions on possible issues. The procedure increases sample and it covers the whole population. Census technique is unbiased and is totally representative. All the 43 head teachers were selected for the study.

3.5 Data Collection Instrument

The researcher used questionnaire with closed ended items for the study. Questionnaire is the predetermined standardized set of questions meant to collect numerical data that can be subjected to statistical analysis, which requires self- reporting from the participants (Creswell, 2012). The researcher personally designed the questionnaires with support from his supervisor for the head teachers based on the literature.

The structured questionnaire consisted of four sections. Section A demanded responses on background information of respondents, section B dealt with roles of head teachers. Section C dealt with respondent's views on leadership challenges of head teachers. Section D solicited responses on strategies to manage the leadership challenges of head teachers. The questionnaire was mostly likert- typed scale. According to Sarantakos (2005), likert scale allows response to be ranked and it is easy to construct.

The likert type scale facilitates easy analysis as they are usable immediately (Bell, 2008; Creswell & Creswell, 2018). The questionnaire was meant to assist respondents to provide uniformity of response. A questionnaire is cost effective and less time consuming. However questionnaire has weaknesses of how to collect or retrieve the entire questionnaire administered.

3.6 Pilot-Testing

Bell (2008) and Creswell and Creswell (2018) indicated that the reason for piloting is to get the bugs out of the instrument for respondents not to experience difficulties in filling the questionnaire and also to have preliminary analysis to see if the wording and format of the questionnaire items are appropriate. To determine the validity and reliability of the instruments, 30 questionnaires were administered to 30 head teachers selected from basic School in the Timpani District which was located outside the study area but has similar characteristics as the main study. The purpose of the pilot is to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were reframed and inappropriate items were deleted.

Validity

Validity is the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which items fulfills the function it was designed to fulfill (Bell, 2008). Face and content validity of the questionnaire were tested by the researcher. To achieve faced validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose.

The supervisor found out whether the items measure specific construct. The validity test enable the researcher to reframe and delete those items which were found to be unclear and ambiguous.

Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. Reliability is the extent to which the measuring instrument produces consistent scores when the same groups of individuals are repeatedly measured under the same condition (Bell, 2008). To determine the reliability, the questionnaire was administered to the same 30 respondents as stated earlier on, twice in the pilot study with two weeks interval between the first and second test and the coefficient of reliability correlated.

3.7 Data Collection Procedure

An introduction letter was obtained from Head of Educational Leadership Department of the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development. The researcher thereafter visited the District Director of Education to introduce himself and to brief him on the purpose of the study. This was done to enable the researcher gain access to the schools. The heads were contacted and the purpose of the study was explained to them. Genial relationship was established between the researcher and the respondents to make respondents feel at ease in responding to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The respondents were given two weeks to complete the questionnaire before collection. The researcher achieved 93% response rate as 40 out of the 43 questionnaires administered were received.

3.8 Data Analysis Plan

The data were cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. After sorting out the questionnaires, the data were entered into the computer and process using the Statistical Package of Social Sciences (SPSS) version 24.0. The data were analysed using descriptive statistics such as frequencies and percentages based on the research questions.

3.9 Ethical Considerations

Consent of all participants was obtained before they completed the questionnaire. The respondents were informed of their rights to willingly accept or refuse to participate, and to withdraw participations at any time if they so wish. The respondents were duly informed about the purpose of the study and assured that there were no potential risks or costs involved in participating in the study.

Anonymity and privacy were assured as no form of identification was required of the respondents and their responses were not disclosed to any third party. 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

This chapter presents the results and discussion of field data on leadership challenges head teachers face in Basic Schools at the Garu District. The chapter comprised the preliminary data analysis to address data on gender, educational background and teaching experience. 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. Demographic characteristics of respondents
2. Leadership roles of head teachers
3. Challenges associated with head teachers leadership
4. Strategies to manage the challenges

Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, highest educational qualifications and teaching experience were analyzed. These were required to enable the researcher to know the kind of respondents used in the study. The first part of the analysis concerns gender of respondents. This is shown in Table 4.1.

Table 4.1 : Gender of Respondents

Gender	Frequency	Percentage
Male	26	65
Female	14	35
Total	40	100

Source: Field Data, 2022

Table 4.1 indicates that 65% of the respondents were males while 35% of the respondents were females. The result implies that majority of the respondents who participated in the study were males.

Highest Educational Qualification

The highest educational qualification of respondents was also ananyzed. This was to find out the educational level attained by respondents. The result is presented in Table 4. 2.

Table 4.2: Highest Educational Qualification

Qualification	Frequency	Percentage (%)
Diploma	10	25
Bachelor's Degree	18	45
Master's Degree	12	30
Total	40	100

Source: Field Data, 2022

Table 4.2 shows that 25% of the respondents were holders of the Diploma Certificate, 45% of the respondents were holders of the Bachelor's Degree while 30% of the respondents were holders of the Master's Degree. The result means that majority of the respondents were holders of bachelor's degree and had the requisite qualifications as professional to provide information rich for the success of the study.

Teaching Experience

The teaching experience of respondents was also examined. This was to find out how long respondents have been teaching. Table 4.3 shows the details.

Table 4.3: Number of Years in the Teaching Profession

Number of Years	Frequency	Percentage
1-5 years	8	20
6-10 years	8	20
11-15 years	14	35
16 years and above	10	25
Total	40	100

Source: Field Data, 2022

Table 4.3 shows that 20% of the respondents had been teaching for between 1and 5 years, 20% of the respondents had been teaching for between 6 and 10 years, 35% of the respondents had been teaching for between 11 and 15 years while 25% of the respondents had also been teaching for 16 years and above. The result means that majority of the respondents had been teaching for 11 and 15 years and therefore were experienced enough to participate in the study.

4.1 Analysis of Main data

Research Question 1: What are the leadership roles of head teachers in Basic Schools at Garu District?

The respondents were asked to indicate their agreement or disagreement with the following statements on leadership roles of head teachers. The results are presented in Table 4.4.

Table 4.4: Leadership Roles of Head teachers

Statement	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %
Makes sure physical facilities and educational materials are provided	18(45)	12(30)	10(25)	-
Organizes regular staff meetings and attend conferences	18(45)	16(40)	6(15)	-
Prepares reports for local school boards	14(35)	10(25)	8(20)	8(20)
Keeps proper financial records on quarterly basis.	16(40)	14(35)	10(25)	-
Responds to correspondence received by the school	14(35)	10(25)	10(25)	6(15)
Ensures cordial school and community relationship	18(45)	14(35)	8(20)	-
Coaches, teaches, and helps develop teachers' capacity in the school	16(40)	12(30)	8(20)	4(10)

Source: Field Data, 2022

Table 4.4 shows that 18 respondents representing 45% strongly agreed that as part of their leadership roles, head teachers made sure physical facilities and educational materials were provided, 12 respondents representing 30% agreed while 10 respondents representing 25% disagreed. The result implies that one of head teachers' leadership roles is to make sure physical facilities and educational materials are provided. The result is in line with Afful-Broni's (2012) assertion that physical facilities and educational materials have to do with the school plan, school grounds and equipment needed for teaching. The head of school is to expand for use the school plant and grounds as well as ensuring its safety, neatness, and attractiveness and in readiness for use. Also, all teaching and learning materials should be procured and maintained by the school head.

Also, 18 respondents representing 45% strongly agreed that as part of their leadership roles, head teachers organized regular staff meetings and attended conferences, 16 respondents representing 40% agreed while 6 respondents representing 15% disagreed. The result implies that one of the head teachers' leadership roles is to organize regular staff meetings and attend conferences. The result is in tandem with Bennis' (2016) statement that heads are responsible for having reasonable timetables in place, oversee discipline, ensure school safety, organize regular staff meetings, and maintain the school's record keeping, bussing system, and instructional supplies.

Besides, 14 respondents representing 35% strongly agreed that as part of their leadership roles, head teachers prepared reports for local school boards, 10 respondents representing 25% agreed, 8 respondents representing 20% disagreed while another 8 respondents representing 20% strongly disagreed. The result implies that one of head teachers' leadership roles is to prepare reports for local and district school boards. The result is in consonance with Afful-Broni's (2012) assertion that the school head performs other duties as preparing reports for local school boards and publicizing the work of the school, and scheduling school programs.

Further, 16 respondents representing 40% strongly agreed that as part of their leadership roles, head teachers kept proper financial records on quarterly basis, 14 respondents representing 35% agreed while 10 respondents representing 25% disagreed. The result implies that one of head teachers' leadership roles is to keep proper financial records on quarterly basis. The result is in line with Afful-Broni's (2012) position that the head has to ensure that the school estimates and expenditures are well organized that all monetary activities proceed according to fiscal policies. In view of this, it is imperative to emphasize that heads are duty bound to keep proper financial records on quarterly basis.

Furthermore, 14 respondents representing 35% strongly agreed that as part of their leadership roles, head teachers provide response to correspondence received by the school, 10 respondents representing 25% agreed, another 10 respondents representing 25% disagreed while 6 respondents representing 15% strongly disagreed. The result implies that one of head teachers' leadership roles is to respond to correspondence received by the school. The result is in conformity with Afful-Broni's (2012) assertion that the school head performs other duties as organizing staff meetings and attending conferences; responding to correspondence. What is important to note is that the school head does not have to perform all the tasks alone. Responsible staff members should be delegated to assist.

Also, 18 respondents representing 45% strongly agreed that as part of their leadership roles, head teachers ensured cordial school and community relationship, 14 respondents representing 35% agreed while 8 respondents representing 20% disagreed. The result implies that one of the head teachers' leadership roles is to ensure cordial school and community relationship. The result is in line with Afful-Broni's (2012) assertion that school-community relationship requires the school head to define the community in which the school is located. School heads should find out about the occupational practices, values aspirations and norms of the community. This will help in the formulation of educational policies, goals and strategies for the education of the pupils. The school head should market the school to the community through the Parent-Teacher Associations (PTA).

Finally, 16 respondents representing 40% strongly agreed that as part of their leadership roles, head teachers coached, taught, and helped develop teachers' capacity in the school, 12 respondents representing 30% agreed, 8 respondents representing 20% disagreed while 4 respondents representing 10% strongly disagreed. The result implies that one of head teachers' leadership roles is to coach, teach, and help develop teachers' capacity in the school. The result is in line with Bennis and Nanus's (2015) statement that not only must school leaders perform the tasks of organizing, budgeting, managing, and dealing with disruptions inside and outside the system, today's instructional leaders must be able to coach, teach, and develop the teachers in their schools.

Research Question 2: What leadership challenges are associated with head teachers' leadership in Basic Schools at the Garu District?

The respondents were asked to indicate their agreement or disagreement with the following statements on challenge associated with head teachers' leadership. The results are presented in Table 4.5.

Table 4.5: Challenges Associated with Head teachers' Leadership

Statement	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %
Lack of sufficient knowledge and skills on effective school leadership	16(40)	12(30)	8(20)	4(10)
Inadequate incentives and rewards systems	18(45)	16(40)	6(15)	-
Inadequate TLMs	24(60)	16(40)	-	-
Lack of cooperation between heads and staff	14(35)	12(30)	8(20)	6(15)
Unsafe work environment,	16(40)	14(35)	10(25)	-
Lack of training and development opportunities	14(35)	12(30)	10(25)	4(10)
Teachers' poor attitude towards training	18(45)	16(40)	6(15)	-
Insufficient financial resources available	16(40)	14(35)	10(25)	-

Source: Field Data, 2022

Table 4.5 shows that 16 respondents representing 40% strongly agreed that lack of sufficient knowledge and skills on effective school leadership was a challenge associate with head teachers' leadership, 12 respondents representing 30% agreed, 8 respondents representing 20% disagreed while 4 respondents representing 10% strongly disagreed. The result implies that lack of sufficient knowledge and skills on effective school leadership is one of the challenges of head teachers' leadership.

Also, 18 respondents representing 45% strongly agreed that inadequate incentives and rewards systems was a challenge associated with head teachers' leadership, 16 respondents representing 40% agreed while 6 respondents representing 15% disagreed. The result implies that inadequate incentives and reward system is one of the challenges of head teachers' leadership.

Again, 24 respondents representing 60% strongly agreed that inadequate teaching and learning resources was a challenge associated with head teachers' leadership while 16 respondents representing 40% agreed. The result implies that inadequate teaching and learning resources is one of the challenges of head teachers' leadership.

Besides, 14 respondents representing 35% strongly agreed that lack of cooperation between heads and staff was a challenge associated with head teachers' leadership, 12 respondents representing 30% agreed, 8 respondents representing 20% disagreed while 6 respondents representing 15% strongly disagreed. The result implies that lack of cooperation between heads and staff is one of the challenges of head teachers' leadership.

Further, 16 respondents representing 40% strongly agreed that unsafe work environment, was a challenge associated with head teachers' leadership, 14 respondents representing 35% agreed while 10 respondents representing 25 disagreed. The result implies that unsafe work environment is one of the challenges of head teachers' leadership. The result is in line with

Furthermore, 14 respondents representing 35% strongly agreed that lack of training and development opportunities was a challenge associated with head teachers' leadership, 12 respondents representing 30% agreed, 10 respondents representing 25% disagreed while 4 respondents representing 10% strongly disagreed. The result implies that lack of training and development opportunities is one of the challenges of head teachers' leadership.

Moreover, 18 respondents representing 45% strongly agreed that teachers' poor attitude towards training was a challenge associated with head teachers' leadership, 16 respondents representing 40% agreed while 6 respondents representing 15% disagreed. The result implies that teachers' poor attitude towards training is one of the challenges of head teachers' leadership.

Finally, 16 respondents representing 40% strongly agreed that insufficient financial resources available was a challenge associated with head teachers' leadership, 14 respondents representing 35% agreed while 10 respondents representing 20% disagreed. The result implies that insufficient financial resource available is one of the challenges of head teachers' leadership.

The entire results and analysis in Table 4.5 are in conformity with Armstrong's (2010) assertion that lack of sufficient knowledge and skills on the part of school heads necessary to effectively manage at various levels of the school. Other challenges identified in literature include inadequate teaching and learning resources, inadequate financial resources, inadequate material resources, lack of cooperation between heads and staff, unsafe work environment, lack of training and development, poor attitude of staff towards training, teachers resistance to change, poor reward management, ineffective supervision, indiscipline, and occupational stress. Also, change management, leadership development, human resource effectiveness measurement, organizational effectiveness, compensation, staffing, succession planning, and learning and development (Armstrong, 2010).

In the Ghana and Kenyan situation; (Chemisto (2007) says that individual schools are unable to initiate staff training. The study also established that it was hard for the head to choose among staff members who to attend the training without sounding tribal or biased. Coupled with that was the fact the seminar were meant to address changes in the curriculum and prepare internally appointed head of department (HODs) for new administration roles only but did not address their professional development which was itself a challenge.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems are poorly motivated due to a combination of low moral and job satisfaction, poor incentive, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling in many countries (Bennell, 2014).

Research Question 3: What strategies can be employed to manage the challenges head teachers face in Basic Schools at Garu District?

The respondents were asked to indicate their agreement or disagreement with the following statements on strategies to manage leadership challenges of head teachers. The results are presented in Table 4.6.

Table 4.6: Strategies to Manage the Challenges

Statement	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %
Provision of adequate teaching and learning materials	16(40)	12(30)	12(30)	-
Provision of professional training and development	14(35)	14(35)	6(15)	6(15)
Provision of adequate in service training on school leadership	14(35)	12(30)	8(20)	6(15)
Provision of adequate financial resources	24(60)	16(40)	-	-
Provision of attractive incentives and rewards	18(45)	14(35)	8(20)	-
Provision of safe work environment	16(40)	14(35)	10(25)	-
Presence of cordial relationship between heads and staff	22(55)	18(45)	-	-
Sensitization of staff on the need to have positive attitude towards training	16(40)	12(30)	8(20)	4(10)

Source: Field Data, 2022

Table 4.6 indicates that 16 respondents representing 40% strongly agreed that provision of adequate teaching and learning materials is one of the strategies that could be used to manage the challenges, 12 respondents representing 30% agreed while another 12 respondents representing 30% disagreed. The result implies that provision of adequate teaching and learning materials is a challenge associated with head teachers' leadership. The result is in line with Afful-Broni's (2012) statement that 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 heads are yearning for to enhance their leadership (Afful-Broni, 2012).

Also, 14 respondents representing 35% strongly agreed that provision of professional training and development is one of the strategies that could be used to manage the challenges, another 14 respondents representing 35% agreed, 6 respondents representing 15% disagreed while another 6 respondents representing 15% strongly disagreed. The result implies that provision of professional training and development is a challenge associated with head teachers' leadership. The result is in tandem with Armstrong's (2010) assertion that for activities of heads of educational institutions to be implemented effectively as to improve the quality of education, certain strategies are required of the head as the leaders in the management of the school. These strategies include proper management of data, attracting and retaining high quality people and professional training and development opportunities.

Again, 14 respondents representing 35% strongly agreed that provision of adequate in service training on school leadership is one of the strategies that could be used to manage the challenges, 12 respondents representing 30% agreed, 8 respondents representing 20% disagreed while 6 respondents representing 15% strongly disagreed. The result implies that provision of adequate in service training on school leadership is a challenge associated with head teachers' leadership. The result is in conformity with Armstrong's (2010) position that providing an environment in which employees are encouraged to learn and develop, and the provision of adequate in service training on school leadership.

Besides, 24 respondents representing 60% strongly agreed that provision of adequate financial resources is one of the strategies that could be used to manage the challenges while 16 respondents representing 40% agreed. The result implies that provision of adequate financial resources is a challenge associated with head teachers' leadership. The result is in consonance with Armstrong's (2010) statement that other strategies for effective school leadership include availability of adequate financial resources, effective supervision and discipline.

Again, 18 respondents representing 45% strongly agreed that provision of attractive incentives and rewards is one of the strategies that could be used to manage the challenges, 14 respondents representing 35% agreed while 8 respondents representing 20% disagreed. The result implies that provision of attractive incentives and rewards is a challenge associated with head teachers' leadership. The result agrees with Afful-Broni's (2012) statement that incentives, rewards and credit facilities should be made available as motivating factors. The respect of any head or teacher in a school 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.

Further, 16 respondents representing 40% strongly agreed that provision of safe work environment is one of the strategies that could be used to manage the challenges, 14 respondents representing 35% agreed while 10 respondents representing 25% disagreed. The result implies that provision of safe work environment is a challenge associated with head teachers' leadership. The result is in line with Armstrong's (2010) assertion that meeting the needs of employees for healthy, safe and supportive work environment, and continual reward for success.

Furthermore, 22 respondents representing 55% strongly agreed that presence of cordial relationship between heads and staff is one of the strategies that could be used to manage the challenges while 18 respondents representing 45% agreed. The result implies that presence of cordial relationship between heads and staff is a challenge associated with head teachers' leadership. The result is in tandem with Armstrong's (2010) position that healthy interpersonal relation between management and the employees and providing an environment in which employees are encouraged to learn and develop.

Moreover, 16 respondents representing 40% strongly agreed that sensitization of staff on the need to have positive attitude towards training is one of the strategies that could be used to manage the challenges, 12 respondents representing 30% agreed, 8 respondents representing 20% disagreed while 4 respondents representing 10% strongly disagreed. The result implies that sensitization of staff on the need to have positive attitude towards training is a challenge associated with head teachers' leadership. The result is consistent with Armstrong's (2010) position that poor attitude of teachers towards training is a challenge associated with head teachers' leadership therefore the development of positive teacher attitude towards training could ensure effective leadership for heads.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of findings of the study, conclusions drawn from the findings, recommendations and suggestion for further study.

5.1 Summary

The purpose of the study was to investigate leadership challenges head teachers face in basic schools in the Garu District of the Upper East Region of Ghana. The objectives of the study were to find out leadership roles of head teachers in Basic Schools, determine leadership challenges of head teachers in Basic Schools and to establish strategies that can be employed to manage the challenges head teachers face in Basic Schools at Garu District.

The researcher adopted the descriptive survey design for the study. The accessible population was therefore 43 head teachers in the 43 basic schools in the Garu District of Upper East Region. Census technique was used to involve all the basic schools and all the 43 head teachers in the Garu District. The researcher used questionnaire with closed ended items for the study. The reliability test yielded Cronbach Alpha of 0.84. The data were analysed using descriptive statistics such as frequencies and percentages based on the research questions.

5.2 Main Findings

The study found that leadership roles head teachers played were making sure physical facilities and educational materials were provided, organizing regular staff meetings and attending conferences, preparing reports for local school boards, keeping proper financial records on quarterly basis, responding to correspondence received by the school, ensuring cordial school and community relationship and coaching, teaching, and helping develop teachers' capacity in the school.

The study also found that lack of sufficient knowledge and skills on effective school leadership, inadequate incentives and rewards systems, inadequate teaching and learning resources, lack of cooperation between heads and staff, unsafe work environment, lack of training and development opportunities for heads, teachers' poor attitude towards training and insufficient financial resources available were challenges associated with head teachers leadership.

The study again found that provision of adequate teaching and learning materials, provision of professional training and development, provision of adequate in service training on school leadership, provision of adequate financial resources, provision of attractive incentives and rewards, provision of safe work environment, presence of cordial relationship between heads and staff and the sensitization of staff on the need to have positive attitude towards training were some strategies to manage head teachers leadership challenges.

5.3 Conclusions

Based on the findings, head teachers played various roles in their leadership. These include making sure physical facilities and educational materials were provided, organizing regular staff meetings and attending conferences, and preparing reports for local and district school boards. It is therefore concluded that if these were so as indicated then it would help to improve the success of the school.

It is also concluded that the various challenges associated with head teachers' leadership as revealed by the study could affect the effective leadership of head teachers.

It is again concluded that strategies that could be used to manage the challenges head teachers faced includes provision of adequate teaching and learning materials, provision of professional training and development, provision of adequate in service training on school leadership, provision of adequate financial resources, provision of attractive incentives and rewards, if adopted could help to promote effective leadership and consequently have the ability to manage the challenges of head teachers at the basic schools in the Garu District of the upper east region of Ghana.

5.4 Recommendations

It is recommended based on the findings that the Garu District education office should organize regular training workshops on strengthening head teachers' leadership roles for its sustainability in the study area.

The Garu District Education Directorate should ensure that head teachers are well resourced, logistically and financially for effective leadership and promotion of better education for students.

The Garu District Education Directorate should inspire head teachers to adopt the strategies revealed by the study to manage the challenges associated with head teachers' leadership.

5.5 Suggestions for further research

The study was conducted to investigate leadership challenges head teachers face in basic schools in the Garu District of the Upper East Region of Ghana. So, further study should be conducted to investigate leadership challenges head teachers face in basic schools in other municipal and districts of the Upper East Region of Ghana.

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APPENDIX A

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT-KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions.

Please Tick [√] the appropriate box for your answer.

1. What is your gender?

a). Male [ ]

b). Female [ ]

2. What is your highest educational qualification?

a). Diploma [ ]

b). Bachelor's Degree [ ]

c). Master's Degree [ ]

3. How long have you been teaching?

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16 years and above

SECTION B: LEADERSHIP ROLES OF HEADTEACHERS

The following are the statements on leadership roles of head teachers. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Statement	SA	A	D	SD
1	Makes sure physical facilities and educational materials are provided				
2	Organizes regular staff meetings and conferences				
4	Prepares reports for local school boards				
5	Keeps proper financial records on quarterly basis.				
6	Responds to correspondence received by the school				
7	Ensures cordial school and community relationship				
8	Coaches, teaches, and helps develop teachers' capacity in the school				

SECTION C: LEADERSHIP CHALLENGES OF HEADTEACHERS

The following are the statements on leadership challenges of head teachers. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

No.	**Statements**	**SA**	**A**	**D**	**SD**
1	Lack sufficient knowledge and skills on effective school leadership				
2	Inadequate incentives and rewards systems				
3	Inadequate teaching and learning resources				
4	Lack of cooperation between heads and staff				
5	Unsafe work environment,				
6	Lack of training and development opportunities				
7	Teachers' poor attitude towards training				
8	Insufficient financial resources available				

SECTION D: STRATEGIES TO MANAGE THE CHALLENGES

The following are the statements on strategies to manage head teachers' leadership challenges. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of ```

No.	Statements	SA	A	D	SD
1	Provision of adequate teaching and learning materials				
2	Provision of professional training and development				
3	Provision of adequate in service training on school leadership				
4	Provision of adequate financial resources				
5	Provision of attractive incentives and rewards				
6	Provision of safe work environment				
7	Presence of cordial relationship between heads and staff				
8	Sensitization of staff on the need to have positive attitude towards training				

THANK YOU

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