UNIVERSITY OF EDUCATION, WINNEBA

PERCEIVED LEADERSHIP CHALLENGES FACING FEMALE HEADTEACHERS
IN MANAGING JUNIOR HIGH SCHOOLS AT THE ATEBUBU AMANTENG
MUNICIPALITY

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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,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Masters of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, LATIFA IBRAHIM, 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 University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE……………………………….
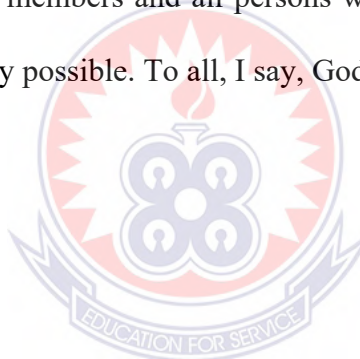
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ACKNOWLEDGEMENTS

DEDICATION

To my husband Shamuna Amadu Yusif and my children Shamuna Shamsiya, Shamuna

Salman, Shamuna Yasmin and Shamuna Amir.

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ABSTRACT

The study was conducted to investigate perceived leadership challenges of female heads in managing Junior High Schools at Atebubu Amanteng Municipality. The objectives of the study were to examine leadership activities conducted by female head teachers, find out the challenges female head teachers face and to identify the strategies that could be adopted by female head teachers to manage the challenges in Junior High Schools at Atebubu Amanteng Municipality. The study used the descriptive research design. The population for the study was all head teachers in the 119 junior high and primary schools at Atebubu Amanteng Municipality. The accessible population was all 40 female head teachers. Purposive sampling technique was used to select 40 female head teachers and the schools. Questionnaire was employed to collect data. The reliability co-efficient achieved was 0.81. The data were analyzed using descriptive statistics. The study found that female head teachers manage financial resources of the school conscientiously, and organized regular staff meetings. Challenges of female head teachers were inadequate financial resources and inadequate material resources. Strategies to manage the challenges were provision of financial support and provision of means of means transport. It is recommended based on the findings that the The Ghana Education Service and the Atebubu Amanteng Municipal education office should organize regular capacity building training programmes on headmasters best leadership activities for even though from the findings majority of the head teachers agreed, a few of them disagreed.

CHAPTER ONE

INTRODUCTION

Female education is paramount as well as male education as they all help in the socio-economic development of the nation. In spite of the golden age of females which was proclaimed in the Berlin Conference of 1995, females continue to be disadvantaged when it comes to positions in the world of work, especially in the public and private sectors of the society. It is this social injustice which has led to women feeling reluctant to take up leadership positions in society.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) define leadership as the art of transforming people and organisation with the aim of improving the organisation. From this perspective, leaders (including 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 (2000) maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. Thus the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness.

In Ghana, government education policy and the Ministry of Education guidelines are implemented at school level where the headteacher as the leader has to be involved in all activities, including curriculum implementation, discipline of teachers, other staff and the students (Oduro & MacBeath 2003). 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 & MacBeath, 2003). 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.

The head teacher is always expected to take up the staff-personnel management role in 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 human personnel. In educational management, females have been noted to exhibit characteristics such as empathy, compassion, supporting, patience, attention to detail and ability to integrate people to listen to them and to motivate them through non-monetary incentives (Funk, 2004).

Schools like any other organization require finance in order to run well. 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 (2009), 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.

In the performance of these leadership roles, the head teacher plays a very vital role in bringing about school improvement and effectiveness within the complex operation of schools in the 21st century. Increased interest in leadership and professional development of head teachers, typically the female head teacher, is based on the fact that school leaders can make a difference in both the effectiveness and efficiency of schooling (Hallinger & Snidvongs, 2008). 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. In appreciation of the complex roles of school leaders (head teachers) 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. But this does not appear to be the case in Ghana.

1.2 Statement of the Problem

It is an undeniable fact that head teachers as leaders in managing educational institutions is paramount when it comes to the effectiveness and success of the school. In recent times, there has been increasing public concern on the leadership challenges of female heads in managing schools. An informal discussion with some of heads revealed that the main issue presently facing heads of junior high schools is how to manage their

schools without problems. Workshops on leadership and management of schools have been organized for heads from time to time, yet the ability to manage the school effectively appears to be lacking.

The question that comes to mind; what challenges do heads encounter in their leadership and management of junior high schools? and what are the coping strategies? These and other questions need to be answered. The study therefore seeks to investigate perceived leadership challenges of female heads in managing Junior High Schools at Atebubu Amanteng Municipality.

1.3 Purpose of the Study

The main purpose of this study is to investigate perceived leadership challenges of female heads in managing Junior High Schools at Atebubu Amanteng Municipality.

1.4 Objectives of the Study

The study is guided by the following research objectives:

1. To examine leadership activities conducted by female head teachers in managing Junior High Schools at Atebubu Amanteng Municipality.

2. To find out the challenges female head teachers face in managing Junior High Schools at Atebubu Amanteng Municipality.

3. To identify the strategies that could be adopted by female head teachers to manage the challenges in Junior High Schools at Atebubu Amanteng Municipality.

1.5 Research Questions

The following research questions guided the study:

1. What leadership activities are conducted by female head teachers in Junior High Schools at Atebubu Amanteng Municipality?

2. What challenges do female head teachers face in managing Junior High Schools at the Atebubu Amanteng Municipality?

3. What strategies could be adopted to manage the challenges female head teachers face in Junior High Schools in the Atebubu Amanteng Municipality?

1.6 Significance of the Study

The study could serve as a source of reference material for future researchers who might need it. Furthermore, the findings from the study would guide head teachers to enhance their performance. Educational authorities and policy makers grappling with issues relating to head teachers' leadership challenges would also find the research report relevant as a guide. The outcome of the study will add to the existing knowledge on female heads leadership challenges.

1.7 Delimitations of the Study

The geographical scope of the study was confined to only public junior high schools within Atebubu Amanteng Municipality. In terms of content, the study concentrated on leadership challenges. The study involved only female head teachers.

1.8 Definition of Terms

Leadership: Bush (2008, p. 44) defines leadership as "influence", the ability to influence others to work together voluntarily.

Management: Is the process of planning, decision-making, organising, leading, motivation and controlling human resources, financial, physical, and information resources of an organisation to reach its goals efficiently and effectively.

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

1.9 Organization of the Study

The study has been organized under five chapters. Chapter One gives the introductory part of the study covering the background, the problem statement, purpose of the study, research objectives as well as the research questions. The chapter further outlines the, limitations, significance and delimitations, definition of terms and how the study was organized. Chapter Two presents related literature covering both theoretical and empirical review. Chapter Three describes the methodological approach of the study, touching on the research design, population, sample and sampling techniques instrument as well as data collection procedures. Again, the chapter discusses validity and reliability as well as the ethical considerations. Chapter Four presents results and discussion of findings. Chapter Five covers overview, findings, conclusions drawn, recommendation made and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews theoretical literature related to the study. The literature was review under the following sub-headings.

2.1 The Concept of Leadership

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. 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 number of publications on leadership increased exponentially from about 136 in 1970-71, to about 10,062 in 2001-02 according to Ebsco Business and Management publications database (Storey, 2004). It is even likely that this number has gone up over the last ten years. 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, 1993). He further stated that existing definitions provided by scholars are not clear, concise, understandable, researchable, practically relevant and persuasive. Bolden (2004) 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

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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. 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, 2001). Coles (2005) also defines leadership as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.

Yukl (1994) also sees leadership as 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 (2004) is a process whereby an individual influences a group of individuals to achieve a common goal. For Winston and Patterson (2006), leadership involves one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, skills and focuses the follower(s) 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.

From the few definitions provided by some renowned scholars, 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. There are those that criticize the leadership definitions as merely the accumulation of behaviors and personal characteristics that are usually linked to performance when

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critically dissected. This limits the definition of leadership to a corporate organizational setting leaving the social impact of leadership unaccounted for. They 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, 2002).

The weak definition presented by linking leadership with performance is agreeable as it does not cover all the aspects that leadership effectively permeates. 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 (2007) 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   Theories of Leadership

This section presents the theoretical underpinning of leadership that is relevant to this study.

The Behavioural Theory

As the researchers became frustrated with the trait approach, they were led into examining the actions of leaders; not what they did, but how they behaved. This school of thought believes that instead of the trait of the leader, it is rather the manner in which the leader relates to or behaves within the environment that determines his level of effectiveness (Wright 1996).The behaviourists hold the assumption that leadership is founded on definite and learnable behaviour rather than "God-given" or inherited traits. They are more focused on what leaders really do. They considered a better way to learn and teach leadership compared to the trait theorists. To them, if leadership can be studied through definite actions of successful leaders, then others can also replicate these actions and obtain the same successful outcome of leadership. They do believe that a leader's behaviour can best determine the extent of his/her influence and as such, the leader's success. Behaviours can be fine-tuned under various circumstances to get the desired results. Successful leaders are those who are able to adopt their behavioural style under given situations to improve performance. Behavioural theory therefore led to the introduction of leadership styles.

2.3 Women in Leadership and Management

Women have increasingly moved toward greater gender equality at home and in the workplace. Yet, women are still underrepresented in leadership roles and still considered an anomaly compared to men when in high positions of leadership especially within institutions of higher education. In examining differences between how men and women lead, it is often less what they do than in the different experience they face when they lead. Stereotypic gender role expectations can constrain their leadership behaviours.

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Perceived incongruity between women and leadership roles pose obstacles to leadership and result in double binds, more negative performance appraisals, and different standards compared to those applied to men. It is increasingly clear that a gender neutral view of leadership is insufficient, and that we need to consider the influence of cultural worldviews and socialization on shaping leadership style. There is much to suggest that feminist leadership styles are intentionally different—more collaborative and transformational compared to men. This becomes more complex when we include dimensions of racial and ethnic diversity. We need to transform our views of leadership to promote more robust theories and diverse models of effective leadership. While current leadership theories favour transformational and collaborative leadership styles, organizational cultures often mirror social constructions of gender and ethnicity norms in society. Within the context of higher education institutions, there is often a tension between hierarchical and collaborative forms of leadership reflected in contradictory sets of practices. While women leaders may have an advantage in such contexts, they also face obstacles in needing to change organizational cultures that mirror social biases against women as leaders (Harris, 2003).

Traditionally, leaders were thought to exhibit certain traits that predisposed them to act effectively in leadership positions. Women, it was believed, lacked these traits and prerequisites: aggression, competitiveness, dominance, machiavellianism, ambition, decisiveness, high levels of energy, tallness, a commanding voice, persistence, and assertiveness. Female executives adhered to many of these "rules of conduct" because they were breaking new ground. Now, women are in a state of transition as they try to overcome their minority status and marginality. They find themselves caught in an

ambivalent situation wherein they are stereotyped as "women leaders," while the prevailing social norms project social representations of leadership that are predominantly male. Although the general characteristics of a "woman leader" are being touted today as the ideal characteristics for leading an organization, there is still a disparity between the phrases "woman *as* leader" and "woman leader." This is exemplified by the reality that the top ranks of management are still male-dominated, and a "glass ceiling" that is keeping women as a group from reaching these ranks still seems to prevail (Mabey & Ramirez 2004).

In theory of leadership, leader is always the main concern, and it accordingly has many aspects to understand, as mentions in the concept of leadership. Considering the topic of the paper, we hereby pay attention to the relationship between leader and power that embeds in leadership. It is actually a common way of thinking leader as holder of power, and power is a tool that leader uses to achieve their goals. A few scholars, however, disagree with it. Burns (1979) suggests understanding power from the standpoint of relationship, which implies that power, occurs in relationship and should be used by both leader and subordinates to achieve their collective goals. Similarly, Hughes Ginnett and Curphy (1999 as cited in Mabey & Ramirez, 2004) also consider leadership as a function of leaders, followers and the situation. Although leaders are able to influence their followers' ideas and behaviours, followers may influence leaders as well. Meanwhile, situation can also affect leaders and followers' attitude and act. In a word, power is not simply one way trip from leaders to followers (as cited in Mabey & Ramirez 2004).

2.4 Roles of Educational Leaders

The job of the head teacher is both extremely demanding and critical to the success of a school. As Bennis (2006) writes, "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, often 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 (1985) 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, 2006).

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 (2006) 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.

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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 (1985) "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." (p.34)

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, 1985). 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 for 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.

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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.

According to Koech (1999), the ongoing 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. As Allix (2000) notes, "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.
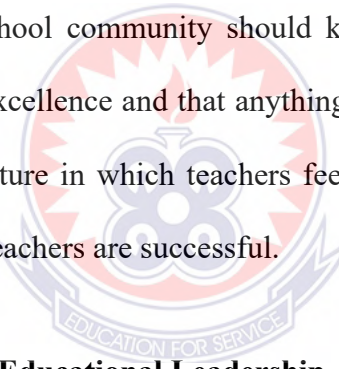
2.5 Barriers to Women in Educational Leadership

The largest body of research related to women has examined barriers to women in entering the leadership hierarchy or in moving up that hierarchy. These studies focus on a number of challenges for women and largely expand or repeat the research conducted through 1985. The question that was asked over two decades ago in the *Handbook for Achieving Sex Equity through Education* continues to be appropriate. Why the "higher you go, the fewer you see" syndrome for women in school administration? The research on barriers reviewed in this section responds to the categories identified in the 1985 *Handbook*. The majority of the studies on barriers are self-report surveys or interviews in

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which women identify the barriers they experienced either obtaining an administrative position or keeping it. Although much has been written on the career paths of males, there is no distinct literature on barriers to White heterosexual males; where barriers are examined as part of male career advancement, race and sexual identity have been the focus. In 1985, the barriers to women were described as either internally imposed or externally imposed. Since that time, the interaction of the two has been examined. The most recent research synthesized for this chapter indicates that more barriers previously identified as internal have been overcome than have barriers previously identified as external (Du Brin & Miller, 2006).

2.5.1 Poor Self-Image or Lack of Confidence

The barrier of poor self-image or lack of confidence was introduced by Schmuck in 1976, almost 10 years prior to the 1985 production of the first *Handbook for Achieving Sex Equity through Education* (Klein, 1985 as cited in Du Brin & Miller 2006). Twenty years after the original Schmuck citation, several studies have been added to the literature that relates to self-image of women administrators. The results of these studies are not disaggregated by race/ethnicity. Women who aspire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. In studies of females aspiring to become administrators, Brown and Irby (1995) cited in Du Brin & Miller 2006) found a marked lack of self-confidence. On the other hand, 20 female elementary teachers who had been tapped for the headship but who didn't want to become administrators exhibited no signs of low self-esteem or lack of confidence according to Funk (2004). Although, Walker (1995) and Gupton (1998 as cited in Du Brin & Miller, 2006) both noted that female administrators rarely see

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themselves as experts, often expressing a lack of confidence about seeing themselves at the top, women superintendents studied by Gardner (1990) reported no internal barrier of poor self-image or lack of confidence. Grogan (1996 as cited in Du Brin & Miller 2006) found the superintendent aspirants in her study to be very confident of their abilities and qualifications to lead school districts. Similarly, Grogan and Brunner (2005) as cited in Du Brin & Miller 2006) report that 40% of women in senior central office positions feel competent to take on district leadership positions. Low self-esteem and lack of self-confidence may be different than leadership identify, which is the feeling of belonging to a group of leaders or to a specific level of leadership and of feeling significant within that circle (Harris, 2003). Lack of a leadership identity can lead to a feeling of isolation and the feeling of being an outsider (Christman, 2003 as cited in Du Brin & Miller 2006). In their findings related to superintendents and aspiring superintendents, Walker (1995) and Scherr (1995) as cited in Du Brin & Miller (2006) indicated that women lack a sense of themselves as leaders and perceive that they have further to go in developing this leadership identity than do men. Perhaps it is this lack of leadership identity, rather than low self-esteem that also perpetuates the perception of women that they must get more information, more education, and more experience in the classroom prior to seeking an administrative position (Du Brin & Miller, 2006).

2.5.2 Lack of Aspiration or Motivation

Shakeshaft (1985 as cited in Du Brin & Miller 2006) argued that women's lack of success in obtaining administrative positions was not due to lowered aspiration or lack of motivation on the part of women. Findings since 1985 document a healthy level of aspiration among women. For instance, a 1991 study of 488 central office administrators

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in New York found that 13.2% of the female respondents aspired to the superintendent. As stated in the previous section, a little over a decade later, Grogan and Brunner (2005 as cited in Du Brin & Miller 2006) found that 40% of women in central office positions plan on pursuing the superintendence position.

2.5.3 Family and Home Responsibilities

Family and home responsibilities, place-bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shakeshaft (1985 as cited in Du Brin & Miller 2006), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility; she continued to voice this concern some 7 years later from data obtained in 1993 (Kamler &Shakeshaft, 1999 as cited in Du Brin& Miller 2006). A study of Kansas teachers documented family responsibilities as one reason why women teachers were not choosing to enter administration (Hewitt, 1989 as cited in Du Brin& Miller 2006). Native American women in Montana also identified family responsibilities as a barrier to entering administration. Other researchers in the PK–12 field that have found similar tensions between the personal and the professional include Hill and Ragland (1995) and Tonnsen and Pigford (1998 as cited in Du Brin & Miller 2006). In 1993, Rost explored 1,344 female teachers' decisions in making or not making application to elementary or secondary headships. Among her findings was that females were likely to be influenced in their decisions by family care responsibilities; however, these women did have conscious aspirations for leadership careers. Grogan

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(1996), Gupton (1998), Watkins and Wynn (2003) as cited in Du Brin and Miller (2006) also noted that family responsibilities were considered by women in their decisions to apply for and maintain administrative positions.

2.5.4 Working Conditions and Sex Discrimination

The components of administrative work, as well as the perceived and real male-defined environments in which many women administrators must work, shape women's perceptions of the desirability of administration. The women teachers studied by Hewitt (1989 as cited in Du Brin & Miller 2006) were discouraged from applying for administrative positions because of their understanding of the definition of the job of the head. They did not perceive this definition as flexible or open for social construction. Principals studied by Clemens (1989) and McGovern-Robinett (2002 as cited in Du Brin & Miller, 2006) noted that supportive work environments were essential in choosing to become principals. Fourteen years later, Wynn's (2003 as cited in Du Brin & Miller, 2006) study of teachers with leadership skills determined that these women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principal. These women identified student discipline as one of the negative dimensions of the headship.

2.5.5 Lack of Support, Encouragement, and Counselling

Shakeshaft as cited in Du Brin and Miller (2006) noted research studies from the late 1970s that pointed out that women traditionally had little support, encouragement, or counselling from family, peers, subordinates, or educational institutions to pursue careers in administration. At this time, even a little support from a few people such as a spouse or an administrator within the school district encouraged women to enter administration or

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stick with it. Support has continued to be an important factor for women moving into administration.

Most researchers found that family endorsements and support and mentoring made the difference in encouraging women into headship, the superintendence, community college presidencies, and other high-level executive positions in education. Lack of encouragement and support one of the reasons female elementary teachers in Kansas reported not entering administration. Several studies of women of colour noted their lack of encouragement and support, as did a study of native women in Montana (Brown, 2004 as cited in Du Brin & Miller 2006). As late as 2000, Skrla, Reyes, and Scheurich found that silence on gender issues in educational administration preparation programs, state education agencies, professional organizations, and among school board members and associations was still characteristic, and that women equated silence with lack of support (as cited in Du Brin & Miller, 2006).

The role of leadership in the management process of institutions has been side-lined 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. 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 number of publications on leadership increased exponentially from about 136 in 1970-71, to about 10,062 in 2001-02 according to Ebsco business and management publications database (Storey, 2004). It is even likely that this number has gone up over the last ten years. 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 school of leadership (Rost, 1993). He further states that existing definitions provided by scholars are not clear, concise, understandable, researchable, practically relevant and persuasive. Bolden (2004) 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.

2.6 Expected Roles of the School Head 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 (Campbell et al., 2007) the school head has to perform. The duties of the school head can be classified under the following headings:

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. Asiedu Akrofi (1978) once declared that if our modern school is to fulfill the roles that Africans expect, our educational administrators, teachers,

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supervisors and all people concerned with running it should be made good students of our society.

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. He or she 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 wholistic. 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. 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.

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.

Financial and business management entails the provision and disbursement of funds for the attainment of educational goals. He or she 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.

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.

2.7 Females' Participation in Educational Leadership

International research indicates that in educational leadership females are a minority, both in countries that are developing and those that are at advanced levels of development (Celikten, 2005). Studies done in various countries, like California (Wickham 2007), the Solomon Islands (Akao, 2008), Turkey (Celikten, 2005), Uganda (Sperandio & Kagoda, 2010) and Papua New Guinea (Vali 2010) reveal an under-representation of females in leadership at all levels of the education system, including primary schools, secondary schools, universities and other educational institutions. The researchers documented numerous factors that make it difficult for females to attain

leadership positions in education, such as gender discrimination, pressures of family responsibilities, and social-cultural factors, amongst others.

This study not only focused on the challenges of female head teacher's leadership, but also on leadership qualities and management support for female heads. In addition, the study focused on primary and secondary schools in Uganda, Papua New Guinea, Turkey, California and Solomon Islands which has different climate and culture as far as Ghana is concerned. This therefore necessitated a study to focus on public junior high schools in the Atebubu Amanteng Municipality.

Participation of Females in Leadership Promotes Gender Equity

The attainment of gender equity and equality in leadership should be a core development issue and a goal in its own right. Females should have the same access to power and resources as men but, as Syed and Murray (2008) indicated, despite a plethora of laws and organizational policies on gender equality, females in general remain disempowered in the workplace. "We will all be better off if females' life experiences, needs and values are fully reflected in decision-making positions stated by O'Connor, as cited in Kellerman and Rhode, (2007, p. 14).

It is important to create opportunities that will enable head teachers to occupy positions of influence, both politically and economically, in order to enhance decision-making. This is because females on the leadership track have unique opportunities and corresponding obligations to promote changes that will make leadership accessible to others: as citizens, females can support policies, politicians and practices that will advance gender equity; as professionals and community activists, females can make

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equalizing leadership opportunities a priority; as parents, females can model effective leadership, and challenge the child-rearing patterns that work against it (Kellerman & Rhode 2007).

When females achieve positions of influence and participate in policy decisions, they have the opportunities to open up access to knowledge and resources to those with less power. Females from all levels of the social hierarchy, not only those occupying official status positions, work to alter the undemocratic culture and structure of institutions and society, improving the lives of those who have been marginalized or oppressed (Normore & Gaetane 2008). Educated females who enter the labour market earn an income by engaging in productive economic activities. Participation in productive economic activities enables them to attain financial independence, to reduce poverty, and to enhance gender equity and equality (Republic of Kenya, 2007).

Besides enhancing equity, females bring into institutions different ways of leading. If more females are given the opportunity to participate in leadership, society and institutions would benefit from their talented and distinctive ways of handling leadership.

2.8 The Distinctive Role of Female Leadership

It is argued that females lead differently to men. Females in general have specific attributes, characteristics and skills that are beneficial to organizations and teams (Syed & Murray 2008). Female heads tend to be more supportive, approachable, sensitive, understanding, nurturing, organized, creative, and receptive than their male counterparts (Adams & Hambright 2004). Wickham (2007) observed that females are perceived as

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being more likely to be collaborative in their working relationships, and tend to use democratic leadership styles and power which, in turn, contribute to achieving high levels of job satisfaction among staff members. Wickham added that females are viewed as change agents who are deeply involved in reform, and who work toward creating common visions of schooling for children, as well as climates conducive to learning. They are regarded as being relational, community sensitive and politically knowledgeable.

According to Jones (2006), the language used by female leaders is more likely to express courtesy, gratitude, respect and appreciation. Females show respect for their audience by listening, echoing and summarizing, by using polite speech, electing non-antagonistic responses. They remember more of what is said by all the participants. Females also pick up on emotional and personal issues in conversation. This kind of reaction is likely to encourage community-building.

From a cultural feminist perspective, females value intimacy, and develop an ethic of care for those with whom they are connected (Syed & Murray, 2008). Kelly (2008) describes an ethic of caring as an internal commitment to learn about other people in an effort to promote their well-being. An ethic of care, Kelly says, may be characterized by acknowledging multiple perspectives, being open to hearing other's perspectives and valuing collaboration. This view agrees with the leadership style demonstrated by females school leaders in Normore and Gaetane's (2008) study of female secondary school leaders who practiced an ethic of care towards those who worked for and with them. As leaders, the females demonstrated a self-less desire to both

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serve and prepare others, and simultaneously created an organizational system that was committed to sharing and developing relationships that drove to goodness.

Kelly, Ammon, Chermack and Moen (2010), found that females heads expressed concern about knowing where and when employees were working, in a way they called 'monitoring by mothering'. The females heads often asserted that it was common courtesy to tell others when they were working off-site. Females' unique traits and abilities can especially be observed and experienced from a woman's perspective. Hence there exists a need for aspiring females to observe those who reflect their leadership styles, in order to demystify negative myths on females and leadership, and to encourage more females to desire to attain educational leadership.

2.9 Strategies to encourage Female to Leadership

There are some factors that do or would encourage females to take up education leadership positions. These include policies, organizational motivators, and also females' own motivators.

Rhetorical strategies – are informal means of getting females to participate in decision-making structures articulated through political and other public speeches. An example is a 2006 presidential decree in Kenya that aimed at a target of 30% representation of females in the public service.

Affirmative action - Norris, cited in Kiamba (2008) describes as meritocratic policies that aims to achieve fairness in recruitment by removing practical barriers that disadvantage females. Affirmative action programmes provide training (on public

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speaking, for example), advisory group goals, financial assistance, and the monitoring of outcomes.

Positive discrimination strategies - Set mandatory quotas for the selection of candidates from certain social or political groups. Quotas can be set at different levels (to indicate proportion of representation), or at different stages of the selection process. Kiamba (2008) observed that when quotas are legally specified as part of the constitution, they are more likely to be implemented, and guarantee females' inclusion in leadership.

In exploring females' route into leadership, Priola and Brannan (2009) noted that education and self-determination are perceived to be at the core of a career in leadership. Priola and Brannan mentioned that the increased education attainment and the enhancement of academic credentials of females have subsequently accompanied an increased commitment to professional and managerial careers. A respondent in Normore and Gaetane's (2008, p. 192) study on the leadership experiences of four female secondary school heads, cited "…a strong knowledge base and value on having attained a doctorate" as a motivator for joining education leadership.

Wickham (2007) studied perceived barriers and successful strategies used to attain the superintendence in California, and discovered that obtaining a doctorate degree was considered one of the successful strategies. Fifty-two percent of the respondents in the study held a doctoral degree. Mitroussi and Mitroussi (2009) indicated that the academic attainment could be attributed to the fact that females need to feel well-prepared before they apply for a leadership position. They choose to become heads when they feel adequate, that is, when they have become competent teachers, and they have their own agenda for headship.

Access to Preparation and Leadership Programmes

The availability of preparation and leadership programmes for aspiring head teachers is also a motivator for females to venture into educational leadership. Preparation for school leadership is concerned with developing the capacity of individuals by means of initial or pre-service preparation, socialization and induction, and opportunities for in-service professional learning development (Sperandio & Kagoda, 2010). Formal mentoring and leadership development is one way of promoting and uniting females in education administration, namely by offering them the chance to engage in mentoring relationships and to network with other practicing leaders and aspirants (Sherman, 2005).

Cowie and Crawford (2008) asserted that preparation for headship can help to develop the professional identity of aspiring head teachers, to broaden their outlook, and to develop confidence and self-belief. In their study of school principals in Scotland and England, they noted that working with one another in preparation programmes, helped develop the identity of the principals. Through collaborative activity and networking with colleagues, a sense of trust was developed, allowing the principals to share and to learn from each other's experiences.

Females, who participate in aspiring leadership programmes and more formalized types of mentoring, advance to administrative positions more readily than females who do not (Sherman 2005). Nealy (2009 p. 15) stated that leadership institute which provides "…through a cultural prism, intensive training, tools for self-analysis and other skills to navigate the academy", and where females leaders go, wanting "…to sharpen their

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leadership skills, connect with other sisters and to celebrate their successes together".
Nealy (2009, p. 9) reported that when these females leave the leadership institute "…they
know who they are; they understand what they bring to the table and understand that
there is a seat for them at the table".

Females' own Motivators

Some females may be attracted to management by the promise of status and
power to influence others, and also themselves. Others may be seduced by the wish to
prove themselves and others that they can do better, and can achieve success in
environments which are traditionally male-dominated and highly competitive, or that
may represent difficult challenges (Priola & Brannan 2009).

Some of the reasons cited by females that would or did encourage them to join
educational leadership include: knowing that they could initiate change, and provide the
necessary leadership skills to implement those changes; support, encouragement and
sponsorship; having a supportive staff (Adams & Hambright, 2004); an intrinsic need
and a moral responsibility to make a difference in the lives of students and others; a need
to empower teachers to make positive decisions about teaching and learning (Normore &
Gaetane, 2008); to be role models; to improve the schools in terms of their academic
performance and student outcomes; having the skills and interest to be successful school
leaders; to utilize their talents that have not been exploited as a teacher; to be more useful
in the community (Sperandio & Kagoda, 2010).

In Kelly's (2008) study of conceptualizations of leadership among five female
counselor educators, the participants reported that they had sought out leadership

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initiatives as they were compelled to do so by an inherent passion for leadership. As they advanced in their careers, their interest to participate in leadership intensified. Through their leadership contributions, they were able to model leadership to others, in the hope of motivating them to become interested in leadership. The participants, however, emphasized that interest alone is not sufficient, and that leadership is earned by means of the hard work, commitment and dedication of the individual.

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 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. 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.

2.10. Challenges of Female Leaders

A range of issues arise in restraining females' potential to aspire to positions of leadership. Sadie (2005) maintained that at the bottom of the restrictions that

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females face is the patriarchal system where decision-making powers are in the hands of men. In this context, traditional beliefs and cultural attitudes concerning the role and status of women in society are still common and many women who are part of this system are finding it difficult to diverge from this culture and tradition they be ostracized. Regardless of females education and access to the job market the female's role is considered to be the typical one of homemaker. The man on the other hand is the bread-winner, head of household, and has the right to public life.

Confining females' identity to the domestic sphere is one of the barriers to females' entry into politics, and politics by its nature catapults one into public life. Commonly cultural attitudes are antagonistic to females' involvement in politics. Some females were capable of transcending cultural barriers and climbing to positions of leadership whether in politics or other spheres of public life, but more often than not it meant having to cope with cultural expectations with their leadership roles.

Political activism entails that one travels widely, spend nights away from home, go into bars, and for females it means gathering males. All of these effects are not easily acknowledged for females in various African societies. Females who contest for public office have to think about the risk of being labeled 'loose' or 'unfit' as mothers and wives and being socially stigmatized. Such thoughts make lots of females introvert away from politics and positions that locate them in the public eye. One more factor which has played a role in countering political support for females is the media (Sadie, 2005). The media sometime fail to provide coverage to the campaigns of women aspirants or to interview them. Males have also been known to treat females with aggression throughout political crusades.

According to Tripp (2003), in the1996 presidential elections in Uganda there were a lot of instances of threats and pestering of females by males, even husbands, who had contradictory political views. Politically energetic females in that country were threatened with withdrawal of family support, some were thrown out of their homes, and others were murdered. Emmett (2001) states that life passages of females are not notable or even acknowledged. This is clarifying of the situation attributed to females, starting right from the birth of the girl child in similarity to the boy child, and the chance of females succeeding in society.

In various African cultures the customs and rites of passage pertaining to the boy child nurture them for leadership positions, whether at local or national levels of governance in business, politics or public running. Religion is likely to strengthen these cultural norms. Emmett (2001) indicated that the majority religions have stereotypical functions for males and females where females are professed as less equal than males, often being kept apart in the way functions are assigned. In her account of females experience of religion, Emmett examined the ceremonies executed for and by males in diverse religions such as Hinduism, Islam and Christianity. Her judgment was that males are usually empowered by religion in various ways. Females do not benefit from such dispensation, being disempowered by religious structures and practices.

Females' admission to leadership positions has been hindered by favouritism and stereotyping. Females are more or less victimized for being in search of a management position. This is basically due to society's stance toward appropriate male and female functions. In their argument on challenges women face in seeking leadership positions, Growe and Montgomery (2000) argue that compared to males, females receive little or no

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encouragement to search for such positions. There are also a few social networks, formal and informal, for females such as membership in clubs consequential in a lack of acknowledgment that leads to progress.

Leadership and management positions entail hard work and long hours. For females this stress is additional to their child care, home and family responsibilities, a phenomenon referred to as the dual shift in Sadie (2005). These considerations are also accurate of women in higher education. In addition to issues of family responsibility that do not make it easy for females to progress, cultural beliefs concerning the roles of males and females inhibit females' progression to top leadership/ management as much it does in politics (Pandor, 2006). Pandor pointed out that females at senior level positions are not always helpful to other females who tend to want to sustain the status quo.

For many females the time demands of such positions clash with the demands of the family, and this itself is an obstacle. There are also other structural obstacles beyond culture and religion. Facts from the Danish sample of the Comparative Leadership Study indicate that certain admission situations and conditions of gender positioning appear to encode admittance to top leadership positions, in business, and in political and public leadership. Hojgaard (2002) argues that the social milieu of males and females leaders as an admittance stipulation played a particular task in political leadership. The sample of politicians demonstrated that both parents of females' leaders had better education and more highly placed jobs than the parents of male politicians. A major finding was that in order for females to obtain top jobs in politics they have to come from a more fortunate social milieu than males.

In addition there were differences in career paths between males and females leaders with males being recruited from a wider spectrum of jobs than females. Males also achieve top leadership jobs faster than females. With regard to conditions of gender positioning, Hojgaard (2002) looked at marital status, presence of children and allocation of work at home. The male leaders were more likely to be married, while a higher proportion of female leaders were divorced or independently living together. Furthermore, a higher proportion of females had no children. The partners of female leaders were also more likely to be full-time workers, while among the partners of male leaders, especially business leaders there was a high proportion of part-time workers and full-time housewives.

Two thirds of male leaders did little or no housework, demonstrating that most male leaders unlike female leaders, are relieved of the weight of with family life, and can dedicate all their energy to their jobs. These findings were very clarifying of the social cost of leadership for females and gender positioning conditions showed in the Danish study could be applied to African females and in the context of this study, Ghana as an African country. It is a little wonder that many females are hesitant to take up positions of leadership because of the pressure involved, complementary work, family and domestic violence (Cole, 2006).

In Africa, the work and family dichotomy is filled with many inconsistencies for females that incite pressure. African females have certain conventional roles to play. They are expected to tolerate and look after children as well as manage the home. At the same time today's African woman is likely to earn a living and contribute to the management of society (BBC News, 2005). In short, McLagan and Nel (1995) referred to

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current African women as walking a political/gender tightrope, but it is also a leadership and gender tightrope. Tsitsi Dangarembga from Zimbabwe in her interview with BBC News (BBC News, 2005), said that one of the reasons there are few females in positions of power is a lack of unity among women themselves. She said that since females were vying for limited resources they have a tendency to see other females as a threat and are envious of one another. She further went on to say that females have the potential to bring about transformation, but they lack organization due to lack of time, given their multiple roles as bread winners, wives and mothers. African females also fear to raise their voices and speak out for fear of victimization, allegedly by fellow females, but also by males, given the cultural expectations of what a female should or should not do.

Females fear to excel because it makes them look intimidating. Females who wish to get married have to present themselves as good marriage material by being humble and submissive. One more cause for the complexity African females have experience in obtaining national and international acknowledgment is their day-by-day struggle for endurance. Tripp (2003) also found that regardless of the political progress made by females in the 1990s their efforts did not pay off in terms of women being allotted to public office. Females lack the essential financial support or resources often mobilized individually, and publicly and this is another strategic measure applied to exclude females from politics. In addition they are said to lack too much political familiarity, coolness, education and connections to run for office (Tripp, 2001; BBC News, 2005). The lack of time due to females' reproductive roles is also mentioned as a limitation to females' involvement in leadership/ management (Shayo, 2005). These obstacles are not

distinctive to African females. Analogous matters have been raised concerning educated Chinese females.

Qin (2000) in investigating the progress of female college students in China found that several factors combine to restrict their wish to become victorious career women. These comprise traditional discrimination, social pressures, females' kindness to people's misconception of successful women and the propensity of men to prefer family oriented wives. These women even fear being more talented than men and as a consequence shy away from demanding jobs. Females are torn between work and family as they do not want to be housewives, but at the same time are challenged to be super females. They both desire and panic about the opportunities and challenges of the external world.

Expert females in managerial positions face many challenges and those in institutions of higher learning are no exception. McMillan and Schumacher (2001) argue that the socialization of females in the work place arises within a system of power and inequality and such systems tend to repeat a variety of forms of inequality. Leadership for females is not a simple task and so, as observed by Morna and Nyakujarah (2010), moving up and staying at the top is not necessarily filled with joy. Other literature on females' leadership in higher education discloses that females are less likely than males to take part in upper levels of leadership.

Acker (2000) advances the theory that there is some sort of achievement prevention by females that influences their leadership aptitude or curiosity in leadership positions. Advocacy in the higher education arena has tended to rely upon and react to

government legislation on equity rather than being something that women in the sector actively struggle for. Obviously lots of females do make sacrifices to achieve something whether professionally or individually. For instance, females are expected to take responsibility for bringing up their children, but less parental responsibility is expected of males. As observed by Polly (1998) if women do not care enough for their children they know their children risk neglect. If men do not care enough they know their wives will. This observation is true for lots of working African women nowadays.

2.11 Summary of Literature

The review discussed the concept and theories of leadership that leadership is 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. Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. The review also talked about the behavioural leadership theory which underpin the study. It also discussed Women leadership which examines differences between how men and women lead, it is often less what they do than in the different experience they face when they lead. Stereotypic gender role expectations can constrain their leadership behaviours. Perceived incongruity between women and leadership roles pose obstacles to leadership and result in double binds, more negative performance appraisals, and different standards compared to those applied to men.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed for the study. It includes the research design, population, sample and sampling techniques, research instrument, validity, pre-testing of the instrument, data collection procedure and the data analysis plan.

3.2 Research Design

Saunders, Lewis and Thornhill (2007) describes a design as the overall plan of how the researcher goes about answering the research questions. It accommodates the various strategies that the researcher used for his or her research work. This study used the descriptive research design. Descriptive design specifies the nature of a given phenomenon. It determines and reports the way things are done. Descriptive design involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study (Jefferson, 2004). Because the researcher wanted to find out what really was the situation with regard to female head teachers in junior high schools, the descriptive research design was deemed appropriate for the study.

3.3 Population

The population for the study was all head teachers in the 119 junior high and primary schools at Atebubu Amanteng Municipality. According to statistics from the

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Atebubu Amanteng Education Directorate, for the 2018/2019 academic year, the total population of head teachers is 119. Out of this number, 40 are females. The accessible population was all 40 female head teachers as the study focused on female heads leadership challenge.

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3.4 Sample and Sampling Technique

According to Creswell (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research A sample is a group o.f 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).

Purposive sampling technique was used to select 40 female head teachers and the schools. Creswell (2007) posited that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The researcher focused on the female teachers who are information rich to contribute to the challenges they encounter as leaders of the school. A total of 48 respondents formed the sample for the study.

3.5 Research Instrument

Questionnaire was the main research instrument that was employed in collecting the data. The use of questionnaire was necessary for this research since the study was primarily a survey research. The use of questionnaire allowed the researcher to collect large amount of data in a relatively short time (Ary et al., 2010). The questionnaire was also used because all the participants could read and understand the items very well. The

questionnaire had closed-ended items. It consisted of four sections: section 'A' was designed to obtain the background information of respondents, section 'B' dealt with the activities of female head teachers; section 'C' dealt with challenges face by female headteachers and Section 'D' strategies put in place to manage female headteachers challenge as they go about their duties .

3.6 Instrument Reliability

The reliability of a research instrument refers to the consistency of an instrument to give similar results whenever is it is administered (Ary et al., 2010). The questionnaire was pilot tested using 30 female head mistresses from private junior high schools in the Atebubu municipality which were not involved in the main study.

In order to ensure reliability of the research instrument, Cronbach's alpha was used to analyse the data. Ary et al. (2010) posit that for research purposes, a useful rule is that reliability should be at 0.70 and preferably higher. Cronbach's alpha reliability coefficient is a statistical instrument used to test internal consistency of questionnaires. The reliability co-efficient achieved was 0.81. The pilot test enabled the researcher to correct some errors relating to repetition of questions, double barrelled questions and typographical mistakes.

Validity of the instrument

Validity of a research instrument refers to the degree to which the instrument measures what it is intended to measure (Ary et al., 2010). To improve the validity of the instrument, the researcher gave copies of the questionnaire to her supervisor, other

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lecturers and colleagues to review and to check for the appropriateness of the items and their relevance to the issues raised. These were done to improve the content, face and quality of the questionnaire. After, the instrument was refined and administered for the main study.

3.7 Data Collection Procedure

An introductory letter from the Department of Educational Leadership of the University of Education, Winneba (Kumasi Campus) had been submitted for approval. This enabled the researcher to contact the female head teachers in their respective schools. The researcher briefed female head teachers on the rationale behind the study and hand-delivered the questionnaire to be filled. The researcher returned after two weeks to collect the filled questionnaires.

3.8 Data Analysis Plan

The Statistical Package for the Social Science (SPSS) was used to process the data in this study. Summarized data from the descriptive responses were analyzed and the researcher generated descriptive statistics to report aggregate responses to all items completed in the survey. The data were presented in the form of tables and graphs for easy interpretation. The main statistical tool employed was frequencies and percentages.

3.9 Ethical Considerations

Ethical considerations in the study such as confidentiality, anonymity, access, betrayal, informed consent were critically addressed. During the study, high ethical standards were maintained to ensure that no harm was caused to any of the participants.

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Steps were taken to keep information provided confidential and anonymous. Participants informed consent was addressed by giving them a letter to indicate their willingness and free will to participate in the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results and discussion of field data on perceived leadership challenges of female heads in managing Junior High Schools at Atebubu Amanteng Municipality. The chapter comprised the preliminary data analysis to address data on age, 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 Activities

3. Challenges Female Head Teachers Face

4. Strategies To Manage Challenges

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the age, highest educational qualifications and teaching experience 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 age of respondents for the study. This is shown in Table 1.

Table 1 : Age of Respondents

Age	Frequency	Percentage
31-40 years	14	35
41-50 years	16	40
51-60 years	10	25
Total	40	100

Source: Field Data, 2020

As shown in Table 1, 35% of the respondents were between the ages of 31-40, 40% of the respondents were between the ages of 41-50 while 25% of the respondents were between the ages of 51-60. The result implies that majority of the respondents were between the ages of 41 and 50 and were much matured to participate in the study.

Highest Educational Qualification

The highest educational qualification of respondents was also examined. This was to find out the educational level attained by respondents. Table 2 presents the details.

Table 2: Highest Educational Qualification

Qualification	Frequency	Percentage
Bachelor's Degree	28	70
Master's Degree	12	30
Total	40	100

Source: Field Data, 2020

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Table 2 indicated that 70% of the respondents were holders of the Bachelor's Degree while 30% of the respondents were holders of the Master's Degree. The result implies that majority of the respondents were holders of bachelor's degree and had the required certificates as professional to provide sufficient information for the success of the study.

Teaching Experience

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

Table 3: Number of Years in the Teaching Profession

Number of Years	Frequency	Percentage
1-5 years	6	15
6-10 years	10	25
11-15 years	16	40
16 years and above	8	20
Total	30	100

Source: Field Data, 2020

Table 3 indicated that 40% of the respondents had been teaching for between 11-15 years, 25% of the respondents had been teaching for between 6-10 years, 20% of the respondents had been teaching for between 16 years and above while 15% of the respondents had also been teaching for 1-5 years. The result means that majority of the respondents had been teaching for 11-15 years and therefore had the needed experience to participate in the study.

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Analysis of Main data

Research Question 1: What leadership activities are conducted by female head teachers in Junior High Schools at Atebubu Amanteng Municipality?

The respondents were asked to indicate their agreement or disagreement with the following statements on leadership activities conducted by female head teachers. The results are presented in Table 4.

Table 4: Leadership Activities Conducted by female Head Teachers

Activities	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %	Total N %
Manage financial resources of the school conscientiously	26 65	10 25	4 10	-	40 100
Organize regular staff meetings	20 50	14 35	6 15	-	40 100
Ensure quality of curriculum and instruction	18 45	12 30	6 15	4 10	40 100
Ensure the adequacy of teaching and learning resources	28 70	12 30	-	-	40 100
Maintain daily school record keeping	30 75	10 25	-	-	40 100
Ensures reasonable time table in place	20 50	14 35	6 15	-	40 100
Encourage healthy school and community relationship	18 45	14 35	4 10	4 10	40 100

Source: Field Data, 2020

Table 4 showed that 65% of the respondents strongly agreed that female head teachers managed financial resources of the school conscientiously, 25% of the respondents agreed while 10% of the respondents disagreed. The result implies that managing financial resources of the school conscientiously is a leadership activity of the school head. The result agrees with Campbell et al (2007) that financial and business management of heads entails the provision and disbursement of funds for the attainment

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of educational goals. He or she has to ensure that the school estimates and expenditures are well organized.

Over 50% of the respondents strongly agreed that female head teachers organized regular staff meetings, 35% of the respondents agreed while 15% of the respondents disagreed. The result implies that organizing regular staff meetings is a leadership activity of the school head. The result corroborates the assertion of Bennis (2006) that 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.

About 45% of the respondents strongly agreed that female head teachers ensured quality of curriculum and instruction, 30% of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that ensuring quality curriculum and instruction is a leadership activity of the school head. The result is in line with Campbell et al (2007) that 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 head of school also has to ensure that the curriculum is developed through the appraisal of instruction.

Also, about 70% of the respondents strongly agreed that female head teachers ensured the adequacy of teaching and learning resources while 30% of the respondents agreed. The result implies that ensuring adequacy of teaching and learning resources is a leadership activity of the school head. The result is in tandem with Campbell et al (2007)

that physical facilities and educational materials have to do with the school plan, school grounds and equipment needed for teaching. Teaching and learning materials should be procured and maintained by the school head.

Over 75% of the respondents strongly agreed that female head teachers maintained daily school record keeping while 25% of the respondents agreed. The result implies that maintaining daily school record keeping is a leadership activity of the school head. The result is in consonance with Bennis (2006) that heads are generally asked to maintain the school's record keeping, bussing system, and instructional supplies.

About 50% of the respondents strongly agreed that female head teachers ensured reasonable time table in place, 35% of the respondents agreed while 15% of the respondents disagreed. The result implies that ensuring reasonable time table in place is a leadership activity of the school head. The result agrees with Campbell et al (2007) that the school head is obligated to ensure that timetables, course contents and textbooks are available for use.

Over 45% of the respondents strongly agreed that female head teachers encouraged healthy school and community relationship, 35% of the respondents agreed, 10% of the respondents disagreed while another 10% of the respondents strongly disagreed. The result implies that encouraging healthy school and community relationship is a leadership activity of the school head. The result substantiates the assertion of Afful-Broni (2012) 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

(Afful-Broni, 2012). 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).

Research Question 2: What challenges do female head teachers face in managing Junior High Schools at the Atebubu Amanteng Municipality?

The respondents were asked to indicate their agreement or disagreement with the following statements on challenges female head teachers face. The results are presented in Table 5.

Table 5: Challenges Female Head Teachers Face

Statements	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %	Total N %
Inadequate financial resources	28 70	12 30	-	-	40 100
Problem of balancing home and workplace functions	30 75	10 25	-	-	40 100
Inadequate material resources	18 45	12 30	6 15	4 10	40 100
Perception of males towards female leaders	26 65	14 35	-	-	40 100
Uncongenial work environment	22 55	12 30	6 15	-	40 100
Lack of training and development	20 50	16 40	4 10	-	40 100
Favoritism between male and females	16 40	14 35	6 15	4 10	40 100
Stereotyping associated with gender	20 50	18 45	2 5	-	40 100

Source: Field Data, 2020

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Table 5 showed that 70% of the respondents strongly agreed that inadequate financial resources was one of the challenges female head teachers faced in managing schools while 30% of the respondents agreed. The result implies that inadequate financial resources are a challenge in the management of schools. The result agrees with Onyango (2009) that schools like any other organization requires finance in order to run well. There must be availability 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 (2009), 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.

About 75% of the respondents strongly agreed that problem of balancing home and workplace functions was one of the challenges female head teachers faced in managing schools while 25% of the respondents agreed. The result implies that problem of balancing home and workplace functions are a challenge in the management of schools. The result agrees with Shakeshaft as cited in Du Brin and Miller 2006 that family and home responsibilities, place-bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments.

Over 45% of the respondents strongly agreed that inadequate material resources was one of the challenges female head teachers faced in managing schools, 30 of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that inadequate material resources are a challenge in the management of schools. The result is in line with Afful-Broni (2007) that the availability and accessibility of equipment and relevant teaching and learning materials need not be low in the teaching and learning environment.

About 65% of the respondents strongly agreed that perception of males towards female leaders was one of the challenges female head teachers faced in managing schools while 35 of the respondents agreed. The result implies that perception of males towards female leaders is a challenge in the management of schools. The result is in consonance with BBC News (2005) said that one of the reasons there are few females in positions of power is the perception of males towards female leadership, given the cultural expectations of what a female should or should not do.

Over 45% of the respondents strongly agreed that uncongenial work environment was one of the challenges female head teachers faced in managing schools, 30 of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that uncongenial work environment is a challenge in the management of schools. The result is in line with Campbell et al (2007) that 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, 50% of the respondents strongly agreed that lack of training and development was one of the challenges female head teachers faced in managing schools, 40 of the respondents agreed while 10% of the respondents disagreed. The result implies that lack of training and development is a challenge in the management of schools. The result is in tandem with Heller (2002) that 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.

Over 40% of the respondents strongly agreed that favoritism between male and females was one of the challenges female head teachers faced in managing schools, 35 of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that favoritism between male and females is a challenge in the management of schools. The result is in line with Growe and Montgomery (2000) that females' admission to leadership positions has been hindered by favouritism and stereotyping. Females are more or less victimized for being in search of a management position. This is basically due to society's stance toward appropriate male and female functions.

About 45% of the respondents strongly agreed that inadequate material resources was one of the challenges female head teachers faced in managing schools, 30 of the respondents agreed, 15% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that inadequate material resources are a challenge in the management of schools. The result is in line with Harris (2003) that stereotypic gender role expectations can constrain their leadership behaviours. Perceived incongruity between women and leadership roles pose obstacles to leadership and result in double

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binds, more negative performance appraisals, and different standards compared to those applied to men. It is increasingly clear that a gender neutral view of leadership is insufficient, and that we need to consider the influence of cultural worldviews and socialization on shaping leadership style.

Research Question 3: What strategies could be adopted to manage the challenges female head teachers face in Junior High Schools in the Atebubu Amanteng Municipality?

The respondents were asked to indicate their agreement or disagreement with the following statements on strategies to manage the challenges. The results are presented in Table 6.

Table 6: Strategies to Manage the Challenges

Statements	Strongly Agree N %	Agree N %	Disagree N %	Strongly Disagree N %	40 100
Provision of adequate teaching and learning materials	26 65	12 30	2 5	-	40 100
Provision of professional training and development	20 50	14 35	4 10	2 5	40 100
Provision of equal opportunities for males as well as females	28 70	12 30	-	-	40 100
Provision of Financial support	24 60	14 35	2 5		40 100
Provision of attractive incentives and rewards	22 55	18 45	-	-	40 100
Provision of means of Transport	20 50	16 40	4 10	-	40 100
Provision of supportive work environment	20 50	18 45	2 5	-	40 100

Source: Field Data, 2020

Table 6 showed that 65% of the respondents strongly agreed that provision of adequate teaching and learning materials was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools, 30% of the respondents agreed while 5% of the respondents disagreed. The result implies that provision of adequate teaching and learning materials is a strategy that can be adopted to manage the challenges female head teachers face in managing schools. The result agrees with Afful-Broni (2012) that 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.

Over 50% of the respondents strongly agreed that provision of professional training and development was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools, 35% of the respondents agreed, 10% of the respondents disagreed while 5% of the respondents strongly disagreed. The result implies that provision of professional training and development is a strategy that can be adopted to manage the challenges female head teachers face in managing schools. The result is in line with Ukeje, Akabogu, and Ndu (1992) who 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.

About 70% of the respondents strongly agreed that provision of equal opportunities for males as well as females was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools while 30% of

the respondents agreed. The result implies that provision of equal opportunities for males as well as females is a strategy that can be adopted to manage the challenges female head teachers face in managing schools. The result agrees with Norris as cited in Kiamba (2008) who indicates the institution of meritocratic policies that aims to achieve fairness in recruitment by removing practical barriers that disadvantage females.

Also, 60% of the respondents strongly agreed that provision of financial support was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools, 35% of the respondents agreed while 5% of the respondents disagreed. The result implies that provision of financial support is a strategy that can be adopted to manage the challenges female head teachers face in managing schools. The result is in consonance with Bennis (2006) that heads manage the school budget and ensures that the funding available will allow the school to operate for the duration of the school year and its absence or inadequacy can affect the smooth running of the school.

Over 55% of the respondents strongly agreed that provision of attractive incentives and rewards was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools while 45% of the respondents agreed while 5% of the respondents disagreed. The result implies that provision of attractive incentives and rewards is a strategy that can be adopted to manage the challenges female head teachers face in managing schools. The result agrees with Afful-Broni (2012) that 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.

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About 50% of the respondents strongly agreed that provision of means of transport was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools, 40% of the respondents agreed while 10% of the respondents disagreed. The result implies that provision of means of transport is a strategy that can be adopted to manage the challenges female head teachers face in managing schools.

Again, 50% of the respondents strongly agreed that provision of supportive work environment was one of the strategies that could be adopted to manage the challenges female head teachers faced in managing schools, 45% of the respondents agreed while 5% of the respondents disagreed. The result implies that provision of supportive work environment is a strategy that can be adopted to manage the challenges female head teachers face in managing schools. The result is in conformity with Certo (2006) who indicated that 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.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of findings, conclusions, recommendations and suggestion for further study based on the objectives and purpose of the study.

5.1 Summary of Findings

This purpose of the study was to investigate perceived leadership challenges of female heads in managing Junior High Schools at Atebubu Amanteng Municipality. The objectives of the study were to examine leadership activities conducted by female head teachers in managing Junior High Schools at Atebubu Amanteng Municipality, find out the challenges female head teachers face in managing Junior High Schools at Atebubu Amanteng Municipality and to identify the strategies that could be adopted by female head teachers to manage the challenges in Junior High Schools at Atebubu Amanteng Municipality.

This study used the descriptive research design. The population for the study was all head teachers in the 119 junior high and primary schools at Atebubu Amanteng Municipality. The accessible population was all 40 female head teachers. Purposive sampling technique was used to select 40 female head teachers and the schools. Questionnaire was employed in collecting the data. The reliability co-efficient achieved was 0.81. The data were analyzed using descriptive statistics.

5.2 Summary of Key Findings

The study found that female head teachers managed financial resources of the school conscientiously, organized regular staff meetings, ensured quality of curriculum and instruction, ensured the adequacy of teaching and learning resources, maintained daily school record keeping, ensured reasonable time table in place and also encouraged healthy school and community relationship.

The study also found that the challenges female head teachers faced were inadequate financial resources, problem of balancing home and workplace functions, inadequate material resources, perception of teachers towards female leaders, uncongenial work environment, lack of training and development, favoritism between male and females and stereotyping associated with gender.

The study again discovered that strategies to manage the challenges were provision of adequate teaching and learning materials, provision of professional training and development, provision of equal opportunities for males as well as females, provision of financial support, provision of attractive incentives and rewards, provision of means of transport and the provision of supportive work environment.

5.3 Conclusions

It is concluded based on the findings that head teachers conducted leadership activities in the school which included managing financial resources of the school conscientiously, organizing regular staff meetings and ensuring quality of curriculum and instruction. It is therefore concluded that if head teachers conducted leadership activities

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in the school as indicated then it would improve the quality of teaching and learning in Junior High Schools at Atebubu Amanteng Municipality.

It is also concluded that because of the various challenges including inadequate financial resources, problem of balancing home and workplace functions, inadequate material resources, and perception of teachers towards female leaders affecting leadership, female head teachers' leadership activities would not be as effective as anticipated.

It is also concluded that the coping strategies the study revealed, if adopted, would help in improving female heads leadership.

5.4 Recommendations

It is recommended based on the findings that the The Ghana Education Service and the Atebubu Amanteng Municipal education office should organize regular capacity building training programmes on headmasters best leadership activities for even though from the findings majority of the head teachers agreed, a few of them disagreed.

The Atebubu Amanteng Municipal education office should ensure that head teachers are supplied with adequate resourced by the Ghana Education Service to help them as leaders in the school in the schools to facilitate their leadership in managing the school successfully.

The Ghana Education Service and the Atebubu Amanteng Municipal education office should encourage head teachers to use the strategies the study revealed to mitigate challenges they faced to improve on their leadership of managing the school.

5.5 Suggestions for further research

The study was conducted to investigate perceived leadership challenges of female heads in managing Junior High Schools at Atebubu Amanteng Municipality. Therefore, further study should be conducted in other metropolis, municipal and districts of the Bono Region to see if they have the same characteristics.

Further study should also be conducted to investigate perceived leadership challenges of female heads in managing Senior High Schools in the Bono Region.

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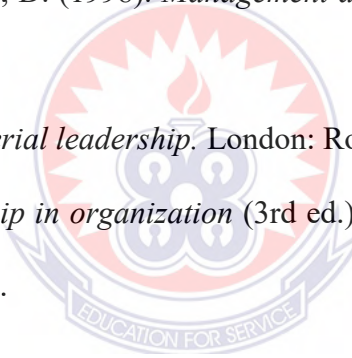
APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR

FEMALE HEADTEACHERS

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

Please respond to all the questions as frankly as possible.

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

1. What is your age?
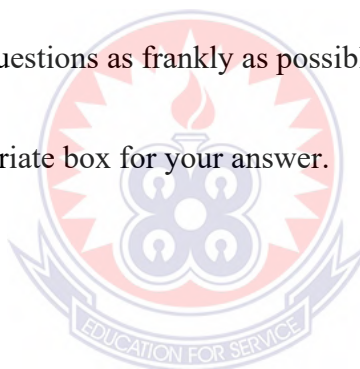
a).   21-30   [ ]

b).   31- 40   [ ]

c). 41- 50   [ ]

d). 51- 60   [ ]

2. What is your highest educational qualification?

a). Diploma   [ ]

b). Bachelor's Degree [ ]

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c). Master's Degree [ ]

3. For how many years have you been teaching?

a) 1-5 years

 b) 6-10 years

 c) 11-15 years

 d) 16 years and above

SECTION B: ACTIVITIES CONDUCTED BY FEMALE HEADTEACHER

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

	Activities	SA	A	D	SD
1	Manage financial resources of the school conscientiously				
2	Organize regular staff meetings				
3	Ensure quality of curriculum and instruction				
4	Ensure the adequacy of teaching and learning resources				
5	Maintain daily school record keeping				
6	Ensures reasonable time table in place				
7	Encourage healthy school and community relationship				

SECTION C: FEMALE HEADTEACHERS' CHALLENGES

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

No.	Statements	SA	A	D	SD
1	Inadequate financial resources				
2	Problem of balancing home and workplace functions				
3	Inadequate material resources				
4	Perception of males towards female leaders				
5	Uncongenial work environment				
6	Lack of training and development				
7	Favoritism between male and females				
8	Stereotyping associated with gender				

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SECTION D: STRATEGIES TO MANAGE THE CHALLENGES

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

No.	Statements	SA	A	D	SD
1	Provision of adequate teaching and learning materials				
2	Provision of professional training and development				
3	Provision of equal opportunities for males as well as females				
4	Provision of Financial support				
5	Provision of attractive incentives and rewards				
6	Provision of means of Transport				
7	Provision of supportive work environment				