

UNIVERSITY OF EDUCATION, WINNEBA

BARRIERS TO EFFECTIVE SCHOOL MANAGEMENT BY FEMALE  
HEADTEACHERS OF JUNIOR HIGH SCHOOLS IN THE TECHIMAN SOUTH  
MUNICIPALITY OF BRONG AHAFO REGION

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with four smaller circular motifs arranged in a cross pattern. The emblem is surrounded by a decorative border containing the university's name in both English and Akan. The colors are primarily red, white, and blue.

CHRISTIANA OPOKU BENEWAA

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requirements for award of the Masters of Arts (Educational Leadership) degree**

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## DECLARATION

### STUDENT'S DECLARATION

I, OPOKU BENEWAA CHRISTIANA, declare that this project report, with the exception of quotations and references contained in the published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted either 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 on supervision of this project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE.....

DATE.....

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## **DEDICATION**

To my loveliest and most adorable husband, Mr. Ernest Amankwah Mensah and my children Emmanuel, Racheal, Zipporah Obrempong, Lois and Ezra.



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## ABSTRACT

The study investigated barriers associated with female head teachers school management in the Techiman South Municipality of Brong Ahafo Region. The objectives of the study were to determine common administrative responsibilities female head teachers perform. The study identifies skills and abilities head teachers possess to carry out the responsibilities and to investigate barriers that impede female head teachers management of basic schools. Three research questions were raised to direct the study. Descriptive design was employed for the study. The study involved female head teachers. A sample of 50 respondents was used for the study. Simple random sampling technique was used to the head teachers. The main instrument used was questionnaire. The pilot test achieved reliability co-efficient of 0.71. Data were analyzed using descriptive statistics and the results were presented using frequency and percentages. Findings revealed that head teachers commonly prepared reports for Ghana Education Service, supervised instruction and prepared schedules for teachers. They had skill of managing different groups. It was found out that female head teachers lack respect and are not readily accepted by their male counterparts. It is recommended that capacity building programmes should be organized by the District Director to strengthen the competencies, skills and abilities of female head teachers to enable them manage their varied needs and administrative barriers. The District Director should educate male heads and teachers on the need to respect and accept females as heads.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

It has previously been noted that leadership strategies vary considerably and depend on the level of the head's effectiveness and situational attributes (Leithwood & Hallinger, 1995). Hargreaves and Fink (2006) observed that the problems leaders face could best be considered symptoms of fundamental problems. They delineated five clusters of problems confronting schools' heads as being related to teachers, headteachers, those occupying the role of principal, district level administration and the community.

Hallinger and Murphy (1985) found a link between gender and administration problems. Willower (1980) propounded that because women choose career viewed by society as a male domain (headship) they tend to introduce deviant pattern in that role since it is viewed as a challenge to women. Stigmas are attached to females in leadership position and this is a problem they try to cope. Fullan (2003) on the other hand argued that the problems female leaders faces are partially rooted in the pattern of gender socialization and belief systems. Fullan (2003) further stated that apart from the prejudice and discrimination against women, women themselves develop lower self-esteem that may suppress their achievement motive.

Stemming from the negative societal perceptions, leadership is perceived and portrayed as a masculine construct based on masculine values (Blank, 1987). In the case of Ghana, men dominate in the leadership positions while women play a subservient role in most areas of endeavor (Oduro, 2003). People's perceptions have been attuned to associate leadership with males (Blank, 1987). This conceptualization of males as leaders has resulted in contemporary management theory being criticized based on masculine values and concepts (Fink & Brayman, 2006).

A related challenge confronting female heads relates to the role conflict which affects the roles and expectations. Female heads roles as school head and parent may cause conflict to them in their attempt to perform the roles. As Fink and Brayman(2006) postulated the roles of parent, school head and spouse may cause conflict for an administrator.

There are negative effects of dual roles of managing school and teaching on Ghanaian female heads. This makes teachers perceive female heads as ineffective since they are mainly engrossed in administrative duties. As such, female heads face problems that affect their performance (Gezi, 1990). The head's personality could also be a determining factor. Brophy (1983) posited that isolation, frustration and ineffectiveness as potential challenge to heads.

Affirmative action policies, while being hailed as a milestone towards women's emancipation have brought some problems to female leaders. Cardi (1999) argued that women are appointed to leadership positions when they least expected it. Goldring& Rallis (1993) hinted that female administrators are normally inadequately prepared for the post and the demands of the office.

Furthermore, some school heads fail to allocate adequate time to instructional supervision because they tend to be occupied by unexpected incidents. An equally important issue is the multiple expectations (Goleman, 1994). Teachers, students, the community and others groups tend to present a conflict of interest to a school head. The head has to weigh each demand and ultimately not all groups may be satisfied. It is based on these issues that the study was designed to investigate barriers to headteachers leadership in school management in junior high schools Techiman South Municipality.

### **Statement of the Problem**

The researcher has observed that, most of the female headteachers face numerous challenges during the discharge of their duties. Some of the female

headteachers are probably not able to meet deadlines. They seem to carry multiple roles and responsibilities in their respective schools.

Literature searched in the field of educational leadership and management indicated that women in school leadership positions are confronted with numerous administrative challenges which tend to affect their performance Rudman, 2002 said that women in leadership are often faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at workplace).

It appears limited empirical studies has been conducted in the study area and the factors accounted for the challenges. The questions that are bothering the researcher's mind are what school leadership challenges confront female head teachers? How can the challenges be managed? There is the urgent need to answer these and other questions.

### **Objectives of the Study**

The study sought to:

1. Determine administrative responsibilities are common to females head teachers management of basic schools in the Techiman Municipality.
2. Identify skills and abilities does female head teachers possess to manage basic schools in the Techiman Municipality.
3. Investigate barriers impede female head teachers management of basic school in the Techiman Municipality.

### **Research Questions**

The study was guided by the following research questions:

1. What administrative responsibilities are commonly performed by females head teachers of basic schools in the Techiman Municipality?
2. What skills and abilities do female head teachers possess to manage basic schools in the Techiman Municipality?
3. What barriers impede female head teachers management of basic school in the Techiman Municipality?

### **Significance of the Study**

This study will be useful in so many ways, but here are a few reasons. The first importance or benefit of this study is that the findings will contribute to knowledge immensely, especially to the body of literature on women and their involvement in educational leadership or management in Ghana.

The second value obtained by this study is that recommendations and suggestions made could supplement efforts made to eradicate the gender disparities that exist in the occupation of high decision – making positions in the country, particularly in the field of education. The study would serve as a guide or directive to future researchers who are bent on doing the same study in other parts of the country.

Again, this study will unearth models of female head teachers, especially in educational management for the many females of this nation who do not know or have not heard that females can also manage at a higher level various institutions for national development. It will also encourage potential females who qualified for higher decision making positions but are constrained by natural, stereotype information among others.

Lastly, there is little literature that provides information on leadership and management at Junior High School. This study is a pioneering one as it lays a base for future research into school headship at Junior High School level. Generally, this study

is possible improve female and head teachers' on which efficiency will, in turn, render into improved student performance.

### **Delimitation**

The problem of administering schools by female heads is very common at all educational levels. The study was however delimited to headteachers of Junior High Schools in the Techiman South District. The study was to find out challenges experienced by female headteachers and how they affect their efforts to achieve the goals of the school. They considered only administrative challenges; findings were delimited to female heads of Junior High Schools in Techiman South.

### **Delimitation of the Study**

It would have been ideal to cover the whole of the Techiman Municipal, Brong Ahafo and Ghana at large. However, the scope of this study encompassed female headteachers of Junior High Schools in the Techiman South Municipality. The study also focused on the challenges the headteachers face in carrying out their roles and responsibilities, the factors responsible.

### **Limitations**

The study used only female heads of Junior High Schools. The females form small numbers of administrator in Junior High School in Techiman South District. This shows that the study was limited to a small sample. Though the headteachers were assured of confidentiality of responses some were reluctant to provide responses to the items for fear that they may be exposed. This might have influenced the responses provided.

### **Definition Terms**

Managerial Roles - Organized sets of behaviors identified with the position

Barriers - Circumstances or obstacles that keep people or things apart or prevent communication or progress.

Supervision -It as an activity which stimulates guides, improves and encourages teachers with the hope of seeking their cooperation in the task of supervision.

Circuit - Specific geographical location with a number of schools

### **Organization of the Study**

The study was organized into five chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study. Chapter two covers review of available literature relevant to the study, while chapter three focuses on the population, sample instrument for data collection and the procedure used in data analysis. Chapter four deals with the analysis the result of the study. Chapter five focuses on the summary of the research findings, conclusions drawn and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews literature related to this study. This was done with the expectation that relevant information would be obtained to help shape and enrich the study. Knowledge of what has been done on this topic is important in helping to clarify issues. The literature for this study was organized under the following headings.



## **Concept of administration**

Successful school administration is the cornerstone of the education process. It lights the way and identifies to workers in the field ways of reaching a common goal in a specified time. According to Ahmed (1997), school administration should aimed at improving the educational process and increasing the level of educational performance by raising the awareness of the personnel of their responsibilities in school, and offering them the proper educational guidance.

Research has tended to focus on teachers rather than school heads. There are comparatively few studies on how school leaders are prepared to face the challenges of the modern school. Harris (2004) takes the view that administration is concerned with the practical ways of turning leadership and management plans into reality. School management is an important component of educational and learning process at school level, which works to stimulate the elements-physical and human and activate them. It passes through all aspects of educational activity in and outside the school under its supervision (Salah & Fadwa, 2005). In addition, school administration is part of educational administration, which in turn, is part of public administration (Al Hugail, 1994).

Morsi (2001) supported these views, adding that school administration is a small part of educational administration, reproduces its system and derives its strategies and objectives from educational administration – the Ministry of Education and the Department of education – headed by a Director whose task is to direct school activities towards achieving its objectives and implement the educational regulations and laws issued by the Ministry in cooperation with the teachers, administrators and the other staff. The head teacher is primarily responsible to the Director of Education with

regards to the affairs of the school and the implementation of instructions and directives issued by the Ministry of Education.

The traditional concept of school administration has changed and now focuses on maintaining the school system and the implementation of specific plan issued by the learning and educational authorities – the Ministry of Education and the departments of Education – accounting for the teachers, administrators, students and employees absences, concentrating on making the students learn by rote, and dictating the schools curricula to them (Salah & Fadwa, 2005).

The modern concept of school administration views it as a means of providing the necessary conditions, capabilities and facilities which assist in guiding the development of the learner, personal, mental, emotional and spiritual as the heart of the teaching and learning processes. School administration is also seen as a means of achieving the educational goals of the school, as well as satisfying the needs and professional development of the teachers and linking the school with the local community (Hallinger).

Al Hugail (1994) points out that the concept of school administration in the modern era has expanded to integrate its administrative and technical aspects and that the school's task has become the complete growth of the student, with the student as the focus of school administration. The modern administration seeks to achieve the students' physical, emotional, spiritual, social and behavioural development. In the same vein, Salah and Fadwa (2005) stress that school administrator includes integrated administrative and technical aspect and that each will facilitate the work of the other when exercises according to scientific principles.

School administration involved with management, as functions such as: planning, organizing, directing, coordinating, monitoring and evaluation. However,

although these elements are common, each requires a different approach to them due to the differences in the nature of their work (Al Hugail, 1994).

According to Griffitt (2001), disorder and disciplinary problems will inevitably follow inappropriate school management on the part of the head teacher. Poor school discipline is always related to the administrator's incapability to clarify the school rules, objectives and regulations or unfair or inconsistent enforcement of them. Students do not adhere to the rules and teachers and administrators do not know what the rules are. If cooperation between teachers and administrators is poor or the administration is inactive, teachers tend to have punitive attitudes, poor behaviour is ignored and there are inadequate teaching resources.

Improper management on the part of head teachers also leads to several problems in school administration such as poor relationships with staff and problems in dealing with the finances of the school. In addition, head teachers may experience unrealistic expectations on the part of the community, may be obliged to waste time in liaison and participative committee, may see a diminishment of their negotiating role and experience feedback concerning performance.

### **Objectives of School Administration**

The main objective of school administration is to work hard with all relevant parties to improve the process of learning and upgrade its performance. Gronn (2000) states that the main objective of the administration in any organization is to guide and coordinate the efforts of employees to achieve its goals of this organization. Morsi (2001) argues that successful administration has to make the greatest possible use of the available human and material resources. Everard and Morris (1996) contend that school and administration and management can be learned from industry and state that

heads and senior staff in schools can learn to manage better by studying what their counterparts do in successful firm.

Therefore, in order to be effective members of the team, school head teachers need to enhance their skills and capabilities by grasping every opportunity to participate in relevant training schemes. The objectives of training schemes include; o improve all aspects of the educational process by focusing on problems affecting students for instance in their studies, repeated absences, or other difficulties, and offering educational solutions for these, to provide the appropriate educational environment to foster relations of friendship and mutual esteem between members of the school, to organize collective efforts at the school for the development of the pupils that is comprehensive and integrated development, balanced according to who aptitudes and abilities as well as the environment, school administration has to become important for the students, teachers and others to work at the school, as well as for dealing with parents and the local environment, and is required by the school to facilitate educational affairs, to find ways for teachers to be more capable of teaching and improving the educational experiences that they provide to the students, as well as working to raise their vocational and technical levels, and encouraging them to keep up-to-date with the latest information they can obtain from books or other specialized research material relating to the educational process so that they can improve their performance and thereby increase the achievements of the student (Wragg, 1984)

### **Characteristics of School Administration**

Each type of management has its own characteristics and attributes that defines the nature of its work and its area of activity. These characteristics form the general framework of administration, around which its activities take place. School management has its own distinguishing characteristics as pointed out by Wragg, (1984) that parents can play an effective role in guiding it directly; no-one can deny them this

role, and successful school administration seeks to develop the relationship with parents and tries to encourage them to participate in school events and activities.

There are several activities involved in school administration such as supervising administrative and technical work, as well as dealing with teachers, administrators, students, other staff and the environment, and equipment and school supplies and any imbalance in these aspects leads to undesirable results.

The educational qualifications of the staff play an important role in school administration, as they have a bearing on how the teachers deal with their subject matter when teaching their students. Well qualified teachers, including head teachers, are therefore of major importance to the progress of the students.

### **Characteristics of Successful Headteacher**

Goleman (1998) proposes nine characteristics of successful head, which include agreement on objectives and how to achieve them; agreement on how to create a sense of direction for the school: mutual respect and trust: fair allocation of resources: good communication: encouraging others to participate in the management and leadership of the school: recognition of the head as senior partner: discussing and resolving differences.

The five characteristics of successful head outlined by Hughes and James (1999) are similar to those of Eaghy (1987), although expressed a little differently: trust and respect: shared values and beliefs: willingness to talk: shares understanding of their respective positions and authority: loyalty and mutual support.

Brewer (1993) has stated certain factors that assist in the success of the head teacher including: the opportunity to participate in defining the objectives of the school which she runs, have freedom of movement and action to solve the work problems according to the circumstances, sense of security at work, as well as job satisfaction,

receive integrated information from the educational authorities of the various aspects of his work, have a qualified deputy, who contributes positively to solving problems at work and achieving objectives. Management has to encourage innovation through the promotion of learning and the acquisition of knowledge and to consider continued training for its members, delighting authority to improve performance at work and all relationships should be based on respect for the individual and show a spirit of cooperation with everyone.

### **Responsibilities of Head teacher**

The school head is primarily responsible for the proper continuation of the educational system in his/her school and his personality aptitudes and abilities can meet the challenges facing the school's work as long as the objectives of the school lies in front of him/her and as long he/she hopes to achieve the educational goals for which his/her school is responsible. Administrative and managerial duties occupy most of his/her time and some school administrators believe that their primary responsibility is the conduct of administrative work and vocational and technical work comes in second place, although the belief is incorrect, since the essence of the educational process is linked to technical aspects, and the function of the school is to educate and teach student according to the school objectives.

Hence, the head teacher is responsible for the technical, administrative, financial and security operations. The technical responsibilities include planning, organizing and supervising school exams according to regulations, providing technical and administrative reports to the higher authorities for education in the provinces, helping new teachers by looking after them and providing them with the necessary instructions, co-operation with educational supervisors and others whose job requires

them to visit the school and preparing the school deputy to do the head teacher's job when needed.

#### Administrative and Financial Responsibilities

These responsibilities are implementing rules and instructions issued by the Ministry, surveying the human and material resource requirements of the school, and referring them to the Department of Education before the beginning of the school year, reviewing the school facilities and equipments, showing school staff the curricula, directives and regulations issued by the higher educational authorities, preparing of the school schedule before the beginning of the school year and the distribution of daily school super and full knowledge of the objectives of the educational stage in which he/she operates.

#### **Gender and Leadership**

The work of Piggot-Irvine & Locke (1999) focuses more on gender and leadership. Leaders are expected to function in certain ways in order to provide leadership necessary for the success of the organization. The roles of the leader like other roles within an organisation (school) do influence behavior. This may be perceived by the leaders themselves and teachers in terms of gender roles, which prescribe certain behaviours for leaders based upon their command since gender may have influence the behaviour of the leader female and male leaders may have different expectations as to how to fulfill the required leadership tasks. (Robertson, 2005), female leaders may adapt their leadership behaviors either to accommodate gender roles or fight against societal prejudice that suggests how female leaders should behave. Thus, female leaders may faced with the dilemma of failing to meet the requirements of their particular leadership source? Position by their conforming to such expectations or by being perceived in a negative manner by followers and other leaders.



Rudman (2002) also suggest that women in leadership are often faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at workplace, and to alienation, isolation and exclusion for women educational leaders. Southworth (2002) suggested that women have excellent leadership skills, but often face obstacles that men may not face. Smith (2005) suggested that there exists a perception that women lack support from the staff, parents and community which is not the case with the male principal.

### **Discrimination against Female Leaders**

Gender roles are found in every society. These roles spell out certain kinds of behavior as appropriate, and others as inappropriate for women and men. Portin (2000) pointed out that women as well as men learn to belong to society through the process of socialization which begins from infancy. Such socialization process entails both verbal and non-verbal forms of communication. Learning to be male or female is therefore learnt from infancy as the infants interact with their family members and their care-takers.

Most cultures worldwide have advocated the traditional homemakers' roles of female and the parallel traditional breadwinner role for males. The female traditional role depicts that she cannot pursue higher education or a career. It is very difficult to find support for a desire to secure an advanced degree or to commit oneself to a career in a social context in which being a female means taking care of a home and family.

Portin (2000) asserted that neither in the developing nor the most developed nations do women have equality with men in workplace. It was further explained that the extent of the discrimination varies, but the consequences are similar. Blasé & Kirby (1992) also said that a centered culture puts value in males. Males, according to them, always have at the back their mind that women are wives, mothers and mostly,



secretaries. This stereotype is not by men alone. The women themselves believe that their ascension to higher position is due to luck. The writers also alluded to the point that most women in top management positions got there without planning their career strategies.

Oduro (2003) identified that in Ghana, there is the belief that a woman is never independent. Women are therefore to be under the control and guidance of a man. Before marriage that man is the father and during marriage, the father hands her over to the man to continue the guidance. Some religions have come to terms with these cultural dispositions about male and female roles in the society. Nathan (2000) observed that embedded within culture and religion are some values that affect the participation of females in management. The practice of giving girls to early marriages would mean their withdrawal from school. This is the case because the parents of such children see education as conflicting with marriage. The smaller number of women in leadership positions is due to economic condition, cultural norms and religious beliefs which allow women to enroll in traditionally feminine fields. To avert this trend, it was realized that there was the need to terminate such outmoded practices.

In the educational sector, gender disparities have caused the long absence of females in managerial positions. Nathan (2000) on the other hand, noted that there has been an exclusion of women from the management of institutions for a very long time. It was further stated that such exclusions over time have been given measure of legitimacy by several cultural practices and attitudes that have created the impression that the roles of women are different from men. He further argued that the traditions and beliefs of society have divided labour among men and women based on the sex. Male tasks are said to be more valued than that of females.

The situation concerning gender stereotype roles begun to experience a rebirth in modern society when some women subjected themselves to emancipation of mental

slavery. Khalili & Gazal (1989) declared that early study has revealed that the earlier a woman has sexual experience, marries, and become pregnant, the lower her educational attainment is likely to be. The status of women however tends to rise as a nation modernizes. Most women's aspirations suggest that females be treated in the same way as males. And it has to begin with parents who should hold similar expectations for their girls and boys and encourage them equally.

### **Barriers to Female Leadership**

There are internal and external barriers which inhibit the progress of women aspiring towards leadership. A wide range of research in developed countries suggests why women are underrepresented in education (Harris, 2002). However, since literature in this study centers on developing countries, there are few research studies which highlight barriers that inhibit progression of women in their careers. Some of these barriers include gender discrimination, women's low self-confidence and job-family conflicts are similar to those found in developed countries, however a few (cultural background, low girls' participation in primary education and majority of men in teaching positions) are unique to developing countries (Harris, 2002; Sergiovanni, 1992). There is gender related barriers that pose challenges to female head teachers in management of secondary schools that are not faced by their male counterparts. These include;

### **Cultural Barriers to Female Leadership**

Culture and tradition have a noticeable impact on women leaders. Margerison (1991) defines culture as the habits, traditions and beliefs of a country, society or group of people. The school is an extended organ of the community and cultural beliefs also manifest themselves in the school situation. When teachers enter school, they do not leave behind their cultural belief systems at home. Some cultural beliefs believe that

women are inferior to men and cannot manage over men. Women are thus, considered to be weak and not fit for management positions.

Rudman (2002) studies on an examination of leadership competence of school heads, females heads stated that, because of social and cultural norms, they are not accepted as readily as male heads. Their authority is not readily accepted by their followers irrespective of the gender of the followers (teachers).

### **Low Women's Participation in Secondary Education**

In developing countries it is typical to find low numbers of females in our universities schools (Stoll & Fink, 1996). This has resulted in fewer women acquiring the skills and training necessary for professional or managerial positions in education. The concept of higher education in developing countries hindered more females since parents cannot afford school fees; poor coupled with few role-models of women leaders.

### **Low Confidence and Self Esteem**

Low confidence and self esteem in women are big issues that hinder women in leadership (Southworth, 2002). Women's low confidence and self-esteem regarding their leadership capabilities has led to few women advancing to leadership positions. Most women lack confidence because they are unfamiliar with their environment. Asunda (1983) on the other hand emphasized that women lack confidence outside of their domestic roles. Similarly, Guitierrez (2008) study revealed that in a situation where women having the same qualifications as their male counterparts, have negative self-perceptions and low esteem to advance further up the ladder.

### **Dual Responsibilities of female heads**

Grant (1988) studies on headship, leadership and gender suggest that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding family responsibilities with that of the leadership at the workplace. Grant emphasized that women entering the work force are faced with challenges related to family issues. Grant (1988) further pointed out that women entered the work force in increased numbers. Once there, many encountered conflict between their domestic and career situations. Chelimo and Wasanju (2007) believe that the twin demands of career and family affect both men and women, but it is the woman who most often carries the major responsibilities within the home. Chelimo and Wasanju (2007) further indicate that the dual role that women play will affect them irrespective of their potential and quality.

### **Psychological Barriers to Female Leaders**

These are factors related to how women heads perceive themselves. Kariuki (2007) believes that all management behaviours start from within the individual's deepest self. The way the person behaves is influenced by the way that person views himself or herself. The manner in which women heads view themselves is of paramount importance. Their self-perception determines their professional destiny.

Kariuki (2007) further points out that the women heads may be the leaders' worst enemy. The feeling of inferiority makes women heads allow everyone walk over them instead of taking charge. When a woman does not value herself, she must not expect others to value her. Low self esteem affects one's performance at work. Mwaniki (2002) states that "if female leaders cannot live with themselves, they will not be able to get along with others as well. It is of paramount importance for a female heads to first accept herself."

According to Kamau (2004), stereotypical beliefs such as women's inability to be competitive, inability to be decisive and inability to be emotionally stable continues to plague women leaders. Women are generally seen as being unable to control their tempers, thus throwing temper tantrums. In a highly charged emotional situation, women are unable to manage the situation. Women are also seen to be having attitudes, such as bearing grudges and not forgiving and forgetting when hurt.

In a study on students' perceptions about their heads, Caldwell (2006) asserts that there are gender schemas when applied to professional competences often over-value men and under-value women. Grant (1988) observes that; gender norms are the expectations society holds for masculine and feminine behaviour, and which serve to limit what is and is not considered to be appropriate roles and behaviours for men and women. On a similar note, Caldwell (2006) reiterates that women are treated differently because of the tendency to view them as clerical administrators rather than leaders. What is clear, here, is that it is these societal expectation internalized through socializations that make people hold certain views about men and women in terms of their abilities concerning work.

Grant (1998) revealed gender dynamics when it came to the reference of male and female heads. The study established that "female heads are evaluated differently by students than are male heads in aspects such as teaching styles and perceptual biases" and also that males heads were rated higher than females heads when it came to effectiveness. Similar results were obtained by Caldwell (2006) who found that male heads were automatically given respect and intellectual credibility while female heads had to work extra hard to prove their credibility.

In yet another study, Eagly and Johnson (1990) found that male students were also most likely to describe their worst female teachers in terms of poor classroom

interactions, especially closed-mindedness. Emine and Peter (2010) found that female students rated female teachers highly and male teachers comparatively lower.

### **Skills and Abilities of Head teachers**

Morsi (2001) emphasized that there are lot of administrative skills which school heads should recognized in order to succeed in r administrative work. According to Morsi (2001) skill means being able to accomplish work quickly and accurately, so in this sense skill is different from power, which signifies authority and does not refer to the speed or accuracy of the performance. Skill is an advantage which can be acquired, and develops the expertise and hence the practice of those who acquire it (Morsi, 2001). Skills that must be possessed by a head according to morsi (2001) include teachers.

### **Technical Skills**

The ability of the head to perform his work and be familiar with the technical aspects and understand the regulations, procedures and instructions, as well as familiarity with the work of staff in terms of the nature of the work carried out by them and their relationships, requirements, experiences and solutions to any problems. In addition, technical skills involve the ability to use information and to analyze and understand the ways and means available for the successful completion of the work.

One of the basic functions of a head is to interact with all the personnel in the school in order to encourage them to do the work that he or she wants to accomplish. Successful head must be articulate, persuasive, be able to express themselves well and be adaptable, as they as in constant contact with many different types of people and communication skills are required to deal and interact with these different groups according to the cultural and intellectual level of each.

### **Intellectual Skills**

The head should have the ability to study, analyze, compare and draw conclusions, as well as mental flexibility and a willingness to accept the ideas of others if appropriate, as well as the ability to develop and make positive changes in working methods, according to the requirements of the circumstances, various factors and the need for cooperation between the staff within the school.

### **Organizational Skills**

The ability to understand the theories of organization and organizational development, as well as the organizing the work and the distribution of tasks and duties, and coordination of efforts among employees and understanding decisions and their dimensions and implications (Abu Alwafa & Salamah (2000)). In addition to the above, Harris (2004) stated that a successful head teacher should possess the following attributes.

### **Interpersonal skills**

The main interpersonal skills are listening, communicating and sensitivity to the needs of others and the organization. It is necessary for a head teacher to have a thorough knowledge of his or her own subject in order to inspire confidence and credibility. It is also desirable to have expertise in specific management areas, e.g. timetabling, staff development or finance, in order to be able to make informed judgments about such matters.

Harris (2004) defines these as the ability to understand and process information in order to transform it into novel structures. Harris (2004) indicates that he has a real insight into the role of head teacher. Woolfolk (1995) found that there was a need for additional skills which help the head of carry out school functions and roles to the fullest extent that is skill of time management and organization, the skill of effective authority,

communication skills, negotiation skills problem solving skills. In addition, some of the skills which will be required of management in the future are the skills of attitudinal analysis and functional analysis, as well as the skill of applying these concepts to the system. Al Hugail (1994) defined many of the skills that should be acquired by head teachers in order to perform their work effectively. Among these are the following:

### **Contact with Pupils and Parents**

Working with pupils' means having to confront a variety of situation and problems. Therefore, the head teacher must possess the skills required to encourage cooperation from the pupils and be able to contact parents, if necessary to get their cooperation. Al Hugail (1994) recommends that female head teachers can only deal with mothers and the male head teachers with the fathers of their pupils. This, in itself, can be problematic, as the educational ability can vary between parents, and thus the academic help that they can give to their children academically. For other problem, the head teachers should possess the skills to deal with them, tactfully, so as not to antagonize the appropriate parents and get their cooperation, e.g. with pupils non-attendance; incomplete work, non-cooperation with the teachers or aggressive behaviour.

### **Liaison with Staff**

For schools to run effectively, it is necessary, as referred to above, for a head teacher to have a good working relationship with his/her staff. This means that the head teachers need to get not only the staff cooperation with him/her, but also to try to establish good relations between the staff themselves. This can be particularly difficult where the head teacher is newly promoted; the previous head teacher had a difficult relationship with the teacher and the teachers consider that the head teacher fails to



understand their problems, due to him/her being new the job, or is less academically qualified than the teachers, and so the teachers resent him/her.

### **Head Teachers' Tasks**

Sparks (2000) proposes five main functions of head teachers. These comprise managerial, instructional, political, social and moral elements. It is clear from these functions that the head teacher is responsible for managing the daily school operations involved in education: is responsible for supporting and improving the educational aims of the school instructional goals and related activities, has to interact directly and indirectly with others in the schools, has to develop and use authority to influence the allocation of resources and the conflicting and competing special interests of school stakeholder, must make judgments concerning the moral values and obligations of the life of the school. Head teachers' duties are multiple and overlapping and can be categorized into two areas: managerial and supervisory (Griffith, 2001).

### **Managerial Tasks**

The managerial tasks are divided into several groups, comprise the following: One of the duties of a head teacher relates to the management of pupils. This includes the organizing and keeping of school records of both the number and ages of pupils to present in the school and the admission of new pupils; organizing and managing pupils both in the classrooms and their extra-curriculum activities; providing guidance and maintaining discipline, and ensuring that problems relating to the pupils' welfare are dealt with promptly.

Another role of the head teacher relates to the management of teachers and the ancillary worker. He/she must pay close attention to the teachers, which includes

assessing their teaching ability; whether they are fulfilling the requirements of the Ministry of Education, as regards the content of lessons, and their attempts to enhance the progress of their pupils. The results of his/her observations must be recorded and kept for inspection by the relevant authority.

As the education of pupils is the concern of their parents in the local community, the Head Teacher, especially if not local, must be aware of the attitude of the community towards pupils' education. This means that he/she must be prepared to encourage the parents to participate in the schools' social events and to be made aware of the advantages of a good education for their children.

### **The Supervisory Tasks of the Head teacher**

Griffith (2001) also indicated that the supervisory tasks of head teachers include: The development of professional workers, Enriching the curriculum and improving its implementation, directing studies and research aimed towards improving the procedural work and working practices, Studying and analyzing the plans for the school curriculum, notes and lessons prepared by teachers, and providing them with meaningful feedback if required, working towards providing integrated growth opportunities for students physically socially and psychologically, creating a system for evaluating the ongoing work and the school personnel and following them up individually and collectively, working to improve and develop the methods of measurement and evaluation of the curriculum, An effective system of monitoring and evaluation of students' achievements.

The head teacher's role is that of school manager and he/she is responsible for the daily running of the school. One of the principal characteristics of the job of head teacher is the necessity for managing people, in particular teachers, parents and pupils. The head teacher in his/her role as manager does not have a great deal of autonomy as

he/she must work within the guidelines set out by the education authority. Head teacher do not have the authority to hire or dismiss staff.

### **Administrative challenges**

The challenges bring them into contact with the students, teachers, non-teaching staff, parents and members of the community like politicians. The study endeavoured to identify the administrative challenges head teachers face as a result of size and location of schools (Tanner & Tanner, 1987). The authors are of the view that for supervisors to achieve its objectives the quality of the supervisor should be considered paramount. Baffour (2011) is of the view that the school administrators work load should be reduced to allow them address both their administrative duties and participate fully in their instructional supervisory roles. He further suggested that school administrators should have high professional qualification so as to be better roles models to their teachers and pupils. Baffour's (2011) suggestion is supportive to Anamual Mensah's 2004 report which stated that (de grave, 2001) He contends that supervisors may focus that attention to administration rather than pedagogy, because they have much power over administrative decisions. Bays 2001 found that principals performed duties in the areas of management, administration and supervision. The separation of these functions as artificial activity for the principals observed, as they moved from one type of activity to another constantly throughout the day.

In Ghanaian public Junior high school, head teachers perform a magnitude of task and those in remote and deprive communities combine their supervisory roles with full teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction

6 Carron (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision do not experience such problems. Thus combining administrative and supervisory duties is a challenge to instructional supervision.

### **Leadership Styles of Women in Education**

As women gain access to leadership positions it is important to look into the leadership styles which each gender portrays, since women's leadership style is different to male leadership styles, according to some studies (Piggot-Irvine & Locke, 1999). On the other hand, other literature states that there are no differences between how males and females lead: it is genders' behaviours and not leadership styles that make the difference (Portner, 2005). Leithwood, (1992) posits that the difference between male and female leadership is that men view leadership as leading with authority while women see themselves as leaders that facilitate. According to Sergiovanni (1992) male and female leaders have different ways of leading. Females embrace relationships, and share and process. They focus more on instructional leadership, where they portray supervisory practices concerned with students' individual differences and knowledge of curriculum teaching methods and objectives of teaching (Smith, 2005). Women exhibit more of a transformational leadership where they get their followers to transform their self interest into the interest of the group for the goal of an organization (Smith, 2005). Men however, are more concerned with the job of completing tasks, achieving goals and the hoarding of information. These

characteristics demonstrate a more transactional style of leadership where job performance is a transaction with the sub ordinate and requires an exchange of rewards (Smith, 2005)



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter described the research methodology applied in this study. This include research design, population of the study, sample and sampling techniques, research instruments, validity and reliability of instruments, administration of instrument, and data analysis procedure.

#### **Research Design**

The study sought to identify the challenges facing female head teachers in Techiman South Municipality of Brong Ahafo Region, to achieve this purpose, the descriptive cross-sectional design was used in the study since the researcher wanted to find out the problems facing female head teachers and their professional development needs. It was also to describe the current characteristics, attitudes, opinions, ideas and measures taken by the respondents. This design was the method of choice, because in natural setting, and explains phenomena from the person being studied (Elliot, 2005) and produces descriptive data from the respondent own written or spoken words (Calhoun, 1994).

Research design interprets, synthesizes, integrates data and points to implications of the study. The survey enabled the researcher to obtain information from sample of individuals' representative of the entire population.

#### **Population for the Study**

Population in research refers to the aggregate or totality of objects or individuals regarding which influences are to be made in a sampling study (Cuban, 1990). Population as used in this study refers to the people with common characteristics that the researcher decided to involve in the study. The target population included all head

teachers of 50 Junior High schools at Techiman South Municipality in Brong-Ahafo of Ghana. Both the male and female head teacher in the context were involved in the study.

### **Sample Size and Sampling Techniques**

The Techiman Municipality (South) had 40 Junior High Schools. Twenty (20) of the schools were headed by female head teachers, while the rest of 30 were headed by male head teachers. All the fifty (50) head teachers were involved in the study through census frame. Census strategy was employed in order to reduce the risk of bias in the findings of the study since the entire population of study is represented. The use of the census frame is suitable when the population of study is not vast and the area of study is also not large. One of the advantages of the census frame is that all members of the population have the same opportunity to participate in the study, and it is also more capable of yielding representative results (Parker, 2011).

### **Research Instrument**

The researcher constructed a questionnaire that had closed ended questions, which were designed to obtain information and data from the circuit supervisors. Structured questionnaires were preferred by the researcher because of its advantages like; easy to administer on a large population. Questionnaires require less time and money compared to other methods like focus group discussions (Babbie, 2007). The questionnaire was a 4-point Likert-scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree). The questionnaire consisted of 16 items. The items 1 to 4 measures challenge facing female head teachers. Items 5 to 8 also measure the causes of the challenges facing female head teachers. Items 9 to 12 measures training needs of female head teachers while the item 13 to 16 measures meeting of female head's needs.

### **Validity and Reliability of Instrument**

The validity of the instrument was established before its administration. Validity in research expresses the degree to which a measurement measures what it purports to measure (Bolanrinwa, 2015). Both face validity and content validity of the instruments were established before being used in the main study. Face validity refers to whether the instrument appears as though it is measuring the appropriate construct (Polit, Hungler & Berck, 2001, 2001). The instruments were given to our colleague student for their comments for face validation before submitting them to some experts in educational leadership for content validation.

Reliability is the likelihood of obtaining the same or similar results when the instrument measures the same variable more than once, or when more than one person measures the same variable (Brink, 1996; Polit, Hungler & Beck, 2001). The instruments were pre-tested with 15 female and male head teachers in Techiman North Municipality, which is closer to the context of the study. The data collected was inputted into SPSS Version 20 and the reliability of the questionnaire was then determined. The Cronbach Alpha reliability co-efficient obtained for the internal consistency of the questionnaire was 0.71. A co-efficient of reliability value above 0.7 is considered reliable (Atindanbilla, 2013).

### **Data Collection Procedure**

A permission letter from the Director of Education was obtained to enable the researcher source any information from the Municipal Directorate. Upon receiving the letter, the researcher formally informed the Directorate to offer their co-operation for the success of the study. This procedure was followed in order to conform to pre field work ethical issues. Cuban (1990) advice that researchers should not assume that



because they may be doing their research among their people it will be smooth sailing. After this, the researcher handed the questionnaire to the respondents (i.e., 15 female head teachers, 25 male head teachers and 40 teachers and collected the questionnaire later when she was informed about the completion of the instrument.

### **Data Analysis Procedure**

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 16.0. The statistical analysis such as mean and standard deviation were used according to respective research questions of the study.

### **Ethical Considerations**

The major ethical problems experienced in this study were infringement on the privacy and confidentiality of the respondents. The study did not in any way force respondent participate in the study. The different respondents were given chance to respond freely with no salient intimidation or force or promise of reward. To end this, the researcher ensured that they were made aware that any information provided and would be kept as they wished.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the results and discussions of data gathered on barriers to effective management of basic schools in the Techiman Municipality in Brong Ahafo Region. Data were gathered from 50 head teachers. Questionnaire was the main instrument used to collect data. Descriptive statistics were used to analyze the data. The analysis of data collected and interpretation were in relation to the objectives and research questions with the help of frequency tables and percentages.

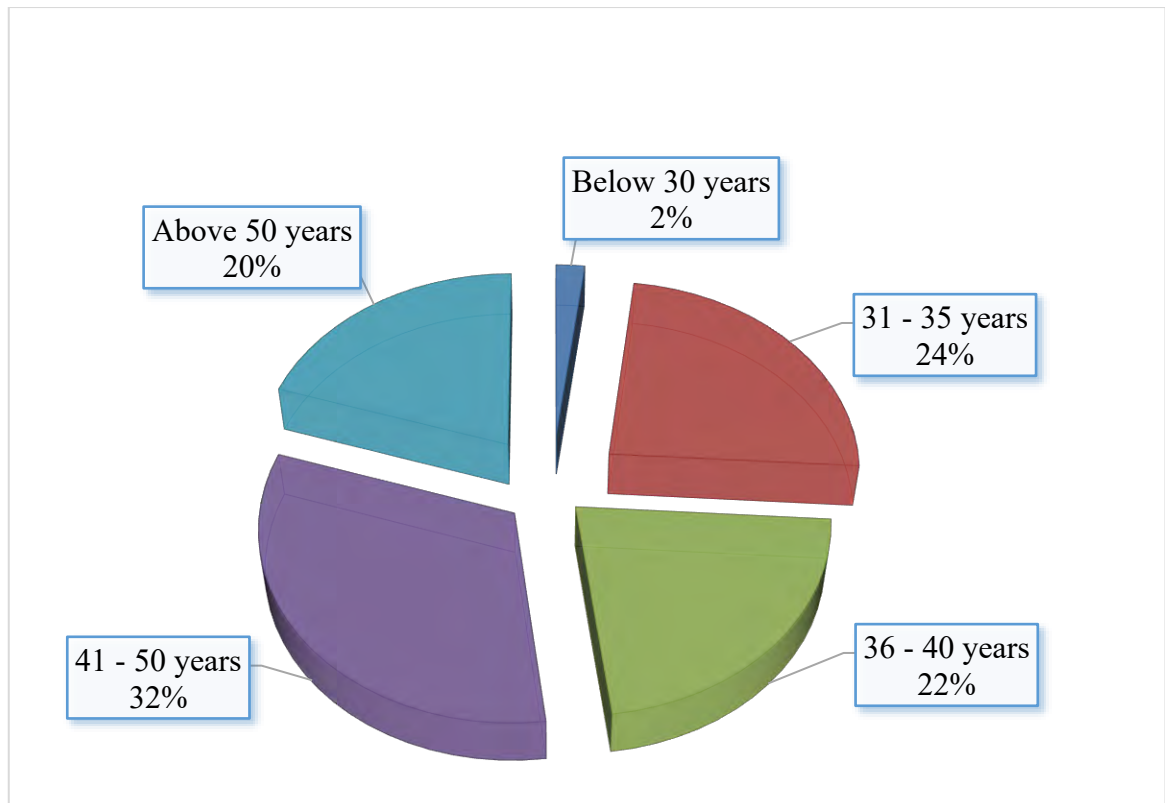
The first section was the discussion of demographic characteristics of head teachers. The second section of the analysis was the discussion of main data guided by three research questions.

The research has been grouped under Four main sections. These are:

1. Demographic characteristics of respondents
2. Common administrative responsibilities
3. Skills and abilities
4. Barriers to effective management of schools

#### **Demographic characteristics of respondents**

Respondents demographic data were sought and these included age, highest academic qualification.

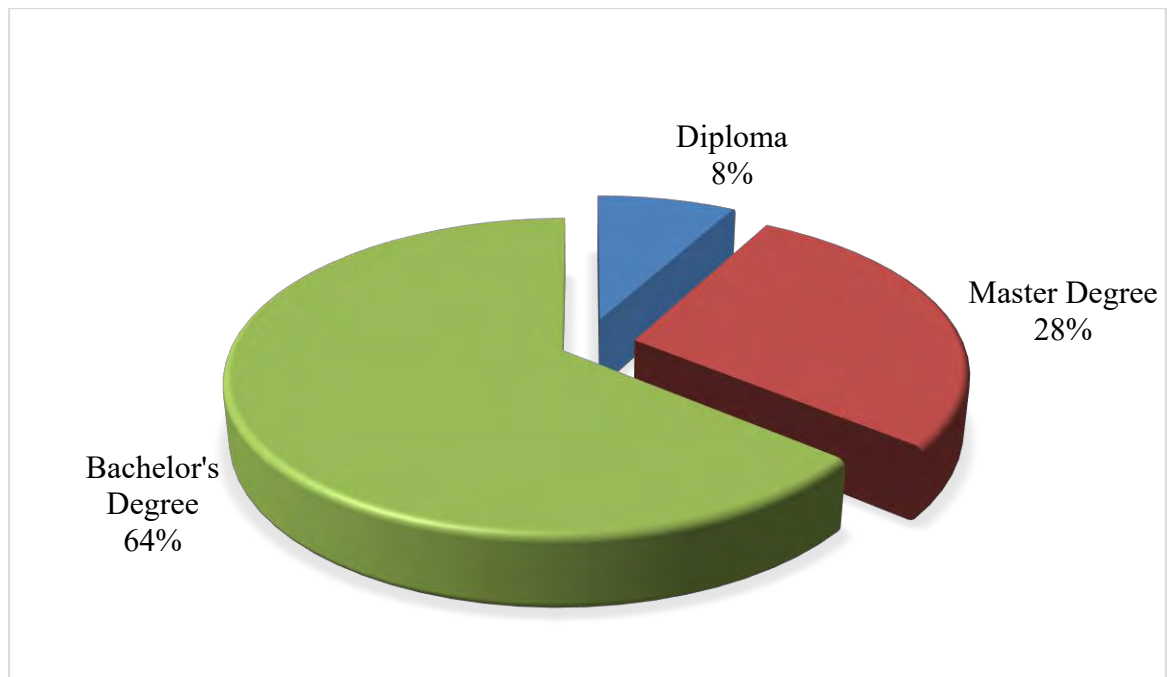


Source: Field Data, 2018.

**Fig. 4.1: Age of head teachers**

From Figure 1, it shows that one head teacher representing 2% of the respondents were below 30 years of ages, 12 head teachers representing 24% of the respondents were in the ages of 31 to 35 years, 11 head teachers representing 22% of the respondents were in the ages of 36 to 40 years. Also, 16 head teachers representing 32% of the respondents were in the ages of 41 to 50 years and 10 head teachers representing 20% of the respondents were above 50 years old. The results mean that majority of the head teachers fall within the ages of 41-50 years. This implies that heads are old enough to carry out administrative responsibilities with less supervision.

With regard to their working experience, Table 4 indicates that 5 of the female headteachers representing 10% reported that they have worked between the years 1 to 5. Ten representing 20% indicated that they have worked between the years between 6 to 10 years, 15 (30%) also reported that they have worked between the years 11 to 15, 20 of them representing 40% indicates that they have worked for 16 years and above.



Source: Field Data, 2018.

**Figure 2: Highest Academic Qualification**

Information in fig. 2 indicated that 4 head teachers representing 8% had Diploma as highest qualification, and 14 head teachers representing 28% had master's degree, and the rest, that is, 32 head teachers representing 64% had bachelors' degree as their highest academic qualification. This indicates that, majority of the head teachers have bachelors degree and they qualified academically to be head heads of schools..

## Analysis of Main Data

This part of the analysis deals with presentation of results and discussion of findings on head teachers barriers to effective management of schools. Each participant chose from a four-point likert-type scale to rate the frequency at which heads teachers are confronted with the barriers. The ratings were: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree).

### Research question 1: What administrative responsibilities are commonly performed by female head teachers in managing basic schools in the Techiman Municipality?

This research question sought respondents views on common administrative responsibilities female head teachers carry out in their respective schools. The respondents were asked to rate their level of agreement or disagreement to the statements. Table 1 presents the results.

**Table 1: Common Administrative Responsibilities**

Variables	SA		A		D		SD		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Organizes and supervises school examination	14	28	36	72	0	0	0	0	50	100
Prepares reports to Ghana Education Service	25		25				50			100
Organizes induction for new teachers	11	22		32	64		7	14	0	0
Co-operates with external supervisors	9	18		32	64		9	18	0	0
Implements rules and regulations by Ministry of Education	12	24		35	70		3	6	0	0
Prepares school schedules before beginning of academic year	27	54		23	46		0	0	0	0
Informs teachers about objectives of the school	38	76		12	24		0	0	0	0
Manages facilities and equipment	42	84		8	16		0	0	0	0

Source: Field Data, 2019

From Table 1, it is evident that 72% of the head teachers organized and supervised school examination, prepares reports to Ghana Education Service, prepares school schedules before beginning of academic year, informs teachers about objectives of the school and manages facilities and equipment of the school. However, on the issue of induction of new teachers, 11 respondents representing 22% strongly agreed it is the responsibility of the head teacher, 32 respondents representing 64% agreed to the same assertion and only 7 respondents representing 14% disagreed to the assertion that induction of new teachers is the responsibility of the head teacher.

Also, whether it is the responsibility of the head teacher to co-operates with external supervisors, 9 respondents representing 18% strongly agreed it is the responsibility of the head teacher, 32 respondents representing 64% agreed to that and 9 respondents representing 18% disagreed to the fact that it is the head teachers' responsibility to co-operate with the external supervisor. The head teachers' response to the responsibility of head teachers to implements rules and regulations by Ministry of Education indicates that 12 respondents representing 24% strongly agreed to the statement, 35 respondents representing 70% agreed to the same statement and as low as 3 respondents representing 6% disagreed. The analysis therefore indicates that the female head teachers understand clearly the common responsibilities of the head teachers. This is in line with Sparks (2000) statement that women are responsible for daily operations in the school. The finding is in agreement with Piggot-Irvine and Locke's (1999) view that Leaders are expected to function in certain ways in order to provide leadership necessary for the success of the organization.

**Research Question 2 : What skills and abilities does female head teachers possess to manage basic schools?**

Respondents opinions were sought on the skills and abilities head teachers possess in managing basic schools. Table 2 provides the details.

**Table 2: Head teachers Skills and Abilities**

Items	SA		A		D		SD		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Skill of managing different groups	15	30	24	48	0	0	11	22	50	100
Skill of managing time	26	52	16	32	8	16				
Skill of encouraging co-operation from teachers	19	38	21	42	21	10	20	0	0	
Encourages staff to accomplish their work	23	46	26	52	1	2	0	0		
Willingness to accept ideas of teachers	20	40	30	60	0	0				
Co-ordinates efforts of teachers	12	24	36	72	2	4	0	0		
Ability to organize and share duties	19	38	29	58	2	4	0	0		
Ability to communicate and listen	21	42	18	36	11	22	0	0		

Source: Field Data, 2018.

From the Table 2, 11 respondents representing 22% disagreed the fact that they have skills for managing different groups, 15 respondents representing 30% strongly agreed to the assertion and 24 respondents representing 48% agreed to the same assertion that they have skill of managing different groups. Also, 11 respondents representing 22% the respondents indicated that they do not have strong ability to communicate and listen, 21 respondents representing 42% of strongly agreed that they have the ability to communicate and listen and 18 respondents representing 36% agreed to the same assertion. It was also realized that 10 respondents representing 20% disagreed that they have skills of encouraging co-operation from teachers whiles 19 and 21 respondents representing 38% and 42% strongly agreed and agreed respectively

agreed to the same assertion. This means that Female heads have the necessary skills and ability to manage schools. This promotes quality administrative work. This finding supports Harris (2004) statement that a successful head teacher should possess administrative, technical, organizational and interpersonal skills.

### **Research question 3: what barriers impede female head teachers in the Techiman Municipality in their management of basic schools?**

Research question 3 discusses responses on barriers that impede female head teachers management of schools. Each respondent chose from scale on the questionnaire to indicate whether or not heads encounter these barriers. Table 3 presents responses that relate to the barriers.

**Table 3: Barriers to Effective School Management**

<b>Items</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Lack of respect and intellectual credibility of female head teachers	11 (22)	17 (34)	12 (24)	10 (20)
Self-perception of female head teachers	19 (38)	24 (48)	5 (10)	2 (4)
Low self-esteem regarding leadership capabilities	0 (0)	7 (14)	14 (28)	29 (58)
Dual roles of women	37 (74)	11 (22)	2 (4)	0 (0)
Women are weak and not fit for management positions	16 (32)	28 (56)	4 (8)	2 (4)
Women are not accepted as readily as men	15 (30)	17 (34)	11 (22)	7 (14)
Lack of confidence	12 (24)	10 (20)	14 (28)	14 (28)
Inability to be decisive	11 (22)	10 (20)	20 (40)	9 (18)

Source: Field Data, (2019)

Table 3 shows the female head teachers' description of barriers to their effective school management. 11 respondents representing 22% strongly agreed that



the teachers lack respect and intellectual credibility in performing their managerial roles, 17 respondents representing 34% agreed to the same assertion while 12 and 10 respondents representing 24% and 20% disagreed and strongly disagreed respectively that teachers lack respect and intellectual credibility for female teachers. Also, 29 respondents representing 58% strongly disagreed that female head teachers have low self-esteem regarding leadership capabilities, 14 respondents representing 28% disagreed to the assertion and only 7 respondents representing 14% agreed to the assertion. 19 respondents representing 38% strongly agreed that female head teachers have perception of not capable because they are women and hence cannot perform effectively. 24 respondents representing 48% agreed to the same assertion. Only 7 respondents representing 14% disagreed females head teachers have positive perception of their job.

Again, 29 respondents representing 58% strongly disagreed and another 14 respondents representing 28% disagreed that female head teachers have low self-esteem as low as 7 respondents representing 14% agreed that some female head teachers have low self-esteem. On the duo role of female head teachers, 37 respondents representing 74% and 11 respondents representing 22% strongly agreed and agreed respectively that duo roles of female head teachers impede their discharge of managerial responsibly.

Also, 16 respondents representing 32% strongly agreed that some female head teachers are weak and not fit for management positions and 28 respondents representing 56% agreed to the same assertion, only four respondents disagreed that teachers have perception that women are weak and not fit for management position and only two respondents representing 4% strongly disagreed to that assertion. This indicates that the barriers to females head teachers in performing their managerial role are multifaceted. This affects the performance of heads and the achievement of the overall goals of the

school. The finding is in consonance with Rudman (2002) assertion that women in leadership are often faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at workplace. The finding supports Rudman's (2002) finding that female leaders are not accepted as readily as male heads.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

This chapter presents summary of findings, conclusions drawn from the findings, recommendations based on the findings and suggestions for further study.

#### **Overview of the Study**

The main objective of the study was to determine barriers to effective school management by female head teachers of junior high schools in the Techiman South Municipality of Brong Ahafo Region. Three research questions were raised to direct the study. The researcher employed descriptive design for the study. A sample of 50 female head teachers were used for the study. Simple random sampling technique was used to the head teachers. The main instrument used was questionnaire. Data analyzed using descriptive statistics and the results were presented in frequency tables and percentages.

#### **Summary of the Key Findings**

1. On common administrative responsibilities, findings revealed that head teachers commonly prepared reports for Ghana Education Service, supervised instruction and prepared schedules for teachers.
2. On skills and abilities, it was found out that female heads had the skill of managing different groups, managing time and skill of encouraging cooperation from teachers. They had the ability to organize and share duties and communicate effectively.
3. On barriers, it outcome of the study revealed that out that female head teachers lack lacked respect and are not readily accepted by their male counterparts.

4. Heads were found to perform dual roles which affected their administrative performance. They held self perception about themselves.

### **Conclusions**

Based on the findings of the study, the researcher concluded that female head teachers have thorough knowledge about their administrative responsibilities and discharge them accordingly. This promotes effective and efficient school management.

It could be concluded that female head teachers have adequate skills and abilities to discharge their managerial roles as expected. They have the skill of managing time and ability to delegate responsibilities, communicate effectively and listen to their sub-ordinates and willingness to accept ideas from others. This will help the realization of school goals and objectives. It could also be said that in attempt to run effective school, certain barriers confront female head teachers and this prevent them from achieving some of the set targets.

### **Recommendations**

Considering the major findings from the research, the following recommendations are made for consideration.

1. The District Director of Education should organize workshops on effective administrative management for female head teachers to reinforce performance of administrative responsibilities such as preparation of reports, supervision of instructions and management of facilities in the schools.
2. It was recommended that capacity building programmes should be organized by the Ghana Education Service to strengthen the competencies, skills and abilities of

female head teachers to enable them sharpen the skills and abilities they possess to enable them manage the schools as expected.

3. The District Director should organize sensitization programme every academic year to educate male heads and teachers on the need to respect and accept females as heads in their respective schools.
4. Female heads teachers need to share responsibility with teachers who are capable of performing some specific tasks to relieve heads from the burden of performing dual roles.
5. Female heads should have good perception about themselves to increase their confidence level of managing schools

#### **Suggestion for Further Studies**

The study was limited to only female head teacher in the Techiman municipality in the Brong-Ahafo Region, the study did not consider the male counterpart, hence it is suggested that similar studies be conducted to include male head teachers in order to establish if there is any significant different between the managerial roles played by female and male head teachers.

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## APPENDIX

### UNIVERSITY OF EDUCATION, WINNEBA DEPARTMENT OF EDUCATIONAL LEADERSHIP QUESTIONNAIRE FOR HEAD TEACHERS BARRIERS TO MANAGING SCHOOLS

This questionnaire is designed to solicit views on barriers headteachers face in managing junior high schools in the Techiman municipality. Please, kindly respond to the items below. Your views will be treated strictly confidential.

#### SECTION B

##### Common Administrative responsibilities

##### Instruction

The items below describe common administrative responsibilities of female head teachers of basic schools. Please, tick the statement that describes your opinion on the common administrative responsibilities of heads.

Tick as appropriate

##### Demographic characteristics of Respondents

1. What is your age?
  - a. 31-35years ( )
  - b. 36- 40years ( )
  - c. 41-45 years ( )
  - d. 46-50years ( )
  - e. 50 and above ( )

2. What is your highest qualification?

a. Diploma ( )

b. Bachelors ( )

c. Masters ( )

Key: SA- Strongly Agree

A- Agree

D- Disagree

SD- Strongly Disagree

Common Responsibilities	SA	A	D	SD
3. Organizes and supervises school examinations				
4. Prepares reports to Ghana Education Service				
5. Organizes induction for new teachers				
6. Co-operates with external supervisors				
7. Implements rules and regulations by Ministry of Education				
8. Prepares school schedules before beginning of the academic year				
9. Informs teachers about the objectives of the School				
10. Manages facilities and equipment				

**SECTION C****Skills and abilities**

The following statements describe skills and abilities female heads possess to manage basic schools. Indicate your agreement or disagreement to by ticking the best answer from the statement below.

<b>Skills and abilities</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11. Skill of managing different groups				
12. Skill of managing time				
1.3 Skill of encouraging co-operation from teachers				
14. Encourages staff to accomplish their work				
15. Willingness to accept ideas of teachers				
16. Co-ordinates efforts of teachers				
17. Ability to organize and share duties				
18. Ability to communicate and listen				

**SECTION D****Barriers to effective school management**

The following statements describe barriers that impede female head teachers school management. Please, tick the statement that best indicate your answer.

Barriers	SA	A	D	SD
19. Lack of respect and intellectual credibility of females				
20. Self perception of females				
21. Low self esteem regarding leadership Capabilities				
22. Dual roles of women				
23. Women are weak and not fit for management positions				
24. Women are not accepted as readily as men				
25. Lack of confidence				
26. Inability to be decisive				