

UNIVERSITY OF EDUCATION, WINNEBA

ADMINISTRATIVE CHALLENGES CONFRONTING PUBLIC BASIC SCHOOL
HEADTEACHERS IN THE BOSOMTWE DISTRICT OF THE ASHANTI REGION

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

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DECLARATION

STUDENTS DECLARATION

I, ALEXANDER ODURO YEBOAH, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

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DATE:

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DEDICATION

To my lovely wife; Mrs. Florence Arthur and my children; Erica Fowaa Yeboah, Perpetual
Owusuaa Yeboah, Blessing Gyamfua Yeboah and Osborn Oduro Yeboah.



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ABSTRACT

The purpose of this study was to investigate the administrative challenges facing public Basic school head teachers in the Bosomtwe District of the Ashanti Region. The objectives of the study were to find out administrative duties head teachers perform in basic schools, examine the administrative challenges head teachers face in managing basic schools and to determine measures that can be adopted to overcome the administrative challenges head teachers face in managing basic schools at Bosomtwe District. Descriptive survey design was used for the study. The population for the study was head teachers. Simple random sampling was used to select 86 head teachers for the study. Questionnaire was used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.81. The data were analyzed using descriptive statistics and the result were presented using frequencies and percentages. The study found that head teachers ensured the implementation of curriculum, supervised instruction of teachers, and ensured adequacy of teaching and learning materials. One of the challenges head teachers faced was lack of cooperation from teachers. Based on the findings, it is recommended that the Bosomtwe District Director of Education should liaise with the Ghana Education Service to provide adequate financial resources to head teachers to facilitate their administrative duties.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Education is regarded as the key that unlocks the development of personal and national potential and all other kinds of rights and powers in the world. The increasing awareness of the importance of education for sustainable development in Ghana is paramount. Education for sustainable development in Ghana, can be defined as the educational process of accomplishing sustainable human development which includes economic growth, social development, environmental protection, scientific development and employment opportunities in an equitable manner. Ozigi (2007) opined that education is the light, without which, the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough, which have made all nations of the world accord immense priority to education.

Education is an investment that requires the efforts of both the government and the private sector. Education is a means of not only promoting social and political consciousness, but also producing the quantity and quality of skilled manpower required for economic development (Coombs, 2000). Katz (2005) points out that schools are set up to enable society to achieve its objectives through teaching and learning. Schools then should be properly managed and every educational organization requires a pattern of administration to propel it effectively and efficiently towards the realization of its goals. Many teachers in Ghana have been given school leadership responsibilities without adequate in-service training (Adesina, 2000). For efficient and effective administration,

head teachers need to have adequate administrative skills as well as adequate human and physical resources.

However the administration of the school is the responsibility of the head teacher who is assisted in the day to day running of the school by the assistant head. Head teachers are charged with the responsibility of managing schools on day to day basis and ensuring that educational goals and objectives are achieved. Hanson (2005) points out that the basic purpose of educational administration is to enhance teaching and learning. This view indicates that educational administration is a process that facilitates and enhances the teaching and learning process in schools. The responsibilities of secondary school head teachers are categorized into several operational management task areas, which include management of pupil personnel (students), management of staff personnel, management of school community relations among others.

Head teachers occupy a position of leadership that is, they lead their teams of teachers, pupils, non-teaching staff, parents and communities towards accomplishment of educational goals. Accomplishment of educational goals to a large extent depends on proper school management under the guidance of the head teachers. Head teachers play a key role in achievement of educational goals and objectives in schools. In spite of their very fundamental role, head teachers are basically trained for classroom management and not school management. Yet the duties and responsibilities of a classroom teacher are quite different to those of a head teacher (Hanson, 2005).

The head teacher should be in the position to create an enabling environment for learning and teaching to take place. This will enable learners to exploit their potential and talents fully so as to be productive members of the society. The society also offers security

to the school and also can help to curb indiscipline in the school if the relationship between the school and the society is cordial. The head should work closely with the representatives of the community e.g. parent teacher association (PTA), politicians, spiritual leaders and local administrators because these members play an important role in enhancing effective cohesion between the community and the school. The Head teacher plays an important role in enabling the teachers to understand and appreciate the community. The head teacher should provide an open two way communication between the school and the community so that opinions and suggestions from both sides can be incorporated into school programmes. Knowledge of the community's socioeconomic status and their cultural values will assist the head teachers and his staff to understand how to handle their needs. However, there are administrative problems which the head teachers encounter in the management of schools that included that hinder effective administration.

1.2. Statement of the Problem

The administration of the school is the responsibility of the head teacher who is assisted in the day to day running of the school by the assistant head. Head teachers are charged with the responsibility of managing schools on day to day basis and ensuring that educational goals and objectives are achieved.

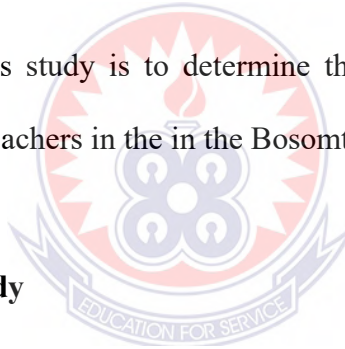
An informal discussion with some of heads revealed that the main issue currently facing heads of basic schools is how to manage the school without challenges. Workshops on school administration have been organized for heads for period of time yet the administrative knowledge for effectively management of the school appears to be lacking. Hanson (2005) points out that the basic purpose of educational administration is to enhance

teaching and learning. This view indicates that educational administration is a process that facilitates and enhances the teaching and learning process in schools. For efficient and effective administration, head teachers need to have adequate administrative skills as well as adequate human and physical resources.

The question that may arise is that; what administrative challenges do head teachers face? What administrative training is given to heads? These and other related questions need to be answered. This study therefore seeks to investigate the administrative challenges facing Basic school heads in the Bosomtwe District of the Ashanti Region.

1.3. Purpose of the Study

The purpose of this study is to determine the administrative challenges facing public Basic school head teachers in the in the Bosomtwe District of the Ashanti Region.



1.4. Objectives of the Study

The study seeks to:

1. find out administrative duties head teachers perform in basic schools at Bosomtwe District.
2. examine the administrative challenges head teachers face in managing basic schools at Bosomtwe District.
3. determine measures that could be adopted to overcome the administrative challenges head teachers face in managing basic schools at Bosomtwe District.

1.5. Research Questions

In seeking to address the research objectives, this study will seek to answer the following questions:

1. What administrative duties do head teachers perform in basic schools at Bosomtwe District?
2. What administrative challenges do head teachers face in managing basic schools at Bosomtwe District?
3. What measures could be adopted to overcome the administrative challenges head teachers face in managing basic schools at Bosomtwe District?

1.6. Significance of the Study

The study is significant because:

This study hopes to contribute to improvement of performance of the supervision role of headteachers. Furthermore, the significance of the study lies in the fact that, the researcher was interested in increasing his understanding and knowledge on the instructional supervision activities of the school heads, contributing to our insight of the instructional supervisory practices of school heads as they led and managed schools at the Bosomtwe District of the Ashanti Region and possibly the whole country, Ghana, and showing how the study could possibly inform educational policy on how heads of school can adopt a particular model of instructional supervision which would make schools successful and effective.

Finally, the significance of the study lies in the fact that, the research was interested in exploring a number of challenges facing headteachers and supervisory activities that can be characterized as effective in order to find out which practices of instructional activities by heads of selected basic schools are effective and ineffective, from the perspective of this research context. The findings of this study may influence the policies of the government on selection and training the head teachers.

1.7. Delimitations of the Study

This study was focused on the administrative challenges public basic schools head teachers face in the in the Bosomtwe District of the Ashanti Region. Hanson (2005) categorised the problems head teachers faced into six main administrative tasks. These are curriculum and instruction, financial and business management, pupil personnel, staff personnel, school community relations and physical and material resources. This study focused on three of them namely: pupil personnel, staff personnel and school community relations. Moreover, only the head of the institutions were asked to participate in the study. The study covered a sample of public basic schools head teachers in the Bosomtwe District of the Ashanti Region.

1.8. Organization of the Study

The study was organized into five chapters. Chapter one dealt with the background to the study, statement of problem, purpose of the study, objectives, research questions, significance of the study, delimitation of the study and organization of the study. Chapter two covered review of available literature relevant to the study, while chapter three focused

on research design, the population, sample size and sampling procedure, instrumentation, data collection and the procedure used in data analysis. Chapter four sought seek to analyses the result of the study and chapter five dealt with the summary of the research findings, conclusion and recommendation of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

In this chapter, the researcher review literature relevant to the study. That is the researcher look at the relevant literature under the headings including theoretical framework, school administration, the role of the head teacher, the management tasks of the head teachers, challenges head teachers face in school administration and summary of literature review.

Goal-setting is very paramount in educational management since education is a highly result-oriented discipline. At the outset, educational managers must set general aims of education of the schools. Educational managers need to tailor the goals of their institutions to the needs of the students and teachers. The educational managers have to ensure that teachers participate in goal-setting. Educational management should help teachers to achieve their goals through lesson plans, schemes of work, participative decision making, motivation and professional development. The theory is applicable to the study since human resource- both teaching and support staff plays a significant role in schools. The way the head teachers manage the human resource determines the effectiveness of teachers and support staff in performing their duties.

2.2 Studies on Leadership

Researches on educational leadership have attracted the attention of many people leading to some amount of progress. Indeed, the amount of literature on leadership reflects a growing interest in the subject by various researchers and practitioners of leadership who

are keen to investigate its different dimensions. Effective leadership is one that has been widely explored from various perspectives due to its close link with large profits in business organizations (Chemers, 1997). This has placed increasing demands upon educational organizations such as schools, to improve their effectiveness and efficiency (Abu-Duhou, 1999; Bennett et al, 2001) and has led to the notion that effective school leadership is key to school success, sustainable education reforms and organizational improvement (Blasé & Blasé, 1998).

Despite these studies and the vast amount of literature, much is yet to be explored about school leadership in developing countries in Africa, especially in countries like Ghana. Most of the research mentioned above is carried out in developed countries such as the United States, United Kingdom, Australia, New Zealand and some other European countries, and as observed by Dimmock and Walker (2002), it lacks contextual specificity and relevance as most of its findings are based mainly on Eurocentric or Anglo-American theories, values and beliefs. They argued that —although cross-fertilization of ideas and approaches is generally beneficial, there are dangers in failing to recognize that theory, practice and imported expertise may not readily apply across national and cultural boundaries (and that) cross-cultural understanding may be usefully pursued through a comparative approach – one that allows administrative and leadership practices in different societies and cultures to be seen in relation to each other (Dimmock & Walker, 2002).

There are also questions about whether the heads and schools in developing countries such as Ghana would have the capacity and the needed resources to implement the effective leadership practices identified in this research literature. This is because school leadership is very much a product of the socio-economic and political factors that

are related to national and local context as well as the skills and attributes of individuals, and are very much influenced by the demands and expectations of the local school communities, most of which are changing over time (Davis, 1994). As further illustration by Davis (1994), the economy and cultural constraints of developing countries can influence how principals approach their leadership roles and tasks in their schools.

However, despite the above arguments, there is also growing internationalization' of education, reinforced by a belief that, education models are transferable regardless of the context. This has shaped the thinking of policy-makers in both developed and developing countries, including Ghana. Therefore, in order to address it more appropriately for this study, the researcher will provide a thematic description of the leadership issues and experiences in these developed countries and where possible relate them to situations in Ghana.

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods.

The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for national development. The straightforward linkage between the levels of educations is through the improvement of skilled labor, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively.

In Uganda, formal education is based on seven years of primary and six years of secondary education. Vocational, technical and academic courses are offered through post primary education and training institutions. The education system, particularly secondary education, is still centrally managed by the Ministry of Education and Sport (MoEs) whilst primary education is managed by local district administrations. Uganda has consistently developed its education system, since it returned to stable government. Gross enrollment rates in primary schools at present is over 100%, because both under age and over age pupils are enrolled as education is free. After the introduction of the policy of free Universal Primary Education (UPE), the enrolments in primary schools increased substantially. The number of learners graduating from grade seven is set to more than double by 2010 and the selection of learners into secondary schools is becoming very competitive. The Government of Uganda developed a new policy on Post Primary Education and Training (PPET), which preceded the introduction of Universal Secondary Education (USE) to meet rising demand and increase access to secondary schools and beyond, Nsubuga (2003). The goal is not only to increase equitable access, but also to improve quality and efficiency in the management of secondary schools.

Mass participation will require new management approaches. Such policy reforms may need good leadership so that the government achieves its objective of access and quality education. The role and importance of secondary education in national development is of utmost importance. Failure to expand access at secondary education level will undermine efforts to sustain UPE, and the achievement of the education related Millennium Development Goals (MDGs). Transition rates into the lower secondary level may fall unless access to lower secondary schooling is expanded (World Bank Report, 2008).

In addition, the competitiveness, especially in high value added and knowledge based sectors of the economy, depends on knowledge, skills and competences associated with abstract reasoning, analysis, language and communication skills and application of science and technology which are most efficiently acquired through secondary education schooling Lewin (2008). Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Furthermore, through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools.

2.3 Leadership in Schools

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance

in schools, because it does not only examines tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration.

Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2010) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of mutating followers to achieve goals (Sashkin, 2003). This is supported by Lav Tzu (as reported in Sashkin, 2003) that good leadership commits to doing less and being more. Good performance in any

secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains.

This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. What is performance then and how is it measured in the context of schools? Armstrong (2010) contends that performance refers to both behaviours and results, and adjusting organizational behaviours and actions of work to achieve results or outcomes. Behaviours are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

Contextually, there is a desire to ensure that the best school head teachers lead secondary schools, because of the rapid growth in secondary school education orchestrated by the successful implementation of the Universal Primary Education (UPE) program, which has grown tremendously since its inception in 1997. The introduction of UPE led to increased enrolment in government aided primary schools from 2.9 million in 1996 to 6.8 million in 2001, up to 7.3 million in 2006 (Nsubuga, 2003). This influx led to the need to increase access opportunities at the next level of secondary education. However, the

increase in secondary education necessitates instituting responsible leadership in secondary education institutions. In addition, government adopted a policy to liberalize education services and since the late 1990s, many private secondary schools have mushroomed; most being run commercially for profit. Since private schools have increased their intake levels, their school performance is of greater concern than ever before. This brings into perspective the prior thrust for an improvement in standards and performance, which the MoEs is eager to attain, (Nsubuga, 2003).

The subsequent introduction of Universal Secondary Education (USE) in 2007, aimed to ensure that this program does not only increase access, but also improves the schools' education outcomes on an ongoing basis. However, improvement in performance requires that schools are well led by competent school heads. In fact, the MoEs is posting people of the highest education management qualifications to head schools in the hope that these can better employ the best leadership principles. In addition, the MoEs is frequently conducting workshops for head teachers and deputy head teachers on leadership, in order to help improve their leadership skills. However, despite the above, most schools' performance is still wanting. In some secondary schools, there is increasing poor performance in mainly the science subjects. The poor performance in science subjects was attributed partly to poor leadership at the school level, since teacher morale and welfare is so low. At present, many of them are forced to work at more than one school. Indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. Many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

2.4 Roles and Responsibilities of School Leaders

The role of school leaders has changed in recent years, becoming increasingly complex and demanding. Schools are becoming more autonomous and are facing higher levels of accountability, while serving more diverse pupil populations and being confronted with a broad range of social issues. Research into school leadership conducted by PricewaterhouseCoopers LLP (PwC) identified a number of key roles and responsibilities of school leaders. These encompass a range of both strategic and operational areas, as follows: Strategic direction and ethos; Teaching and learning; Developing and managing people; Networking and collaboration; Operations; and Accountability.

It is evident therefore that school leaders will require a broad range of skills and qualities in order to effectively discharge these roles and responsibilities in leading the schools. This is likely to be particularly important in the case of schools serving disadvantaged communities.

2.5 Role of Head Teachers in Human Resource Management

As indicated in the introduction chapter, people are the most important resource in any organization. They provide the knowledge, skills and the energies which are essential ingredients of organizational success. Even in an era increasingly dominated by technology, what differentiates effective and ineffective organizations are the quality and commitment of the people who work there (Bush & Middlewood, 2004). In Education people are particularly significant because of the demanding and vital role of developing the potential of children and young people. Educational institutions are 'people centred' because young people are at the heart of their business (Elliot & Hall, 1994).

According to teachers proficiency training manual (2007) the headteacher is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils within the school as well as guiding and counseling teacher trainee during teaching practice. The headteacher is also supposed to induct and mentor new teachers. Owojori and Asauri (2010) agree that the function of the school head is also to induct new staff and assign duties to them.

However, it should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable. These are just but some of the role the headteachers towards management of the schools human resource. For the purpose of this paper only the challenges that are experienced by the headteachers directly will be discussed.

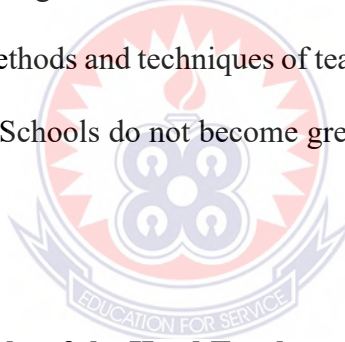
2.6. The Role of the Head Teacher

Head teachers occupy very strategic and important position in the school system. The head teacher derives his importance from the role he plays as a leader. Fullan (2002) says that the head teacher is the chief executive of the school. It is necessary for the student teacher to familiarize himself with some ideas related to work of a head teacher, so that he can be reasonably well equipped with basic knowledge needed for the job. When a teacher is picked to be a head teacher he finds himself in a different world altogether, with new responsibilities, commitments, new problems and in most cases less free time.

The major role of the head teacher is in the implementation of curriculum and instruction. Head teachers are evaluated by the community on the basis of how well their schools perform in curriculum and instruction. According to Bush and Glover (2002) some

of the instructional roles of the head teacher are: organizing the school timetable; seeing to the daily operations of the school; ensuring that there is adequate teaching, learning materials and equipment; designing and implementing appraisal programmes and reporting pupils' progress in the school; supervising instructional activities of teachers; helping teachers to grow professionally by encouraging them to attend in service sessions.

After the objectives of an instructional program are formulated, facilitating the development of the program is the task of the head teacher. School performance is related to school headship. Good school leadership also leads to timely and adequate supply of tuition equipment. These factors in turn improve the performance of the school. Bryk (2010) asserts the school is as great as the head because everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, human relationships bear the impress of his personality. Schools do not become great because of buildings but because of magnificent heads.



2.7. The Management Tasks of the Head Teachers

Bryk (2010) identifies the principal duties of the head teacher as:

- supervision of instruction, curriculum development and improvement, co-curricular programme, registration work.
- manager of school plant, equipment and supplies, school business and school office. In addition to these, the head teacher prepares the school calendar, purchases necessary equipment and distributes teaching work.

Duhou (2013) defines the head teacher's operational areas as:

- student management.

- teacher management
- school community relations.

2.7.1 Recruitment Challenges

Teacher recruitment is school-based in some countries (Bennell, 2004). In Ghana the Ghana Education Service is supposed to ensure that the school has adequate teachers throughout and that in case of any shortage; they are supposed to provide solutions that would lead to the employment of new teachers. As such, it is imperative that they perform the roles of ensuring that the schools have adequate teachers and that some of the teachers who are bringing problems to the schools are disciplined.

2.7.2. Induction Programmes Challenges

According to Rebore (1991), induction is the process designed to acquaint newly employed individuals with the community, the school, and the colleagues. Through induction programs, there can be improved employee retention and job performance. An effective induction program must have well-defined objectives that reflect the needs of new employees in specific school systems. The new employees become integrated as soon as possible, functionally and socially into the organization (Okumbe, 1998).

Talbert et al. (1992) show the process begins when the teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession. The time of induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program. An important factor that influences whether beginning teachers will

remain in the profession is the amount of support and guidance they receive from school administrators and colleagues. This should assist the new employees to settle down on the job as smoothly as possible (Talbert et al., 1992). Wanga (1988) commenting on the same says that it minimises the frustration and conflict behaviour for it serves a psychological purpose by providing for a controlled and gradual development of teachers confidence and ability. Many People, teachers inclusive leave organizations shortly after joining them due to the treatment they receive from other employees and employers during the initial phase of employment (Simatwa, 2010).

Simatwa (2010) continues to indicate that, research on induction needs therefore, has shown that the induction process is difficult and lengthy, thus, beginning teachers require assistance for both extra curricula and curriculum activities. A study by Indoshi (2003), shows that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom benefit from it. Induction programs need to be tailored according to beginning teachers' unique needs. Unique needs arise from the fact that the new schools where they are posted have many challenges. The pupils at this level are in their formative stages. These challenges pertain to the pedagogy and other social and safety needs. For instance methods of students discipline management have not been clearly stipulated by the Ministry of Education and with the outlawing of corporal punishment which was thought of as the main means of disciplining students (Simatwa, 2010).

Beginning teachers have to be inducted by the mentors on how to maintain discipline, change of attitude and increase in performance without the use of the cane. Strong, structured mentoring program can create a safety net for the most vulnerable teachers by strengthening their skills and knowledge and pairing them with experienced,

successful teachers. Such programs can initiate the processes of socialization to the teaching profession, guide adjustment to the procedures and more of the school and school system and further develop instructional and classroom management skills. With the new approach to free Secondary Education in 2008 (Republic of Kenya, 2008), the facilities are limited, classes larger than ever and yet the teachers performance is expected to be of high quality. This means that beginning teachers should be properly inducted to facilitate quality education. But research shows that too often, teachers are ‘thrown in at the deep end’ with little or no induction. (Bennell, 2004) Such a program of induction can only be properly formulated and achieved when the induction needs of beginning teachers are identified and met.

Ajowi, Simatwa and Ayodo (2011) found out that Challenges faced by the Induction Process in Secondary Schools as reported by Head Teachers included; financial constraint, work overload for mentors who must continue with other assigned duties, lack of time to offer a comprehensive induction, inadequate skill and knowledge by mentors, lack of documents such as policy blue prints and school bronchus to facilitate induction process. Influence of informal induction from veteran teachers who are opposed to school administration, rigid attitude and refusal to accept new ideas by newly appointed teachers during induction, discontent between what NQTs expect and the reality of facilities in the schools were also among the challenge cited. While Chemisto (2007), also observed that when induction was delegated to senior members of staff, it was not done well due to lack of time to do it well. At the same time the study showed that some members of staff were uncooperative.

2.8. Challenges Head Teachers Face in School Administration

According to Duhou (2013) the basic administrative problems the head teachers face in their administrative duties are: students' management in the school administration; school administration in relation to the teachers management; problems the head teachers face in school community relations in the school administration.

2.7.1. Head teachers' Educational Approach to School Administration

The Head teacher is responsible for the overall management, control and maintenance of standards in the school (Dunning, 2003). Head teacher is therefore accountable for all that happens in the school. The head teacher has a charge over a community of teachers and students and it is to him that they look for guidance and direction. He plays leadership role of steering the school community towards realization of educational goals. Handy and Aitken (2006) emphasizes the importance of the head teacher whom he notes as the keystone in the arch of school administration and has the steering wheel in his hands. The head teacher therefore occupies a very significant office in any educational System. For him to be efficient, he needs among others drive, energy, vision, personality and professional competence.

Hellawell (2001) asserts that the head teacher must chart out his or her course with the pupil. Bell (2008) concurs with him when he observes that the student is at the centre of the educational process. What activities take place in the school should therefore have students as the focal point. Both Bell (2008) and Hellawell (2001) look at the student personnel task as entailing the following: ensuring that instructions take place; taking care of students interests and rights; student accounting; giving health, guidance and counseling

services; maintaining disciplinary standards; giving career guidance and identification of students individual problems and helping to sort them out (Hellawell, 2001).

Bell (2008) asserts that the head teacher must conduct orientation programmes and guide all teachers in the school to understand their role and contribute to the students improvement, supervise teachers, ensure teachers are well disciplined, punctual, improve upon teaching and learning among others.

The community's critical role is to be a friend of the school system and to address the issues and problems of school management from the side of the community. Community hostility to the head teacher and teachers should be managed by head teachers. Henry (2006) noted that effective involvement of communities in school management that involve communication between home and school, parenting skills are promoted and supported and the integral role in assisting student learning among others should be managed by head teachers.

2.7.1.2.1. Students' Behaviour and Discipline

Behaviour according to Gowin (2004) is a way in which an individual acts or conducts herself or himself. Skinner (2005) sees behaviour as a difficult subject matter not because it is inaccessible but rather it is extremely complex. Since it is a process, it cannot easily be held still for observation because it changes. Behaviour could be termed as good or bad, normal or abnormal according to societal norms. Some other authors use the word challenging behaviour to mean disruptive or dangerous behaviour that are chronic, resistant to common interventions (Gowin, 2004).

Each society has acceptable ways of life which are known as norms. The way one conforms to or deviates from these norms will form good or bad behavior (Gowin, 2004).

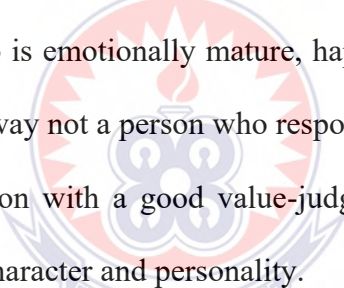
Students who do not conform to the school rules and norms are termed defiant. Defiance ranges from verbal abuse, bullying, fighting, drug use, to destruction of school property and at worse causing other peoples death.

Some students exhibit a lot of character that is in opposition to schools laid down rules and the norms of the society. Muse and Wallace (2008) explain that literature describe serious misconduct, behaviour problems, aggressive behaviour, misbehaviour or challenging behaviour as meaning students who do not comply with rules or the norm expected for their behaviour. Such behaviour of students goes a long way in disrupting the peaceful atmosphere of the classroom and the entire school. According to Muse & Wallace (2008) many head teachers have reported that substantial amount of time and energy go into trying to instill discipline in classroom. Nias and Yeomans (2009) note that despite all attention given to such students by heads, teachers and parents there is often little or no improvement in either their behaviour or academics. Most of the new teachers who left the teaching profession was as a result of students' defiant behaviour and lack of support by parents and school administrators (Nias & Yeomans, 2009).

Discipline in school is done to ensure that the school environment is conducive for teaching and learning. Once discipline is not introduced in a school system, the peaceful atmosphere of such school will face the danger of being hampered by defiant students (Cole, 2004). According to Cole (2004), discipline involves courage to do what is right, firmness in carrying out what the rule stipulates and consistency in putting in practice all the time what was decided upon as disciplinary tone. Cole (2004) concluded that discipline does not mean strictness or being permissive, rather it involves cause and effect relationship. Nias and Yeomans (2009) describe discipline as growth thus if schools are

able to apply good discipline the outcome will promote growth emotionally, socially and intellectually.

Cole (2004) also highlighted the three main components of discipline which include the process of discipline, the prerequisites of discipline and the goals of discipline. The process of discipline involves courage to tackle disciplinary issues without turning away from it or handing the problem to others to tackle. Part of the prerequisite involves courage and concern. Educators are to be concerned about students' behaviour and have the courage to discipline them. The major goal of discipline is to help students to grow socially, emotionally and academically. It is also used to instill in them self-discipline (Freeman, 2004). Gupta (2006) stressed this by saying that the goal of good discipline is to produce a balanced human being who is emotionally mature, happy and responsible, a person who functions in a harmonious way not a person who responds automatically to issues without thinking it through; a person with a good value-judgment and social awareness. Thus discipline develops one's character and personality.



2.7.1.2.2. Head teachers' performance of student management responsibilities

According to Hoy and Miskel (2001) the main role of head teachers is to maintain discipline in school. Discipline is in real terms the epicenter of success of a school. This is because the effectiveness of all organizational activities depends on the overall organizational degree of discipline. While the educational organisation strives to attain self-discipline, there will be always some students who would still require corrective discipline as a result of so many complicated psychological, moral issues, and modern technology influences challenging student. In such scenarios the disciplinary person should

apply appropriate procedures in handling discipline (Kaufman, 2002). It is evident from the literature review that assistant head teachers are in charge of discipline in many schools, hence the importance of disciplinary role of the head teacher as administrator cannot be underscored (Kaufman, 2002).

Effective management of students requires that a comprehensive effort is made by the school heads to ensure that the student activities and operations in a school are effectively and efficiently administered. This calls for disciplined heads who are properly grounded in the techniques of educational administration (Fullan, 2002). Harris (2008) contends that if there were no students, there would be no schools; there would be no teachers and head teachers. There is interdependence between students and teachers. We live in a world where values and lifestyles change constantly, therefore head teachers should explore and understand the needs of their students. They should be aware of the physical, mental and moral changes in students as they grow into young adults. In addition, heads should know the students well, records of students should be kept in the students files' and discuss school policies with students and come up with school behaviour code (Harris, 2008).

Included in this task is administering admission and attendance services. Organizing classes, maintaining pupil records, reporting pupils' progress, guidance and counseling, maintaining pupil discipline and supervising pupil activities. Head teachers should ensure that the school prepares children adequately for life and in adulthood and that the school is well-disciplined and organized institution where children learn what they need for future. The head teacher should communicate with the pupils and as part of his supervisory role, attempt to influence and control their behavior (Harris, 2008).

2.7.1.2.3. Management of Students

According to Mosha (2006) school heads who put all their attention into trying to improve the teaching/learning of academic subjects is likely to be disappointed by the ultimate examination results Whereas the head who concentrates on creating a happy and harmonious school - a school which develops qualities of integrity and habits of service in its pupils - will find that academic success is added unto it (Mosha, 2006). Mosha (2006) further emphasizes the importance of making the pupil the centre of focus in order for the school programmes to be successfully managed. Mullins (2006) says the head teacher must chart out his course with the child (pupil) at the classroom. Mosha (2006) underscores the place of the student in the school system by stating that the pupils are the legitimate occupants of the school - it is for them that all the educational effort is organized. It is they who occupy the focus of the lime light - the pivot, the centre of the educational administration. It is for their wholesome development that curricula are designed and planned, plant is set, qualified teachers and principals are appointed, auxiliary services are arranged (Mosha, 2006).

Bryk (2010) also holds the view, that students are the focus of the educational programmes. He emphasizes individual differences among students and how they should be treated. He asserts that guidance is a labour intensive process, which means that any one academic can only service a small number of students. Assessment is also labour intensive, as each case must be judged on its own merit, not in terms of a pre-defined model answer. Bryk (2010) look at the pupil personnel task as entailing the following duties: making pupil inventory; ensuring that instruction takes place; giving health, guidance and counseling

services; maintaining disciplinary standards; giving career guidance, identification of pupils' individual problems and helping to sort them out.

The head teacher should ensure that effective learning takes place in the school by facilitating proper deployment of the staff on the basis of their subject specialization, skills and experience. The head teacher should ensure that there is a complete and up-to - date student's inventory and other student's records (Bryk, 2010).

2.7.2. School administration in relation to the teachers' management

The head teacher has the responsibility of ensuring that there are adequate human resources to implement the school curriculum (Stoner and Gilbert, 2004). The school staff personnel include both teaching and non-teaching. According to Dean (1995); the responsibilities of head teacher in human resource management involves: leading and motivating staff; delegating responsibilities effectively; conflict management; staff development.

The head teacher is expected to assign duties to the staff, orient new ones, and motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development. According to Stoner and Gilbert (2004) the head teacher must make clear, the channels of communication and the basis for promotion. The head teacher should encourage his staff members to develop themselves through studies and in-service training. Human resource management is an important element in any organization (Freeman, 2004). The success of any organization depends among other factors on how efficiently the manager can deploy the staff for the best use. The head teacher is the manager of a school, and therefore he/she has a duty to deploy the teaching

and non-teaching staff for the best use of the school. Freeman (2004) indicated the duty of the head teacher includes: staff selection; staff development; staff appraisal; staff motivation; staff records; managing meetings.

From the responsibilities listed above, the head teacher needs to be equipped with the skills necessary for personnel management to assist him/her in managing the school more efficiently. No period is more important for the development of teachers than the initial induction into the profession. For too long and in sad contrast to most other professions; many new teachers have been left to struggle with the complex and challenging demands of their first job completely by themselves in professional isolation. Moving on without assistance, often with classes and in rooms that other teachers do not want (Southworth, 2007). It is the responsibility of the head teacher to ensure that newly employed teachers are inducted into the profession. [Cole (2004) points out the characteristics of teachers in the most successful schools as including: they are motivated for work; they are regular and punctual; they use new methods; they are knowledgeable; they are able to motivate students; they work better with the community; they work more and better together.

For the teacher to have the above mentioned characteristics, the head teacher must possess adequate human resource management skills which would enable him/her to co-ordinate and supervise the teachers (Cole, 2004).

2.7.3 Relationship between the School and Community

According to Bunwaree (2012), the word community may refer to a group of people living in one place or locality such as a village or town, or it may refer to a group of persons having the same or similar interests. Community is a part of the society and education is

the counterpart of both the mentioned elements. School is the social institution where consciously designed learning experiences are provided with the objectives of achieving social needs at large, over a period of time. School is also defined as a subsystem of the larger system of the society. It has to functionally coordinate with its immediate environment, the community in which it is situated.

Moreover, Sullivan (2013) explains that, the main group and agents involved in the dynamics of the relationship between school and community are school administration, teachers, non-teaching staff, students and parents, governing bodies and school board. Furthermore, Andrews and Soder, (2007) assert that communities are naturally interested in their own well-being and survival, and so have a keen interest in their offspring or new recruits. Hence, they attempt to hand on the knowledge, values and skills which are special to their group. The school is the main institution for the transmission and acquisition of the knowledge, values and skills, and thus it might be regarded as the most important asset of any community. Thus, it is quite natural that we should expect close links between schools and their communities (Andrews & Soder, 2007).

The parents within a ward are responsible to share the learning cost by paying some of the expenses to make sure the students acquire full knowledge offered by the school. The school plays an important role in determining the levels of parental involvement in school. Moos (2013) asserts that schools can outline their expectations of parents and regularly communicate with parents about what children have achieved through parents report forms. Parents are more likely to support a school program in which their children learn through participating in decision-making, visiting the school even at times other than when their children are in trouble. Parents interest and support for the school and its staff

makes it easier for their children to relate to and identify themselves with the goals, values, and personnel of the school, a powerful motivation to tune in and turn on to education. At the same time, parental involvement ensures that their cultural values and interests are respected (Moos, 2013).

In a more focused outlook, the community is involved in a school development through a school board. A school board is comprised of members that are usually elected by the residents of the particular community. It has a big responsibility to make sure that the school objectives are well attained (Coea, 2009). Furthermore, the community has the responsibility to deal with teachers' and students' discipline. The school head who is a secretary on this committee could build a good relationship with board members to make sure that the school's vision is achieved with the help of the school board. Through the school board the school head can utilize both human and non human resources to improve the students' academic performance in community secondary schools (Coea, 2009).

2.7.3.2. Parents and their Roles in Schools

Another important factor is that of the relations between school and the home. Parents are seen as very important components at school (Arnott & Raab, 2013). They would seek the best for their children; they may try to have some influence on the management of the school in one way or another. School environment is affected by internal as well as external involvement and my attention will be on parental involvement, family structures and their communication with the school (Arnott & Raab, 2013). Robbins and Wolter (2012) believed that no education system exists in a vacuum, and that school environments help define school purpose and meaning, and define school functions and

limitations. Focusing only on what happens behind the closed doors of the school or classroom is missing a large part of the total picture. They added that parents bring values, beliefs, attitudes, and behaviours from outside the schools that affect the internal workings of schools (Chunga, 2012).

2.7.3.3. Parental Involvement

Fullan (2001) indicated that the more involved parents are with their children's schooling, the greater it seems are the chances of their children doing well. They added that parental involvement has positive effect on pupil motivation. Baiz (2013) asserted that parental involvement has the following five-step strategic planning process: awareness - increasing community-wide understanding of the need to strengthen and promote family involvement; commitment - developing shared commitments by families, schools, and communities to act jointly; capacity building - developing the capacity of families, schools, and communities to work together; knowledge development - identifying and developing knowledge of the use of programs and practices that successfully connect families, schools, and communities; performance improvement - supporting the development of appropriate performance benchmarks that assess progress toward greater family involvement through family, school, and community partnerships.

2.7.3.4. Parent - School Relationships

Bunwaree (2012), argued that schools should be held accountable for educating the student. Accountability can be broken down into two distinct processes: top-down accountability and bottom-up accountability. Top-down accountability comes from the expectations and standards of government authorities. Bottom-up accountability comes

from the expectations and standards of parents. Bunwaree (2012) talks of a head teacher having to deal with the top-down accountability of accreditation standards, worker safety, disability, wage and hour standards, tax withholding etc), Bunwaree (2012) explained that the larger accountability challenge for the school head was bottom-up accountability. Bunwaree (2012) pointed out that the accountability feature of schools brings out the key role of accountability in the schooling system. In most schools, the teachers are accountable to the head who can fire them, and, through him or her, to the parents (who can withdraw their children).

In schools, the chain of accountability is much weaker, as teachers have a permanent job with salaries and promotions unrelated to performance. Davies (2009) said that improving relationships between families and schools can bring some advantages and benefits particularly for pupils themselves. Davies (2009) view of partnership was one in which there is: sharing of power, responsibility and ownership - though not necessarily equally; degree of mutuality, which begins with the process of listening to each other and incorporates responsive dialogue; shared aims and goals, based on common ground, but which also acknowledge important differences; commitment to joint action, in which parents, pupils and professionals work together to get things done.

DeGrauwe (2006) talks about partnership in education, but stressing the responsibility of the parents and said that teaching becomes more difficult if the parents do not take their responsibilities seriously enough. Sergiovanni (2000) discussed forming connections among families and schools in order to foster positive school and learning experiences for children and youth. They meant by connections', developing an intentional and ongoing relationship designed to enhance directly or indirectly children's learning and

development, and to address the obstacles that impede it. Virmani (2006) on the other hand developed a set of questions and encouraged schools to have answers to those questions in order to have involved and supportive parents. Virmani (2006) concluded that partnership is easy to talk about, but much more difficult to achieve in practice; he added that perhaps it is more helpful to see partnership as a process, a stage or something to work towards rather than something that is a fixed state or readily achievable.

The head teacher should involve the community in school activities and the school in the community activities. The head teacher has to facilitate and enhance school – community relations (Bell, 2006). The effective school will be one which enjoy a high profile in the total community i.e. sensitivity to and willingness to be involved in those issues which are a concern to the whole community has a welcoming atmosphere to parents, pupils and other interested adults, without brooking interference or disruption: shares its facilities with the same magnanimity with which it expects the community to make its facilities available: and takes much pride in the community in which it is situated, as it does in its own image, traditions and performance (Bell, 2006).

The head teacher has a duty to disseminate information about the school to the community, which includes parents, politicians, other neighboring schools etc. He or she has a duty to promote and market the school to the community (Bell, 2006). Another major responsibility of the head teacher as stated by Berger (2007) is to involve the parents in the work of the school especially in relation to their children's academic work. Parents should be made to feel that they are needed and useful partners in their children's education. Berger (2007) explains this concept of partnership to constitute a shared sense of purpose, mutual

respect and a willingness to negotiate between the teachers and parents on any matters regarding the academic performance of students.

Another way that the head teacher can improve the school - community relationship is by allowing the community to use the school plant and facilities for recreation, meetings and cultural events (Bowlby, 2006). When the community is supportive to the school, the school will benefit enormously in the following ways: the community will attend and contribute in fund raising meetings; the community will support school programmes such as fighting drug abuse amongst students.

2.8. Challenges Facing Community Involvement in Schools

According to Bryk (2010) teachers appear not to accommodate and entice parents to become more involved. Some teachers provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or none home visits. In most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes (Bryk, 2010). In this case, the role of parents and community members seem already cut out for them and restricted to provision of resources.

Hunter (2012) indicates that teachers tend to view students, parents and community, through their own cultural prism and may not be ready to understand or address the learning needs and issues of the students and families of the communities in which they teach. Such experiences cannot allow pre-servicing teachers the opportunity and challenge of

examining their own cultural views and beliefs and developing openness to new ways of understanding and thinking (Hunter, 2012). Moos (2013) believes that building and maintaining a genuine partnership with parents is a process of continually seeking to understand assumptions and to share meanings and expectations. Partnerships can only grow when they are based on mutual trust and respect for the other's values, perspectives and experiences. It is not uncommon, however, for minority parents and families to feel alienated from the school.

But Sergiovanni (2000) points out that minority parents may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income, education or ethnicity compared to school personnel. This difference may result in the perception that the school is indifferent or even cold. In turn, the school then judges parents as uninterested in school involvement. Additionally, the psychological distance between minority group parents and teachers is compounded when school personnel do not see themselves or the school as a part of the surrounding community and the families (Dinham, 2005). This kind of assumption further alienates parents and community members who feel less endowed. In such situations, parents and community members are not given an opportunity to participate in school management because of the assumption they will not add much value in decision making (Dinham, 2005).

Barth (2000) shows that a correlation of increased levels of parent involvement is an increase in student achievement as well as improved student attendance and reduced dropout rates these are desirable outcomes from an "educentric" perspective, however they fall short of fully addressing the educational goals to increase parental involvement and participation in promoting the social, emotional, and academic growth of children (Barth,

2000). Clearly, schools should not be expected to single-handedly undertake this task. Teachers and parents together must promote the well-being of students within family and community contexts (Bender, & Bryk, 2000).

Alexander (2002) agrees that school collaboration with other institutions and agencies provides rich and varied possibilities and realities. Additionally, collaborating with parents and communities, while capitalizing on their resources and strengths, promotes social and emotional growth for children. This simultaneously promotes parent, family and community empowerment and well-being. This is supported by Fullan (2007) who argues that successful parent-school collaborations must include opportunities for parents to recognize and value their skills and knowledge, utilize those strengths and resources present among the parents and the community and create multiple opportunities for parents to expand their abilities. This is particularly true for low income parents whose only access to education may be through their children's school (Moos, 2013). Collaboratively promoting the well-being of the student and the family develops human and social capital that strengthens families and communities. However, this good will is lacking in schools because such would be argued as time consuming and putting unnecessary demand on the school (Moos, 2013).

Sullivan (2013) says a new definition of parent involvement is that one not limited to traditional parent activities in the school building where families are viewed not as deficient, but as sources of strength. The guiding principles help parents; value their own knowledge, share their knowledge with others, learn new skills and talents to benefit themselves and their families and become involved on their own terms in the life of the school. According to Virmani, (2006) parents are encouraged to self-assess their strengths,

talents, and set the collaborative school-parent agenda by voicing their needs and wants to guide and shape the nature of their involvement in the school.

2.9 Measures to overcome the challenges head Teachers face

The term “professional development” is frequently used to refer to human resource development, in-service training, and staff development. The foundation for the term can be found in the concept of such enterprises as adult education, training, consultation, and planned change. The ingredients of these enterprises can be used to craft ongoing and systematic staff development. The typical objective of the development is to support the capacity of the participants in a manner that is focused on the pursuit of organizational and individual goals. The intent of professional development, within schools, is to enhance instructional practices and learning outcomes by improving the instructional leadership skills of the head teachers (Harris & Bessent, 2009).

The degrees of obtained desired outcomes of educationally-based professional development most often reflect the manner in which the development is approached. For example, the development of teachers and head teachers is best grounded in an approach that reflects respect and offers attention to andragogy (Knowles, 2009), the study of the precepts of adult education. Other important aspects of adult education include the involvement of the participants in the identification of the topics to be studied. Involvement, in this context, pertains to meaningful and engaged learning, which is relevant to the work and lives of the participants. Many teachers, according to Guskey (2010), consider professional development to be a waste of their time and they simply tolerate the form of education in order to fulfill their licensure obligations. The teachers

perceive development as a “necessary evil,” which provides limited relevant professional growth (Guskey, 2010). These reactions tend to reinforce the importance of exhibiting respect for the adult participants, by including them in the planning and participation of the professional development.

In spite of the apparent need for the provision of professional development for head teachers and teachers in developing and underdeveloped countries, as previously mentioned in this paper, very few of these countries have devoted meaningful attention to the implementation of such training. Professional development programs are often organized in ineffective ways. An example would be the countries, such as Ghana as previously mentioned, in which the professional development activities are located at centralized locations and for this reason are often inaccessible to the head teachers and teachers in the rural areas, who are frequently beginners and particularly needing of the training (Oduro, 2013). The centralization and subsequent lack of accessibility of the professional development often represents a failure of governmental and non-governmental agency leaders to recognize that professional development represents a priority for which resources should be appropriated.

The reported shortcomings of the district and regional-based in-service programs of the Ghana Education Service have resulted in the authors of this paper suggesting that careful consideration be given to the use of an alternate, namely a school-based approach to professional development. It can be defined as an initiative that is focused upon the provision of professional development, as a function of a school, as opposed to a district, region, or nation. School-based programs are often a part of a school-based professional

learning community (Dufour, 2014; Dufour & Eaker, 2018), which represent a concerted and collaborative effort by the stakeholders of a school to focus its resources on learning.

While a bit different, the concepts of a learning community tend to intersect with tenets of a learning organization (Senge, 2016). School based professional development is typically provided for head teachers and teachers with the intent of helping them to improve their capacities to address the learning needs of their schools' students (Evans, 2013). A primary value of a school-based approach is that its location can contribute to enhanced opportunities for the involvement and participation of the head teachers and teachers.

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

School-based professional development also can act as a conduit to organize the work of the head teachers and teachers for the pursuit of identified leaning objectives. Many schools have objectives, as do the members of the staff within the schools. As stated by, Evans, (2013) schools are served by objectives, particularly learning objectives, which define the work of the instructional staff members. The identification of the objectives can

be used to focus the members' work in a manner that will result in the desired outcomes and in accord with the available resources.

Both financial and human resources need to be considered in this context. The obtainment of the learning outcomes can be improved if the human resource, that is the work of the members of the school, is supported by professional development, particularly development that is focused upon the objectives of the school. For example, the school-based administrators and teachers in the schools of some countries develop individual objectives that are complementary to the objectives of their schools and approved by their supervisors. The approval includes support for professional development that will help the teachers and school administrators to pursue the objectives. In other words, the professional development process is based upon and coordinated with the learning objectives of the school, which frequently have been developed to be in sync with objectives of the district and the available resources.

The implementation of a school-based professional development program in Ghana could be augmented if the head teachers had the capacity to create among the teachers the collective vision of a professional learning community. However, the pursuit of such a vision (Chermack & van der Merwe, 2013) would require that the head teachers had participated in related professional development. Such preparation could help the head teachers to understand and act as the leaders of communities. This understanding would represent a new perspective for many of the head teachers and would necessitate that they be prepared to provide instructional leadership in ways that are different from the approaches with which they have been accustomed.

For example, the head teachers would need to interact with and seek input, in an authentic manner, from the other teachers and even the students in order to establish and pursue the type of learning goals that are typically inherent to a professional learning environment (Chermack & van der Merwe, 2013). Such an approach would positively affect the ultimate goal of improving student achievement.

2.10. Summary of Literature Review

The first part of the literature review looked at the body of research pertaining to the importance of a head teacher in secondary schools. The second part examined the various administrative tasks performed by the head teachers. The third part looked at literature pertaining to training of secondary school head teachers. From the literature review, the head teacher plays a very important role in the management of secondary schools. His management skills will determine whether the school will be well managed or poorly managed. The various administrative tasks of secondary school heads were categorized differently by the various authorities. There was no clear universal definition of the administrative tasks of head teacher. However, the researcher found elements of commonness among the task areas. These areas are: Pupil personnel, Staff personnel and School community relations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter provides information on the methodology of the study which covers the research design, population of the study, sample and sampling techniques, data collection instruments, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

Creswell (2005) defined research design as the plan to carry out a study with maximum control over factors that may interfere with the validity of the findings. It is the plan that describes how, when and where data are to be collected and analyzed (Creswell, 2005).

Descriptive survey design was used for the study. The researcher chose a descriptive survey design for the study in order to get more information on the administrative challenges confronting public basic school headteachers in the Bosomtwe District of the Ashanti Region. This study used purely quantitative approach. By adopting a quantitative approach the researcher was able to quantify data and generalize results from the chosen population of interest (Babbie & Mouton, 2004). Descriptive survey design offers researchers with a lot of information from various respondents for generalization and the data collected are easy to analyze.

3.2. Population of the Study

According to Creswell (2009), population of research study is any group of individuals that have characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. The target population for the study was made up of all basic school head teachers in the Bosomtwe District. The accessible population for the study was 110 basic school head teachers.

3.3. Sample and Sampling Technique

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Gall & Borg, 2007). In order to obtain an appropriate sample size for the study, an updated list of all the public Junior High Schools in the Bosomtwe District of the Ashanti Region was obtained from the District Director of Education.

Purposive sampling technique was used to select basic schools. The study used simple random sampling to sampled 86 head teachers using Krecjie and Morgan (1970) table for the determination of sample size. The table states that for a population of about 110, the maximum sample size should be about 86 respondents.

3.4. Research Instrument

The researcher used questionnaire to collect data for the study. Questionnaire for the respondents had four sections, i.e., section A, B, C and D. Section A collected data on the heads background information. Section B was designed by the researcher consisted of

6 items to measure the type of training head teachers receive. Section C of the questionnaire and to measure the challenges teachers pose to head teachers in managing school. Section D of the questionnaire had 5 items and measures to be adopted by headteachers to manage they challenge the face. It is 5-point scale ranging from strongly disagree (1) to strongly agree (5).

Likert scale type was used as categories mainly ranging from strongly disagree, disagree, neutral, agree to strongly agree. The researcher used the likert type scale because the scale has variables that could help the respondents to provide responses suitable for the study. The data that was gathered was analysed statistically using Statistical Package for Social Sciences (SPSS) software version 20. Tables were used to present the results of the study. Data were collected through the use of questionnaire.

3.5. Testing Validity and Reliability of the Instrument

Validity is a measure of how well a test measures what it is supposed to measure. Creswell (2013) defines it as the accuracy and meaningfulness of inferences which are based on the research. Assessment of content and construct validity was achieved by use of non-statistical approaches including my supervisor review and pilot testing was involved. Reliability refers to the consistency of the instruments in tapping information from more than one respondent. To obtain reliability of the instrument, a pilot –test was conducted for 50 headteachers that was not part of the study area where the result was computerized into SPSS version 20.0 to obtain the overall reliability of the instrument.

3.6. Pilot Study

A pilot study was conducted to determine the clarity and readability of the questionnaire, and to test the internal reliability of the measures. A pilot study was conducted at the Jachie circuit. 50 headteachers and teachers were selected to participate in this pre-test. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. The refining of the items in the questionnaire was intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pre-test also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 20.0 and Cronbach Alpha was used to analyse the data because the items were mostly multiple score and overall reliability of 0.801 was obtained.

3.7. Data Collection Procedure

The researcher sought permission from the various heads of the selected schools. Four days after this, the researcher met the head teachers of each school to seek their willingness to answer the questionnaire. The questionnaires were administered after the preliminary contact. This was done during school days between 10am – 2:00pm. The researcher visited each school and personally administered the questionnaire to the head teachers and collected them later when the researcher was informed about the completion of the instrument.

3.8. Data Analysis Procedure

After the required data has been obtained from the field survey, the next step was to analyse the data and interpret it for meaningful understanding. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The data collected was analyzed using descriptive statistics such as frequencies and percentage to answer the research questions.

3.9. Ethical Considerations

The researcher did not force the respondents to take part in the study as the respondents participated in the study on their own wish. The intent and purpose of the study was personally explained to respondents. The consent of the respondents was duly sought ahead of time. The respondents were further assured of confidentiality of the information provided as the study findings would be used for academic purposes only. Respondents were further assured of their personal protection and that they could refuse or accept to be part of the study.

The anonymity of the respondents was strictly adhered to as their names were not included in the questionnaire, and information from other literature was accordingly acknowledged. These ethical issues were considered in the introduction letter on the questionnaire to the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

The purpose of this study was to find out the administrative challenges facing public Basic school head teachers in the Bosomtwe District. Specifically, the study sought to find out administrative duties heads perform in basic schools; examine the challenges head teachers in managing basic schools and determine the measures to overcome the challenges head teachers face in managing basic schools.

4.1.1 Demographic characteristics of the respondents

The study assessed the demographic information of the respondents. The following demographic responses were assessed including, gender, working experience and highest educational qualification of the respondents.

Table 4.1 Gender of Respondents

Gender	Frequency	Percent
Male	30	34.88
Female	56	65.12
Total	86	100

Source: Field Data, 2020

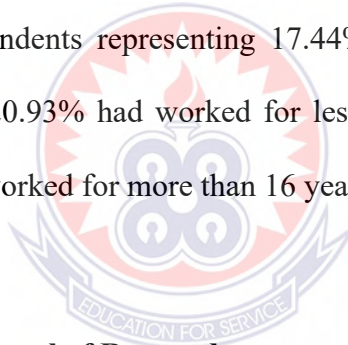
Table 4.1 shows that 30 respondents representing 34.88% were females while 56 respondents representing 65.12% were males.

Table 4.1.2 Respondents Years of Working

Years worked	Frequency	Percent
Below 5 years	18	20.93
6-10 years	15	17.44
11-15 years	40	46.51
more than 16 years	13	15.12
Total	86	100

Source: Field Data, 2020

To add more, 40 respondents representing 46.51% of the respondents had worked for 11-15 years, 15 respondents representing 17.44% had worked for 6-10 years, 18 respondents representing 20.93% had worked for less than 5 years and 13 respondents representing 15.12% had worked for more than 16 years.

**Table 4.1.3 Educational Level of Respondents**

Educational level	Frequency	Percent
Diploma	35	40.70
Bachelors' degree	30	34.88
Masters' degree	21	24.42
Total	86	100

Source: Field Data, 2020

Moreover, 21 respondents representing 24.42% were holding Master's degree as their highest academic qualification, 30 respondents representing 34.88% were bachelor's

degree holders and while 35 respondents representing 40.70% were possessing Diploma as their highest academic qualification.

Research Question One: What administrative duties do head teachers perform in basic schools at Bosomtwe District?

The respondents were asked to agree or disagree on the following statements on administrative duties head teachers perform in basic schools at Bosomtwe District. Table 4.2 shows the result.

Table 4.2 Administrative duties of Heads

Statement	Strongly agree N %	Agree N %	Neutral N %	Disagree N %	Strongly disagree N %	Total N %
Ensure the implementation of curriculum	48 55.81	20 23.26	11 12.79	7 8.14	-	86 100
Supervise instruction of teachers	43 50.0	33 38.37	6 6.98	-	4 4.65	86 100
Manages the school plant	48 55.81	27 31.40	11 12.79	-	-	86 100
Ensure adequacy of teaching and learning materials	32 37.21	40 46.51	11 12.79	3 3.49	-	86 100
Ensure success of co-curricular programmes	43 50.0	33 38.37	6 6.98	-	4 4.65	86 100
Manage financial resources of the school	48 58.81	30 34.88	5 5.81	3 3.49	-	86 100
Prepares school calendar	32 37.21	43 50.00	11 12.79	-	-	86 100
Ensure continuous professional development of teachers	38 44.19	33 38.37	10 11.63	-	5 5.81	86 100
Distributes teaching work	43 50.0	33 38.37	6 6.98	-	4 4.65	86 100

Source: Field survey, 2020

Table 4.2 revealed that 48 respondents representing 55.81% strongly agreed that head teachers ensured the implementation of curriculum, 20 respondents representing 23.26% agreed, 11 respondents representing 12.79% were neutral while 7 respondents representing 8.14% disagreed. The result implies that ensuring the implementation of curriculum is a duty of the head teacher. Bush and Glover (2002) indicated that the major role of the head teacher is in the implementation of curriculum and instruction. Head teachers are evaluated by the community on the basis of how well their schools perform in curriculum and instruction.

Also, 40 respondents representing 46.51% strongly agreed that head teachers supervise instruction of teachers, 33 head teachers representing 38.37% also agreed, 6 respondents representing 6.98% were neutral while 4 respondents representing 4.65% strongly disagreed. The result implies that supervision of instruction is a duty of the head teacher. Bryk (2010) posited that one of the principal duties of the head teacher is supervision of instruction, curriculum development and improvement, co-curricular programme and registration work.

Besides, 48 respondents representing 55.81% strongly agreed that head teachers managed the school plant, 27 respondents representing 31.40% agreed while 11 respondents representing 12.79% were neutral. The result implies that managing the school plant is a duty of the head teacher.

To add more, 32 respondents representing 37.21% strongly agreed that head teachers ensured adequacy of teaching and learning materials, 40 respondents representing 46.51.0% agreed, 11 respondents representing 12.79% were neutral while 3 respondents representing 3.49% disagreed. The result implies that ensuring adequacy of teaching and

learning materials is a duty of the head teacher. Bush and Glover (2002) postulated that some of the instructional roles of the head teacher are: organizing the school timetable; seeing to the daily operations of the school and ensuring that there is adequate teaching, learning materials and equipment.

Again, 43 respondents representing 50.00% strongly agreed that head teachers ensured success of co-curricular programmes, 33 respondents representing 38.37% agreed, 6 respondents representing 6.98% were neutral while 4 respondents representing 4.65% strongly disagreed. The result implies that ensuring the success of co-curricular programmes is a duty of the head teacher.

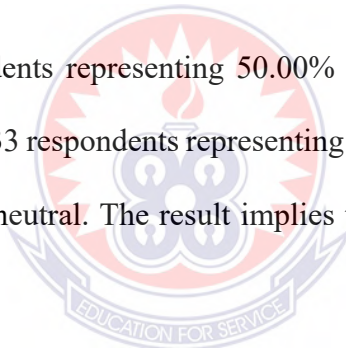
Again, 48 respondents representing 58.81% strongly agreed that head teachers managed financial resources of the school, 30 respondents representing 34.88% agreed that, while 5 respondents representing 5.81% were neutral while 3 respondents representing 3.49% disagreed. The result implies that management of financial resources of the school is a duty of the head teacher. Nsubuga, 2003) indicated that head teachers have the onerous duty to manage financial resources of the school. Nsubuga however said that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

Also, 32 respondents representing 37.21% strongly agreed that head teachers prepared school calendar, 43 respondents representing 50.00% agreed while 11 respondents representing 12.79% were neutral. The result implies that preparing the school calendar is a duty of the head teacher.

Also, 38 respondents representing 44.19% strongly agreed that head teachers ensured continuous professional development of teachers, 33 respondents representing

38.37% agreed, 10 respondents representing 11.63% were neutral while 5 respondents representing 5.81% strongly disagreed. The result implies that ensuring continuous professional development of teachers is a duty of the head teacher Harris and Bessent (2009) suggested that the typical objective of the professional development is to support the capacity of the participants in a manner that is focused on the pursuit of organizational and individual goals. The head teacher is expected to assign duties to the staff, orient new ones, and motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development. According to Stoner and Gilbert (2004) the head teacher should encourage his staff members to develop themselves through studies and in-service training.

Finally, 43 respondents representing 50.00% strongly agreed that head teachers distributed teaching work, 33 respondents representing 38.37% agreed while 6 respondents representing 6.98 % were neutral. The result implies that distributinh teaching work is a duty of the head teacher.



Research Question Two: What administrative challenges do head teachers face in managing basic schools at Bosomtwe District?

The respondents were asked to agree or disagree on the following statements on challenges head teachers face in school administration. The result is shown in Table 4.3.

Table 4.3 Challenges head teachers face

Statement	Strongly agree N %	Agree N %	Neutral N %	Disagree N %	Strongly disagree N %	Total N %
Inadequate financial resources	31 36.05	40 46.51	8 9.30	7 8.14	-	86 100
Lack of cooperation between staff and head	-	34 39.53	10 11.63	42 48.84	-	86 100
Inadequate classrooms	42 48.8	34 39.53	6 6.98	-	4 4.65	86 100
Inadequate knowledge and skills on school management	-	40 46.51	14 16.28	32 37.21	-	86 100
Students' indiscipline	40 46.51	38 44.19	6 6.98	-	2 2.33	86 100
Inadequate teaching and learning resources	-	42 48.84	6 6.98	38 44.19	-	86 100
Unsafe working environment	40 46.51	12 13.95	33 38.37	-	-	86 100
Lack of cooperation from teachers	-	40 46.51	12 13.95	33 38.37	-	86 100
Teachers lack of interest in co-curricular activities	43 50.0	33 38.37	6 6.98	-	4 4.65	86 100

Source: Field survey, 2020

Table 4.3 showed that 40 head teachers representing 46.51% agreed that inadequate financial resources was an administrative challenge head teachers faced, 31 respondents representing 36.05% strongly agreed, 8 respondents representing 9.30% were neutral while 7 respondents representing 8.14% disagreed. The result implies that inadequate financial resource is one of the administrative challenges head teachers faced. Armstrong (2010) indicated that challenges head teachers faced in their administration included inadequate logistics and financial constraint.

Moreover, 34 respondents representing 39.53% agreed that lack of cooperation between staff and heads was an administrative challenge head teachers faced, 42 head teachers representing 48.84% disagreed, while 10 respondents representing 11.63% were neutral. The result implies that lack of cooperation between staff and heads is one of the administrative challenges head teachers faced. Head teachers leadership is a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the cooperation, collaboration and commitment of all the group members or staff in achieving group goals in a particular context (Cole, 2002).

Also, 42 head teachers representing 48.80% strongly agreed that inadequate classrooms was an administrative challenge head teachers faced, 34 respondents representing 39.53% agreed, 6 respondents representing 6.98% were neutral while 4 respondents representing 4.65% strongly disagreed. The result implies that inadequate classrooms are one of the administrative challenges head teachers faced.

Furthermore, 40 respondents representing 46.51% agreed that inadequate knowledge and skills on school management was an administrative challenge head teachers faced, 32 respondents representing 37.21% disagreed, while 14 respondents representing 16.28% were neutral. The result implies that inadequate knowledge and skills on school management is one of the administrative challenges head teachers faced. Oduro (2013) noted that professional development programs are organized for heads and staff of institutions to provide them with knowledge and skills on the job to attain organizational goals and the absence of it becomes a challenge. In Ghana as previously mentioned, professional development activities are located at centralized locations and for this reason

are often inaccessible to the head teachers and teachers in the rural areas, who are frequently beginners and particularly needing of the training (Oduro, 2013).

Also, 40 head teachers representing 46.51% strongly agreed that students' indiscipline was an administrative challenge head teachers faced, 38 respondents representing 44.19% agreed, 6 respondents representing 6.98% were neutral while 2 respondents representing 2.33% strongly disagreed. The result implies that students' indiscipline is one of the administrative challenges head teachers faced.

To add more, 42 head teachers representing 46.51% agreed that inadequate teaching and learning resources was an administrative challenge head teachers faced, 38 respondents representing 44.19% disagreed, while 6 respondents representing 6.98% were neutral. The result implies that inadequate teaching and learning resources is one of the administrative challenges head teachers faced. Bush and Glover (2002) indicated that heads of educational institutions need teaching and learning resources in the management the teaching and learning process.

Also, 40 head teachers representing 46.51% strongly agreed that unsafe working environment was an administrative challenge head teachers faced, 12 respondents representing 13.95% agreed while 33 respondents representing 38.37% were neutral. The result implies that unsafe working environment is one of the administrative challenges head teachers faced.

Again, 40 respondents representing 46.51% agreed that lack of cooperation among staff was an administrative challenge head teachers faced, 33 respondents representing 38.37% disagreed, while 12 respondents representing 13.95% were neutral. The result implies that lack of cooperation among staff is one of the administrative challenges head

teachers faced. Kusi (2008) postulated that teachers' lack of commitment and uncooperative attitudes, coupled with lateness and alcoholism which affects their output negatively is a challenge for heads today.

Finally, 43 head teachers representing 50.00% strongly agreed that teachers lack of interest in co-curricular activities was an administrative challenge head teachers faced, 33 respondents representing 38.37% agreed, 6 respondents representing 6.98% were neutral while 4 respondents representing 4.65% strongly disagreed. The result implies that inadequate financial resource is one of the administrative challenges head teachers faced.

Research Question Three: What measures can be adopted to overcome the administrative challenges head teachers face in managing basic schools at Bosomtwe District?

The respondents were asked to agree or disagree on the following statements on the measures that can be adopted to address the challenges head teachers face. The result is presented in Table 4.4.

Table 4.4 Measures to overcome the Challenges

Statement(s)	Strongly agree N %	Agree N %	Neutral N %	Disagree N %	Strongly disagree N %	Total N %
Provision of continuous professional development for staff	-	40 46.51	41 47.67	5 5.81	-	86 100
Provision of sufficient teaching and learning resources	35 40.70	38 44.19	13 15.12	-	-	86 100
Provision of adequate classrooms	43 50.0	33 38.37	6 6.98	-	4 4.65	86 100
Involvement of staff in the decision making process	40 46.51	34 39.53	12 13.95	-	-	86 100
Presence of disciplined students	-	48 58.81	30 34.88	5 5.81	3 3.49	86 100
Sensitization of teachers on the need to cooperate with head teachers	38 44.19	37 43.02	11 12.79	-	-	86 100
Provision of safe working environment	-	32 37.21	43 50.00	11 12.79	-	86 100
Provision of adequate financial resources	32 37.21	43 50.0	11 12.79	-	-	86 100
Teachers lack of interest in co-curricular activities	40 46.51	38 44.19	6 6.98	-	2 2.33	86 100

Source: Field survey, 2020

Table 4.4 revealed that 40 respondents representing 46.51% agreed that provision of continuous professional development was one of the measures that could be adopted to address the challenges head teachers faced, 41 respondents representing 47.67% were neutral, while 5 respondents representing 5.81% disagreed. The result implies that provision of continuous professional development is a measure that can be adopted to

address the challenges head teachers faced. Oduro (2013) indicated that professional development programs are organized for heads and staff of institutions to provide them with knowledge and skills on the job to attain organizational goals. The intent of professional development, within schools, is to enhance instructional practices and learning outcomes by improving the instructional leadership skills of head teachers and teachers (Harris & Bessent, 2009). In support, Torrington et al. (2015) professional development course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained.

Moreover, 35 respondents representing 40.70% strongly agreed that provision of sufficient teaching and learning resources was one of the measures that could be adopted to address the challenges head teachers faced, 38 respondents representing 44.19% agreed, while 13 respondents representing 15.12% were neutral. The result implies that provision of sufficient teaching and learning resources is a measure that can be adopted to address the challenges head teachers faced. Bush and Glover (2002) stated that heads of educational institutions basically need teaching and learning resources in the teaching and learning process. A major instructional roles of the head teacher is ensuring that there is adequate teaching, learning materials and equipment to be used in the school.

Again, 43 respondents representing 50.00% strongly agreed that provision of adequate classrooms was one of the measures that could be adopted to address the challenges head teachers faced, 33 respondents representing 38.37% agreed, 6 respondents representing 6.98% were neutral while 4 respondents representing 4.65%. The result

implies that provision of adequate classrooms is a measure that can be adopted to address the challenges head teachers faced.

To add more, 40 respondents representing 46.51% strongly agreed that involvement of staff in the decision making process was one of the measures that could be adopted to address the challenges head teachers faced, 34 respondents representing 39.53% agreed, while 12 respondents representing 13.95% were neutral. The result implies that involvement of staff in the decision making process is a measure that can be adopted to address the challenges head teachers faced. Head teachers have to ensure that teachers participate in goal-setting. Educational managers should help teachers to achieve their goals through participative decision making, motivation and professional development. The way head teachers manage the human resource determines the effectiveness of teachers and support staff in performing their duties (Nsubuga, 2003).

Also, 48 respondents representing 58.81% agreed that presence of disciplined students was one of the measures that could be adopted to address the challenges head teachers faced, 30 respondents representing 34.88% were neutral, 5 respondents representing 5.81% disagreed while 3 respondents representing 3.49% strongly disagreed. The result implies that presence of disciplined students is a measure that can be adopted to address the challenges head teachers faced.

Again, 40 respondents representing 46.51% strongly agreed that sensitization of teachers on the need to cooperate with head teachers was one of the measures that could be adopted to address the challenges head teachers faced, 34 respondents representing 39.53% agreed, while 12 respondents representing 13.95% were neutral. The result implies that sensitization of teachers on the need to cooperate with head teachers is a measure that

can be adopted to address the challenges head teachers faced. Kusi (2008) indicated that for a school to be successful to achieve set objectives, it is important for heads and teachers to cooperate with each other for the common good of the school.

Also, 32 respondents representing 37.21% agreed that provision of safe working environment was one of the measures that could be adopted to address the challenges head teachers faced, 43 respondents representing 50.00% were neutral while 11 respondents representing 12.79% disagreed. The result implies that provision of safe working environment is a measure that can be adopted to address the challenges head teachers faced.

Again, 38 respondents representing 44.19% strongly agreed that sourcing for adequate financial resources was one of the measures that could be adopted to address the challenges head teachers faced, 37 respondents representing 43.02% agreed, while 11 head teachers representing 12.79% were neutral. The result implies that sourcing for adequate financial resources is a measure that can be adopted to address the challenges head teachers faced. Armstrong (2010) stated that school heads should be given adequate financial resources in order to facilitate their duties as managers and administrators of the school.

Finally, 40 respondents representing 46.51% strongly agreed that teachers lack of interest in co-curricular activities was one of the measures that could be adopted to address the challenges head teachers faced, 38 respondents representing 44.19% agreed, 6 respondents representing 6.98% were neutral while 2 respondents representing 2.33% strongly disagreed. The result implies that teachers lack of interest in co-curricular activities is a measure that can be adopted to address the challenges head teachers faced.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter comprises the summary of findings, conclusions, recommendations and suggestions for further research.

5.1 Summary

The purpose of this study was to investigate the administrative challenges facing public Basic school head teachers in the Bosomtwe District of the Ashanti Region. The objectives of the study were to find out administrative duties head teachers perform in basic schools at Bosomtwe District, examine the administrative challenges head teachers face in managing basic schools at Bosomtwe District and to determine measures to overcome the administrative challenges head teachers face in managing basic schools at Bosomtwe District.

Descriptive survey design was used for the study. The population for the study was all basic school head teachers in the Bosomtwe District. The targeted population for the study was 110 head teachers. Simple random sampling was used to select 86 head teachers based on Krejcie and Morgan (1970) table for the determination of sample size. for the study. Closed-ended questionnaire was used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.81 which meant that the research instrument was highly reliable. The data were analyzed descriptive and presented using tables, frequencies and percentages.

5.2 Major findings of the Study

The study found that head teachers ensured the implementation of curriculum, supervised instruction of teachers, ensured adequacy of teaching and learning materials, managed financial resources of the school and also ensured continuous professional development for teachers.

The study further revealed that the challenges head teachers faced were teachers', inadequate financial resources, lack of cooperation between staff and heads, inadequate knowledge and skills on school management, inadequate teaching and learning resources and lack of cooperation among staff.

The study finally discovered that provision of in service training on school management, provision of sufficient teaching and learning resources, provision of adequate human resources to implement the school curriculum, involvement of staff in the decision making process, sensitization of teachers on the need to cooperate with head teachers and sourcing for adequate financial resources were measures that could be adopted to address challenges head teachers faced in school management.

5.3 Conclusion

It is concluded based on the findings of the study that head teachers performed their duties as they ensured the implementation of curriculum, supervised instruction of teachers, and also ensured adequacy of teaching and learning materials. It is therefore concluded that if head teachers performed their duties as shown then it would improve the quality of teachers and the staff to promote teaching and learning for the success of basic schools in the Bosomtwe District.

It is also concluded that for the fact that there were various challenges head teachers faced which included inadequate financial resources, lack of cooperation between staff and heads, inadequate knowledge and skills on school management and inadequate teaching and learning resources, head teachers administrative duties would not be as effective as anticipated.

It is finally concluded that there are some measures that can be adopted to address the challenges head teachers faced including provision of sufficient teaching and learning resources, involvement of staff in the decision making process and sensitization of teachers on the need to cooperate with head teachers. It is therefore concluded that these measures, if adopted would help to facilitate the administrative duties of head teachers.

5.4 Recommendations

On the basis of the findings of the study and conclusions drawn from them, the following recommendations are made:

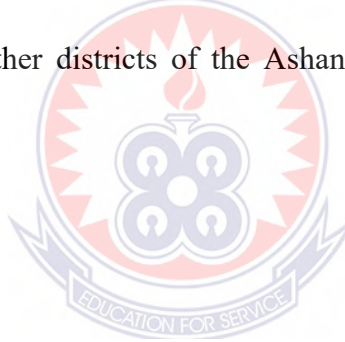
1. The Bosomtwe District Director of Education should liaise with the Ghana Education Service to provide adequate financial resources to head teachers to facilitate their administrative duties.
2. The Bosomtwe District Director of Education should liaise with the Ghana Education Service and other stakeholders in education to work together to address the various challenges militating against head teachers administrative duties in basic schools in the Bosomtwe District.
3. The Bosomtwe District Director of Education should ensure that heads of educational institutions involve staff in the decision making process to enable

them own decisions made to implement them wholeheartedly for the success of the school.

4. The Bosomtwe District Director of Education should consider adopting the various measures the study revealed could be used to address head teachers' administrative challenges to mitigate the challenges for effective administration.

5.5 Suggestions for Further Studies

The study was conducted to investigate the administrative challenges facing public Basic school head teachers at Bosomtwe District of the Ashanti Region so similar study should be conducted in other districts of the Ashanti Region to confirm or refute the findings.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA – KUMASI CAMPUS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR HEAD TEACHERS

Dear respondent,

I am ALEXANDER ODURO YEBOAH a graduate student of the University of Education – Kumasi Campus, pursuing a study leading to the award of an MA in Educational Leadership. I would be grateful if you could spend some time to complete this questionnaire for me.

The aim of this study is to determine the administrative challenges facing public Basic school head teachers in the Bosomtwe District of the Ashanti Region. You are not to write your names on the questionnaire. This is not a test. Please give honest answers. Information obtained will be treated with confidentiality.

Thank you.

SECTION A: PERSONAL DATA OF RESPONDENTS

Please tick/fill the appropriate option applicable to you.

1. What is your gender?

a. Male: []

b. Female []

2. What is your educational level?

a. Diploma []

b. First Degree []

c. Second Degree []

3. How many years have you worked as head?

a. Less than 5 years []

b. Between 5 – 9 years []

c. Between 10 – 15 years []

d. 16 years and above []

SECTION B: ADMINISTRATIVE DUTIES OF HEAD TEACHERS.

For each of the following statements, circle the number that best describes the administrative duties of you perform in your schools.. The rating scale is as follow: 5 =

Strongly agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly disagree

No.	Statements	5	4	3	2	1
4	Ensure the implementation of curriculum					
5	Supervise instruction of teachers					
6	Manages the school plant					
7	Ensure adequacy of teaching and learning materials					
8	Ensure success of co-curricular programmes					
9	Manage financial resources of the school					
10	Prepares school calendar					
11	Ensure continuous professional development of teachers					
12	Distributes teaching work among teachers					

SECTION C: ADMINISTRATIVE CHALLENGES HEAD TEACHERS FACE

For each of the following statements, circle the number that best describes administrative challenges you face in managing the school. The rating scale are: **5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree**

No.	Statements	5	4	3	2	1
13	Inadequate financial resources					
14	Lack of cooperation between staff and head					
15	Inadequate classrooms					
16	Inadequate knowledge and skills on school management					
17	Students' indiscipline					
18	Inadequate teaching and learning resources					
19	Unsafe working environment					
20	Lack of cooperation from teachers					
21	Teachers lack of interest in co-curricular activities					

SECTION D: MEASURES TO OVERCOME ADMINISTRATIVE CHALLENGES**HEAD TEACHERS FACE**

For each of the following statements, tick the number that best describes measures that could be adopted to overcome administrative challenges you face in managing the school. The rating scale is as follow: *5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree*

No.	Statements	5	4	3	2	1
22	Provision of continuous professional development for staff					
23	Provision of sufficient teaching and learning resources					
24	Provision of adequate classrooms					
25	Involvement of staff in the decision making process					
26	Presence of disciplined students					
27	Sensitization of teachers on the need to cooperate with head teachers					
28	Provision of safe working environment					
29	Provision of adequate financial resources					
30	Sensitization of Teachers to develop interest in co-curricular activities					

THANK YOU