

UNIVERSITY OF EDUCATION, WINNEBA

**CHALLENGES OF WOMEN IN EDUCATIONAL LEADERSHIP POSITION
IN TANO NORTH MUNICIPALITY OF AHAFO REGION, GHANA**



**A thesis in the Department of Social Studies Education,
Faculty of Social Science Education, Submitted to the School of
Graduate Studies in partial fulfillment**

**of the requirements for the award of the degree of
Master of Philosophy
(Social Studies Education)
In the University of Education, Winneba**

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DECLARATION

Student's Declaration

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

Signature.....

Date.....

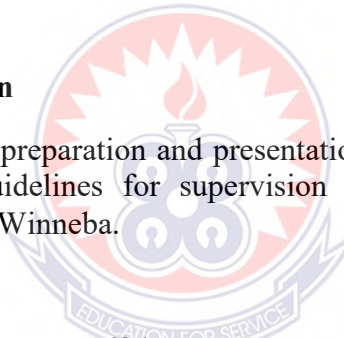
Supervisor's Declaration

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

Name of Supervisor: Dr. Lucy Effeh Attom

Signature.....

Date.....



DEDICATION

To my late father, Mr. Yaw Adjei Djan and my late brother Lord Ohene Djan. May their souls rest in perfect peace.



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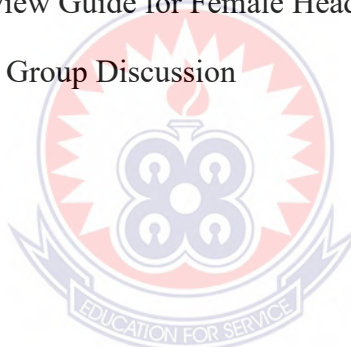
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ABBREVIATIONS

AFAWI	Alliance for African Women Initiative
AfDB	African Development Bank
AUC	African Union Commission
C E O	Chief Executive Officer
CEDAW	Convention on the Elimination of all forms of Discrimination against women
CHRAJ	Commission on Human Rights and Administration Justice
DOVVSU	Domestic Violence and Victims Support Unit
FGM	Female Genital Mutilation
GDP	Gross Domestic Product
GES	Ghana Education Service
GOG	Government of Ghana
ICT	Information Communication and Technology
IFWL	International Federation of Women Lawyers
IPU	Inter-Parliamentary Union
MOF	Ministry of Finance
SDGs	Sustainable Development Goals
U S	United State
UN	United Nations
UNDP	United Nations for Development and Populations

DEFINITION OF TERMS

- Gender:** Socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men.
- Equality:** Ensuring that individuals or groups of individuals are not treated differently or less favourably, on the basis of their race, religion, age, etc.
- Sex:** State of being male or female
- Position:** a position involving performance of major duties, managing or supervising duties or other employees.
- Human Rights:** They are rights inherent to all human beings regardless of race, sex, nationality, language, religion, or any other status.
- Leadership:** The process of becoming a leader.
- Feminine:** is relating to women/girl. A gender that refers chiefly but not exclusively female or to objects classified as female.
- Masculine:** is relating to men /boys, refers to chiefly males or to things classified as male.
- Subordinate:** a person under the control of another within an institution

ABSTRACT

The study explored the challenges of women in educational leadership position in Tano North Municipality, Brong Ahafo Region of Ghana. This was a qualitative study which employed case study design. Purposive sampling technique was used to select 20 participants comprising 15 women in educational leadership position and 5 of their subordinates for the study. Semi-structured interview guide (for women in educational leadership positions) and the focus group discussion guide (for their subordinates) were the instruments used for data collection. The data was analysed using thematic approach. The study found that women in educational leadership positions adopt the democratic leadership style in their administration even though they make use of autocratic leadership style at times. It emerged that some teachers do not accord female heads the necessary respect due to their culture, religious background and perception about women in general. Also, the problem of heavy workload associated with their new positions posed challenges to women in educational leadership position. It was established that mentoring, professional development coupled with leadership and administrative support help women in leadership positions to excel. It is recommended that Tano North Municipal Education office and other gender-based organizations should periodically organize leadership training programmes for women to prepare them professionally for leadership positions.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Worldwide, in spite of equal prospects for women and men which were emphasized at the fourth world conference on Women: Action for Equality, Development and Peace, women are still underprivileged when it comes to their representation both in the public and private sectors of the social order (Anigwe, 2013). The focal point of women development in education and other sectors of the economy in this contemporary period have placed much prominence on the essential factor of women involvement in the educational leadership position. Since the Beijing Conference which was held in 1995, global economies and politics have increased the exposure of women to leadership positions and granted them much power and prominence. The 1995 conference on women in Beijing manifest a significant turning point for the global agenda for gender equality. The Beijing Declaration and the Platform for Action was adopted collectively by 187 countries as an agenda for women's empowerment and considered the key global policy document on gender equality. The conference sets strategic objectives and actions for the advancement of women and the attainment of gender equality. Anigwe (2013) argued that the fact that human development is difficult to improve, it has propensity to isolate women in social, cultural, economic and political positions that justifies the need for abrupt action by national and international policy actors or players.

It is generally accepted that public opinion on gender stereotypes in education in relation to strategic positioning and leadership qualities impart the capability of women to effectively seek public office. However, people's opinions and attitudes toward women affect their competence to engage themselves keenly in public

discourse. Gender stereotypes often put females at the margin prior to decision – making process. In the view of Elson (2005) the challenges women continue to face in educational leadership position is based upon the sexual characteristics, patriarchy and division of labour in the society. Women’s labour is not to a larger extent flexible. “It cannot widen to cover all the deficiencies left by reduced public operating expense. It cannot absorb all the shocks of adjustment” (Baah-Boateng, 2009).

Accordingly, women participation and progress in educational leadership and in politics in Africa still lingers behind the men (Nebolisa, 2009). Reasons accounting for the neglect of women in active decision-making process may be assigned to poverty, lack of resources, religious and cultural beliefs, societal norms and customs and ignorance. According to the 2010 Population and Housing Census, the gender structure of Ghana’s population revealed that female constitutes 51% of the population; however, their potentials are still not explored as compared to their male counterpart. Even though there has been some significant increase of women in educational leadership positions in Ghana, their contribution in the socio- political and economic growth and development is still under expectation (Elson, 2005).

Gender variation may affect the physical condition of women and girls, especially in developing countries such as Ghana, Togo, Liberia, South Sudan and Central African Republic, with relatively low life expectancy, high illiteracy rate, famine, diseases and widespread poverty (Baah-Boateng, 2009). In some traditional societies in Ghana, educating girls is considered a misuse of family resources because girls may join their husbands’ family when they marry, and will not contribute to their family of orientation. According to Baa-Boateng (2009) most people in the Ghanaian traditional setup also have a notion that the place for the girl child is the kitchen where they are supposed to complement the work of the mother.

Women are more likely to be uneducated than men, denied the privilege to lead and actively involved in decision making while the picture is to a large extent brighter among children and young adults. Keeping girls in school longer has become a high priority in development because girls with a secondary education may wait longer to marry, have fewer and healthier children, and have higher incomes (Banda, 2005). Some Ghanaian cultural practices and norms promote gender inequalities in education depriving women and young children the opportunity to harness their talents, potentials and leadership skills. Some cultural norms which discriminate against women and prevent them from fulfilling their dreams and aspirations as full citizens of Ghana must be changed. These cultural practices include female slave marriage (trokosi), widowhood rites, early marriage or force marriage, child labour practices, banishment of women alleged or suspected to be witches and female genital mutilation (FGM) (Ngaaso & Atom, 2011). According to Ngaaso and Attom (2011, p.13) „unfortunately, there are certain people who use culture to justify discriminatory practices against women and other social group“. According to Amoah (1986) as cited by Ngaaso and Attom (2011) in Ghana, a strong successful woman is regarded as a witch and thus marginalized and demonized in a similar way.

Similarly, Ngaaso and Atom (2011) stated that a number of laws have been enacted to prohibit some of these destructive gender-based practices. These laws include the Criminal Code Act, 1984, Act 554 outlaw religious oppression of girls and Act 484 against Female Genital Mutilation (FGM). Ghana is also a party to the Convention on the Elimination of all forms of Discrimination against Women (CEDAW). Article 26 (2) of the 1992 Constitution of the republic of Ghana prohibits customary practices which dehumanized or are harmful to the physical and mental well-being of all persons. The African Charter on Human and People’s Rights and its

women's Protocol have requirements outlawing cultural practices which discriminate against any person, including women. Ghana's pledge under International Human Rights Instrument includes the support of cultural norms which give confidence to the rights and progress of women and the elimination of practices which discriminate against them. However, social pressure from society and the family make it complex to assess the impact of the laws passed against these cultural practices. Lack of prompt and sufficient responses from law enforcement agencies such as the police, the law court and Commission on Human Rights and Administrative Justice (CHRAJ) discourage women from reporting cases of maltreatment.

Education is very essential to the accelerated pace of social, political and economic development of every country. This is the rationale for apportioning substantial size of nations' Gross Domestic Product (GDP) to expand the educational sector. Ghana sets aside, between 7.6 billion cedis and 9.9 billion cedis of the annual development and recurrent expenditure to education (MOF, 2018). This includes payment for human resources, like the education administrators, and provision of educational infrastructure to increase accessibility.

Ghana is in the midst of the nation's advocating for gender equality and women empowerment enforcement in the educational sector. Women have been promoted through competitive processes to positions of accountability at all levels. This pledge has been enshrined in the 1992 Constitution, and other government intermediate policies and programmes, which obviously lay down the concerns of gender equality and women's political, social and economic empowerment in national development. Reforms in the educational sector have ensured proficient delivery at all levels. The focus is more on educational output and institutions are given greater dominion in achieving the national goals which focus on effectiveness (GOG, 2010).

Discrepancies in gender equality are addressed by all actors in the world at all levels. The ministry of education has been in the forefront in ensuring gender equity in the organizational positions in the country. Men and women administrators are given the same opportunities to work and be useful in the delivery of services in the country. However, there are still prejudices in various parts of the nation towards female administrators, which have outlawed effective delivery of services. In Ghana, although there are many women in the teaching career, the number that holds leadership positions has been low. There are a number of challenges facing women in educational leadership compared to their male counterparts. There has been little focus on the challenges facing women in educational leadership in the Tano north Municipality and the reasons why some of them perform below expectation.

There are relatively fewer women managers and administrators in the Tano north Municipality compared to other parts of the country. There are socio-cultural and managerial issues that are discriminating against women that necessitate investigation and amicable solution so that they can be addressed harmoniously. Despite these, it should be noted that there are opportunities that women in educational leadership can seize to enhance output of work, which include learning of Information Communication and Technology (ICT), doing away with destructive cultural practices and taking up opportunities to upgrade themselves.

There is the need to review and evaluate gender issues in educational institutions in the Municipality. These gender issues include gender discrimination that barricade the woman educational manager from successfully discharging her duties. Some of the gender related challenges include sexual harassment, delay in promotions, violence against female administrators, unhealthy relationships between female administrators with their superiors and inequality in the number of women vis-

a-vis men in senior management positions in the country (Johannes, 2010). The few women administrators in the Tano north Municipality have opportunities that are most likely not exploited, thus the need for this study to recognize the nature of the obstacles and the opportunities for the female administrators to improve the educational standards in the Municipality. This study therefore seeks to examine the challenges faced by women in educational leadership in the performance of their role so as to provide remedies to enhance the management of educational institutions in the country.

1.2 Statement of the Problem

Women are under-represented in government all over the world and they lag in positions of power and decision – making in Africa (Nebolisa, 2009). Conventional norms and practices in most Africa countries, especially Ghana does not give consent to women to get hold of leadership positions in education and other sectors in their various localities. Women are generally relegated to the background because of their vulnerability. Reeven and Baden (2000) mentioned that dominant cultures reinforce the position of those with economic, political and social power, and therefore tend to reinforce male power. The defense of „culture“ and „tradition“ is time and again used by men to give explanation for practices that hold back women’s life chances and outcomes. Gender inequalities in educational leadership are crosscut by other social inequalities such as class, social order, ethnicity and race, which could be prioritized over gender concerns in certain contexts. A rigid and universal concept of patriarchy denies women room for resistance and strategies for change. A more nuanced analysis is needed that takes into account difference and complexity, and the agency of women.

In the Tano North Municipal in the Ahafo region, there is some kind of misconception and apathy concerning women who hold managerial positions in the educational sector. Within the municipality, it is believed that traditional and cultural practices strongly oppose to female leadership in educational institutions. Majority of leadership positions are thus reserved for males. These beliefs, coupled with low academic and professional qualifications of women in the municipality, appear to have relegated them to the background of administrative positions within the Ghana Education Service (GES). In addition, within the Tano North Municipality, it is observed that only a few women occupy high rank administration positions within the Ghana Education Service (GES). Individual members in the community who work under these women seem to have a strong notion that because of the patriarchy nature of our society, leadership positions should be held by men. Again, negative attitudes and perceptions held by some subordinates concerning women in educational leadership positions in the municipality most of the time, impact negatively on the confidence, attitude and performance of these women leaders which affect the overall delivery of quality education in the country. This assumption by the community members basically defeats the call for gender equality and women empowerment.

At the moment, preference is set for GES members with masters' qualification when it comes to engagement to headship positions. Based on the GES guiding principles, it appears more men meet the requirements to be appointed to headship positions in educational establishments in the Tano North Municipality. This confirms the observation of Anamuah-Mensah (1995) that education is an essential influence for pushing women into public office. It further supports the study by Gyekye (2004) that less important educational and training credentials make women uncompetitive in the job market and elective offices. Statistics from the Municipal Education

Directorate indicates that as at 2018/2019 academic year, out of 87 heads of both basic and second cycle institutions in the Municipality, 12 of them are females. The number of women in educational leadership positions in the municipality is not encouraging.

This study sought to address the increasing gaps that exist regarding the challenges of women in educational leadership positions in Tano North Municipal of Ahafo Region.

1.3 Purpose of the Study

The purpose of this study is to explore the challenges of women in educational leadership positions in the Tano North Municipal of Ahafo Region and create awareness of the effect of these challenges.

1.4 Objectives of the Study

The study sought to:

1. Analyze the leadership styles of women in key educational leadership positions in the Tano North Municipality.
2. Assess subordinates' views on the capabilities of women in educational leadership position in Tano North Municipality.
3. Examine the challenges confronting women in educational leadership in the Tano North Municipality
4. Explore how women educational leadership position address the challenges they face.

1.5 Research Questions

The following research questions guided the study:

1. What are the leadership styles of women in educational leadership in the Tano North Municipality?
2. How do subordinates view the capabilities of women in educational leadership in Tano North Municipality?
3. What are the challenges confronting women in educational leadership in Tano North Municipality?
4. How do women in educational leadership deal with the challenges confronting them in Tano North Municipality?

1.6 Significance of the Study

This study has prospective for social change where women will be permitted to generously cling to public office and take hold of positions in educational institutions. International and national organizations such as Alliance for African Women Initiative (AFAWI), International Federation of Women Lawyers (IFWL), and Domestic Violence and Support Unit (DOVSSU) of the Ghana Police Service the need to be engaged to institute public policies and actions that would stop gender partiality and officially certify the status of women in all aspect of public life. Furthermore, the results of the study will provide the Government of Ghana and for that matter the Ministry of Gender, Children and Social Protection and other gender related agencies with information on the need to empower and protect women's right.

This study would provide insight into the experiences of women in educational leadership positions and recommend support for them in administrative positions. The women leaders will benefit from this study by expressing their view on issues regarding their capabilities to provide framework for other women seeking

to appreciate the effort of women in educational leaderships. They would be relieved as they share their experience with other people.

The result of the study may help to get rid of the bottlenecks obstructing the women of the Tano North municipality from contributing fully in educational management positions by providing them information that will adequately inspire them and other stakeholders in the educational sector to work towards reducing these bottlenecks. The results of the research may also upsurge the desire of women to fully contribute their quota in leadership positions, understanding the obstacles that women face in the municipality could help policy makers and the women themselves to create a kindlier and more gender subtle work atmosphere.

1.7 Delimitation of the Study

The study was on the challenges of women in educational leadership position in Tano North Municipal Education Directorate of the Ahafo Region of Ghana. Geographically, the study was carried out in the educational institutions in the municipality. The study covered female heads of both first and second cycle schools in the municipality and teachers who teach in basic and senior high schools in the municipality. The selected population is also based on the fact that they are directly affected by the phenomenon.

1.8 Organization of the Study

The study is segmented into five chapters. Chapter One, which is the introductory section includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and delimitation of the study. Chapter Two deal with the literature review and theoretical framework. Chapter Three gives insight into the methodology, the research

design, the target population, the accessible population, sampling and sample procedure, sources of data, instruments for collecting data, issues of trustworthiness data analysis, and ethical consideration. Chapter Four deals with findings and discussions, whereas Chapter Five, which is the final chapter, deals with the summary of the findings, areas for further studies, conclusion, limitations and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of related literature. The literature review covers issues such as the theoretical framework, the concept of leadership, women leadership, Gender differences and similarities in leadership styles, the concept of women empowerment and economic development, perceptions and capabilities of women in educational leadership, challenges confronting women in educational development and overcoming the factors that affects female contribution to educational leadership, perceptions and capabilities of women in educational leadership,

2.1 Theoretical Framework

2.1.1 Empowerment framework

Empowerment framework was promoted by Greenberger (2006) and Lee (2003). The concern of women's equality in all facets of national life is attainable as a right and principled one. The empowerment approach accordingly advocates societal advancement. Empowerment is a progressive action that increases the capacity of disadvantaged persons or groups to challenge existing power relations that place them in secondary economic, social and political positions.

Rao and Kelleher (2005) define women's empowerment as the skill of women to be realistically liberated and self-sufficient with power over decisions affecting their life choices and liberty from cruelty and injustice. They suggest that women's empowerment must center on aggregate proficiency to be economically self-sufficient that is earn an income, own property, manage their own investments, increasing women's self-confidence and ability to recognize and bargain for their civil rights in

the national circle. Increasing women's ability to be in custody of their bodies, their time and their advancement are also considered empowerment. Fair access and control over public and private resources as well as judicious contribution in the homes, community and national decision making are important traits of gender empowerment. Banda (2005) suggests that there is a need to streamline social organizations and establishments to hold women's and men's different views to profit both. The privilege and empowerment approach focuses on women's relative position to men and ability of women to challenge male domination. Equal chance of the rights over resources and opportunities is observed as a primary feature of the larger concern of gender parity as a measure of a just society. This approach calls for amendment of society and organizations by addressing women's useful and strategic needs.

2.2.2 Behavioural theory (Theory Y)

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, identified with McGregor's Theory Y, this theory focuses on the actions of leaders not on mental qualities or internal states (Arhin, 2012). According to the school of thought, instead of the traits of the leader, it is rather the manner in which the leader behaves within the environment that determines his or her level of effectiveness. The theory developed by Paul Hersey and Kenneth Blanchard is based on the "readiness" level of the people the leader is attempting to influence. Readiness is the extent to which followers have the ability and willingness to accomplish a specific task. Ability is the knowledge, experience and skill that an individual possesses to do the job and is called job readiness. Willingness is the motivation and commitment required to accomplish a given task.

2.3 The Concept of Leadership

According to Silva (2006), leadership is one of the concepts that is very difficult to define. Fifteen years ago, Spencer (2013) cited in Arhin (2012) mentioned that there are almost as many different definitions of leadership as there are people who have attempted to define the concept. It estimated at the end of the last century at least 650 definitions of leadership in literature (Bennis & Townsend, 1995). McCleskey (2014), Bass (2008) and other authors, argue that the search for a single definition of leadership may be ineffective since the exact definition of leadership depends on the importance and the type of problem or situation being studied.

Leadership as a concept is one of the discussed issues in the social, political and economic environment. Several researches on leadership have been done previously. In 2003, a search in Amazon.com for the word “Leadership” revealed more than 11 thousand results on articles published from 1970- 2002 (Story, 2004). Previous studies articles showed that the answer of the change in global environment is held by the leaders who are the reason for not only the individual success but also the success of business organization along with regions, nations and sectors. Leadership appears to be, like power, an essentially contested issue (Arhin, 2012). True task of a leader is to move, make a change that illustrates improvement. Successful leaders begin with the end in mind (Kellerman & Matusak 2000). Leaders who are mostly successful make sure that the targets and aspirations are usually achieved. More concisely, working relationship is the effective modular of leadership, between leadership and other working party or individuals (Bass, 2004).

Galton (2009) further mentioned that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. Bennis (2008) for example

states that leaders are people who are able to express themselves fully, they know what they want, why they want it and how to communicate what they want to others in order to gain their cooperation and support, and also know how to achieve their goals. Gardner (2011) concludes that there are some key qualities or attributes that those who exhibit these qualities would be good or effective leaders in any organization. These qualities include: physical vitality, intelligence and action oriented judgment, task competence, eagerness to accept responsibility, need for achievement, courage and resolution, capacity to motivate people, Skill in dealing with people, Trustworthiness and self-confidence, to mention but a few.

Leadership is a process and not just a personal quality. A process, according to June (2007), is a series of actions that produce something or that lead to a particular result. Arhin (2012) have considered leadership as a process. The leadership process is characterized by influence, not only the influence of the leader upon followers, as described by many authors, but the interactive influence between the leader and the followers, as first suggested by Bass (2004). The leadership process occurs in a given context. If the context changes the leadership process will also be different. Spencer (2013), in the 19th century, anticipated the importance of the context. Avolio (2007), Javidan, Dorfman, Howell and Hanges (2010), and Kellerman (2014) are some of the authors that have recently insisted in the influence of the context in the leadership process.

The leadership process requires that people, the followers, accept someone as their leader. The leader could be accepted because he or she makes use of the force to exert influence upon followers (Kellerman as cited by Volckmann, 2012), or may be willingly accepted, as suggested by Spencer (2013), because the followers identify that the leader is the suitable person to lead them in a particular context. If the

followers decide not to continue following their leader, the leadership process may end, as it happens in England after WWII. The purpose of the leadership process is to accomplish shared goals between leaders and followers (Tannenbaum, Weschler & Massarik, 1961, cited in Arhin, 2012). If followers perceive that the leader is not acting on their behalf the leadership process may be affected.

For many centuries, leadership was seen just as an individual quality. However Confucius, the great Chinese philosopher that lived between 551 BC – 479 BC, did not suggest any definition of leadership but insisted the need for leaders to be righteous and look after the people around them. For him, a leader's most important principle is to serve the people. For Plato, which many recognize as the founding father of philosophy, the leader should be intelligent (Spencer, 2013).

In the 19th century, Carlyle summarized the recurring ideas about leadership in his theory of the “great man” (Carlyle, 2011). For him, leaders were outstanding persons or heroes that were able to use their charm, cleverness, astuteness, and political skill to have power and influence over other people. Although Carlyle's ideas remained predominant, Spencer pointed out that such great men were the products of their societies or the context, anticipating the modern debate about leadership (Spencer, 2013). Despite the fact that leadership continued to be defined as a personal quality, after World War II a new trend started. McCleskey (2014) defined leadership as the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement. This was perhaps the first effort to point out that leadership was not a mere individual trait but a process of influence upon others. McCleskey (2014) further defined leadership as the interpersonal influence, exercised in a situation and directed through the communication process, toward the attainment of a specified goal or goals. Spencer (2013) also emphasized the aspect of influence in

leadership and stated “Leadership requires using power to influence the thoughts and actions of other people”. June (2007) added a new viewpoint when he defined leadership as the process of moving a group (or groups) in some direction through mostly non-coercive means. According to this definition, the use of coercive means is not akin to leadership, since there should be a voluntary followership. Not all scholars agree with this distinction; for example, the use of force is also leadership (Volckmann, 2012).

In the 1990s leadership philosophers started to give significance to followers in the leadership process. Bass (2004) established a breakthrough in this field and indicated that leadership was not only a process of influence of the leader upon others but a communication process that could be influenced by anyone involved. For Bass leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can show evidence of some amount of leadership characteristics. Owusu- Bempah (2014) mentioned several other authors that between 1992 and 2001 argued in favour of a “follower-centric” approach, emphasizing followers’ contribution and roles in the leadership process. Arhin (2012) insisted on the importance of the leader setting a vision, and sharing this vision with others and stated "A leader shapes and shares a revelation which gives point to the work of others" (p.4).

June (2007) also emphasized that leadership was a relationship process oriented to achieve some common goals. Leadership is an influence relationship among leaders and followers who intend to bring real changes that reflect their mutual purposes. McCleskey (2014) affirmed that leadership is “the capacity to create a

compelling vision and to translate vision into organizational realities". In short, their ideas of leadership were the capacity to translate vision into reality. June (2007) summarized the ideas at the end of the 20th Century when he noted that the only definition of a leader is someone that has followers. Even though most present-day thinkers have avoided giving a definition of leadership, Kellerman as cited by Volckmann (2012) has expressed that leadership is an equilateral triangle in which the three sides are the leader, the followers, and the context. That is, she recognizes the importance of the leader, as has been done for centuries, but states that the followers are as important as the leader, as was suggested by Bass (2004). Most interestingly she adds the context is also equally important component of the leadership process.

In the views of Sharma and Jain (2013) leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Northouse's (2007, p.3) definition of leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge traits and skills. However, we know that we have traits that can persuade our actions. This is called trait leadership (Arhin, 2012), in that it was once common to believe that leaders were born rather than made. While leadership is learned, the skills and knowledge possessed by the leader can be influenced by his or her attributes or traits such as way of life, principles, beliefs, and moral fiber. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

According to Ely, Ibarra, and Kolb (2011), the advancement of a leader is associated with the exclusivity of a leader. Taking up leadership role is a development of personality where a person internalizes this character during reaction and experiences. Furthermore, the leader identity depends on the sense of purpose, resulting in a leader being extra efficient when pursuing goals in line with their principles and when they are focused on the collective good (Quinn, 2004). He further mentioned that because of the alert sense of purpose, leaders are more enthusiastic to face up to the status quo. According to Avolio (2007), tradition dictates that leaders need to be influential, self-confident, and self-determining, whereas women are assumed to be friendly, caring, and selfless. Consequently gender biases obstruct with the progress of appropriate leader uniqueness for women, and cause men to support those that are related to them, resulting in the sponsoring of other men (Eagly & Carli, 2007). In addition the leadership identity constructed becomes overly masculine causing women to avoid taking up leadership roles.

2.4 Leadership Styles: Gender Differences and Similarities

2.4.1 Gender differences

In leadership study, gender has been distinguished from sex, with the former viewed as a set of traits branded male or female that is shaped culturally, and the latter seen as comprising attributes that are the outcome of biological characteristics (Spencer, 2013). Male gender traits of leadership style are described as; hostile, self-determining, objective, coherent, balanced, logical, influential, positive, self-assured, ambitious, opportunistic and impersonal are distinguished from female gender trait of leadership style described as; expressive, receptive, communicative, supportive, perceptive, lukewarm, diplomatic, open to ideas, articulate, calm, compassionate, and meek (Ahin, 2012). Arhin further implied that gender role is a vital behaviour

attribute that influences leadership style. Park has related masculinity with task-oriented leadership style and femininity with relationship-oriented leadership style.

Hofstede (2001) suggests that the masculinity/femininity element affects the meaning of work in people's lives. While men still dominate in leadership positions, there is a study suggesting that when women do occupy leadership positions, they display different leadership styles compared to males. In a review of the existing writing on female leadership, Eagly and Carli (2007) noted that among managers women tended to be more democratic in their leadership styles compared to men. Eagly and Carli also reported that a meta-analysis of 45 studies probing gender differences in transformational leader behaviours found compared to male leaders; female leaders used a more transformational style.

Lewin (2005) indicated that most women in educational leadership were democratic who encouraged participative style of administration where views of all members of staff are considered; since they are also members of the school without which the leader cannot lead. Generally, this style of leadership has been described as ideal and most effective leadership style for schools. Arhin, (2012) maintained that democratic leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged and part in the process and are more supportive, motivated and creative. In a related study from Omeke and Onah (2012), they found that most female heads or administrators of senior high schools used democratic leadership style to impact positively on their subordinates and the school as a whole. Roe (2012) further explained that at certain times female heads switched to other leadership styles although that may not be the type of leadership style they commonly used to run the affairs of their school.

The idea of male and female gender qualities facilitate the argument that male gender qualities are oriented towards more impersonal, task oriented or transactional approach to leadership, while female gender qualities tend towards a more nurturing, relationships oriented style of leadership that underlies the transformational leadership approach (Pounder & Coleman, 2002). Women seem to lead in a rather democratic way, while men show a more autocratic leadership style (Eagly, Johannesen-Schmidt, & van Engen, (2003). Research findings of Trinidad and Normore (2005) also show that women adopt democratic and participative leadership styles in the corporate world and in education. Moreover, female leaders seem to prefer a transformational leadership style (Eagly et al., 2003). The uniqueness of transformational leadership relate to female values developed through socialization processes that include building relationships, communication, consensus building, power as influence, and working together for a common purpose. This is also supported by Shane (1995) stating that femininity was found to be positively correlated with transformational leadership. In addition, several studies focusing on transformational leadership indicated that women are perceived, and perceive themselves, as using transformational leadership styles more than men (Bass, 2004; Druskat, 2006; Rosener, 2000, Kark, 2004).

2.4.2 Gender similarities

In contrast, Menaha, Amaratunga and Haigh (2014) have argued that there are no major gender differences between males and females in their leadership behaviours. Elson (2007) in his assessment of a number of explorative studies, establish that male and female leaders display similar quality of task oriented and people oriented leadership behaviours. Pounder and Coleman (2002 p.8), citing a number of studies undertaken by various researchers (Thompson, 2000) have

summarized the idea of little or no difference and no evidence of any dissimilarity in the leadership styles, leadership efficiency and competencies of men and women. Spencer (2013) revealed that there are far more similarities than differences in the leadership behaviours of men and women and they are similarly effective.

Further Vinkenburg (2000) establish no gender differences in executive self-efficacy, self-monitoring, managerial commitments and managerial effectiveness in terms of salary progression, performance appraisals and hierarchical progression. Oshagbemi and Gill (2003) opine that women managers delegate less than their male counterparts but their directive, consultative and participative leadership styles were similar. There are more similarities than differences found in their study in the leadership styles and behaviour of managers, unlike the findings in other research studies where there are significant differences between males and female in the leadership styles and behaviour.

Further, the gender reform approach, mostly represented by liberal feminism, asserts that gender differences are not based on biology and that men and women are similar in their common humanity (Lorber, 2001). Therefore, biological differences should be ignored in order to achieve gender equality in work opportunities.

Mankoe (2007) is of the view that there was no leadership style that is best in all situations and for that matter leaders should consider and assess prevailing situations and conditions before they apply leadership styles. However, McShane and Von Glinow (2000) are on the view that an organization's structure and operating methods may dictate the type of leadership style that managers must adopt. Some organizations place heavy emphasis on encouraging contributions or ideas from their members, requiring an open style of leadership where members have a large say in determining their own roles and functions. Other organizations operate with more of a "my way or

the highway" mentality, where leaders dictate direction and deviation or innovation is frowned upon. Furthermore, McShane and Von Glinow (2000) are of the view that a leader's level of experience, both as a leader and with a particular organization can have an impact on his style, while a more experienced leader will often feel more confident in following his own interpretation of rules and regulations. A leader who has been part of an organization for many years will likely have a better understanding of the organization's nuances than a new member, so she may be more comfortable when making decisions.

2.5 The Concept of Women Empowerment and Economic Development

Rahman (2013) defines empowerment as a process of productive change that improves women's fall-back position and bargaining authority within a patriarchal structure, and recognize different causal pathways of change; material, cognitive, perceptual and relational. It can also be explained as a process of awareness and capacity building leading to greater participation, to greater decision-making, power and control, and to transformative action.

In addition, empowerment is a process that is both individual and collective. Sometimes it involves people as groups that most often begin to develop their awareness and the ability to organize to take action and bring about change. Rahman (2013) mentioned that long before the word 'empowerment' became popular, women were speaking about gaining control over their lives, and participating in making the decisions that affect them at home and in community, government and global development policies and programmes.

Rao and Kelleher (2005) define women's empowerment as the capacity of women to be economically self-sufficient and self-reliant with control over decisions affecting their life options and freedom from violence and discrimination. They

suggest that women's empowerment must focus on increasing women's ability to be economically self-sufficient that is earn an income, own assets and manage their own finances, increasing women's confidence and ability to know and negotiate for their rights in the household and the community. It involves increasing women's control over their bodies, their time and their movement. Furthermore, working towards gender transformation is conceptualized in terms of increasing women's and men's abilities to analyse and reshape socially constructed gender relations in order to transform power dynamics.

Roe (2012) explained that women empowerment must involve undoing all negative social structure such as violence against women, male dominance, unequal gender relations originating from patriarchy, so that women will come to see themselves as having the capacity and the right to act and influence decisions. Sullivan (2014) also noted that women empowerment is women acquiring an ability to control their own lives, enabling them to take advantage of their rights and skills and to advance their access to and control over various resources (political, economic, information, etc.).

Reeven and Baden (2000) further explained women empowerment as women having full participation on the basis of equal opportunity in all sphere of the social order, including participation in the decision-making process and access to power, are fundamental for the attainment of equality, development and peace. In the view of Roe (2012) the society must put in place with the correct and suitable machinery so that women will be free to take their own decisions. The society must also help to eliminate obstacles that thwart the improvement of women in nation building. Women must be incorporated into management and development efforts to meet the dual objectives of healthier management of the resource base and improved community

welfare. Kabeer (2004) also argues that self-esteem and feeling of being an active agent are the principal values of empowerment and she expands her views by saying that empowerment should be considered aspect of perceiving oneself as an active agent capable of making decisions.

Reeves and Baden (2000) explained that empowerment is a bottom-up process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it. Empowerment is sometimes described as the ability to make choices, but it must also involve being able to shape what choices are on offer. What is seen as empowering in one context may not be in another. This is because it involves a process whereby women, independently and collectively, freely analyze, develop and voice their desires and welfare, without them being pre-defined.

The ultimate goal of women's empowerment is for women themselves to be the active agents of change in transforming gender relations. Reeves and Baden (2000) explained that Planners working towards an empowerment approach must therefore develop ways of enabling women themselves to critically assess their own situation and shape a change in society. Whilst empowerment cannot be „done to“ women, appropriate external support can be important to foster and support the process of empowerment. A facilitative rather than directive role is needed, such as funding women's organizations that work locally to address the causes of gender subordination and promote dialogue between such organizations and those in positions of power (Reeves & Baden, 2000). Recently, interest has grown among development professionals in approaches to measuring women's empowerment.

Young (1993) explained that empowerment enables women to take active and strong control of their lives, set their own plans and strategies, organize to help each other, make demands on their state for support and on the society itself for change. From structural view point, women's empowerment approach is intrinsically psychological, structural and elitist (Sharma, 2000 p.26). It is psychological in that sense; it places over confidence on the effectiveness of conscientization as a key to women's empowerment. Even as the importance of awareness generation among women for their empowerment cannot be overemphasized, conscientization of women alone, to the exclusion of man is as important, perhaps even more than change in the attitude of woman, for setting gender relations on an even keel.

According to Roe (2012) in order to understand the process of empowerment, there is a need to be aware that power can take many different forms. Rowland further explains four different forms of power: This is power over or controlling power, this may be responded to with compliance, resistance (which weakens processes of victimization) or manipulation. The second is power to which is generative or productive power (sometimes incorporating or manifesting as forms of resistance or manipulation) which creates new possibilities and actions without domination. Power with is a sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together. The last form of power is power from within which is the spiritual strength and uniqueness that resides in individual and makes true human. Its basis is self-acceptance and self-respect, which extend, in turn, to respect for and acceptance of others as equals. Roe (2012) have considered some of the different manifestations of power. Using the conventional definition, of "power over" empowerment means bringing people who are outside the decision making process into it. This puts a strong emphasis on participation in political structures and

formal decision making and, in the economic sphere, on the ability to obtain an income that enables participating in economic and political decision-making. Individuals are empowered when they are able to take advantage of the opportunities available to them without constraints or difficulties.

According to Young (1993), empowerment enables women to take active and strong control of their own lives, set their own plans and strategies, organize to help each other and make demands on the state for support and on the society itself for change. He mentioned that empowerment is a total change of the processes and structures responsible for women's inferior status in the society. It is based on a „transformatory potential“ related to the need to transform women's position in such a way that the progression will be sustained. In true sense, empowerment is discussed as feminist viewpoint, and Karl (2005) explains, empowerment is gaining power and control of participation in decision-making. More recently, the word has entered the vocabulary of development agencies, including global organizations and the United Nations. Griffen (2007) summarize the following from gender point of view as the meaning of empowerment. That is gaining control and power to influence decisions affecting society. Furthermore, Beteille (2009) discusses it as power distribution devoid of having apparent power. According to Berteile, the main point in the wake of empowerment is that it seeks to transform society through a restructuring of power. It reflects Kabeer (2004) opinion which states that self-esteem and sense of confident about oneself are the agents of empowerment. However Dandikar (2006, p. 26) has explained empowerment as an inclusive development, which involves four corresponding aspects. These comprises women's economic/resource base, the public/political arena allowed to them by society, her family structure, and the

strength and limitations it imposes on her, and the psychological / ideological “sense” about women in the society, which in turn shapes their perception and option.

Women’s role in economic growth and development has paved way to the rise of women empowerment globally. According to Sharma (2000) the development strategy of women, however, has come under relentless questioning not only for its malfunction to deliver its mandates but also for working aligned with the interest of womankind. Traditional and religious practices and beliefs and other factors affirms Sharma’s view as issues that work against womankind. Such practices do not permit women to hold leadership positions in most communities. Consequently, modern societies have witnessed the rise of women’s empowerment standpoint which shot into prominence at the Beijing Conference in 1995. Roe (2012) discussed „empowerment“ in a formal way for the first time in 1970s. After him, many scholars discussed it as human potential especially for women empowerment. Spencer (2013), at first, discussed it as redistribution of power. As a concept, empowerment is widely used, but not often defined. The often-uncritical use of the term “empowerment” in development thinking and practice disguises a problematic concept.

Warring (2009) explained that majority of poor women in developing countries are engaged in farming and related enterprises such as animal husbandry and fishing with critical dependence on the availability and quality of resources such as land, water, forests, and seeds. Mehra further mentioned that with few exceptions, women are at the center of the environment and development nexus. The most influential evidence on the importance of women to economic development has come from study used to support the World Bank’s „Gender Mainstreaming Strategy“ launched in 2001 (Dollar & Gatti 2001; Klasen 1999 cited in Spencer, 2013). Societies that discriminate by gender tend to experience less rapid economic growth

and poverty reduction than societies that treat males and females more equally, and that social gender disparities produce economically inefficient outcomes (World Bank 2001). For example, it is shown that if African countries such as Ghana, Togo, Nigeria and Sudan had closed the gender gap in schooling between 1960 and 1992 as quickly as East Asia did, this would have produced close to a doubling of per capita income growth in the region (Rahman 2013). However strategies to address poverty among women in Ghana have therefore been linked to women's empowerment programmes in response to international commitments, development trends and in the realization of the Millennium Development Goals (MDGs) (Government of Ghana, 2003; Lund, Dei, Boakye, & Opoku-Agyeman, 2008).

Chapta (2005) explained that traditionally it is understood that women have the responsibility to cook food, fetch firewood/water, looking after the children's welfare examples bathing, feeding them, and taking care of them when they are sick and so on. At the same time they are supposed to look after their husbands. When doing farming activities in the rainy season the man and the woman will prepare the land and the woman's duty is to plant the seed. To carry out their tasks, women are, officially or unofficially, resource managers. They basically help in home and community management by playing their triple role (production, reproduction and home management). According to Warring (2009) women act as conservation actors (i.e. any individual who takes action regarding the management of natural resources) they must be fully involved in the decision-making processes concerning resource utilization.

In the school setup Musaaazi (1984) explained that the head, as a manager, has to direct the affairs of his or her institution. He/she has to initiate actions and show the way activities should be carried out. As earlier stated, the influence may take the form

of giving out clear and enforceable instructions for carrying out tasks. Teaching and learning in the school has to be done within stipulated time, and for that matter, the head (manager) has to ensure that teachers are in class during instructional periods and are doing what is required of them. As the head and manager of the school, he must offer perfect directions to his subordinates and students in regards to managing the school efficiently.

Adjei (2010) did a study in the Ga West Municipality where female heads embarked on unplanned and accessional supervisory act which positively influenced teaching and learning. By implication, female heads have to be moving round to observe that the various components of the school time table are adhered to. Etsey, Amedahe, and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective internal supervision of classroom instruction.

According to Etsey (2005), if heads as internal supervisors are more concerned with their work in schools, this would put the teachers on the alert to be more regular and early in school. This would forestall teachers' absenteeism and lateness and improve teaching in the schools. Supervision has been seen by many as a means of helping to improve the use of time in the school as well as direct activities of teachers and students towards goal attainment. In education, supervision is seen as a means of directing instruction towards achieving educational goal (Atakpa & Ankomah, 2000). Moorer (2003) asserted that supervision probes into the various actions and inactions that enforce the improvement of conditions and promote learning. He further said that supervision is primarily linked to activities which improve the learning and growth of

both the teachers and students. Supervision is culled from a stronger word „inspection“.

Manu (2012) further explained that capable female heads strived to solve most of the problems of the school by marketing the school to the community through the Parent-Teacher Associations (PTA), and Speech and Prize-giving Day and NGOs. There are other agencies like the churches, home, public libraries, and the mass media in the community that the school head can also work with to sell the school and help improve the state and status of a school.

Musaazi (1995) affirmed this and emphasized the fact that inspection of teachers' work was the aim of evaluating management, teachers, and the learning process. In viewing this from Musaazi's point, it is not only to improve the way teachers deliver their instructions and the efficient use of instructional time, but also to improve the overall performance of students. It was Musaazi's contention that, the ultimate goal of education was to result in the total growth of its students upon whom knowledge was being imparted. Supervision to him was simply a measure which is ascribed to ensure the attainment of instructional objectives. Feneh (2011) further explained that the provision of student personnel service by the school head forms an integral part in proper management of a school. This includes the keeping of registers and controlling students' behavioural problems. Education should be holistic thus, entertainments and sporting activities for students should be organized to meet their mental, physical, and health needs without neglecting the spiritual side.

2.6 Gender Equality and Equity

Chin (2007) posits that women have progressively moved in the direction of better gender equality at home and in the place of work. However, women are still underrepresented in leadership positions and still considered variance compared to men when in high positions of leadership mainly within institutions of higher education. Stereotypic gender role prospects can limit their leadership behaviours. Chin (2007) explained that perceived incongruity between women and leadership roles pose obstacles to leadership and result in double binds, other negative performance appraisals, and different principles compared to those functional to men.

Duffy (2015) posits that gender equality means equal opportunities, rights and responsibilities for women and men, girls and boys. She explained that equality does not mean that women and men are the same but that women's and men's opportunities, rights and responsibilities do not depend on whether they are born female or male. It implies that the interests, needs and priorities of both women and men are taken into consideration.

According to Olatunji (2013) the twentieth- and twenty-first centuries have witnessed the most consistent global effort to end inequalities and discrimination on the basis of differences such as sex, colour, religion, class, ethnic origin, economic status, political ideology, etc. Thus, human rights activists and oppressed groups have prioritised these issues in media reporting. Feminist studies have also identified discriminative patterns based on gender differences and advanced theoretical models for amelioration of the inequalities. Gender equity is a mechanism through which gender equality may be achieved. A consideration of both gender equity and gender equality is integral to good development practice. The aim of a development

practitioner should be equity for equality (Council for International Development, 2012).

According to Reeves and Baden (2000), gender equality is explained as women having the same opportunities in life as men, including the ability to participate in the public sphere. They also defined gender equity as the sameness in life outcomes for women and men, recognizing their different requirements and interests, and requiring a redeployment of power and resources. The term „gender equity“ is repeatedly used interchangeably with „gender equality“. Here, a distinction is pinched between these two concepts, reflecting conflicting understandings of gender differences and of the suitable strategies to address these. This expresses a liberal feminist idea that removing discrimination in opportunities for women allows them to achieve equal status to men. In effect, progress in women’s status is measured against a male norm. Equal opportunities policies and legislation tackle the problem through measures to increase women’s participation in public life.

Council for International Development (2012) cited in Arhin (2012) noted that gender equity is the treatment of people according to their respective needs to ensure equal rights, obligations and opportunities. It recognizes that people are born with different strengths and weaknesses and demands that development practitioners adopt different actions accordingly. A limitation to this term is society’s subjective comprehension of what people’s „needs“ are and what action should be taken towards equity. They went on to say that gender equity was first proposed in 1995 for the Beijing Platform for Action by Islamic fundamentalists and Vatican followers who sought to allow parents to divide their property between their children according to their respective „needs“ in their gender-specific roles. In this way „gender equity“ is a problematic term as it may inspire legislation that further encourages a person to fill a

predetermined gender-defined role, and perpetuate gender inequality. Consequently, it is necessary to focus the outcome goal on equity toward equality of opportunity.

According to Addo (2016), the 1992 Constitution of the Republic Ghana adopts an equal treatment strategy to address gender inequality. Also, Government of Ghana has adopted other international protocols, e.g. Convention on the Elimination of all forms of Discrimination against Women (CEDAW); Beijing Platform for Action; in advancing gender equality through gender mainstreaming and women empowerment strategies. The republic of Ghana has also adopted a combination of strategies and interventions to promote gender equality and women empowerment.

Addo (2016) further mentioned that the forming of institutional structures such as the establishment of Ministry of Women and Children's Affairs (now Ministry of Gender, Children and Social Protection) through Executive Instrument (EI 8) in January 2001 which has the core mandate to initiate and coordinate formulation of policies and programmes; supervise and evaluate execution of policies to promote gender mainstreaming, women empowerment and child development issues across all sectors of the economy. Secondly the establishment and the implementation of Gender Responsive Budgeting which basically deals with gender mainstreaming strategy aimed at using the government's fiscal policy (normally considered "gender blind") to achieve gender equality (Addo, 2016). Mainstreaming justice as a policy area for gender equity encompass legal reforms, including Constitutional provision for gender equity under the 1992 constitution of the Republic of Ghana; and amendment of Criminal Code of 1960, to criminalize destructive traditional practices (such as ritual servitude, slave girls (trokosi), Female Genital Mutilation perpetuated against young women and girls (Addo, 2006). Parliament has also enacted laws that advance the safety of women, young girls and families, including Domestic Violence

(DV) Act (Act 732) 2007, Human Trafficking (HT) Act (Act 694) 2005, Matrimonial Causes Act, (Act 367) 1971 Laws against FGM, and other harmful cultural practices. Such practices include trokosi system, force marriage or early marriages which are injurious to the health and physical improvement of women and young girls.

2.7 Women in Leadership and their Contribution to Global Economy

According to Chandler (2011), since the 1970s, women have steadily emerged in leadership roles in all public spheres. Women exercise leadership as an arsenal of strengths, which increasingly are received to benefit the entities they lead on local, national, and global levels. Women's leadership styles have been shown to be more transformational, participative, and inclusive than the leadership styles of their male counterparts. She continued to explain the results of a 2008 Pew Research initiative studying whether men or women make better leaders, participants rated women over men by five-to-one in the top eight leadership characteristics, including honesty and intelligence. Although women are filling more managerial positions, they have yet to emerge in the top executive leadership positions.

There is no or little difference between men and women in leadership position. It is a fact that women are equally advance as their counterpart (men) and are equally ambitious for the sustenance and development of a nation. That unseen barrier is noted and explored by many (Gatrell & Cooper, 2007). Metaphor of a labyrinth describes that women reach some positions by negotiating within the organization (Eagly & Carli, 2007). Women leaders are likely to be viewed negatively when adopting masculine leadership characteristics (Heilman & Parks-Stamm, 2007). When women remain feminine but carry out a male role, they are professed as too emotional and lack assertiveness (Eagly & Carli, 2007). This means that women leaders face a compromise between being liked and perceived capability.

There are few good female role models (Ely, Ibarra, & Kolb, 2011), who are an exhibit of successful and effective female leadership. Women have a tendency to use communication and behaviour strategies that have worked for them in the past, whereas men will imitate strategies used by their seniors. Therefore role modeling is not intuitive in women. Moreover, women will try more modest behaviours in order to avoid disapproval, whereas men signal their conformity to company's norms, even though feeling unnatural (Ibarra & Petriglieri, 2008). Women's genetic predisposition matches considerably well with the authentic leadership style, which allows a leader to embrace value and purpose, whilst embracing the vulnerability (Galton, 2009). Moreover, leaders are most effective when they embrace their purpose, especially when their values are aligned with those of the group (Quinn, 2004).

Despite the fact that women usually take up subordinate positions, they have a say significantly towards nation construction and development. They comprise the foundation of society and just like their male counterparts, have the talents and abilities that enable them to carry out leadership functions and duties efficiently and successfully. Women's contribution to improvement of diverse fields of human endeavour is itself a demonstration that cannot be underestimated. All the way through history, women have contributed extensively towards the continued existence and progress of their nations. For instance, Nana Yaa Asantewaa, the queen of Ejisu stood firm to defend the rights and freedom of the Ashanti people during the pre-independence period of modern Ghana. Khaleda Zia Prime Minister of Bangladesh, Vaira Vike-Freiberga President of the Republic of Latvia, Helen Clark Prime Minister of New Zealand, Tarja Kaarina Halonen President of Finland, Gloria Macapagal-Arroyo President of the Philippines, Luisa Diogo Prime Minister of Mozambique, Maria Do Carmo Silveira Prime Minister of Sao Tome and Principe, Ellen Johnson-

Sirleaf President of Liberia, Michele Bachelet President of Chile, Mary McAleese President of Ireland, assumed responsibilities as presidents and prime ministers of their respective countries. Queen Elizabeth II of Great Britain is the most illustrious and greatest serving sovereign in the records of world leadership history. These women have served their nations in diverse ways (locally and internationally) to improve the socio-economic and political development of their respective countries.

In the media and corporate circles in Ghana, successful women have shown great leadership qualities. They include Oheneyere Gifty Dansoa Anti, a well-known television personality, entrepreneur and philanthropist; Akumaa Mama Zimbi, a radio and television personality and founder of Mama Zimbi foundation; Dr Beatrice Wiafe Addai, founder and CEO of Breast Care International and a philanthropist; Dr Joyce Aryee, CEO of Salt and Light Ministries. Women offer conduits for individual and organizational learning and change, which these women have illustrated. Women have slowly emerged in top executive positions behind their male counterparts. Women leaders in small businesses continue to flourish. When compared with women in top executive positions, women entrepreneurs in small businesses comprise the “fastest growing groups of business owners,” owning over 51% of them and signifying over two and one-half times the rate of all U.S. privately held firms (Quinn, 2004).

Women develop businesses to overcome the “glass ceiling,” (i.e., the invisible barrier that prevents women from rising to leadership positions) but also to accommodate family commitments and the need to make a contribution to better society (Ely, Ibarra, & Kolb (2011). Initiatives such as “Roadmap to 2020,” overseen by IBM marketing executive, Denise Evans, is one of several national and global initiatives to empower women through job creation and improved health initiatives for

a safer and more sustainable planet. Through business, media, and entrepreneurial endeavours, women are changing the world.

However, Chin (2017) opines that women are still underrepresented in leadership roles in corporations, institutions of higher education, and the political sector especially in light of the changing population demographics. She further argues that in the U.S., women now make up 23% of American CEOs. Few women accomplish their seat to reach top management positions in higher education even though women increasingly enter the ranks of academia. A total of 453 women, representing 16 percent of all presidents, now head U.S. colleges and universities; their share of college and university presidencies tripled in the last 20 years (Warring 2009). Women are still considered an anomaly compared to men when in high positions of leadership (Addo, 2016). Contradictory portrayals of women leaders pose obstacles to how they lead, and often result in different standards than those applied to men. Women leaders are alternately portrayed as soft and ineffective or domineering and manipulative. This picture is complicated by its interaction with racial and ethnic differences.

Within the United Nations (UN) scheme, women are few in leadership positions. For example, in 1993 only six out of the 179 member states were governed by women (Segkulu & Gyima 2016). According to Duffy (2014) women are underrepresented in nearly all national governmental bodies; a 130-country study conducted by the Inter-Parliamentary Union (IPU) in 2004 indicates that women hold an average of only 15.4% of the elected seats. A 1995 UNDP report also established that 30% would be the least representation necessary for women as a group to bring to bear a meaningful authority in law-making assemblies. Only 15 of the countries included in the IPU survey had achieved this level. Interestingly, 3 of the 15 –

Rwanda (48.8%), South Africa (32.8%) and Mozambique (30%) – are post-conflict societies, demonstrating how electoral measures instituted as part of peace processes can improve women's representation. In 1995 there were only six women out of the 184 Ambassadors and seven as at mid-1997. Also, only four out of 32 UN specialized agencies were headed by women (Segkulu & Gyima, 2016).

In Ghana, a former Speaker of Parliament, Madam Joyce Bamford-Addo, a business executive and former CEO of Ghana Chamber of Commerce, Dr Joyce Aryee, former Chief Justice Mrs. Justice Georgina Theodora Woode and the current Chief Justice Madam Sophia Akuffo are few distinguished examples of women with desirable leadership status. Despite the achievement of many women worldwide both in olden and recent times, women still lag behind men in leadership positions in a range of human endeavours. Within the political landscape in Ghana, only a few women occupy prominent leadership positions despite the fact that they form 51.04% of the total population of the country (Ghana Statistical Service, 2010). Notable among them includes Nana Konadu Agyeman Rawlings, Ursula Akuffo, and Dr. Zanetor Agyeman Rawlings.

The gender composition within the legislative body of Ghana since the commencement of participatory democratic system has time and again been male-dominated. Segkulu and Gyima (2016) asserted that in 1994, out of 12,869 Assemblymen/women, only 348 were women, a situation showing poor women representation. The conditions are not different within the educational sector. The participation of women in the administration of educational institutions in Ghana is quite low. At the university circles a small number of women are given the opportunity to head departments and faculties. For instance, in 2017/2018 academic year out of 86 Deans, Directors and Heads of Department in University of Education,

Winneba, only 11 were female (2017/2018 graduation brochure). In Tano North Municipality, as at 2018/2019 academic year out of 87 heads of both basic and second cycle schools, only 12 are females (Tano North Municipal Education Office, Statistical Unit). Within the Ghana Education Service (GES), only a few women occupy top level management positions (Segkulu & Gyima 2016).

2.8 Capabilities of Women in Educational Leadership Positions

The entry of women into senior levels within organizations over the last decade or so has brought this stereotype into question (Arhin, 2012). Some of the perceptions which project stereotypical images of women leadership include women tend to place family demands above work considerations, women work to supplement income; as a result they lack the necessary drive to succeed in business and in education. Women tend to mix their personal and professional beliefs and feelings, and for this reason. They are accepted as emotionally not professionally; women are unsuitable for top managerial positions because they are too emotional and lack some qualities necessary for managerial positions such as aggressiveness, risk-taking and decisiveness etc. The percentage also include women managers have self-confidence problems, women managers are not motivated through power needs but affiliation motives, women are perceived as too soft or too tough but never just right (Volckmann, 2012).

As a result of these negative beliefs, women make slow progress up the organizational hierarchy. In addition to these stereotypes, there are some other obstacles that prevent women from reaching managerial positions, such as low participation in male networks that limits their access to decision-making processes about promotion. Discrimination against women in hiring and promotion policies,

negative attitudes of employers and subordinates towards women managers militate against women's progress in organizational hierarchy.

The issue of under representation of women has been considered. Researchers from different parts of the world (Cubillo & Brown 2003, Madsen, 2008) have given attention to the topic of women in educational leadership positions at various levels of the education ladder. Most of these studies have concluded that women are under-represented in educational leadership, and that they face various challenges in their aspirations to attain and maintain these positions.

Moreover, with the exception of a few countries, the teaching profession is dominated by women; but despite the large numbers of women in the profession, they are greatly under-represented in positions of management (Cubillo & Brown 2003). Gender gaps in the appointment of school heads in Ghana are glaring (Addo-Adeku, 1992). The management of basic and senior high schools, including the appointment of head teachers, indicates the trend of male dominance. This disadvantaged workplace status of women is due to a set of historical, social, economic and organizational factors (Powell & Graves 2003, Bobbitt-Zeher, 2011), although the reasons for these persistent and pervasive inequalities vary somehow across national, cultural and occupational contexts. These conventional perceptions against women have made it difficult for most women to be appointed as heads of Basic and Senior High Schools. Though some women already hold leadership positions in educational institutions, the number is not encouraging compared to the number of men in leadership positions.

Despite evidence that men are typically perceived as more appropriate and effective than women in leadership positions; a recent debate has emerged in the popular press and academic literature over the potential existence of a female

leadership advantage. Although the proportion of women in the workplace has increased remarkably within the past few decades, women remain vastly under-represented at the highest organizational levels (U.S. Bureau of Labor Statistics, 2011).

2.9 Challenges Confronting Women in Educational Leadership

Kiruriti (2010) opines that women in educational leadership in most cases find themselves not fully being established by the society they work with, making them feel their support to the society not imperative. At this contemporary age, there are people who still believe that women are not suitably expert to contest successfully with men for advanced job status in educational sector. Thus, such structure of beliefs devalues women liberation efforts. Women therefore have had obscure time convincing men in some communities that they are competent of leading. In most cases they have to work extra hard in their profession to be identified and established as compared to their male counterparts who are gladly accepted in the community.

Emory (2008) observed that, many women lose their drive to excel due to the many obstacles met along the path of becoming a manager or leader. Moreover men and women are generally not prepared to work under a woman because they feel that the moment a woman becomes a manager she has lost all her femininity (Combs, 2004). Women managers are always at fault if they are strong they are regarded as aggressive, tough not feminine, if they are jovial they are permissive, if they cry they are emotional, if they make a mistake, remarks like” that you can expect from a women “are heard all over which are irritating and discriminating means (Combs, 2004).

According to Emory (2008), obstacles that women face in discharge of their duties include discrimination, stereotyping, prejudice, family demands and lack of opportunities. Ruth (1987) also observed that, a married woman who works outside the home actually carries two jobs. There is evidence to show that most of the household labour is done by an adult woman (Baxter, 2002). In the execution of managerial duties, both male and female head teachers are saddle with similar challenges in the management of secondary schools (Nzeli, 2013). However, female principals are often faced with societal demands and traditions that males do not face. The women principals are expected to complete their family responsibilities, maternal as well as managing the schools (Celikten & Yeni, 2004). In the African context, traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many women are part of this system finding it difficult to dislocate from this culture and tradition.

These challenges compound the problem of female prejudices as captured by the data from research question 3, and thus makes it difficult for female leadership. Hence, it may be argued that given a level playground, female heads may perform equally well as their male counterparts if not better. The fact that women tend to face more obstacles on their way up the ladder has been established by Ruderman and Ohlott (2002). Their research shows the unique challenges women face as they develop as managers and leaders. After conducting 61 interviews and collecting 276 surveys, they discovered 5 themes characterizing the challenges facing female managers, but which are vital for female developmental needs. These are: authenticity, wholeness, self-clarity, connection and agency. Among the many career barriers women encounter at all levels are prejudice, resistance to women's leadership, leadership style issues and family demands. For organisations that are

keen to develop female leaders, these obstacles must be addressed (Eagly & Carli (2007). Success in the workplace as women in terms of balancing work and family may come at a high cost in the form of stress (Easton, 2007). This stress, if not handled carefully, could have dire effects on their careers and even their roles and obligations to their families. This study suggests there are widespread effects of the discriminatory behaviour against women that may be derogatory to an organization's effectiveness and performance.

Cultural and religious issues become more evident especially when a female head works in different cultural set up (Johannes, 2010). Women in educational leadership positions in town and countryside areas are hard hit by prejudices because most men in such areas are the custodians of customs (Johannes, 2010). Female heads in the educational sector are scrutinized for their social behaviour more than men in some communities, making their work difficult. Female heads of some secondary schools and in District Educational Directorate (DED) have challenges when dealing with adolescence behavioral problems, mainly when there are discipline cases concerning boy-girl relationship and drug abuse (Kiruriti, 2010). Students, particularly boys prejudice women decisions and feel the heads of educational institutions are invading their secretive affairs, making disciplinary measures complicated in such condition. This can cause unrest in the school such as demonstrations, burning and destroying school properties.

Eagly and Carli (2007) wrote that studies on gender and leadership reveal the concerns about interaction between leader uniqueness and gendered stereotypes. Society frequently relates leader characteristics to stereotypical male traits such as ambition, confidence, dominance, and boldness. Female stereotypical traits, however, such as kindness, helpfulness, warmth, and gentleness do not make women effective

leaders. However, Keohane (2007) explains that this statement is deceptive because successful leaders ought to be able to opt for the most suitable characteristics depending on the settings, problems being solved and audience.

According to Kiruriti (2010) in many cases the female head in educational institutions is alleged to be inept of instilling discipline in the school. This also gives female administrators in schools hard time when reporting the same to male superiors. Women have not been trained in capacity building. Women head teachers are not empowered throughout competence construction to take up administrative responsibilities. Lack of capacity building among women head teachers is seen as a major contributor to lack of appointment to administrative positions. Due to lack of proper capacity building, few females are appointed to educational leadership positions.

Acquah (2001) explained in a study he conducted on school attendance in some selected schools in Ashanti Region where most of the schools he visited had classes without teachers. In some schools, teachers are late up to about 30 minutes, especially for the first period and after break, teachers do not arrive in their classes when they are expected to. The responses gathered indicate that teachers' time of arrival to class had serious effects on headteachers. This confirms the circumstance explained by The World Bank Report (2008) that teachers living long distances from schools experience transportation difficulties; they have to trek long distances to school and those, especially in rural areas, engage in farming activities; and all these confront the instructional time use. In spite of the distances teachers ply before they get to school, it cannot be used as an excuse for affecting learning.

World Bank (2008) which revealed that teacher-absenteeism is an issue of great concern in basic schools, especially in sub-Saharan Africa and ranges from 11% in Peru to 27% in Uganda. Teachers' attendance or regularity in school also inhibits the use of instructional time, especially in terms of both students' access to education and the nature of that access. A widespread problem of teacher-absenteeism is likely to contribute to poor student performance. The prevailing evidence is that teacher-absenteeism at basic school level in Ghana appears to have worsened in the last 15 years (World Bank Report, 2008). The World Bank Impact Evaluation of Basic Education (2003) found that, in Ghana, nearly 13% of teachers have been absent in the past months compared to just over 4% in (1988). It was also observed that in (1988), 85% of schools did not suffer at all; whereas this figure has now fallen to 61%, with 13% of schools with over one-third of the teachers being absent for reasons other than sickness in the past months (World Bank, 2008). The study also found absenteeism to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools.

2.10 Overcoming the Factors that Affect Female Contribution to Educational Leadership

Holt (1981) advocates that mentors, both male and female, may be the top most important factor in a manager's professional progress. Mentor can advocate policies and programs for career development, open doors, initiate contact and make recommendations. Notwithstanding, on the importance of mentoring, research showed that there appears to be a lack of accessible male or female mentors for women. When males do act as mentors, they tend to sponsor male, or someone who is most like them (Gardener, 2011).

One reason why mentoring may not be willingly available to women may be that women don't "fit" into the comfort zone of male mentors (Galton, 2009). Another reason may be that women are still the unknown quantity and are not perceived by some men as loyal or trustworthy and, therefore, may be seen as a great risk factor for the mentor. Fleming points out another problem of men choosing women as protégés is the sexual connotation that is attached to this relationship or the threat of actual sexual harassment in the form of sexual bribery. Michael (2008) found out that one of the critical needs of female headteachers is to create a work environment where they can reach out for support from superiors at all times.

This assertion by women in educational leadership position are in support of Warring (2009) who suggests that mentors both male and female, may be the single most important factor in an administrator's career development. Mentors can suggest strategies for career mobility, open doors, initiate contact and make recommendations. Studies have confirmed the criticality of social relationships and mentorship in women's career advancement (Roe, 2012; Spencer, 2013). This is because women tend to generally advance through a combination of critical social relationships and particular performance strategies (Ezzedeen & Ritchey, 2009). Mentors are of importance because they offer two general types of behaviours or functions: career development functions, which is believed to facilitate the protégé's advancement in the organization, and psychosocial functions, which is believed to contribute to the protégé's personal growth and professional development (Roe, 2012). They are associated with providing positive outcomes for protégés such as promotions; higher incomes; mobility and career satisfaction than non-protégés. Women in leadership positions should institute mentorship scheme or program for school girls and a debriefing programme on male dominance for school boys. Such programmes will

propel women to attain leadership positions and at the same time change male attitudes towards female leadership over time.

In addition, research does indicate that male teachers may benefit more from an informal level of „mentoring“ than their female equivalents. Clearly, mentoring when it does happen is one way to break down the barriers that women face, but it is not such a simple matter. Another way of overcoming barriers that is suggested in the literature is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions, salary, history and background of school boards (Roe, 2012). Women need to actively seek out networks with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers (Rees). Various American networks such as Sex Equity in Educational Leadership (SEEL) and Women in School Administration (WISA) have been established. In Canada, the Federation of Women Teachers' Association (FWTA) provides different types of networking opportunities ranging from courses to prepare for the different leadership positions, to conferences, resource booklets, and a regular newsletter.

Additionally, The Canadian Teachers' Federation organizes an annual Status of Women conference. As Arhin (2012) stated in their study of women's support organizations, women need time to grow together professionally and to learn from other women. Arhin suggested that there is something special and celebratory for same sex members of all races and ethnic groups to come together. Perhaps one of the most compelling and powerful experiences that women have in the conferences and

workshops for women is the camaraderie, the shared unspoken assumptions, and the revelation of one's experience which is understood (Arhin, 2012).

Gaining academic credentials is another way for women to overcome barriers to moving up the administrative ladder. Evidence suggests that women are attending graduate school in record numbers. Preparing for the role of principal, especially in higher institution, has been identified as key in breaking down the barriers facing women. Hopefully, the trend of increased enrolment in graduate programs by women will begin to have an effect on the serious underrepresentation of women in leadership. It is important to remember, however, that to date the results have not been that encouraging (Warring, 2009).

A more formal way to decrease the barriers facing women seeking advancement in educational administration is through employment equity programs or affirmative action initiatives. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Walby, 2006). It is important to note that although hiring can be mandated by institutions, acceptance cannot. Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are under-represented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department head, unit-leader, vice-principal and school Principal (Walby, 2006). Moreover, educators must be cognizant of the "hidden curriculum" and the devastating effects that gender inequality in school can have on girls. Spencer (2013) outline various steps to a bias-free classroom. Some of them include: set and enforce rules so boys do not monopolize attention and dominate all co-curricular activities.

Referring to Maslow's hierarchy of human needs, interpersonal relationships could be seen as resulting from the need for belongingness (Garudzo-Kusereka, 2009). Environmental factors are thus, regarded as important determinant of job satisfaction (Khan, Nawaz, Aleem & Hamed, 2012: p. 269). According to Ellickson and Logsdon (2001) employee job satisfaction can be greatly affected by the social environment of the organization, especially, relationship with co-workers because cooperative co-workers are modest source of job satisfaction to each employee. It has also been proven that a good and supportive co-workers and interpersonal relationship in general, makes the job easier and enjoyable. This in turn increases job satisfaction levels of workers (Saif, Nawaz & Jan, 2012).

Naval and Srivastava (2004) maintain that open communication, task independence, feeling of belongingness and coordination among employees increase the degree of job satisfaction (Saif, Nawaz & Jan, 2012) and according to Hiroyuki, Kato and Ohashi (2007) and Karimi (2007) studies have shown that relation with colleagues or co-workers is the largest predictor of academicians' intention to leave an organization or not (Saif, Nawaz & Jan, 2012). Chughtai and Zafar (2006) add by asserting that satisfaction with co-workers is an indicator of how highly university academicians value the nature of working relationship with co-workers (Saif, Nawaz & Jan, 2012).

Shann (2001) in a study, relationship with pupils was highly ranked among other factors as making teachers satisfied with their job (Ngimbudzi, 2009). For Wood (2008) employees derive their job satisfaction from supportive administration because an informative and consultative administration makes employees comfortable with their jobs (Ngimbudzi, 2009: p. 41). Woods and Weasmer (2002) also agree that

collegial relationship ensures workers' job satisfaction, and that it is significant for teachers to have time to share experiences (Ngimbudzi, 2009).

Spencer (2013) assertion in their study on women's support in administrations they noted that women need time to grow together professionally and to learn from other women. Schmuck as cited by Spencer (2013) suggested that there is something special and celebratory for same sex members of all races and ethnic groups to come together. Besides, Dundas (2008) argued that work-life balance is the effective management and juggling act between paid work and all other activities that are essential to people such as family, community activities, voluntary work, personal development and leisure and recreation. Similarly, Greenhaus, Collins and Shaw (2003) posit that work-life balance is the extent to which an individual is equally engaged in-and equally satisfied with his or her work role and family role. Broers (2005) noted that it is very challenging to balance a successful career with a personal or family life. This can have an impact on an employee's satisfaction in his or her work and personal life's roles.

Virick, Lily and Casper (2007) therefore contend that employees who experience high work-life balance are those who exhibit similar investment of time and commitment to work and non-work domains. According to Hughes and Bozionelos (2007) work-life balance, which refers to individuals determining the balance between their work and non-work responsibilities, activities and aspirations is deemed a major factor in determining employee job satisfaction, and that family obligations are not the only issues that bring about challenges in work-life balance, but it includes activities such as hobbies which are outside work obligations. Throughout the world, workers, including teachers, perceive the ability to balance

between workplace's needs and personal life's needs as an important issue (Mohd Noor, Stanton & Young, 2009).

Scholaris and Marks (2004) see work-life balance has important consequences for employee attitudes towards their organisations as well as for the lives of employees, and for Guest (2002) it is possible to investigate the trend of work-life balance and its developments which influence the well-being and job outcomes of employees at work. According to Deery (2008) much attention has been given to the issues that relate to maintaining and obtaining a work-life balance, but researchers such as Doherty and Manfredi (2006), Mohd Noor and Amat (2010), and Mohd Noor, Stanton and Young (2009) comment that less attention, has however, been given to finding the reality of work-life balance satisfaction in higher educational institutions. A lot of researches have been conducted to determine the association between work-life balance and attitudinal job outcomes such as job satisfaction and organisational commitment (Doherty & Manfredi, 2006; Virick, Lily & Casper, 2007; Youngcourt, 2005; Zin, 2006). Virick, Lily and Casper (2007) study on layoff survivors in a high tech company found that work-life balance is positively related to job satisfaction. Howard, Donofrio and Boles (2004) in a study also concluded that work-family conflict which reflects work-life balance issue is significantly related to satisfaction with job.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methodology applied in this study. The issues discussed in this chapter include research design, research approach, population, sample and sampling technique, sources of data, data collection, and instruments for collecting data, data analysis, issues of trustworthiness and ethical consideration.

3.1 Research Approach

Qualitative approach was employed for the study of the challenges women continued to face in educational leadership in the Tano North Municipality in the Ahafo region of Ghana. The qualitative approach to research forms a component of the three core approaches and these are quantitative, qualitative and mixed method approach to research (Creswell, 2005). Qualitative studies examine between the lines the qualities of social phenomena relatively than predict relations between predefined variables (Bryman, 2008). Qualitative approach is characteristically used to investigate phenomena and to take into consideration individual's estimation, mind-set, or interpretations of meaning and process (Given, 2008). Qualitative approach was used for this study to enable women educational leaders to express their estimation and mind-set about their challenges, making interpretation and meaning as they experience their world.

3.2 Research Design

Qualitative research is an umbrella term that incorporates several research designs, including ethnography, narrative research and case study but the research design used for this study was case study. A case study has been defined in many ways. Bryman (2008) provides an explanation which is based on its distinctiveness. To them, a case study is the in-depth study of one or more instances of a phenomenon in its real-life state that reflects the point of view of the participants concerned in the phenomenon. The case study aims to value the case in-depth, and in its ordinary setting recognizing its intricacy and its circumstances. It also has a holistic focal point, aiming to uphold and value the entirety and unity of the case (Punch, 2005). A case study has a number of strengths. It is action-oriented and, consequently the findings are valuable for improving practice (Creswell, 2005). Case study is also helpful for theory building (Denscombe, 2003). The researcher adopted case study design in order to obtain in depth data on real life state and description of participants.

3.3 Population

The population of this research work was women in educational leadership positions and those they work with in the Tano North Municipality. The respondents were grouped into two:

- (i) Women who are in educational leadership positions
- (ii) Subordinates to women in educational leadership positions.

3.4 Sample and Sampling Technique

In qualitative studies, researchers ought to make a sound assessment on the number of people to choose which is identified as the sample size (Tanor, 2011). On the subject of the sample Size, 20 participants were involved in the study. The 20

participants were 15 women in educational leadership positions, and 5 subordinates of women in educational leadership positions.

Sampling is the process of selecting a suitable sample, or a representative part of a population for the rationale of determining parameters or characteristics of the whole population (Tanor, 2011). The usefulness of a sampling approach would be how it enables researchers to carefully collect the necessary information without wasting time and resources, and it means making sure that the sampled texts are the ones that are needed in order to answer the research questions (Bryman, 2008).

This research made use of the purposive sampling method. Purposive sampling involves the selection of subjects who hold the information the researcher desires. According to Tanor (2011) the most important theory underlying the use of the purposive sampling is sampling with a purpose. Purposeful sampling is well-designed when the researcher seeks to accomplish a target sample promptly and where getting the opinions of the target population is the purpose. Merriam (2002) argued that it is imperative to choose individuals from which one can discover a great deal about the issues essential to the purpose of the study, thus the term purposeful sampling. Therefore, to understand the challenges faced by women in educational leadership in the Tano North Municipality, individuals who were able to provide worthy information on the topic were selected. The most important aim was to get participants who were accessible, willing to provide information, could drop light on the subject matter being explored, and could make available key information to deal with the research questions of the study.

3.5 Data Collection Instrument

The researcher used semi-structured interview guide for the data collection. This instrument is flexible to a greater extent, offers interviewees the desirable probability to articulate their views, opinions, feelings freely, and the interviewers the liberty to deflect from the core items or questions in the schedules to search for clarifications during the interview process. Tanor (2011) mentioned that semi-structured interviews are neither entirely stable nor fully open and are perhaps best seen as flexible. Wragg (2002) also remarks that semi-structured interview allows the interviewer to pose preliminary questions, followed by probes meant to seek explanation of issues raised. Probes are also pre-stated or posed in the course of the interview, making the interview process flexible. The interview process was began by first booking scheduled time with 15 of the participants (women who were in educational leadership position), for them to express their views and opinions on the challenges they regularly encounter in educational leadership positions in the Tano North Municipality.

Interviews were conducted at the respondents' own convenience. The initial interview questions were associated with the research questions of this study. Each interview lasted for about one hour and basically depended upon the participant's response. Field notes were taken on key points during the interviews. Issues that required follow up or further probing was also noted. The field notes helped to keep track of the questions asked and where to go next in the interview. Focus group discussion was also conducted to solicit views and opinion from five of the participants (thus those who are subordinates to women in educational leadership positions). According to Denscombe (2003), focus group discussion is the practice of bringing a number of participants together at one suitable location at one time to

assess their views or opinion, experiences and feelings about a phenomenon under study. Greater freedom was given to the participants to discuss the said topic among themselves. The researcher was the facilitator for the discussion. Bell (2008) posits that in focus group discussion the participants are given the freedom to discuss issues at the commencement of the interview and consequently the involvement of the researcher is minimal. The discussion was begun with the participants (subordinates of women in educational leadership position) by first booking an appointment with them to express their views and opinion on their perceptions about capabilities of women in educational leadership in Tano North Municipality. The initial discussions were focused on the research questions of the study. Ground rules for the discussion were clearly spelt out to the participants. This helped to maintain tolerance among the participants during the discussion. The discussion lasted for about two hours. Key points on the discussion were noted during the interaction with the participants. Issues that required follow up or further probing were also discussed.

3.7 Data Analysis

The data were analyzed using thematic approach. The researcher followed logical approach to examine, organize and categorize data obtained in search for meaning (Bryman, 2008). This process allowed the researcher to identify themes, patterns, develop relationships, make interpretations, and draft explanations in line with the research questions of the study. After interview sessions, the audio recordings were played to make sure that interviews were properly recorded. The audio recordings were then transcribed. The transcription involved listening to each tape recording repeatedly to capture the conversations and carefully write in the words of each interviewee. The transcribed data were thoroughly and constantly read to identify the themes and patterns of the experiences of the participants. The

developments of the themes and patterns of experiences were guided by the research questions. The themes and pattern of experiences coded. The codes were assigned to each manuscript. The related codes were aggregated under each of the dominant themes to form related patterns. The researcher provided a detailed account of each of the foremost themes. The data were collected from different categories of respondents, it was analyzed from their perspectives in order to build some kind of complexity into the study. Finally, descriptive, written report based on the data gathered was compiled supported with excerpts from participants and presented.

3.8 Issues of Trustworthiness

Kusi (2012) mentioned that one of the most popular criteria for judging the quality of a study located within the qualitative framework is the trustworthiness criteria. The elements of the criteria include credibility or authenticity, transferability or fittingness, dependability or consistency and confirmability. To be trustworthy, research wishes to be valid and reliable (Merriam, 2009). Trustworthy of a research depends usually on credibility of the researcher. To address credibility, procedures were taken to produce credible and transferable interpretation (Merriam 2009). According to Anigwe (2013) credibility is a verdict of whether or not the findings reported represents a credible or straightforward understanding of the data drawn from the participants' original data.

Anigwe further mentioned that the researcher needs to seek validation from the participants by submitting findings to them for review (thus to undertake respondent or participant validation). The researcher employed measures which included member checking, peer review, and audit trail. For the member checking, the participants were provided the opportunity to review a summary of their transcribed interpretations for accuracy of their perspectives. More so, the researcher requested a

peer to assess a sample of the transcripts and offer sincere estimation on the findings. Revisions were made to correct discrepancies identified. A detailed account of the methods and the procedures used and how the results were arrived at were presented. With regard to the researcher/participant rapport, the researcher had an ethical duty to choose participants who added significance to the study and built a strong and effective working relationship with them. There was untied and open communication with the participants of this study.

3.9 Ethical Protection of Participant

Tanor (2011) posits that protection of participants is very crucial in any research activity. Guidelines for ethical protection of participants were considered. Pseudonyms were used to recognize the participants of the study. The participants were informed of their exact pseudonyms so they can be familiar with their own commentary when they were given the chance to evaluate the initial report. This is important because data collected should not be traceable to the participants as this maintains their right to privacy (Leedy & Ormrod, 2005). Participants' right to privacy were also considered to protect the privacy and confidentiality of the participants. The places of work of each participant were not disclosed.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the results and discussion of the study. The study investigated challenges of women in educational leadership position in Tano North Municipality. Specifically, public basic schools in the Tano North Municipality were considered. The presentation of findings and discussions were structured in two sections; that is the demographic characteristics of participants and the themes of the findings to the research questions set to guide the study. Hence, the chapter followed this sequence:

1. Demographic information of participants.
2. Leadership style of women in key educational leadership positions in the Tano North Municipality.
3. Subordinates' views on the capabilities of women in educational leadership position in Tano North Municipality.
4. Challenges confronting women in educational leadership in the Tano North Municipality.
5. How educational leaders address the challenges they face.

For the purpose of analysis, the following were used to represent various categories of participants: HT- head teacher (women in educational leadership position) and T- teachers (subordinates of women in educational leadership position).

4.1 Demographic Characteristics of Participants

This section of the chapter discusses the demographic characteristics of the participants and this gave a clear picture of the characteristics of the participants that were involved in the study. The demographic characteristics that were explored included age, years of service, sex, educational level as well as marital status residential status as well as the marital status of the participants.

Table 1: Socio-Demographic Characteristics of participants (Women in Educational leadership)

Variable	Subscale	No.	%
Age	30-39 years	4	26.7
	40-49 years	7	46.6
	50+ years	4	26.7
Marital Status	Married	12	80.0
	Single	3	20.0
Educational Level	Bachelor Degree	11	73.3
	Master's Degree	4	26.7
Years of service	1-5 yrs	7	46.6
	6-10 yrs	6	40.0
	15-20 yrs	2	13.4

Source: Field Data, 2019

From Table 1 the results on age of the participants came out that out of 15 female educational leaders sampled for the study, 12 (80%) were married whilst 3 (20%) were not married. Data indicated that about 4 (26.7%) were within age of 30-39 years, majority 46.6% were within 40-49 years of age, while 4% were above 50 years of age. Data further revealed that 11(73.3%) employees were Bachelor's degrees holders with 4 (26.7%) having Masters degrees. The data implies that all female educational leaders sampled for the study have had some appreciable level of education to read and understand as well as express their views on challenges of

women in leadership positions. About 7 (46.6%) of the respondents had worked at the study area for 1-5 years whilst 6 (40.0%) of the women leaders who participated in the study had worked for 6-10 years. Two (13.4%) of the participants had been in the school for 11-16 years. With respect to years of service, most of the participants worked at the school for a long time as such could help understand situation and reality on the ground. The implication regarding participants working experience is that majority of them had enough experience that could help to provide valid information about challenges of women in educational leadership positions. This indicates that the data were collected from participants with enough working experience.

Besides, subordinates of women in educational leadership positions, (predominantly teachers) were also involved in the study. Hence, the socio-demographic characteristics of teachers were compiled and shown in Table 2.

Table 2: Characteristics of Subordinates of Women in Educational Leadership Positions (n=5)

Variable	Subscale	no	%
Gender	Male	3	60.0
	Female	2	40.0
Age	20-29	2	40.0
	30-39	3	60.0
Marital status	Single	2	40.0
	Married	3	60.0
Years of service	6-10 years	4	80.0
	11-15 years	1	20.0
Professional status	Trained teacher	5	100
Educational level	Diploma	2	40.0
	First degree	3	60.0

Source: Field data, 2019

From Table 2, out of the 5 subordinates (teachers) who were involved in the study, 3 (60.0%) were males, while 2 (40.0%) were females. The difference is not much. In terms of age of the participants, 2 (40.0%) were within the age range of 20-29 while 3 (60%) were within the age range of 30-39. Again, with respect to the years of teaching experience, 4 (80.0%) had worked with the institution for 6-10 years while 1 (20.0%) had taught between 11-15 years. Therefore, the majority of the teachers involved in the study had taught between 6-10 years. This finding indicates that majority of the subordinates (teachers) involved in the study had enough teaching experience and had as well come under various leadership styles of head teachers and could therefore provide the needed information with regards to the capabilities of women in educational leadership positions in the Tano North Municipality. It is also evident from the data in Table 4.2 that all the subordinates were professionally trained teachers. With respect to the highest professional qualification of the teachers involved in the study, 2 (40.0%) had Diploma in Education and 3(60.0%) had First Degree in Education. Thus, teachers involved in the study were well educated, a factor that could help them to provide a fair assessment of women in educational leadership positions since they know what is expected of them in the profession.

4.3 Leadership Style of Women in key Educational Leadership Positions in the Tano North Municipality

This first objective of the study sought to find out the leadership styles of women in educational leadership position in the Tano North Municipality. The primary intent of this objective was to establish and understand characteristics of leadership styles applied by women in educational leadership positions in Tano North Municipality. Based on the first research question, three themes emerged; these were

commonly used leadership styles, situations under which these leadership styles were used and factors that influence choice of leadership style.

Commonly used leadership styles

The finding revealed the commonly used leadership style of women in educational leadership positions. It indicated that the commonly used leadership style by women in leadership positions was democratic style. However, there were exceptional situations where other leadership styles were used on subordinates. In the view of HT-3, she indicated:

For this 21st century, everything is done based on democratic principles so you cannot do anything without using that leadership style... I can say we are practicing the democratic leadership style; but sometimes other types of leadership styles may have to come in because of the nature of people we are working with I can say 80% of the leadership style is democratic leadership style, and 20% autocratic leadership style [Field interview data, 2019].

During the focus group discussion T-5 commented:

As teachers we can easily approach the head and share our ideas and concerns with her because she welcomes each subordinate and offers her best guidance and advice. We like and appreciate her because of her style of leadership which make teachers feel part of the administration system [Focus group discussion data, 2019].

Similarly, HT-1 expressed her view and said:

You know, knowledge is not in one person's head, so I believe if you allow others to bring their views and you are ready to take advice from other people it can help to achieve your target. Sometimes, based on how you want to achieve your set goals and objectives, and you may be tempted to deny your subordinates some freedom if you put so much pressure or fear in them, you can sometimes mess up. But if you are able to involve subordinates, they will at least be able to express themselves, and exercise some amount of freedom to carry out their daily duties. When you relate with them in a cordial way, they will be able to carry out their work successfully [Field interview data, 2019]

The responses expressed by participants as the commonly used leadership style of female heads tend to be democratic. This finding supports the finding of Lewin (2005) which indicated that most women in educational leadership were democratic leaders. They encouraged participative style of administration where views of all members of staff are considered; since they are also members of the school without which the leader cannot lead. Generally, this style of leadership has been described as ideal and most effective leadership style for schools. Arhin, (2012) maintained that democratic leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged and part in the process and are more supportive, motivated and creative. In a related study from Omeke and Onah (2012), they found that most female heads or administrators of senior high schools used democratic leadership style to impact positively on their subordinates and the school as a whole.

On other views expressed by participants on the commonly used leadership style by female heads, autocratic leadership was cited, however, it was indicated that this style was not often used or even when used by heads there was some moderation. In the view of HT-6, she has been using autocratic leadership style and said: *“I have been applying autocratic style of leadership on my staff at certain times. Am very careful when I use this style. I use it moderately.”* In the focus group discussion some of the subordinate who participated in the study also stated that Head mistress, use autocratic style to take instant decision while others said, they use the style to ensure that law and order prevailed at the school. For instance T-3 indicated that:

My head is not the type who normally use the autocratic leadership style. Sometimes, she exhibits this style especially when she has to take immediate decisions. She however, does well to remind the staff of such decisions she took without their involvement [Focus group discussion data, 2019]

The finding shows that there were times some female leaders applied autocratic leadership style to take immediate decisions although they later informed their staff members. Such leaders used their power in measureable levels and at certain times apologized for their actions. This is confirmed by Roe (2012) who found out that at certain times female heads switched to other leadership styles although that may not be the type of leadership style they commonly used to run the affairs of their schools.

Situations under which these leadership styles were used

Based on the second theme, it was indicated that there were certain situations and conditions that necessitated the use of various types of leadership styles. Justifying their use of democratic leadership style for example, HT-3 mentioned: *“the democratic leadership style makes everybody feel part of the administration of the institution and everybody participates in the administration of the school.”* Democratic leadership style creates avenues for healthy communication, consensus building and development of good interpersonal relationship. During the focus group discussion T-2, stated:

The reason why some female heads preferred to be democratic was that the work is a collaborative one which they needed to think through issues with their subordinates too. They are at the hem of affairs but the actual workers are there, so they need to seek their views on issues, listen to their problems, their suggestions, and blend all these together so that success can be achieved [Focus group discussion data, 2019]

This implied that female heads adopted the democratic leadership style because it embraces everybody’s views, and makes their subordinates feel part of their administration.

On other views that were gathered, the participants indicated that sometimes the Board of Directors of the school and Parent Teacher Association (PTA) influenced female heads to adopt other leadership styles. For example it was commented by HT-4 thus:

Sometimes there is strong pressure from the Parents and Teachers Association (P.T.A) and Old Students Associations that influence my leadership styles. The pressure felt from these association are so strong that sometimes ones job is at stake. For the purpose of protecting my job, I succumb to their pressure and act accordingly. This affect my style of leadership at some point in time in the school [Field interview data, 2019].

One female head (HT-4) also remarked: *“autocratic leadership is adopted when an issue comes with emergency and there is no time for deliberations then the head is left with no option than to decide for the staff or work on behalf of the entire staff”*. However, during the focus group discussion, T-4 was quick to respond that, *“when autocratic leadership style is used frequently it does not promote success in the administration of the school because when the leader is absent nobody works.”*

On the basis for the use of autocratic style of leadership, T-1 stated:

Autocratic style of leadership is used to curtail lengthy discussions and take instant measures towards solving problems. At certain times, I have supported her administration when she took unilateral decisions because for some teachers if care is not taken, they can prolong matters such that no consensus could be reached [Focus group discussion data, 2019].

T-2 also expressed similar sentiment and said:

She has been always described as strict but that is not the situation. The head wants to ensure each teacher does what are expected of them to do at any given time. Teachers must be well supervised such that they do what is expected of them. She hate excuses for non-performance of ones work and will compel you to work when the need be [Focus group data, 2019].

In support of the use of autocratic style of leadership T-5 indicated that “*By nature at certain times, force must be used to put some teachers in line so that sanity prevails and rules are obeyed*”.

HT-1 justified her reason and said:

At certain times I apply autocratic leadership styles because by nature some teachers and other staff of the school become very difficult to deal with. Based on their actions and reactions I can become autocratic mainly to keep them in check and allow smooth running of the school. However, I have assessed myself and can say with confidence that my style of leadership is 80% democratic leadership style and 20% autocratic leadership style [Field interview data, 2019].

HT-14 shared her views and stated:

I don't apply a specific leadership style in my school, however, I have always applied the best style of leadership depending on prevailing conditions in the school, the time, the nature and type of subordinates or followers in order to achieve success [Field interview data, 2019].

The views expressed by female headteachers and their subordinates indicated that female heads had to switch to other leadership styles as there is no one style of leadership that can be applied throughout one's working life. This is supported by Mankoe (2007) who proposed that there was no leadership style that is best in all situations and for that matter leaders should consider and assess prevailing situations and conditions before they apply leadership styles. On his view on factors to characterize type of leadership style of heads, Mankoe (2007) indicated that prevailing situation was the strongest factor that influenced leadership style of female heads.

Factors that influenced style of leadership used by female headteachers

Based on the third theme that emerged from the first objective, it was indicated that the kind of leadership adopted by female heads (women in leadership positions) were influenced by certain factors. The findings indicated that factors such as personality traits, organizational structure of the school, level of experience of leaders, and personal determination of a leader influenced female heads leadership styles.

Personal determination

It was expressed by participants that a leader's personal determination to achieve certain goals and targets motivated them to adopt a particular leadership style.

For instance HT-9 mentioned:

I am determined to achieve certain self-made aims and objectives for this school and that has led me to lead the way I do. I have attended several leadership seminars or programmes which has given me much experience on how to act as a leader. Sometimes I assess myself and I realize these seminars on leadership has been very beneficial to me in terms of providing leadership to achieve goal oriented results [Field interview data, 2019]

This suggestion supports the behavioural approach to leadership, which views that leadership style is not the trait of leader but the way in which the leader actually behaves towards followers that determine effectiveness. Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, identified with McGregor's Theory Y, this theory focuses on the actions of leaders not on mental qualities or internal states (Arhin, 2012). According to that school of thought, instead of the traits of the leader, it is rather the manner in which the leader behaves within the environment that determines the level of effectiveness. The theory developed by Paul Hersey and Kenneth Blanchard is based on the

“readiness” level of the people the leader is attempting to influence. Readiness is the extent to which followers have the ability and willingness to accomplish a specific task. Ability is the knowledge, experience and skill that an individual possesses to do the job and is called job readiness. Willingness is the motivation and commitment required to accomplish a given task. The style of leadership depends on the level of readiness of the followers.

Organisational structure

On the fact of female leaders who were influenced by the organization structure of their school, HT-3 indicated:

We have rules and regulations guiding the conduct of each stakeholder of this institution that must be strictly adhered to. As a head in this school, I must ensure that the school achieves its goals and objectives and for that matter rules and regulations were made. Living by these rules and regulations alone will be helpful in achieving goals and objectives set for the school [Field interview data, 2019]

This finding supports McShane and Von Glinow (2000) that an organization's structure and operating methods may dictate the type of leadership style that managers must adopt. Some organizations place heavy emphasis on encouraging contributions or ideas from their members, requiring an open style of leadership where members have a large say in determining their own roles and functions.

Level of experience

Based on leadership style being influenced by level of experience, it was commented by participant HT-4:

I served as a leader in other institutions before coming to this school. I have definitely gathered much experience on how people especially teachers should be led as well as how subordinates expect a leader to lead. My level of experience helps me to know how to act at every circumstance. One's years of service as leader helps in leading [Field interview data, 2019].

This supports McShane and VonGlinow (2000) that a leader's level of experience, both as a leader and with a particular organization can have an impact on his style. Someone who is new to a leadership role may be more inclined to lead "by the book" to avoid potential mistakes, while a more experienced leader will often feel more confident in following his own interpretation of rules and regulations. A leader who has been part of an organization for many years will likely have a better understanding of the organization's nuances than a new member, so she may be more comfortable when making decisions.

Personality traits

It also came out from the interviews that leadership style was used based on personality traits. Two of the heads were specific that it was natural they lead their subordinates the way they did and still do. This was evidenced by the following statement from H-T 10.

It is my nature that I welcome each person's views either a child or an adult. This does not mean I am soft and that I make use of every suggestion given me. My dad was a teacher and though I did not spend much time with him, the little I observe about him was exactly what am practicing. I think I inherited my leadership style from my dad that is why I do things the way he did [Field interview data, 2019]

T-2, expressed similar views during the focus group discussion and said

I have often confessed to my colleagues that I see that my head is a born leader. Although, there are always challenging situations coming up daily in the school she has been very effective in handling the situation. The staffs are obedient and cooperative because of her leadership styles, however, there are always some stubborn ones. Generally, my head does her best [Focus group discussion data, 2019]

This finding supports Galton (2009) who assumed that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics shared by leaders. Bennis (2008) for example states that leaders are people who are able to express themselves

fully, they know what they want, why they want it and how to communicate what they want to others in order to gain their cooperation and support, and also know how to achieve their goals. Gardner (2011) came to conclusion that there are some key qualities or attributes that those who exhibit these qualities would be good or effective leaders in any organization. These qualities include: physical vitality, intelligence and action oriented judgment, task competence, eagerness to accept responsibility, need for achievement, courage and resolution, capacity to motivate people, Skill in dealing with people, Trustworthiness and self-confidence, to mention but a few.

The views expressed by the participants on leadership style of women in key educational leadership positions in the Tano North Municipality suggest that the leadership style commonly used by these women was democratic style even though they use autocratic leadership styles on few occasions. The finding revealed that certain factors influenced the leadership styles of these female leaders for instance it was indicated that there were some situations that required female heads to be autocratic because some subordinates at certain times tend to abuse the freedom they enjoy and when this happens, the women in educational leadership positions adopt the autocratic leadership style in order to control some recalcitrant teachers which at times tend to result in confrontations.

However, the three most important factors that influenced the leadership styles of women in educational leadership positions were the type or nature of the subordinate (follower), the prevailing situation and the personality of the leader (personality traits of the leader). This implies that there were various times that female leaders used different leadership styles and that there was no way one leadership style was always used by female heads, however, they were more democratic in leading their subordinates.

4.4 Subordinates View on the Capabilities of Women in Educational Leadership Positions

The second research question focused on exploring the view of subordinates on the capabilities of their female heads (women in educational leadership positions). The intent of posing this research question was to assess the views of subordinates on how their female heads possess the abilities of generating an expected outcome to both the school and the staff members. The capabilities of the female heads were discussed under the following themes: competency of leader, directing activities in school, monitoring and Supervision during instruction hours, Good school-community relationship, Provision of student personnel services, Ensuring adequacy of physical facilities.

Leadership Competencies

On capabilities of their female superiors in educational leadership positions, most of the subordinates indicated that they see their superiors to be very competent. The subordinates agreed that the academic performance of the pupils has improved significantly since the time female head teachers took over from their predecessors. In line with this, T-2 bemoaned that:

“... She is competent. When she came here in 2015, the results of the school was 16% because of the problem that we had with our previous head teacher. This led to his transfer. In 2016 we tried and raised it to 33% and that was when she was brought in. When she came, after listening to us and addressing our concerns, and suggestions, by the Grace of God, in 2017 the performance moved from 33% to 100%. For her two years here that is 2017, 2018 it has been 100%. We are still working around the clock this 2019 to maintain that standard. She has been encouraging us to work hard. [Focus group discussion data, 2019]

Another submission from T-3 indicated:

Our head has been credited with lots of achievements since she came into office. In the area of sports, debates, quizzes and general academic performance the school has done very well. This has been as a result of her seriousness. She expects teachers to do their best [Focus group discussion data, 2019]

These submissions by the subordinates who participated in the study give credence to the fact that the women leaders were empowered and competent in discharging their duties. They also empowered their subordinates by encouraging them and establishing cordial relations with them. The views expressed are in tandem with Young (1993) who explained that empowerment enables women to take active and strong control of their lives, set their own plans and strategies, organize to help each other and make demands on the society itself for change.

Additionally, the subordinates who participated in the focus group discussion held a strong conviction that the women leaders in education were competent and up to the task. This finding contradicts the assertions by Heilman and Parks-Stamm (2007) that women leaders are likely to be viewed negatively when adopting masculine leadership characteristics. Leadership is a male endeavour and women leaders are normally assessed using masculine characteristics. Yet these women leaders' performance was outstanding.

Directing activities in school

Musaazi's (1984) hold the opinion that the head, as a manager, has to direct the affairs of his or her institution. He/she has to initiate actions and show the way activities should be carried out. As earlier stated, the influence may take the form of giving out clear and enforceable instructions for carrying out tasks. Teaching and learning in the school has to be done within stipulated time, and for that matter, the

head (manager) has to ensure that teachers are in class during instructional periods and are doing what is required of them. As the head and manager of the school, he must offer perfect directions to his subordinates and students in regards to managing the school efficiently.

Participants shared their views that one of the capabilities the female head teachers exhibited in their school was directing activities or affairs in the school well.

During the focus group discussion, T-1 praised the head by saying:

The head requires teachers to be present in class on time for their lessons which she strictly ensure that it is done. This has made the lackadaisical ones dislike her, but this has been beneficial to both teachers and students in their use of instructional time.

[Field interview data, 2019].

Similarly, there was a contribution by T-4 that:

The head teacher has performed very well in terms of making sure things are done the right way to achieve the goals of education. Several initiatives have been taken in consultation with us the teachers to ensure smooth running of the school. This has been in the area of efficiently managing the school [Field interview data, 2019].

In a contrary view shared in relation to the head teacher's management skills and its effect on efficient use of instructional time by T-3, explained that:

The head teacher's characteristic as a director has not been perfect to the best of my assessment. She is slow to implementing certain initiatives or decisions. This has generally affected the school at certain times. [Field interview data, 2019].

.Monitoring and Supervision during instructional hours

Participants noted that their female heads did well in supervising classroom instruction which has resultant effect on teaching and learning. It was affirmed that heads in dispensing their duties ensured that their teachers were always present to teach their students. This was supported during the focus group discussion by

majority of the teachers that their female head teachers have been much involved in supervision of teachers' classroom instruction. T-5 had to say:

The school head is very active and time-conscious, especially when it comes to ensuring regularity and punctuality of teachers in class" [Focus group discussion data, 2019].

Another teacher (T-2) said:

The head teacher knows her roles and responsibilities as a head and rightly performs them. There is not a single day she does not go round to check if teachers are in class and doing what is required of them. That single act has put teachers, especially the lackadaisical ones on their toes as they are aware the head will definitely go around [Focus group discussion data, 2019].

The view expressed by T-2 demonstrates some amount of resistance of teachers that may be inherent in head teachers' exercise of supervision over teachers. One teacher,

T-1 said:

Some of the teachers always complain among themselves that our head exhibit autocratic leadership style even in supervision but that's not the case; she only want things to be done the right way. This issue has come under discussion during several staff meetings. [Focus group discussion data, 2019].

T-3 corroborated and stated:

"Some of my colleague teachers are not happy with the way our head teacher does her supervision. They are always on her. But I must admit that supervision in our school has been consistent. This is because there is not a single day that will pass without the head going round to supervise classroom teaching and learning activities" [Field interview data, 2019].

This ability of female heads was similarly found by Adjei (2010) in the Ga West Municipality where female heads embarked on unplanned and accessional supervisory act which positively influenced teaching and learning. By implication, female heads move round to observe that the various components of the school time

table are adhered to. Etsey, Amedahe, and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective internal supervision of classroom instruction.

According to Etsey (2005), if heads as internal supervisors are more concerned with their work in schools, this would put the teachers on the alert to be more regular and early in school. This would forestall teachers' absenteeism and lateness and improve teaching in the schools. Supervision has been seen by many as a means of helping to improve the use of time in the school as well as direct activities of teachers and students towards goal attainment. In education, supervision is seen as a means of directing instruction towards achieving educational goal (Atakpa & Ankomah, 2000). Moorer (2003) asserted that supervision probes into the various actions and inactions that enforce the improvement of conditions and promote learning. He further said that supervision is primarily linked to activities which improve the learning and growth of both the teachers and students.

Musaazi (1995) affirmed this and emphasized the fact that inspection of teachers' work was the aim of evaluating management, teachers, and the learning process. In viewing this from Musaazi's point, it is not only to improve the way teachers deliver their instructions and the efficient use of instructional time, but also to improve the overall performance of students. It was Musaazi's contention that, the ultimate goal of education was to result in the total growth of its students upon whom knowledge was being imparted. Supervision to him was simply a measure which is ascribed to ensure the attainment of instructional objectives.

Good school-community relationship

Establishing good school-community relationship is a strong attribute of female heads which distinguished them as capable heads. Participants affirmed that their female heads have been positive on establishing good school-community relationship which has had positive influence on the school. The participants indicated during the focus group discussion that it is important for the head to find out about the occupational practices, values, aspirations, and norms of the community. This will help in the implementation of educational policies, goals, and strategies for teaching and learning in the community. It was revealed that female heads have been doing their best so far as school-community relationship is concerned. T-1 expressed his view and stated:

The head has often engaged community leaders on the state of academic work in the school. In this regard the community has helped the school. The community leaders advise parents to ensure their children are punctual to school well as arrive at school on time. In some time past, students were seen walking about late in the night which directly affected their academic performance. But this has been brought under control due to the measures put in place to check students who do that by the school and the community [Focus group discussion data, 2019].

T-4 commented:

The head teacher with support of the community leaders sometimes organizes meetings with students concerning their seriousness and state of academic work. This began after talks with the chiefs and opinion leaders on lateness attitude exhibited by majority of the students. This affected academic work. With this initiative, the head did well because this has proven effective to some extent [Focus group discussion data, 2019].

T-2 recounted:

There has been proper communication between the school and the community and this effort from the head has improved the understanding of the community on some educational policies and the overall importance of education. This has gone far in transforming the negative attitudes of parents and other members of the community towards education [Focus group discussion data, 2019].

T-1 added;

The head has been discussing sensitive and important issues such as water supply, repair and maintenance of school furniture, school buildings and other infrastructural facilities needed to promote education in the school with well-to-do members in the community. This has yielded results in some members helping the school with computers and science laboratory equipment to enhance computer literacy and learning of science [Focus group discussion data, 2019].

These views expressed by the teachers who participated in the focus group discussion session supports findings of Manu (2012) who found out that capable female heads strived to solve most of the problems of the school by marketing the school to the community through the Parent-Teacher Associations (PTA), and Speech and Prize-giving Day and NGOs. There are other agencies like the churches, home, public libraries, and the mass media in the community that the school head can also work with to discuss issues bothering the school and help improve the state and status of a school.

Although the community does not have much to do directly with school management, it collaborates with schools to ensure students do the right thing. The school and the community can collaborate to ensure students' schedule in town is well arranged and restricted as in relation to the Pickle Jar Theory so that students' reports to school on time to enable teachers efficiently use instructional time.

Provision of student personnel services

Another area where the heads were capable was with the provision of student personnel service in their various schools. It was commented by T-4 thus:

The head teacher of this school has asked all teachers to report to him the punctual and truant students as well as early and late comers. This activity is done with the aim of asking these students what keeps them away from or late to school. With this move, students now report to school regularly and on time which has greatly improved academic work [Focus group discussion data, 2019].

T-5 submitted his view and said:

Contribution of the head teacher towards students in general, cannot be under estimated. She makes contributions to supplement the parents' efforts in education development in areas such as helping to develop within these students a sense of seriousness and time-consciousness towards schooling [Focus group discussion data, 2015].

Another teacher [T-3] commented:

The head teacher is close to the students and regularly checks to know the needs of the students [Field interview data, 2015].

These findings are in support of the opinion of Feneh (2011) that the provision of student personnel service by the school head forms an integral part in proper management of a school. This includes the keeping of registers and controlling students' behavioural problems.

Ensuring adequacy of physical facilities

Participants described that their heads did well with the management of the school's physical facilities and teaching/learning materials especially in their adequacy and in good shape. The heads have ensured that the school facilities (in the school) are good for students safety, neat, attractive, and in readiness for use. Majority of these include well-furnished classrooms, ICT centre, Science laboratory, canteens, library, and water supply. This is what one teacher, [T-5] said:

This school has recently acquired an ultra-modern ICT Centre, science laboratory, library through the initiative of the head. This has been very helpful in promoting teaching and learning activities in the school and has been applauded during PTA meetings [Focus group discussion data, 2015].

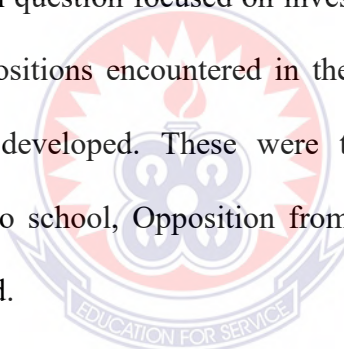
Another teacher [T-2] said:

Earlier the classrooms were sometimes very hot and stuffy, especially in the afternoons. We did not feel comfortable when the sun was at its peak and this seriously affected teaching and learning. After complaining that the ventilation in the classrooms were not the best, the head promised that she was going to get it done and true to her words it has been done. [Focus group discussion data, 2015].

The submissions made by T-2 and other participants gave credence to the fact that female head were interested in proving and maintaining school facilities to foster teaching and learning.

4.5 What are the Challenges confronting Women in Educational Leadership Positions?

The third research question focused on investigating the challenges women in educational leadership positions encountered in the course of their work. Based on this five themes were developed. These were teachers' late arrival to school, Punctuality of teachers to school, Opposition from subordinates, Deviant nature of teachers, Heavy workload.



Teachers' late arrival to school

One of the challenges female headteachers encountered was dealing with lateness which affected classroom instructional time as well as completion of the entire academic year syllabus. However, the views from subordinates attributed this situation to distant locations of where some teachers stayed. The head teacher, HT-3 stated:

I have been queried several times at the Municipal education office by my circuit supervisor that there are numerous occasions where some teachers were not at school at the beginning of instructional times. Although I have deliberated on this issue with them, yet they do it and give reasons. This is really affecting me. [Field interview data, 2019].

TH-3 head also lamented:

Majority of the teachers are staying far away from the school premises and they hardly get to school on time. This situation has usually been apportioned to poor road network hence drivers don't like plying the routes. This seriously affects lessons as much of the instructional time is wasted [Field interview data, 2019].

TH-4 confirmed these:

Arrival time of teachers to class has serious implications on teaching and learning activities. The teacher upon arriving late has to take time to acclimatize to the classroom environment which usually consumes the instructional time [Field interview data, 2019].

This finding was confirmed by a study conducted by Acquah (2001) most of the schools that he visited had classes without teachers. In some schools, teachers were late up to about 30 minutes, especially for the first period and after break, teachers do not arrive in their classes when they are expected to. The responses gathered indicate that teachers' time of arrival to class had serious effects on instructional time. This confirms the circumstance explained by The World Bank Report (2008) that teachers living long distances from schools experience transportation difficulties; they have to travel long distances to school and those, especially in rural areas, engage in farming activities; and all these negatively affect the instructional time use. In spite of the distances teachers travel before they get to school, it cannot be used as an excuse for lateness.

Punctuality of teachers to school

Teacher punctuality was yet another problem headteachers had to deal with. This shows that there were some teachers who were regular absentees and this gives problems to the female headteacher.

This was said by HT-1:

Teacher absenteeism seems to be a problem here. Teachers always have good excuse to be absent from school. Although efforts to reduce this situation have gone far, the problem still lingers on. Sometimes I have to combine my administrative duties to help some classes without teachers. This makes my work difficult and seriously affects the academic work of students [Field interview data, 2019].

It was also mentioned by HT-5:

Most of the teachers do not stay in this community and so they commute from other urban communities to school. I have observed that due to the long distance and the poor nature of the roads, some of the teachers arrive at school very late. Beside the lateness, they get tired so it is difficult for them to readily commence teaching. There always the need to move round to organize teachers [Field interview data, 2019].

The results support a study by World Bank (2008) which revealed that teacher-absenteeism is an issue of great concern in basic schools, especially in sub-Saharan Africa and ranges from 11% in Peru to 27% in Uganda. Teachers' attendance or regularity in school also inhibits the use of instructional time, especially in terms of both students' access to education and the nature of that access. A widespread problem of teacher-absenteeism is likely to contribute to poor student performance. The prevailing evidence is that teacher-absenteeism at basic school level in Ghana appears to have worsened in the last 15 years (World Bank Report, 2008). The World Bank Impact Evaluation of Basic Education (2003) found that, in Ghana, nearly 13% of teachers have been absent in the past months compared to just over 4% in (1988). It was also observed that in (1988), 85% of schools did not suffer at all; whereas this

figure has now fallen to 61%, with 13% of schools with over one-third of the teachers being absent for reasons other than sickness in the past months (World Bank, 2008). The study also found absenteeism to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools.

Opposition from subordinates

The results indicated that headteachers were confronted with the problem of opposition from teachers. It was commented by a HT-7:

Rebellious teachers on my staff normally create problems for me. The moment I suggest something they rebel against my decision. It is hard to deal with these bad nuts because they always do things negatively to affect my good intentions of helping the school to progress. Due to this situations, some laudable plans have to be abandoned because there is much opposition from teachers. I don't know if because I am a women? [Field interview data, 2019].

The finding was clear that opposition from teachers affected the work of female head teachers and this was in line with a study by Manu (2012) which found that both male and female head teachers faced opposition from their subordinates, however, female head teachers were more likely to be opposed by their subordinates as compared to their male counterparts.

Deviant nature of teachers

Deviant nature of some teachers was reported as one of the challenge confronting women in educational leadership positions. All the female superiors agreed that they were facing these challenges in their institutions. In line with this, one of them said:

“I realized after my third year in this school that there were some two teachers who were inciting others against me in the school. They did that to the former head teacher. I realized that if I do not act fast, those teachers are likely to give me the same problem. So I just moved to the office to report them and they were transferred”. [Field interview data, 2019].

Another head teacher indicated:

“... Few teachers do not accord me with the necessary respect. I am talking about two Muslims teachers. You know with our Muslim brothers they don't respect women. When I assumed office as the head of the school, they were not obeying what I was trying to bring on board. After talking to them, they have changed” [Field interview data, 2019].

She further explained:

“I think it is because of their culture or their religion. They do not respect women and so they brought it to work place. But I made them to understand that our work is different from their religion so they should not bring what they practice there to their work place”. [Field interview data, 2019].

Another head teacher also explained that:

“When I came to this school, I noticed that teachers were not coming to school early. They would wait for you to tell them what to do before they do it. When some of them come to school, they can sit under the trees and be making calls throughout without going to classroom to teach when it is time. There was a particular teacher, who was not coming to school early. When she comes she would be making calls throughout. At times, she would even leave the school before we close. I saw it to be a problem because that is not how a professional teacher should behave. You have to come to school on time and help the students to clean the compound and classrooms. As teachers, instructional period should be utilized well but teachers in this school were not teaching as expected. I saw that to be a problem. I talked to them and with time they have changed for the better”. [Field interview data, 2019].

The data reveals that female school heads face difficulties in gaining acceptance and support from their subordinates. Most of them expressed that female school heads face difficulties in gaining acceptance and support from other administrators. One respondent in the interview indicated:

“I encounter some problems in dealing with my subordinates. The men who work under me feel I’m a woman. At times they don’t take my instructions. The day that I will complain about their attitudes towards work, the next day it will be worse” (HT-3).

“...some of my teacher at times disobey my instructions which poses difficulty for the smooth running of the school administration” [HT-6].

The interview data indicated further that some male subordinates do not cooperate with the female head teachers. This could prevent them from functioning effectively. The views expressed above are a clear indication that some female school heads do not get the needed support from their subordinates and other school administrators. The data is consistent with Emory’s (2008) observation that, many women lose their drive to excel due to the many obstacles met along the path of becoming a manager or leader. Moreover men and women are generally not prepared to work under a woman because they feel that the moment a woman becomes a manager she has lost all her femininity (Commb, 2004). Women managers are always at fault if they are strong they are regarded as aggressive, tough not feminine, if they are jovial they are permissive, if they cry they are emotional.

Another sub-theme emerged from the discussion about the challenges confronting women in educational leadership was the heavy workload.

Heavy workload

Some of the head teachers indicated that the problem they face is as a result of the heavy workload associated with their new positions as head. They said that the workload to some extent was too much and gave examples which include, filling of documents, compiling teachers’ profiles etc. They indicated that the work involved were not easy at all and although the school closes at 3:00 pm because of the workload, they could still be there up to 5:00 pm

The following are some of the views expressed by the head teachers:

“...as a married woman I have to go home on time and attend to my family. But the work load does not permit me to do so and this can affect my marital home”. [Field interview data, 2019].

“... at times I come to school at 7:00 am and close at 5: pm. As you can see I am even filling a form about the students’ enrolment. [Field interview data, 2019].

“...The work that we do is very demanding. It becomes more challenging when your teachers are not supportive. Have you seen the pile of lesson notes book in front of me? I am going to inspect them and make the necessary corrections. [Field interview data, 2019].

The study showed that the lack of family support and interference from domestic responsibilities is another key challenge to female heads. This is reflected in statements like:

“I don’t have enough time to perform duties as a homemaker. As a woman at childbearing stage, I am concerned about catering for my children needs. Most husbands do not compromise when it comes to the performance of roles such as cooking, cleaning the house and caring for the children” [Field interview data, 2019. HT-7].

The data is consistent with Emory’s (2008) observation that, many women lose their drive to excel due to the many obstacles met along the path of becoming a leader. According to Emory (2008), these obstacles include family demands and lack of opportunities. Ruth (1987) also observed that, a married woman who works outside the home actually carries two jobs. There is evidence to show that most of the household labour is done by an adult woman (Baxter, 2002). In the execution of managerial duties, both male and female head teachers are saddled with similar challenges in the management of secondary schools (Nzeli, 2013). However, female leaders are often faced with societal demands and traditions that males do not face. The women principals are expected to complete their family responsibilities, maternal as well as managing the schools (Celikten & Yeni, 2004). In the African context,

traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many women are part of this system finding it difficult to dislocate from this culture and tradition.

These challenges compound the problem of female prejudices as captured by the data from research question 3, and thus makes it difficult for female leadership. Hence, it may be argued that given a level playground, female heads may perform equally well as their male counterparts if not better. The fact that women tend to face more obstacles on their way up the ladder has been established by Ruderman and Ohlott (2002). Their research shows the unique challenges women face as they develop as leaders. After conducting 61 interviews and collecting 276 surveys, they discovered 5 themes characterizing the challenges facing female managers, but which are vital for female developmental needs. These are: authenticity, wholeness, self-clarity, connection and agency. Among the many career barriers women encounter at all levels are prejudice, resistance to women's leadership, leadership style issues and family demands. For organisations that are keen to develop female leaders, these obstacles women face must be addressed (Eagly & Carli (2007)). Success in the workplace as women in terms of balancing work and family may come at a high cost in the form of stress (Easton, 2007). This stress, if not handled carefully, could have dire effects on their careers and even their roles and obligations to their families. This study suggests there are widespread effects of the discriminatory behaviour against women that may be derogatory to an organization's effectiveness and performance.

4.6 How do Women in Educational Leadership Positions deal with the Challenges confronting them?

This research question sought to find out from women in educational leadership positions how they deal with the challenges they face in discharge of their duties in their institutions. The responses from the female head teachers are discussed under sub-theme that emerged from the data:

Interpersonal Relationship

It was cited by participants that in dealing with some of the challenges they encountered in their schools, female head teachers mentioned that building strong interpersonal relationship with subordinates as well as creating a working environment that foster friendly/interpersonal relationship among the subordinates themselves were the strategies they have been using to deal with problems they faced.

It was shared by HT-3 thus:

When there are good interpersonal relationships among teachers and the head I believe most of the difficulties we (female head teachers) encounter will be reduced to the barest minimum. The issue is that the head must come to the level of her subordinates while her subordinates must also accord their head the maximum respect and needed cooperation [Field interview data, 2019].

Referring to Maslow's hierarchy of human needs, interpersonal relationships could be seen as resulting from the need for belongingness (Garudzo-Kusereka, 2009). Environmental factors are thus, regarded as important determinant of job satisfaction (Khan, Nawaz, Aleem & Hamed, 2012). According to Ellickson and Logsdon (2001) employee job satisfaction can be greatly affected by the social environment of the organization, especially, relationship with co-workers because cooperative co-workers are modest source of job satisfaction to each employee. It has also been proven that good and supportive co-workers and interpersonal relationship

in general, makes the job easier and enjoyable. This in turn increases job satisfaction levels of workers (Saif, Nawaz & Jan, 2012).

Naval and Srivastava (2004) maintain that open communication, task independence, feeling of belongingness and coordination among employees increase the degree of job satisfaction (Saif, Nawaz & Jan, 2012) and according to Karimi (2007) studies have shown that relation with colleagues or co-workers is the largest predictor of academicians' intention to leave an organization or not (Saif, Nawaz & Jan, 2012). For Wood (2008) employees derive their job satisfaction from supportive administration because an informative and consultative administration makes employees comfortable with their jobs (Ngimbudzi, 2009:41). Woods and Weasmer (2002) also agree that collegial relationship ensures workers' job satisfaction, and that it is significant for teachers to have time to share experiences (Ngimbudzi, 2009:41).

Professional development

Professional development was one of the themes that emerged from the data. Women in educational leadership position explained that the district education directorate in collaboration with some Non-governmental organizations in the district frequently organizes workshop for them on conflict resolution and management. They went on to say that skills acquired at the workshop have helped them to deal with challenges that confront them in their schools. This view by women in educational leadership position in Tano North Municipality is in line with Irby and Brown (1998) assertion in their study on women's support in administrations they noted that women need time to grow together professionally and to learn from other women.

The following are some excerpts from the participants:

“.... Workshops on conflict management and resolution are at times organized for head teachers in this district. I have acquired some skills which helped me to tackle problems in my school.” [HT-7]

Am very thankful to my district director for organizing workshops on how to deal with conflict situations in our schools [HT-2]

The views expressed give credence to the fact that the Ghana Education Service and gender-based organizations should periodically organize leadership training programmes for women to prepare them professionally for leadership positions.

Work-life Balance

It was noted by the headteachers during the interviews that an important strategy that could be used by female heads in solving the challenges they encounter is by employing work-life balance strategies. In their views HT-5 commented that:

Am a mother and a wife, a situation I have been managing for many years. I have to structure my daily routines such that I can perform both roles effectively [Field interview data, 2019].

This agrees with Dundas (2008) views that work-life balance is the effective management and juggling act between paid work and all other activities that are essential to people such as family, community activities, voluntary work, personal development, leisure and recreation. Similarly, Greenhaus, Collins and Shaw (2003) posit that work-life balance is the extent to which an individual is equally engaged in and equally satisfied with his or her work role and family role. Broers (2005) noted that it is very challenging to balance a successful career with a personal or family life. This can have an impact on an employee’s satisfaction in his or her work and personal life’s roles.

In relation to work-life balance HT-13 commented:

I have a time schedule for when to end performance of administrative duties and when to take care of home and other activities. Besides I take time to enjoy quality rest for myself and this strategy has gone a long way to help me as a female head teacher [Field interview data, 2019].

Similarly, HT-10 stressed:

I have to practise effective time management in my work balance in order to achieve good results. [Field interview data, 2019]

Virick, Lily and Casper (2007) contend that employees who experience high work-life balance are those who exhibit similar investment of time and commitment to work and non-work domains. According to Hughes and Bozionelos (2007) work-life balance, which refers to individuals determining the balance between their work and non-work responsibilities, activities and aspirations is deemed a major factor in determining employee job satisfaction, and that family obligations are not the only issues that bring about challenges in work-life balance, but it includes activities such as hobbies which are outside work obligations.

Throughout the world, workers, including teachers, perceive the ability to balance between workplace's needs and personal life's needs as an important issue (Mohd Noor, Stanton & Young, 2009). according to Scholaris and Marks (2004) work-life balance has important consequences for employee attitudes towards their organisations as well as for the lives of employees, and for Guest (2002) it is possible to investigate the trend of work-life balance and its developments which influence the well-being and job outcomes of employees at work. According to Deery (2008) much attention has been given to the issues that relate to maintaining and obtaining a work-life balance, but researchers such as Doherty and Manfredi (2006), Mohd- Noor, Stanton and Young (2009) and Mohd- Noor and Amat (2010), comment that less

attention, has however, been given to finding the reality of work-life balance satisfaction in higher educational institutions.

A lot of researches have been conducted to determine the association between work-life balance and attitudinal job outcomes such as job satisfaction and organisational commitment (Doherty & Manfredi, 2006; Virick, Lily & Casper, 2007; Youngcourt, 2005). Virick, Lily and Casper's (2007) study on layoff survivors in a high tech company found that work-life balance is positively related to job satisfaction. Howard, Donofrio and Boles (2004) in a study also concluded that work-family conflict which reflects work-life balance issue is significantly related to satisfaction with job.

Leadership and Administrative Support

The female headteachers reported that seeking administrative support from superiors was one sure way that could be beneficial to female headteachers. Hence, another sub-theme emerged from the finding was seeking administrative support. Some of the women in educational leadership indicated that they rely on superiors and mentors for guidance to enable them solve challenges that confront them. Sharing her experience HT-5 had this to say:

I have mentors who have deep knowledge in educational administration and educational leadership who I consult in critical times [Field interview data, 2019]

This implies that some female headteachers rely on their superiors for support in dealing with their challenges. This result supports Michael (2008) who found that one of the critical needs of female headteachers is to create a work environment where they can reach out for support from superiors at all times.

This assertion by women in educational leadership position are in support of Holt (1981) who suggests that mentors both male and female, may be the single most important factor in an administrator's career development. Mentors can suggest strategies for career mobility, open doors, initiate contact and make recommendations. The following are some of the excerpts from the participants:

...for a leader to be successful you need someone who will serve as a mentor to you. My mentor has been guiding me when I am confronted with challenges. [HT-7]

.. I thank God that I have someone at the District Education Office who is my mentor. This woman is like a mother to me. Sometime ago, I had a problem with one of my teachers which nearly resulted into fight. But when I discussed the issue with her she counsel me and the problem was resolved [HT-4]

...I have people whom I confide in when the going is getting tough. I mean when I' m having challenges. They have been very helpful. They help me to deal with problems in my school. [HT-1]

Studies have confirmed the criticality of social relationships and mentorship in women's career advancement (Burke & McKeen, 1990; Combs, 2003; Ibarra, 1993; Wentling, 2003). This is because women tend to generally advance through a combination of critical social relationships and particular performance strategies (Ezzedeen & Ritchey, 2009). Mentors are of importance because they offer two general types of behaviours or functions: career development functions, which is believed to facilitate the protégé's advancement in the organization, and psychosocial functions, which is believed to contribute to the protégé's personal growth and professional development (Ragins & Cotton, 1999). They are associated with providing positive outcomes. Women in leadership positions should institute mentorship scheme or program for school girls and a debriefing programme on male dominance for school boys. Such programmes will propel women to attain leadership

positions and at the same time change male attitudes towards female leadership over time.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study. The study explored the challenges of women in educational leadership position in Tano North Municipality, Ahafo Region of Ghana. This was a qualitative study underpinned by the interpretive paradigm and employed case study design. Purposive sampling technique was used to select participants for the study. The sample size for the study was 20 comprising 15 women in educational leadership position and 5 of their subordinates. The semi-structured interview guide (for women in educational leadership positions) and the focus group discussion guide (for their subordinates) were the instruments used for data collection. Each interview was audiotaped and transcribed verbatim and data was analysed using thematic analysis. To fulfil the purpose of this study, four research questions were formulated to guide the study:

1. What are the leadership styles of women in educational leadership in the Tano North Municipality?
2. How do subordinates view the capabilities of women in educational leadership in Tano North Municipality?
3. What are the challenges confronting women in educational leadership in Tano North Municipality?
4. How do women in educational leadership deal with the challenges confronting them in Tano North Municipality?

5.1 Summary of Findings

This first objective of the study sought to find out the leadership styles of women in educational leadership position in the Tano North Municipality. The findings indicated that the commonly used leadership style by women in educational leadership positions is democratic style. Participants described qualities women leaders“ exhibits as democratic leadership. These qualities includes involving subordinates in decision making, creating a working environment where teachers can easily approach the head and share their ideas with her because she welcomes each subordinate and offers her best guidance and advice.

It was indicated that there were certain situations and conditions that necessitated the use of various types of leadership styles. For instance, on justifying their (female headteachers) use of democratic leadership style, it was mentioned that it makes everybody feel part of the administration of the institution and everybody participates in the administration of the school. Also, democratic leadership style creates avenues for healthy communication, consensus building and development of good interpersonal relationship. As regards the use of autocratic leadership, participants indicated that it is adopted when there is an emergency situation and there is no time for deliberations then the headteacher is left with no option than to decide for and on behalf of the entire staff.

The findings revealed the kind of leadership adopted by female heads (women in leadership positions) were influenced by certain factors. The findings indicated that factors such as personality traits, organizational structure of the school, level of experience of leader, and personal determination of a leader influenced the leadership styles.

The second research question was based on exploring the view of subordinates on the capabilities of their female heads (women in educational leadership positions). It was affirmed by the subordinates that their female heads were competent. This was proven by the academic performance of students as well as how teaching and learning were organised in the school. Also, these female heads were credited for successes in sports, debates, quizzes among others which distinguished them as competent in their dedication to their work. They also empowered their subordinates by respecting their views and establishing cordial relations with them.

As part of assessing the capabilities of female heads, they were described as effective in directing activities in their school. The heads ensured that all subordinates are up to their task as well as ensured that teachers were present in class for their lessons on time. It was mentioned that female head teachers have performed very well in terms of making sure that things are done the right way to achieve the goals of education. Several initiatives have been taken in consultation with teachers to ensure smooth running of the school.

Similarly, participants noted that their female heads did well in supervising classroom instruction which have resultant effect on teaching and learning. It was affirmed that heads as part of dispensing their duties ensured that their teachers were always present to teach their students. The subordinates involved in the study that their female heads teacher have been much involved in supervision of teachers“ classroom instruction.

Another capability of female headteachers that was elaborated by the participants was their ability in establishing good school-community relationship; this is a strong attribute their female heads exhibited which distinguished them as capable heads. Participants affirmed that their heads have been positive on engaging the

members of their communities on various issues concerning their schools. This has brought a lot of benefits to their schools. This will help in the formulation of educational policies, goals, and strategies for teaching and learning in the community.

Participants described that their heads did well with the management of the schools' physical facilities and teaching/learning materials especially in terms of quality and quantity. Female heads ensured that the school facilities are in good shape, neat, attractive, and in readiness for use. Majority of these include well-furnished classrooms, ICT centres, science laboratory, canteens, library, and water supply.

The third research question focused on examining the challenges women in educational leadership positions encountered in the course of their work. It was gathered that because of their gender, some teachers did not heed to their orders. Some of the teachers were habitual late comers. The challenge this situations created for the heads was that they were sometimes queried or warned at the educational directorate to correct the situation yet teachers continued in this habit which is not favourable for the running of schools.

Besides lateness, some of the teachers were not punctual to school. This nature of absenteeism seemed worrying to the heads, even though teachers gave good excuses to be out of school. The female heads expressed the view that if it were their male counterparts, the situation would have been different because some teachers viewed female heads as calm and slow to taking hurtful actions against attitudes such as lateness and absenteeism.

The female head teachers also received some level of opposition from teachers who were deviant. It was recounted that there were some teachers who incited other teachers against their female heads. This did not augur well for effective

administration. They tried to rebel against the decisions of the heads given the impression that they do not want to be controlled by women.

Based on the fourth and final research question which was on how women in educational leadership positions solve the challenges confronting them, participants indicated that they build strong interpersonal relationship with subordinates and also a good working environment that foster interpersonal relationship among themselves.

Further, women in educational leadership positions involved themselves in continuous professional development programmes such as symposiums and seminars organised by the Municipal education directorate. In such programmes, they indicated that they were trained on leadership approaches and qualities, conflict management and resolutions in order to equip themselves with skills and qualities that helped to deal with their problems.

The findings indicated that most of the female educational leaders served as both mothers and wives at home. Based on that they applied strategic work-life balance measures in order to cope with the challenging roles they had to simultaneously play daily. Strategies such as closing from work on time or not going beyond mandated working period and enjoying quality relaxation helped them to deal with their challenges.

The finding also revealed that participants who were women in educational leadership positions requested for leadership and administrative support in situations where they encountered challenges that were way above their level of competency. In this regard, they requested for assistance from mentors and superiors who offered them immediate solutions to their challenges.

5.2 Conclusions

This study concludes that the type of leadership style women in educational leadership position apply may affect their effectiveness. It is therefore imperative that female heads blend the various leadership styles depending on the situation on the ground and the issues at stake for best results in teaching and learning outcomes in the schools.

Women in educational leadership positions mostly adopt the democratic leadership style in their administration even though they make use of autocratic leadership style at times. This creates the sense of belongingness among the staff. The implication of this finding is that leadership styles are not mutually exclusive and leaders are capable of selecting more than one kind of style suited for a particular situation. Females in educational leadership are very competent in the discharge of their duties. Even though some of them are too autocratic and too rigid.

Some teachers do not accord female heads the necessary cooperation because of their gender; this creates challenging situation for female heads. Some teachers do not accord women in educational leadership the necessary respect due to their cultural orientation, religious background and perception about women in general. Also, the problem of heavy workload associated with leadership positions pose challenges to women in educational leadership. Finally, premised on the findings of the study, it is concluded that mentoring, professional development coupled with social support help women in leadership positions to excel.

5.3 Recommendations

From the findings of the study, the following recommendations are made.

1. Female heads should make use of combination of leadership styles. In this regard, they would be effective in their work because they will apply leadership styles that suit particular situations and moments.
2. Female heads need to assess and evaluate the impact and perceptions of their leadership styles as well as the needs of teachers. This will help female heads to adopt strategies that can satisfy the needs of their subordinates, enhance the achievement of organizational goals, and remove impediments that prevent developments.
3. The Tano North Municipal Education Service and other gender-based organizations should periodically organize leadership training programmes for female heads to be abreast with leadership approaches and thought patterns that enhance their capabilities and increase female participation in educational leadership over time.
4. The Ghana Education Service should institute mentorship scheme or programmes for female teachers. Such programmes will propel women to attain leadership positions and at the same time change male attitudes towards female leadership over time.
5. Channel of communication should be strengthened by headteachers. This will help eliminate conflicts, laxity, ineptness and ennui that may result from existing but ineffectively used or non-existing channels of communication.
6. Headmasters should encourage subordinates to voluntarily offer their services, knowledge and skills for the benefit of the entire school. This can be done by participating in so many school activities. This should include decision-

making and issues directly affecting teachers. This will motivate teachers to put up their best in contributing to the administration of the school.

7. Finally, it is important that female head teachers adopt work-life balance strategies to enable them cope with the heavy workload and other roles they play apart from administrative roles.

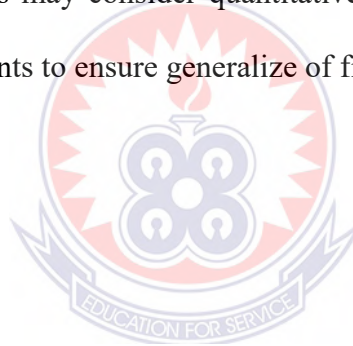
5.5 Limitation of the Study

Women in educational leadership positions are scarce and information provided by them is not possible to be an adequate echo of the capabilities of women mostly in the field of educational leadership in the municipality. In order to augment women's full involvement in leadership positions in educational establishments and other administrations it would be appropriate to gather as much information as possible from women from varied backgrounds with different competences. This would have delivered a more informed data on the entirety and multiplicity of the challenges women face or are expected to face in seeking for educational leadership positions. This to some extent is deficient in the study due to the limited number of women covered by the study. However, the study offers valuable systematic data on some of the challenges women face in educational leadership positions in the Tano North municipality devoid of assumption and predisposition.

5.4 Areas for Further Research

This study sought to explore the challenges of women in educational leadership positions in the Tano North Municipal of Ahafo Region and create awareness of the effect of these challenges. The study could be replicated in other schools in other regions in the country to find out what persists in various regions.

Also, the study involved only women in educational leadership positions and their subordinates. Future studies may involve the superiors of these women in educational leadership positions in order to find out from them the competencies of women in educational leadership. Again, the study was a qualitative one and adopted the use of semi-structured interviews and focused group discussion as instruments for data collection. Future studies may consider quantitative and mixed methods in order to involve a lot of respondents to ensure generalize of findings.



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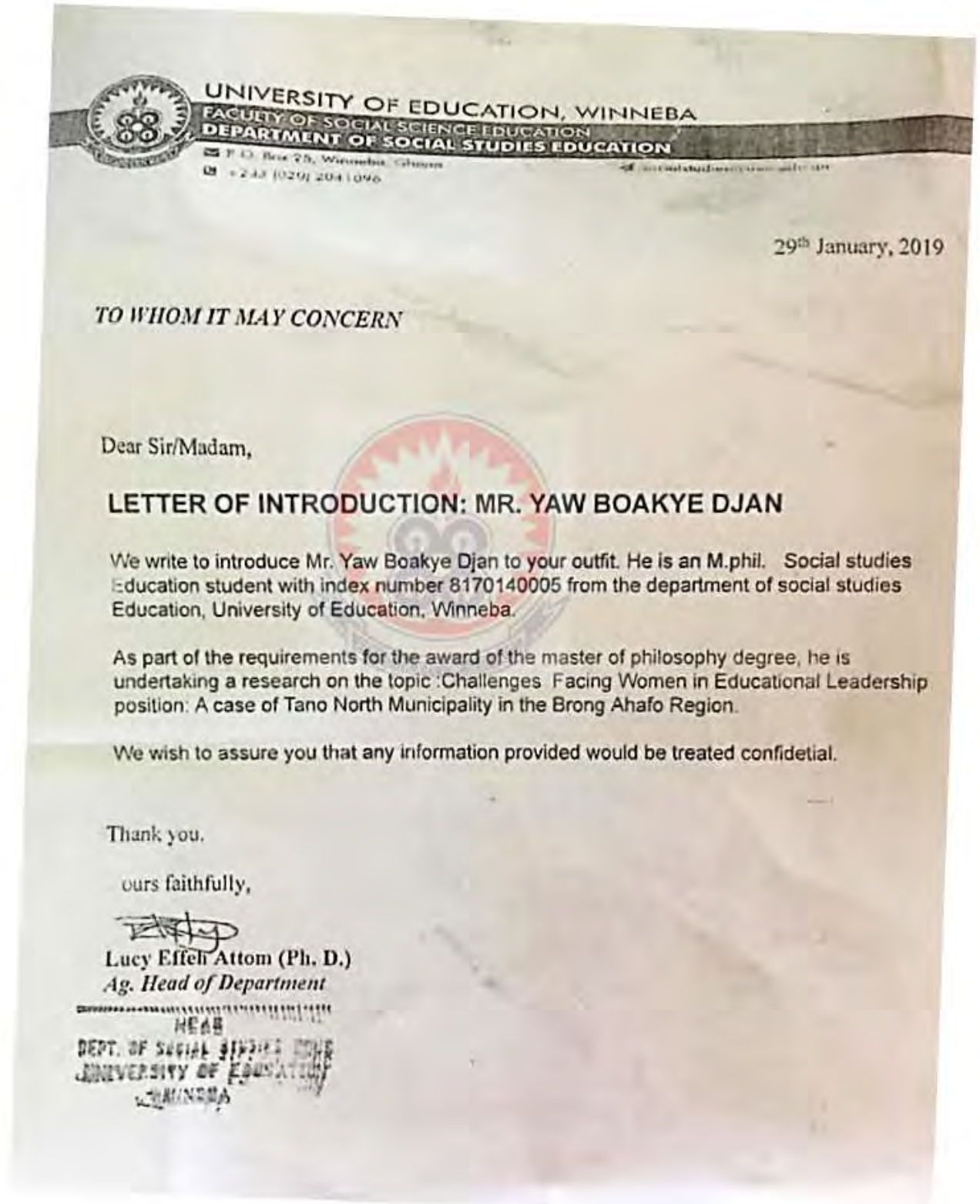
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APPENDICES

APPENDIX A

Letter of Introduction



APPENDIX B

Interview Guide for Female Headteachers

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

Introduction

I am Yaw Boakye Djan, a final year Master of Philosophy (Social Studies) student of the above University. I am conducting a study on „CHALLENGES OF WOMEN IN EDUCATIONAL LEADERSHIP POSITIONS IN TANO NORTH MUNICIPALITY, BRONG AHAFO REGION“. I therefore crave your indulgence to cooperate with this exercise as your responses will be held confidentially. Thank you.

Research Question 1

What is the leadership style of women in educational leadership in the Tano North Municipality?

- i. Please tell me a bit about yourself, such as your educational background and your current post?
- ii. What is your primary leadership style?
- iii. Why do you prefer that leadership style?
- iv. What are the effects of this leadership style on your subordinate?
- v. Apart from the one you mentioned in (ii) what other leadership style do you use?
- vi. At what instance do you use this style?

Research Question 3

What are the challenges confronting women in educational leadership in Tano North Municipality?

- i. What challenges, if any, did you face in securing this position?
- ii. What are some of the problems you normally encounter since your appointment as the head of this institution?
- iii. Why do you think you face those problems?
- iv. Do those problems have direct influence in the discharge of your duties?
- v. How do you think a woman's marital status affect her ability to participate in educational leadership?
- vi. What are your thoughts regarding your marital status and your present position? .
- vii. What factors do you think encourage or discourage women taking key leadership positions in educational sector of Tano North Municipality?
- viii. What are the effects of the challenges you face
- ix. How do these challenges affects your family life

Research Question 3

How do women in educational leadership solve challenges they encounter?

- i. What are the possible solutions to these problems?
- ii. What strategies have you adopted to overcome these challenges?
- iii. Do you think these strategies are the best? Give reasons.
- iv. What advise will you give to women who aspire to be educational leaders and those who are leaders
- v. Any comment of advice to women in general considering their participation in leadership.

Thank You for your Cooperation

APPENDIX C

Focus Group Discussion

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

Introduction

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FOCUS GROUP DISCUSSION GUIDE FOR SUBORDINATES TO WOMEN IN EDUCATIONAL LEADERSHIP POSITION

Research Question 2

How do subordinates view the perceptions of the capabilities of women in educational leadership in Tano North Municipality?

- i. How will you assess the ability of your superior in relation to the office she occupies?
- ii. Do you accord your superior the same respect as their male counterpart? If yes why? Give reasons to your answer
- iii. What is your expectation about your superior's capabilities?
- iv. Is she working to your expectation? Give reasons.

THANK YOU FOR YOUR TIME.