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ASSESSING THE PERFORMANCE OF HEADS OF JUNIOR HIGH SCHOOLS IN TAMALE
METROPOLIS

IDDRISU IMORO

APRIL, 2018

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

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ASSESSING THE PERFORMANCE OF HEADS OF JUNIOR HIGH SCHOOLS IN TAMALE
METROPOLIS

BY

IDDRISU IMORO

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DECLARATION

Student

I hereby declare that this dissertation/thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere:

Candidates Signature ……………………   Date…………………

Name: Iddrisu Imoro

(**INDEX NO. UDS/MTD/0005/13**)

Supervisor

I hereby declare that the preparation and presentation of the dissertation/thesis was supervised in accordance with guidelines on supervision of dissertation/thesis laid down by the University for Development Studies.

Supervisor's Signature   ……………………..   Date…………………

Name: Dr. Issah Mohammed

ABSTRACT

The study was set up to investigate the performance of head of Junior High Schools in the Tamale Metropolis. The aim of the literature review was to present and discuss in detailed the existing knowledge and existing concepts that are theoretical and empirical which could throw more light on school heads leadership styles and performance. The quantitative research approach was used. The design used was descriptive survey. Simple random sampling technique was used to select sample size of 124 participants which comprised 85 teachers and 39 head teachers of the Tamale Metropolis. The study used questionnaire as the instrument to collect data from the teachers and the heads of the junior high schools. The questionnaire contained both closed-ended and opened-ended questions to elicit views from heads and teachers. The Statistical Package for Social Sciences (SPSS) was used to analyse the field data. Participants used in the study had understanding of the purpose of the research.

The study revealed that: head teachers leaned towards Laissez-faire leadership style. Head teachers had not successfully created conducive environment for teaching and learning. Head teachers performed some of the following roles effectively: admission of pupils, receiving teachers posted to school, classification of teachers, assigning schedules and distribution of TLMs. There was a poor collaboration between head teachers and stakeholders of the school particularly the SMC, PTA and the community. There is 'low satisfaction of the efficiency and effectiveness of the administrative work by head teachers. The challenges heads teachers faced in the schools includes: inadequate physical infrastructure, TLMs, computer labs, sewing machines, basic carpentry tools, basic tools for BDT practicals.

Some recommendations made included: All heads of the junior high schools should be made to undergo a week leadership training organized by the GES aims at equipping them with leadership styles such as democratic and participatory styles of leaderships. All stakeholders in education should pull resources together to purchase and make available physical infrastructure, TLMs, computer labs, sewing machines, basic carpentry tools, basic tools for BDT practicals in all the schools.

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LIST OF ACRONYMS

BECE	Basic Education Certificate Examination
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
INSET	In-service Training
JHS	Junior High School
KG	Kindergarten
MEO	Metropolitan Education Office
PTA	Parent Teacher Association
SFP	School Feeding Programme
SHS	Senior High School
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
UNESCO	United Nation Educational Scientific and Cultural Organization
WAEC	West African Examination Council

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CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

The socio-economic and political development among others of a country largely depends upon its education system. In the education system, a number of variables play a role in ensuring that high standards of educational outcomes are set and achieved. The key stakeholders perhaps are teachers, headteachers and other supporting staff, who contribute directly to school improvement (Khan, Saeed and Kiran, 2013). However, it is asserted that a school head plays a pivotal role in maintaining and raising the standard of education. Also, the head has an overall responsibility for ensuring the effectiveness of a school through being committed in his or her managerial roles. It is through the head teacher's efficiency and effective in management that the school improvement and effectiveness can be achieved.

Heads of institutions are assessed based on the number of students that pass the national examinations (Eshiwani, 1993). In this regard, the general public has time and again expressed concern over factors that influence student performance in examinations. Several researchers have alluded to the fact that the most outstanding factor has to do with how the head provide leadership in leading the teaching and learning process. For instance, Rutter *et al*. (1979) and Wekesa (1993) note that to improve students' performance head teachers are required first to improve the management of the schools. To do this, the head teacher needs to set a clear vision for the school and communicate same to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution (Lydiah and Nasongo, 2009)   Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources (Lydiah & Nasongo, 2009).

In 1996, the government of Ghana launched the Free Compulsory Basic Education program (FCUBE) aimed to provide free and compulsory basic education to every school-aged child, as its name suggests. The main objectives of the United Nation Educational Scientific and Cultural Organization (UNICEF, 2007) are "to enhance the quality of teaching and learning, improve the efficiency in the management of the education sector, and provide full access to educational services by empowering all partners to participate in the provision of education to all children".

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To increase enrolment and improve performance of students at the basic level, successive governments in Ghana have introduced in one way or the other, some pragmatic policies or programmes towards accomplishing this noble objective: Free compulsory Universal Basic Education (FCUBE), School Feeding Programme (SFP) and capitation Grants for basic schools. But herein lies the problem- efforts put into basic education do not extend to retention of students. Issues of student disengagement, poor academic performance, truancy, and staggering drop-out rates are pervasive the country over. This requires heads of basic schools to be proactive in order to confront these problems head on.

The task of the headteacher is therefore complex and challenging. This is the main reason why it is important to appoint qualify leaders with the right acumen to take up the mantle of leadership in our schools. By so doing, performance is likely to improve tremendously. Brumbach (1988) contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival (Nsubuga, 2003). Performance in basic education, therefore, goes beyond academic results and included sports, moral upbringing and general discipline. It is in the light of this that the researcher is interested in assessing the performance of heads of junior high schools in Tamale Metropolis.

1.1 STATEMENT OF THE PROBLEM

For any education system to flourish and achieve its goals, teachers must play their roles effectively and efficiently. The quality of training that teachers receive and the systematic support for their professional growth are what would ensure that education systems reap the full potential of their contribution to quality education. Over the years, Ghana has reformed and restructured its teacher educational system in response to demands of new visions and mission for education.

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What has been missing in the entire process is a set of policies that guide the development and management of teachers in ways that commit them to achieve national education goals. Several policies have been put in place by the Ministry of Education and Ghana Education Service to ensure access and quality education, effective leadership, disciplined students and good examination results of schools. For instance, capitation grant, parent teacher association, the school management committee are all systems put in place to support head teachers perform their duties effectively (The Head teachers' handbook, 2010). Despite this, some head teachers do not perform their duties effectively. For this reason, Asabigi (1999)-(Deputy Northern Regional Minister), admonished District Directors of Education to sign performance contract agreement with the Ghana Education Service (GES) to ensure quality teaching and effective management of schools.

The head teachers in the Junior High Schools are responsible for the day to day running of the school. They ensure discipline among pupils as well as among the teaching staff and also ensure effective teaching and learning by creating a good tone in the school (Sekyere, 2009). However, the question that needs to be answered is how are heads of JHSs in Tamale Metropolis performing their duties? This study seeks to investigate into this area with the view of assessing how heads lead their teachers and students in the schools for effective teaching and learning.

1.2 RESEARCH QUESTIONS

The study was based on the following research questions:

1. What leadership style do heads of Junior High Schools in Tamale Metropolis employ in performing their duties?
2. How are heads of Junior High Schools in Tamale Metropolis performing their duties?
3. How are teachers satisfied with their headteacher's leadership style?
4. What challenges do heads of Junior High Schools in Tamale Metropolis encounter in the performance of their duties?

1.3 OBJECTIVE OF THE STUDY

The main objective of this study was to assess the performance of head of JHSs in Tamale Metropolis. The specific objectives are:

1. To find out the kinds of leadership styles heads of Junior High Schools in Tamale Metropolis employ in performing their duties.
2. To understand how heads of Junior High Schools in Tamale Metropolis perform their duties.
3. To determine satisfaction levels of teachers about their heads' leadership styles.
4. To ascertain the challenges heads of Junior High Schools in Tamale Metropolis encounter in the performance of their duties.

1.4 SIGNIFICANCE OF THE STUDY

The significance of the findings of this study is in four folds. Firstly, the findings from the study would be useful to educational administrators and planners in the Metropolis. Other stakeholders such as the Ministry of Education will also find the findings of this study as important basis for better policies to improve students' performance in the junior high schools. Secondly, the findings from the study will be used to recommend leadership styles that would improve students' performance in the junior high schools in the Tamale metropolis. Thirdly, the study could be used to indicate certain negative leadership practices that affect students' performance in schools. Finally, it is a contribution to the body of literature relating to leadership and its influence on students achievements in educational institutions and also to assist students who would embark on similar or further research.

1.5 DELIMITATION OF THE STUDY

This research focuses on only the heads of Junior High School in Tamale Metropolis of Northern of Ghana. The study focuses on assessing the performance of the heads of Junior High Schools in Tamale Metropolis. It deals with the views of stakeholders in educational set up and not causal relationship.

1.6 ORGANIZATION OF THE STUDY

This study is organized under five (5) chapters. The first chapter deals with the background to the study by focusing on issues related to the study. The chapter also discusses the statement of the problem, objectives of the study as well as the research questions for the study. The chapter also looks at the significance of the study. Chapter two reviews literature for the study.

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Leadership theories are reviewed in chapter two as well role of heads of basic schools and challenges faced by leaders of these schools. Chapter three is dedicated to research methodology adopted for the study. Chapter four discusses the presentation of data while chapter five presents summary, conclusions and recommendations of the study.

1.7 SUMMARY

This chapter one has presented and discussed the background to the study, problem statement, research questions and objectives, delimitation and organization of the study. The next chapter is chapter two; this chapter presents the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter explores existing concepts that are theoretical and empirical which could throw more light on the research topic under consideration. The theoretical base is on relevant theories, concepts and ideas of some researchers, authors and educators while the empirical review considered findings, evaluations and recommendations of some actual studies which have previously been done on the problem by other researchers. The essence of the review is to help the researcher provide a framework for establishing the purpose of this study and a standard for comparing the results of the study to those of other writers presented in books, journals, research papers etc. The review is based on the following sub-headings: basic education in Ghana, the role of Heads of Basic Schools in Ghana, performance Appraisal, leadership and Academic Performance, challenges Leaders encounter in managing schools.

2.1 BASIC EDUCATION IN GHANA

The most recent educational reform of 2007 made several changes in the Ghanaian education system. According to the Ghana Education Service (2014), universal basic education shall now be 11 years, made up of: 2 years of kindergarten, 6 years of primary school and 3 years of junior high school (JHS). Basic education in Ghana therefore ends at the final year of JHS, when all students sit the Basic Education Certificate Examinations conducted by the West African Examinations Council (WAEC). A student needs an aggregate score of 30 less in six core and elective subjects to be eligible for entry into a senior high school (SHS) or a technical/vocational school for further education. The total number of JHS graduates who pass the BECE with an aggregate score of 30 or better in each school determines the success or failure rate of JHSs. This serves as the criterion for evaluating the quality of academic performance at basic school level in Ghana.

The Ghana Ministry of Education, in its syllabus for all levels of basic education, emphasizes that "the principal purpose of basic education is to help the pupils acquire basic literacy in English Language and good knowledge in Mathematics. This would serve to develop further their abilities and talents through additional education and skills training" (Ministry of Education-Ghana Education Service, 1998, p. 2). The above statement underscores the purpose

of formal education in Ghana as originally outlined in the Ghana Accelerated Development Plans for Education of 1951 and 1961 (Government of Ghana, 2004; Ministry of Education, 1951, 1987).

It is this educational goal that was echoed by subsequent education reforms in Ghana (Ministry of Information and National Orientation, 2007) and also by the *Education for All* project of UNESCO (1990), which identified education as the engine of social, cultural, economic, scientific and technological growth and progress of the nation. It is in pursuance of these goals that the government, through the Ministry of Education and the Ghana Education Service implemented a number of education reform programmes since 1951 (Government of Ghana, 2004; Ministry of Education, 1951, 1987, 1997). Notable among them was the Free Compulsory and Universal Basic Education (FCUBE) program of 1995-1996.

2.2 THE ROLE OF HEADS OF BASIC SCHOOLS IN GHANA

According to Devis et al. (2005: 1), 'school heads play vital and multifaceted roles for teachers and vibrant learning environments for children, but existing on the best ways to develop these effective leaders is insufficient'. School heads are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs' administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives (Devis et al., 2005; Elmore, 2000; Levine, 2005; Peterson, 2002).

The following are some of the specific duties that the headteacher performs to ensure that the basic aim of   teaching and learning is achieved:

- Admission of children or pupils: He makes admission, and makes sure that particulars of pupils   he admits or enrolls are duly entered in the Admission Register.
- Receiving teachers posted to the school and recording their particulars in the Teachers' Record Book.
- Classification of Teachers: He assigns teachers to classes. In the case of J S S he allocates subjects and teaching periods to teachers.
- Assigning schedules: He assigns schedules (co-curricular activities) to teachers.

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- Distribution of teaching and learning materials: He distributors syllabuses, scheme of work sheets, Teaching Note Books, Reference Books, Stationery, continuous assessment records, Pupils text books and exercise books to teachers.

- Allocation of rooms to classes.

- Vetting of teachers' lesson notes and scheme of work.

- Inspecting class continuous assessment records to ensure that teachers make correct entries. He does so by checking the entries against marks recorded in pupils' exercise books.

- Supervising and conducting demonstration lessons for teachers from time to time.

- Organizing in-service training for teachers.

- Ensuring punctuality and regular attendance of school among both pupils and teachers by using class registers and staff attendance book or time book (Sekyere, 2009, pp.20-21).

- In the Basic Schools, the Head teachers are responsible for the Schools' financial administration. Effective school leadership requires a number of competencies on the part of school heads.

  Leithwood et al. (2004: 6) outline three sets of core leadership practices: (1) Developing people—enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. (2) Setting directions for the organization—developing shared goals, monitoring organizational performance and promoting effective communication. (3) Redesigning the organization—creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes (Sekyere, 2009, pp.20-21).

Effective school leadership is mainly related to the competency, commitment and performance of the head teacher. Performances are actions, products or processes that can be specified and assessed, and which rely on knowledge, abilities and skills for delivery and which have an appropriate weighting among the cognitive, psychomotor and affective domains for the purpose. It is the accomplishment of work assignments or responsibilities and contributions to the

organizational goals, including behavior and professional demeanor (actions and manner of performance) as demonstrated by the employee's approach to completing work assignments (Sekyere, 2009, pp.20-21).

Gilbert (1998) found that performance has two aspects—behavior being the means and its consequence being the end. In other words, performance is the accomplishment of responsibilities and contributes to the behaviour, capabilities of interpersonal relationships, professional attitude and institutional goals.

Fiedler (1967: 8) defines leader as 'the individual in the group given the task of directing and coordinating task relevant group activities'. Fullan (1991) adds that any headteacher may be assessed by the major factors such as the leadership qualities, instructional and managerial abilities. To understand head teacher's performance, it is necessary to throw light on his/her role as an instructional leader. Bulach et al. (2006) quote Stanton, who found the most critical competencies for leader effectiveness were skills in human relations, communication and leadership. Leithwood et al. (2004) outline three sets of core leadership practices: developing people, setting directions for organization and redesigning the organization.

Along with teachers, the head teacher's performance also needs to be assessed. The literature suggests a number of ways to assess the performance of headteachers. For example, it may be assessed by external assessors, teachers, school observations, students' achievement, school professional and managerial documentation, and self-assessment by the head teachers (Sergiovanni (2005). Perhaps, teachers' opinions about their headteachers are one of the key determinants of head teacher performance in the school. Case studies carried out in 12 UK primary and secondary schools through interviews, observations and review meetings with head teachers and teachers identified that majority of the teachers were satisfied with the performance of their head teacher (Haynes et al., 2002).

Wragg et al. (2001) found that head teachers had a positive view towards the external assessors. Weller and David (1994) found that there was a shift in attitude by administrators toward favouring teacher evaluation of head teachers. Luo (2004) argues that teacher perceptions

about head teachers as leaders indicate an important dimension to be considered when assessing the leader's ability, which have a great significance and provide evidence for improvement of school leadership. Sweeney (1996) further added that such perceptions will also have impact on the performance of the school. Josephson (2003) found that teacher perceptions about head teachers may help them to improve their leadership role and that the information can serve to foster systemic change within the school.

The role of the head teacher in a basic school is to lead the academic and administrative functions of the school and liaise with the community and higher authorities. Head teacher leadership qualities greatly affect the school improvement and effectiveness. Leadership can accomplish an organization's goals or bring about change to organization's goals. For example, the head of a school is responsible for allocating staff duties including teaching, research, administration, consulting and continuing education to maximize the effectiveness and efficiency of the academic unit (Blase, 1994; Hanson, 2003). Consistent with this responsibility is the power to distribute differentially staff duties to ensure the productivity of the institution.

According to Rahmat (2001), the head of any institution is the focal person within the school. He argues that they affect the quality of individual teacher instruction, the height of student achievement, and the degree of internal and external efficiency of school functioning. Siddiqui's (1979) study found that good head teachers inter - personal and communication skills, and good management of the human relationships in a school positively affect school improvement and effectiveness. In another study, Mitchell (2005) found that: the school principal's role is crucial in building school culture and motivating teachers. It is important, then, to gather teachers' perceptions of administrators who helped them promote learning; in particular, to ascertain what administrator attributes and behaviors teachers find helpful in their work to promote learning.

Day et al. (2000), in the context of the UK, reported that 'effective heads constantly work at helping individuals develop, continually work at enhancing relationships in the school and between the school and community, and maintain a focus on goal and program coherence'. Research in national perspective shows that heads of schools were of more of an administrative

rather than an academic nature and mostly teachers were dissatisfied with the personal attributes of theirs heads (Ashraf, 1972).

2.3 PERFORMANCE APPRAISAL

All organisations, whether they are factories, commercial entities, hospitals or schools, exist to provide products or services to the satisfaction of their clients or customers. According to Cyril and Doreen (1993) performance appraisal is a means of achieving promotion, through the use of certain techniques and procedures. Performance appraisal is the process of assessing how well employees are doing their jobs (Chuck, 2006). Cascio (1992) sees performance appraisal as the systematic description of the job-relevant strengths and weaknesses of an individual or group.

Graham and Bennett (1992) also defined performance appraisal as the judgment of an employee's performance on a job, based on considerations either than productivity. According to Ghana Educational Service (G.E.S) Council (2001) performance appraisal is a tool that can be used partly to fulfill its constitutional obligation under the Free Compulsory Universal Basic Education (FCUBE) and to turn around the educational enterprise to attain the objective of delivering quality education. The G.E.S. uses the definition and statement of tasks as standards for appraising the work performance of its employees.

Performance appraisal has become an important domain in education, especially in the last decades. This is so because the quality of learning and teaching in educational institutions is the main factor in the provision of the workforce to the economy, as such there is the need to assess the performance of those responsible, i.e. teachers and principals (Middlewood, 2002). The perception that the public schools are failing (Green, 2001; Senge et al., 2000) has stimulated political debate over school reform in many nations, with growing attention to educational reform and accountability (Fuhrman and Elmore, 2004). Improving the performance of heads has been one of the significant issues in this era of educational reform. The examination of relevant literature indicates that the major approaches to the appraisal of heads of educational institution are based on the following aspects: (1) results (outcome based); (2) standards-based; (3) personal qualities; (4) role-based; (5) key behaviors of successful principals (6) principal efficiency; and (7) subordinates' satisfaction (Fuhrman and Elmore, 2004).

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The first appraisal approach is the outcome-based assessment procedure, which focuses primarily on the accomplishment of objectives mutually agreed upon at the start of the school year. The head of a school is said to be effective if he/she is able to lead the school to achieve its purposes (Handy, 1993). If a competent head is one who presides over an effective school, it may be reasonable to contend that a head is meritorious to the extent that school goals are achieved. There is however a nagging problem about using this approach to assess the effectiveness of a head teacher. For example, Hart (1992) argues that the outcome based approach is unrealistic, because of the following reasons: First, are all objectives to be weighted equally? Presumably, a principal is expected to pursue more than one objective during a given year. What if some objectives are achieved and others are only partially achieved? In this case one cannot conclude whether or not the head is effective.

In the same breadth, Heck and Marcoulides (1996) argue that student achievement cannot be attributable to the effectiveness of heads just because heads are too distant from the classroom to be held accountable for student outcomes. Contrary this argument, GES (2010) argues that the quality of education depends primarily on the way schools are managed, more than the abundance of available human and material resources, and that the capacity of schools to improve teaching and learning which will culminate to students' academic performance is strongly influenced by the quality of the curriculum leadership provided by the head.

Fasasi and Oyeniran (2014) in concurring to this assertion intimate that one major way to control mass failure of secondary schools students in public examination is for the school heads to be alive to their responsibilities which are geared towards ensuring quality in the school system. They further intimate that no matter the amount of money invested in the school system, if there is nobody to coordinate it for the achievement of the purpose for which schools are set up, then the investment becomes a waste.

The second approach to head assessment is the standards-based approach. According to this approach which is recommended by the Joint Committee on Standards for Educational Evaluation (Stufflebeam, 1988), evaluation is determined by the discrepancy between actual and expected performance as defined by certain standards. The main problem with this approach is that it could lead to a form of a new Taylorism, with principals being held accountable for

responding to certain standards, which may not fit a great majority of heads because they do not take into account the local context and individual school priorities (Stufflebeam, 1995).

The third assessment approach is centered on personal qualities of the head that are considered to be most likely to lead to improvement in overall effectiveness of the school. Louden and Wildy (1996), after analyzing the statements about the key competencies, knowledge and skills that heads should possess, as well as the indicators used to show that they are possessed, were critical of this approach because of the following reasons: the long list of competencies and skills ignore their interrelationships. It also separates the performance from the context within which it occurs. Furthermore, the wording of items on the lists implies a degree of precision difficult to realize in a real professional context. Therefore, they suggest an estimation of the extent to which a head has attained a certain level and not the making of judgments about the presence or the absence of a particular competency.

The fourth assessment approach is centered on the head's role (role based approach). According to Marcoulides and Heck (1996), any attempt to develop an evaluation procedure on head performance must take into account the theoretical aspects of the role and provide valid and reliable data. The main question remains as to which roles.

The fifth approach is centered on stressing key behaviors of successful heads. This form of appraisal sought to find out whether or not heads spend a specified portion of their time in managing the curriculum, assessing and supervising teachers and promoting a positive school climate, because heads in schools with high student achievement have often been found to do these things (Gaziel, 1995).

The sixth approach is the head's efficiency. Efficiency refers to reducing costs while maintaining effectiveness (Levin, 1983). As educational resources stabilize or decline, efficiency could become a major criterion by which the performance of principals is assessed. That could be done by making the best use of available personnel, equipment, facilities and other resources, and by setting up routines to reduce paperwork and ensure that teachers have adequate supplies when they are needed.

The last approach is the subordinates' satisfaction. As heads work directly with teachers, specialists and administrative staff, it may be more reasonable to look to employee satisfaction as a basis for principal evaluation. This study will take a look at three different appraisal

approaches: head's inputs (personal skills); head processes (behavior, practices and role perceptions); head's results (school performance, subordinates' and superior satisfactions).

2.4 LEADERSHIP AT BASIC SCHOOLS IN GHANA

Leadership is undoubtedly one of the most widely researched topics in industrial/organizational psychology. Leadership has variously been described as personality, influence, behaviour, goal achievement or attribution, (Saal & Knight, 1995). To accommodate all the various theories and research studies, while distinguishing between leadership and other organizational phenomena, (Saal & Knight, 1995) observed that: "Leadership is a social influence in organizational settings, the effects of which are relevant to, or have impact upon, the achievement of organizational goals" (P.321).

According to Manning and Curtis (2009), leadership is social influence. It means leaving a mark. It is initiating and guiding, and the result is change. The product is new character or direction that otherwise would never be. Hesser (1999) noted, "Leadership has two component parts, personal and organizational. Success, over time, demands on the knowledge of and commitment to both". Spinelli (2006) describes a successful leader as being accountable and suitable. Leadership has been described as an influence relationship among leaders and employees who intend real changes and outcomes that reflect their shared purposes (Daft, 2005).

The qualities for effective leadership and followership are the same (ibid). The basis for good leadership is a respectable personality and unselfish service to employees and the organization (Clark, 1997). "The best leaders are those who are deeply interested in others and can bring out the best in them" (Daft, 2005). Kouzes and Posner (2007) add that exemplary leadership comes from modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging hearts. In business, the focus of leadership is rather more striking.

From the above definitions, it is crystal clear that the head teacher has an enormous task of managing the educational institution. The head teacher needs to initiate the process, provide the necessary guidance and coaching so as to bring about good results. Good performance or results is possible if the head teacher model the way, inspiring teachers, making the task challenging through the institutionalization of Prize Given Day for students and teachers to

compete among themselves for prizes. This will motivate them to give out their best. With this the head teachers are most likely to improve performance.

2.5 THEORIES OF LEADERSHIP

To understand the concept of leadership better, several theories of leadership have been propounded. Robbins & coulter, (2009) in their book entitled "managers as leaders" explained the following theories; trait theories, behavioral theories, transformational theories, transactional theories, contingency theories or situational theories among others. According to them, with trait theory, people inherit certain qualities or traits that make them effective leaders. The trait model of leadership is based on the characteristics of many leaders – that would differentiate leaders from non-leaders. Some of the traits studied included physical stature, appearance, social class, emotional stability, fluency of speech, and sociability. The seven traits shown to be associated with effective leadership are: drive, desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge and extraversion Robbins & coulter, (2009).

Effah, (2003) in his book entitled "leadership and academic institutions'', assumes that leaders are born not made and focuses attention on the person in the job rather than the job itself. Selecting leaders rather than training for leadership therefore assume greater importance than the trait approach to leadership.

2.5.1 Behavioral theory of leadership

Behavioral theory of leadership does not seek inherent traits or capabilities rather; they look at what leaders actually do. A number of theories have been developed to explain leadership in terms of actual behavioural characteristics (Effah, 2003). The first of these was perhaps the one developed at Iowa state university which recognizes three broad types of leadership styles: The Autocratic style described a leader who dictated work methods, made unilateral decisions and limited employees participation (Robbins & coulter, 2009).

Nsubuga, (2003) in his thesis titled Analyzing the Leadership Styles and School Performance of Secondary Schools in Uganda explains that results from the Pearson Product Moment Correlation Coefficient indicated that the relationship between the autocratic leadership style and school performance from the teachers' questionnaires was -0.65 or -65%. This was interpreted as

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a strong negative relationship. This simply means that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

The Democratic style described a leader who involved subordinates, delegated authority, encouraged participation and use feedback as an opportunity for coaching employees (Robbins & coulter, 2009). Findings from the study titled Challenges in the Administration of Senior High Schools in the Kpeshie Sub Metro of the Accra Metropolitan Education Directorate Highlighted democratic and situational styles as being used by the administrators in the schools. The roles of administrators, more especially the institutional head came out strongly in the literature, as being crucial to a school's effectiveness.

Nsubuga, (2003) findings established that there is a positive moderate relationship between the democratic leadership style and student academic performance in secondary schools in Uganda (48%). The study revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

Finally, the Laissez-faire leadership style, described a leader who let the group make decisions and complete the work in whatever way it saw fit (Robbins & coulter, 2009). One of the findings of Nsubuga, (2003) is that there is a very negative correlation between the laissez-faire leadership style and the school performance in secondary schools. This study indicated that headteachers who used the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez-faire leadership is not the best leadership style to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness.

This is in agreement with MacDonald's (2007) study of laissez-faire leadership shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

Another and perhaps the most influential behaviour theory was the one conducted by researchers at the Ohio State University which categorized leadership behaviour into Consideration and initiating structure (Saal & Knight, 1995). Consideration was used to measure the extent to which leaders showed concern for the well-being of their subordinates, motivating and consulting them, and showing appreciation while *initiating structure* described the degree to which leaders were task-oriented, organizing the job activity of their workers towards attainment of formal goals. A study at the University of Michigan also established two types of leadership behaviour: employee centered and job centered, very similar to the features of Ohio University's considerations and initiating structure (Saal & Knight, 1995).

The two researchers clearly spelt out the behaviour of some leaders at their respective institutions. Consideration/employee centred for instance shows that some leaders are always concerned with the wellbeing of their employees, involving them in decisions, coaching them on the job place so as to improve their performances. It is therefore expedient for head teacher in SHS to show concern and appreciation to teachers by not only motivating them through praises, financial rewards and opportunity for further studies but also they should be interested and attending personally their social occasions such as weddings, naming ceremonies, funerals etc. by so doing the teachers feel at home and see themselves as partners towards the accomplishment of the organization's vision and mission consequently leading to high performances.

On the other hand initiating structure/ task oriented leaders are interested in output of employees and not those who will assist in achieving the output. It is the opinion of the researcher that all head teachers should be interested in the quantity and quality of both the teachers and the results/ performance of the school. When both the students and the teachers are treated and well-motivated, they would assist in the attainment of good results/performance.

Douglas McGregor as cited by (Effah, 2003) puts forward two suppositions to explain human nature and behaviour at work. He argues that, the style of management/leadership is a function of the manager/leaders attitude towards people and assumption about nature and behaviour. He labels the two suppositions as theory X and theory Y. Theory X is based on the assumption that, people dislike work and will avoid it if they can and, therefore most people must be forced, controlled, directed and threatened with punishment to put out the right effort. Theory Y on the other hand is based on the assumptions that, people will exercise self-direction and self-control in working towards objectives to which they are committed and that given the right conditions, the average worker can learn to accept and to seek responsibility. Commitment to objectives is a function of rewards associated with achievements. The theories emphasise the significance of open administration, the use of sanctions, reward and incentives to influence human behaviour as well as the need to integrate individual and organisation's goals (Effah,2003).

It is therefore incumbent on all heads of SHSs to adopt open administration, motivate the staff through the use of money, verbal praises, material reward to the deserving staff and students and sanction the lazy and indiscipline subordinates. For instance a deviant teacher could be issued with a release letter to the GES Directorate for reposting after all effort to reform him proof futile or deny certain privileges such as promotion to a particular rank or grade. This may influence behaviour in the right direction.

2.5.2 Contingency leadership theory

This theory holds that the most appropriate leadership qualities and actions vary from situation to situation. Effectiveness depends on leader, follower, and situational factors (Manning and Curtis, 2009). The success of the leader is a function of the various contingencies in the form of subordinate, task, and group variable. The effectiveness of a given pattern of leader behavior is contingent upon the demand imposed by the situation (Effah, 2003). Some of the contingency leadership models are developed by Fidler model, the situational theory of Hersey and Blanchard and the path gold theory presented by (Robbins, 1998).

Each of these theories places emphasis on some aspect of leadership behaviour. For instance, the cornerstone of Fidler's theory is the extent to which the leaders' style is relationship oriented or task oriented. A relationship oriented leader is concerned with people establishing mutual trust and respect and listens to employee needs, while a task-oriented leader focuses on task accomplishment, provides clear directions and sets performance standards (Draft, 1999). These relationships are similar to the consideration and initiating structure described under the behavioral theories. Other key elements that are emphasized in Fidler's model which can either be favourable or unfavourable to a leader are: the structure of jobs or task, the power and the position of the leader, and the leader-member/worker relations. One major lesson from the contingency theory is that there is no one best way of leadership. Successful leadership depends upon a number of factors such as characteristics of the members of the group, the values, structure and type of organization as well the trait of the leader (Effah, 2003).

The educational implication is that every head teacher should note that possessing certain leadership traits only is not enough to be an effective leader. There is the need to know the dynamics of the members of the group you are going to work with, try to know their likes and dislikes, solicit funds to put up structures that will aid teaching and learning finally head teachers should note that there is no one best way of leading people. The success of every head teacher depends on countless of factors. This is the main reason why people with requisite leadership qualities should be made to head our SHSs if performance is to be expected.

2.5.3 Transformational-transactional leadership theory

It is worth mentioning that leadership theory is transformational-transactional leadership (Robbins and Coulter, 2009). Many early leadership theories viewed leaders as transactional leaders- that is, leaders who lead primarily by using social exchanges (transactions). Transactional leaders guide or motivate followers to work towards established goals by exchanging rewards for their productivity. On the other hand a transformational leader stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins & Coulter, 2009).

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According to (Manning and Curtis, 2009), transformational leaders focus on the potentiality of the relationship between the leader and followers. This leader taps the motives of followers to better reach the goals of both. In contrast, transactional leaders emphasize exchanging one thing for another, such as job for votes and rewards for favour.

2.6 Leadership and School Performance

Much of the success of school leaders in building high performance depends on how well these leaders interact with the larger social and organizational context in which they find themselves. Hallinger and Heck (1999) labeled some categories of leader practice as "purpose", "people" and "structures and social system". This implies that leaders should always state their goals and objectives clearly devoid of ambiguities employ well qualified human resources who would be able to help accomplish the stated goals and objectives of the institution.

The structure and social system has to do with the infrastructural facilities and cultural activities of the organization. To succeed as a leader, there is the need to have adequate structures that will assist the human resources work efficiently towards the realization of the institution's mission and vision. Leaders also need to familiarise themselves with the socio-cultural activities of the institution. This is to help them to fully appreciate the true character of their subordinates and come out with best leadership traits to meet their leadership needs (Hallinger & Heck, 1999).

Conger and Kanungo (1998) refers to "visionary strategy", "efficacy-building strategies" and "context changing strategies." (Leithwood's, 1999) categories are "setting directions," "developing people" and "redesigning the organization". Evidence suggests that those leadership practices included in setting direction account for the largest proportion of a leader's impact. This set of practices assist employees develop shared understandings about the institution and its activities, goals, purpose or vision people are motivated by goals which they find personally compelling, challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

Leithwood et al. (2004) assert that often cited as helping set directions are such specific leadership practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization also assist in the development of shared organizational purposes. It is therefore expedient for head teachers of JHS to identify and come out with a mission and vision statements which are compelling, challenging and achievable. They should also motivate teachers; monitor their performances and comparing the performances with the mission and vision of the school to ascertain whether there is conformity or deviation. With this the school's staff (teaching and non-teaching) would be motivated to give up their best, consequently, promoting high performance. Evidence collected in both school and non-school organizations about the contribution of this set of practices to leaders' effects is substantial. While clear and compelling organizational directions contribute significantly to members' work-related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions.

Such capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles, as well as the organizational context within which people work. The educational implication is that, after showing and telling the teachers what is expected of them towards the achievement of the school's mission and vision, there is the need to encourage and see to it that those who qualify to go for further studies are given the opportunity to do so. Newly posted teachers should be given induction course especially the nonprofessional ones should be taught how to prepare lesson notes as well as the dos and don'ts in the instructional session. These would help build their capacities as teachers. By developing the intellectual self of teachers implies that they will perform creditably towards the accomplishment of the school goals (Leithwood et al., 2004).

The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators' good intentions and actually prevent the use of effective practices. Through strengthening of school cultures, modifying organizational structures and building collaborative process, most educational leaders have

succeeded in improving the performance of teachers, students as well as administrators (Leithwood, 2006). More-specific sets of leadership practices significantly and positively influencing these direct experiences include, for example: offering intellectual stimulation, providing individualized support and providing appropriate models of best practices and beliefs considered fundamental to the organization.

Most of the twenty-one specific leadership practices linked to students learning in Waters, Marzano and McNulty's 2003 review fit in these categories. These categories of leadership practices, closely reflect the transformational approach to leadership which Bass (1997) claims has proven to be useful to many organizational context including educational institutions as demonstrated in the studies by Yu, Leithwood and Jantzi (2002) and Mullin and Keedy (1998).

Leithwood (1996) asserts that, one of Leadership practices that can improve school performance is the ability of leaders to develop people. The extent to which this is possible depends in part on leaders' knowledge of the "technical core" of schooling- what is required to improve the quality of teaching and learning. McColl-Knnedy and Anderson, (2002) suggest that, emotional intelligence displayed, for instance, through a leader's personal attention to an employee and through the utilization of the employees' capabilities, uplifting the employees' enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002).

Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement Okumbe, (1998). Maicibi (2003) is of the view that, without appropriate leadership style, effective performance cannot be obtained in our schools settings. Even if the school has all the required instructional materials and financial resources, it will be

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impossible to optimise their usage, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/headteacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of mutating followers to achieve goals (Shashkin & Sashkin, 2003, p.2).

This is supported by Lav (as reported in Shashkin, 2003, p.7) that good leadership commits to doing less and being more. Good performance in any secondary school should not only be considered less and being more. Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, (Cole, 2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

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2.7 CHALLENGES LEADERS ENCOUNTER

Basic school heads have a great deal of immediate contact with the real world of adolescents and their families. Day to day they come face to face with a demanding real world mix of well-adjusted students from stable and productive home environments as well as with abused and abusing teenagers, drug dealers, seriously mentally ill young people, teenage drunks, and snifters on rampage. While they have daily contact with the political, cultural, artistic and sporting leaders of the future, they also deal day to day with the intricacies of the drains, toilet blocks, safety issues outside their control and surrounding dangers to students in the bush, on busy roads and from criminals. The head teachers themselves have deficits in their professional development. This means that they may not have the right experience to execute the curriculum in the class. For example, Zame, Hope and Respress (2008) found out that Ghana faces a leadership challenge related to head teachers' professional development. In enacting the curriculum head teachers meet funding challenges. Okoroma and Robert-Okah (2007) study revealed that inadequate funding; inadequate school facilities, work overload and poor conditions of service generated administrative stress for principals. For instance, in Kenya, head teachers have a lot of paper work to do (Katitia, 2010).

Nearly all educational institutions share two challenges that demand responses by all or many educational leaders if they are to be successful to improve teaching and learning. One common impetus to change faced by almost all educational leaders is the extensive set of state policies designed to hold schools more accountable (Leithwood, 2001). The second challenge is the conditions within the school which affect quality teaching and learning and how to identify the conditions in the school that can easily be improved upon by the head.

Further writers suggest that partnering around a common sense of vision is vital in the increasing complex environment of academic leadership (Hanna, 2003; Yielder & Codling, 2004). However, in an environment of potentially differentiated agenda, background, skill and knowledge bases it is not an easy matter to foster the quality of strategic engagement that can build unity of purpose. Yet it is effort worth taking. Indeed, Snyder et al. (2007) state that complexity in the interplay of different approaches; paradigms and overlapping influences in education leadership are as interesting as the identification of the multiple paradigms themselves.

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Snipes, Doolittle and Herilihy (2002), identified seven challenges facing some leaders as: unsatisfactory academic achievement, especially for minority and low income students; histories internal political conflict, factionalism, and a lack of focus on student achievement; schools staffed with a high proportion of inexperienced teachers compounded by frequent turnover and difficult working conditions, leading to disparity in the capacity of teaching staffs and schools serving different students population; low expectations and lack of demanding curricular for lower income and minority students on the part of school personnel; lack of programme and instructional coherence within and across schools, contributing to fragmentation of districts support and weak alignment with a state standards; high student mobility with consequent challenges for continuity in student learning and unsatisfactory business operations including difficulty for teachers and administrators getting the basic necessities to operate schools and classrooms, and traditions of promotion based more on seniority and politics than on evidence of skill and commitment to system efforts to improving education quality.

Leaders should view the school and students home in isolation from one another; leaders need to understand how schools and homes interconnect with each other and with the world at large and their schools can increase the productivity of such interconnections for students learning. Example, schools-sponsored practices aim at building more productive family educational cultures about which considerable evidence has accumulated includes: school community partnership, which although difficult to implement in some social context (e.g. Griffith, 2001) can have dramatic effects on students success at school (Henderson and Berla, 1994); parent education programmes (e.g. Cheng, Gorman and Balter, 1997); and school-linked integrated, social services (e.g. Smrekar & Mawhinney, 1999).

Leaders may provide the stimulus for adopting and implementing school-sponsored practices such as these. Another challenge faced by many educational leaders is their reluctant to involve stakeholders in decision making that affect them directly or indirectly (Patterson, 1993). Leaders must manage stake holders as school board in order to maintain their jobs and gain support for schools (Carloss, 1999; Thiemann & Ruscoe, 1985). Parents are valuable primarily volunteers and collaborators in at-home education (Simon, 2001).

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2.8 SUMMARY

This chapter two has explored existing concepts that are theoretically and empirically which threw more light on the research topic under consideration. The theoretical base is on relevant theories, concepts and ideas of some researchers, authors and educators while the empirical review considered findings, evaluations and recommendations of some actual studies which have previously been done on the problem by other researchers. The essence of the review was to help the researcher provide a framework for establishing the purpose of this study and a standard for comparing the results of the study to those of other writers presented in books, journals, research papers etc. The review is based on the following sub-headings: basic education in Ghana, the role of Heads of Basic Schools in Ghana, performance Appraisal, leadership and Academic Performance, challenges Leaders encounter in managing schools.

The next chapter is chapter three; this chapter presents the methodology employed in this study.

CHAPTER THREE
METHODOLOGY

3.0 INTRODUCTION

This chapter deals with the methodology that was used in conducting the research. The chapter therefore examines such methods and procedures ranging from research design, the population, the choice of sample and sampling techniques, as well as things that lent credibility to the research results. In addition, the methods of data collection and processing are all reviewed in this chapter.

3.1 STUDY AREA

According to the 2010 Population and Housing Census Tamale Metro is the most populated district in the region with 15.0% of region's population consisting of about 371,351. Although Northern region is largely rural (69.7%), Tamale Metropolitan Assembly is largely Urban (73.8%) than rural (26.2%). The majority of the populace in the Metropolis is Muslims (87.3%). This is followed by Christians and Traditionalists (Population and Housing Census, 2010).

Tamale is both the regional capital of Northern Region and also Municipal capital of Tamale Metropolitan Assembly. Still, Tamale is largest city in the entire of the three northern regions of Ghana. It is one of the largest Metropolitan Assembly in the country and as a result, they have all required departments and decentralized agencies under its authority. Inclusive of these departments is the Metropolitan Education Office (MEO).

Tamale Metropolitan Assembly in terms its performance in Basic Education Certificate Examination is one of the worst performing jurisdictions in the country. Its poor performance in basic education cannot be justified especially when juxtaposed against its human and infrastructural facilities. Recent studies conducted by GES and MEO indicate it is one district with case of overstaffing. With regards to academic performance for instance, in 2014/15 academic year a total of 3,931 pupils, consisting of 2171 girls and 1760 boys, were registered for the BECE. Out of the figure 3922 sat for the exams and only (33.81%) passed (had aggregate 30 or better including the four cores). Suggesting the remaining (66.19%) failed (MEO, Tamale).

Northern region is most illiterate region in the country with an illiteracy rate of (62.8%). TMA is its most literate district with (39.9%). While Gushiegu and Karaga districts are its most illiterate districts in the region and the country with illiteracy rates of (79.7%) and (78.1%)

respectively. Finally, Tamale Metropolitan Assembly is resourced various categories of educational facilities ranging from KG level to the tertiary level. This also includes technical and vocational training centres. Records taken annually by Tamale Metro Education office suggest that on average they have over 25,000 pupils (MEO, Tamale) from on KG to JHS.

3.2 THE RESEARCH APPROACH

The quantitative research approach was used in this study. McMillan and Schumacher (2010) state that quantitative research designs put emphasis on objectivity in measuring and describing phenomena (in this case, the performance of heads of junior high schools in Tamale Metropolis) As a result, the research designs maximize the objective by using numbers, statistics, structure, and control.

Maree (2010) explains that quantitative research is a process that is systematic and objective in its way of using numerical data from only a selected subgroup of a universe to generalize the findings to the universe that is being studied. According to White (2005) quantitative research is usually based on what is called a positivist philosophy, which assumes that there are social facts with a single objective reality, which is separated from the feelings and beliefs of individuals. This objective reality can be explained, controlled and predicted by natural (cause/effect) laws.

3.3 RESEARCH DESIGN

The design for the study was a descriptive survey. This design allowed the researcher to present the performance of heads of JHS in Tamale Metropolis in their current status. The design also permitted the researcher to study the views of stakeholders on how heads of JHS perform their duties and then described and presented the performance using means, graphs, tables and numerical summaries (Fisher, 2010). Gay (1992) explains that research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. In this study, two main types of design strategies were used: descriptive survey design and grounded theory methodology.

The descriptive survey design, which was used to study research question 1, 2 and 3, provided an opportunity for the researcher to gather data on teachers' opinions about the way their

headteacher perform their duties in schools within Tamale Metropolis. This design strategy was considered appropriate because Anderson (1995) argues that descriptive survey is capable of gathering opinions of the population concerning some issues of interest and relevance to the study. It also has the capacity to reach out to large sampled population in any piece of research work.

3.4 POPULATION AND SAMPLING

3.4.1 Population

The population of the study comprised all teachers and head teachers of junior high schools in the Tamale Metropolis. Yin (1994) asserts that research population is concerned with the total number of people associated with or living in the study area. Fraenkel and Wallen (2000) also assert that population refers to the complete set of individuals having common characteristic.

Kumekpor (2002) defines population as the total number of all units/elements of the phenomenon to be investigated that exists in the area of investigation. In this context, target population could be described as elements, objects or events of a group that conform to specific criteria that the researcher intends to investigate to make generalization. The target population for the study was pupils and their parents, teachers, heads and education officers in the Tamale Metropolis.

3.3.2 Sampling size Determination and Sampling Technique

An estimated sample size of 124 comprising 85 teachers and 39 headteacher were selected to take part in the study. Simple random sampling technique was used to select the sample size. The researcher ensured that each member of the population was assigned a unique number. Each number was then placed in a hat and mixed thoroughly. The researcher then picked numbered tags from the hat. All the individual teachers and heads bearing the numbers picked were the participants for the study.

3.5 RESEARCH INSTRUMENT

According to Fisher et al. (2010), the most common research instruments used in collecting data were research questionnaires, interview, observation (including participant observation), documents and database.

This study used questionnaire as the instrument to collect data from the teachers and the heads of the junior secondary schools. The questionnaire contained both closed-ended and opened-ended questions to elicit views from heads and teacher of JHS in Tamale Metropolis. As a way of minimizing researcher bias, the open-ended questions were provided to create an opportunity for respondents to elaborate and provide further details for the closed ended questions. Likewise, the closed ended questions gave respondents time to provide appropriate answers to the questions by choosing from possible options made available to them. However, majority of the questions were closed-ended. This was meant to minimize the rate of some respondents' failure to provide answers to questions due to time constraint and other unknown challenges.

The research questionnaire was made up of five (3) sections-sections "A"-"C". The section "A" of the research questionnaire contains respondents' demographic information and the section "B" on the other hand elicits views from the respondents on the nature of leadership of headteachers and their duties. The section "C" contains a set of questions on the challenges of managing and performing their duties as headteachers in schools within Tamale Metropolis.

3.5.1 Pre-Testing research instrument

Prior to the start of the field data collection, the researcher conducted a pre-test study at some JHS on 20 teachers who did not form part of the sampled respondents. The aim of this pre-test was to test the viability and suitability of the research instrument. It was also aimed at testing research process: research setting, time, wording and content of questions in the instrument. The selected respondents were issued with copies of the questionnaires to discuss and criticize the content, style, language, size and readability of the instrument. The rationale for the pre-testing was to assess the appropriateness of the instrument and eliminate uncertainty and inappropriate questions.

3.6 PROCEDURE FOR DATA COLLECTION

The researcher went to the schools with a letter of introduction from the department. The letter was given to the respective heads for them to grant the researcher the permission to administer the research instruments. The researcher personally administered the research instruments to all the respondents. .In order to get accurate information from the respondents, the researcher organised a briefing session for the respondents to explain to them the significance of the study and the need to cooperate and provide the appropriate responses to aid the study.

3.7 TYPES OF DATA FOR THE STUDY

The researcher obtained data from two sources; primary and secondary. The primary source of data was the responses to the research instruments that the researcher administered. Data of this kind allow informed judgment about the quality and usefulness of the information a researcher intends to use. The primary source was obtained mainly from the analysis of the views of the respondents selected for the study.

Secondary data was also used to guide the overall objective of the study. The secondary data from archival sources was obtained from existing works of others including newspapers, magazines, journal, books and other existing sources. According to Steward and Karmins (1993) secondary data is very useful in providing biography information on relevant sources to augment fresh knowledge acquire from primary source. All information collected was thoroughly verified so as to ascertain its authenticity before using them in the study.

3.8 DATA ANALYSIS

The Statistical Package for Social Sciences (SPSS) was used to analyse the field data. Descriptive statistical techniques such as frequency tables as well as inferential techniques were employed. Excel 2007 was employed to present some charts, whilst SPSS was used to generate statistical tables.

According to White (2005) qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories. Qualitative analysis is a systematic process of selecting, categorizing, comparing, synthesizing

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and interpreting to provide explanations of the single phenomenon of interest. McMillan and Schumacher (2006) state that quantitative data are summarized using simple descriptive statistics (e.g. frequencies, mean, mode, range and graphs).

3.9 SUMMARY

This chapter three has outlined the methodologies that informed this study. It described a brief background of the study area, presented and discussed the research design, population and sampling technique, data collection instrument, data collection procedure and data analysis.

The next chapter is chapter four; this chapter presents the research result.

CHAPTER FOUR

PRESENTATION OF RESEARCH RESULT

4.0 INTRODUCTION

This chapter is divided into four sections. The first section serves as an introduction aspect for the chapter. The second section looks at the biographic data of the respondents. The third section deals with the actual presentation of the research result. The result was obtained from a descriptive survey that assessed the performance of heads of JHS in Tamale Metropolis. The study specifically studied: (explore the nature of leadership that heads of JHSs in Tamale Metropolis exhibit), (find out how heads of JHSs in Tamale Metropolis perform their duties), (determine the extent to which teachers are satisfied with their headteacher's leadership) and (unveil the challenges heads of JHSs in Tamale Metropolis encounter in the performance of their duties). The last section contains the summary issues for this chapter.

4.1.1 BIographic Data

This section of the study contains background information of the respondents. The background variables include gender, age, work experience, educational level, field of specialization and job satisfaction. The variables are presented using frequency tables, starting with gender of participants.

Table 4.1: Gender of the respondents

			Respondent	
			Teacher	Headteacher
Gender of the respondent	Female	Frequency	28	11
		Percent	32.9%	28.2%
	Male	Frequency	57	28
		Percent	67.1%	71.8%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

The majority of respondents were males as represented in Table 4.1. For instance, 67.1% (57) of teacher-respondents were males and 71.8% (28) of headteachers were males. The remaining 32.9% (28) and 28.2% (11) of teachers and headteachers respectively were females.

Table 4.2: Age of the respondents

			Respondent	
			Teacher	Headteacher
Age of the respondent	20-29	Frequency	31	8
		Percent	36.5%	20.5%
	30-39	Frequency	37	12
		Percent	43.5%	30.8%
	40-49	Frequency	10	15
		Percent	11.8%	38.5%
	50+	Frequency	7	4
		Percent	8.2%	10.3%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

The bulk of teachers are relatively young as they fall within the age brackets 20-29 and 30-39 with 36.5% (31) and 43.5% (37) respectively, as indicted in Table 4.2. However, a minority of classroom teachers fall within age brackets of 40-49 and 50+ with 11.8% comprising of 10 teachers and 8.2% comprising of 7 teachers, respectively. For instance, 30.8% (12) and 38.5 (15) were in the age brackets 30-39 and 40-49 respectively. While a minority of headteachers, 20.5% (8) and 10.3% (1) were in the age brackets 20-29 and 50+ respectively.

It can be concluded from this data that, the majority of classroom teachers are young, with ages between 20 and 39. However, the majority of headteachers are advanced in age, thus between 30-49 years with some relatively young headteachers as well between ages 20-29.

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Table 4.3: Experience of teachers within teaching service

			Respondent	
			Teacher	Headteacher
Experience of the respondent	1-5	Frequency	36	22
		Percent	42.4%	56.4%
	6-10	Frequency	25	10
		Percent	29.4%	25.6%
	11-15	Frequency	8	5
		Percent	9.4%	12.8%
	16-20	Frequency	5	2
		Percent	5.9%	5.1%
	21+	Frequency	11	0
		Percent	12.9%	0.0%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

The majority of teachers and headteachers have experience ranging between 1 to 10 years as indicated in Table 4.3. For instance, 42.4% (36) and 56.4% (22) of teachers and headteachers respectively have experiences between 1-5 years. Also, 29.4% (25) of teachers and 25.6% (10) for headteachers have experiences between 6-10 years. On the contrary, a minority of teachers have experiences above 11 years. For instance 9.4% (8) and 12.8% (5) have experiences between 11-15 years of age. At the same time, 5.9% (5) and 5.1% (2) for teachers and headteachers respectively, have experiences between 16-20 years. And 12.9% (11) teachers have experiences for 21years and above with zero number for headteachers. The study concluded that the majority of teachers have experience ranging between 1-10 years.

Table 4.4: Level of Education

			Respondent	
			Teacher	Headteacher
Level of education	3-Year Teacher Education (Cert 'A')	Frequency	18	8
		Percent	21.2%	20.5%
	Bachelor in education	Frequency	11	27
		Percent	12.9%	69.2%
	Masters	Frequency	4	3
		Percent	4.7%	7.7%
	Others	Frequency	52	1
		Percent	61.2%	2.6%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

The majority of teachers fall within the category of others (non-professional teachers) with 61.2%, followed by 3-Year Teacher Education (Cert 'A') with 21.2% (18), Bachelor in Education with 12.9% (11) and finally, 4.7% (4) with masters. On the other hand, the majority of headteachers have Bachelor in education with 69.2% (27), followed by 3-Year Teachers Education (Cert 'A') with 20.5% comprising of 8 headteachers, Masters with 7.7% (3) and others with 2.6% (1).

Table 4.5: Specialization

			Respondent	
			Teacher	Headteacher
Specialization	Basic education	Frequency	4	4
		Percent	4.7%	10.3%
	Science education	Frequency	14	7
		Percent	16.5%	17.9%

	Mathematics education	Frequency	8	7
		Percent	9.4%	17.9%
	Early childhood	Frequency	4	1
		Percent	4.7%	2.6%
	Others	Frequency	55	20
		Percent	64.7%	51.3%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

The majority of teachers and headteachers have specialized in fields not directly relevant to their respective fields of work, educators, as indicated in Table 4.5. For instance, 64.7% (55) and 51.3% (20) teachers and headteachers respectively have not clearly specialized field and so fall within the category of others. With teacher-respondents, it was followed by Science Education with 16.5% (14), Mathematics Education with 9.4% (8) and Basic and Early Childhood Education with 4.7% (4) each. At the same time, headteacher-respondents score was followed with Science and Mathematics Education with 17.9% (7) each, Basic Education with 10.3% (4) and finally, Early Childhood Education with 2.6% (1).

Table 4.6: Location of teacher

			Respondent	
			Teacher	Headteacher
School location	Urban	Frequency	81	26
		Percent	95.3%	66.7%
	Peri-urban	Frequency	4	13
		Percent	4.7%	33.3%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

Table 4.6 shows that, the majority of teachers and headteachers are resident in urban areas. For instance, whereas 95.3% (81) of teachers are in urban areas, 66.7% (26) of headteachers are located in urban areas. While at the same time, only 4.7% (4) of teachers and 33.3% (13) of headteachers are located in peri-Urban areas.

Table 4.7: Do you enjoy working as a teacher/headteacher?

			Respondent	
			Teacher	Headteacher
Do you enjoy working as a classroom teacher	No	Frequency	83	34
		Percent	97.6%	87.2%
	Yes	Frequency	2	5
		Percent	2.4%	12.8%
Total		Frequency	85	39
		Percent	100.0%	100.0%

Source: field survey, 2015

Table 4.7 indicates that, the majority of teachers and headteachers do not enjoy their work as tutors and administrators respectively. The bulk of teachers and headteachers with 97.6% (83) and 87.2% (34) disagreed with the statement that they enjoy their work as tutors. However, a minority of the teachers with 2.4% comprising of 2 teachers and 12.8% comprising of 5 headteachers indicated they do not enjoy their work as tutors.

4.1.2 Head teachers leadership style

The nature of headteachers leadership was assessed with one main theme (delivering continuous improvement in teaching and learning) based on average grand mean of five statements. The mean scores and ranking were used in analyzing the data for the research questions. The mean ratings of headteachers and teachers were computed separately and their averages obtained. Only the averages are presented in this paper. The items were assigned the following points: Less

Required: 0.00 – 1.50; Moderately Required: 1.60 – 2.50; Required 2.6 – 3.5; Highly Required: 3.60 – 4.50 and Most Highly Required: 4.60 – 5.00. A mean up to 3.00 was accepted. The decision rule is any grand mean below 3 is assigned 'Required' while a grand mean of 3 up 5 is assigned 'Highly Required'.

Table 4.8: Head teachers Leadership Style

Item	Statement: my headteacher uses:	Mean		Rank		Decision	
		TR	HT	TR	HT	TR	HT
1	Autocratic style in performing his/her duties	4.31	4.10	3rd	2nd	HR	HR
2	Democratic style in performing his/her duties	4.31	3.59	1st	4th	HR	HR
3	Laissez-faire leadership style performing his/her duties	2.13	2.99	4th	4th	R	HR
4	Consideration structure in performing his/her duties	3.99	4.38	2nd	3rd	HR	HR
5	Initiating structure performing his/her duties	3.31	4.33	1st	1st	HR	HR
	Grand Mean	3.44	3.88				

Source: field survey, 2015

Headteachers in Tamale Metropolis predominantly adopts the Item 3 (Laissez-faire leadership style performing his/her duties) as a dominant leadership style for the management of their schools and in carrying out their duties of as heads of basic schools in the metropolis as indicated in Table 4.8. This was scored on the scale by teachers and headteachers with 2.13 and 2.99 mean scores respectively. This means headteachers use the Laissez-faire leadership style in performing his/her duties and so headteachers of basic schools in the metropolis.

The remaining items 1, 2, 4 and 5 were rejected by both teachers and headteachers as it had mean score(s) above 3.00. Besides leadership style had a grand mean score of 3.44 and 3.88 by teachers and headteachers respectively, headteachers do not clearly use specific leadership style.
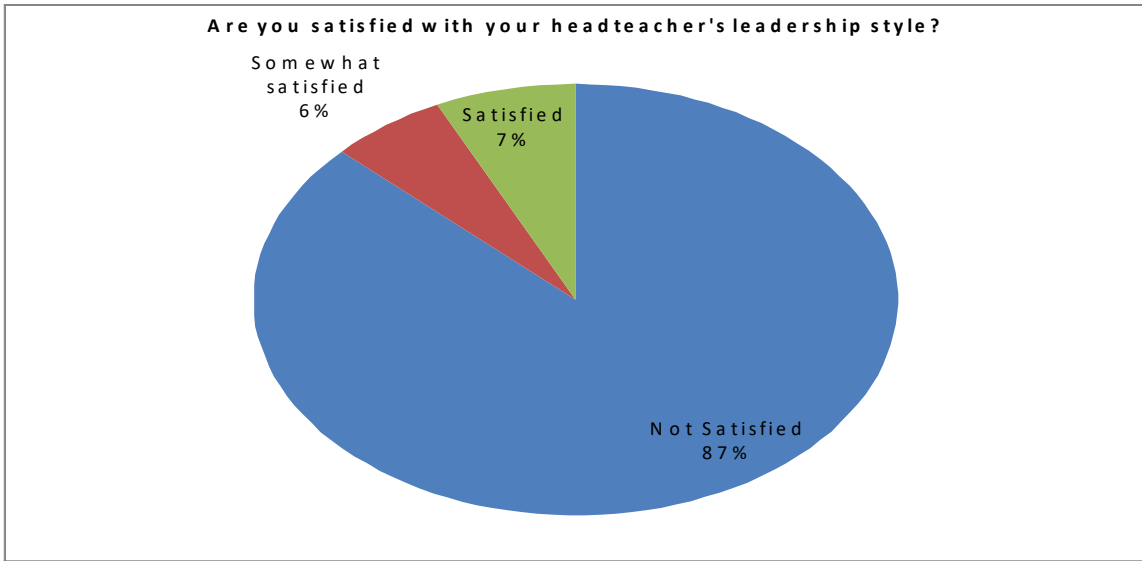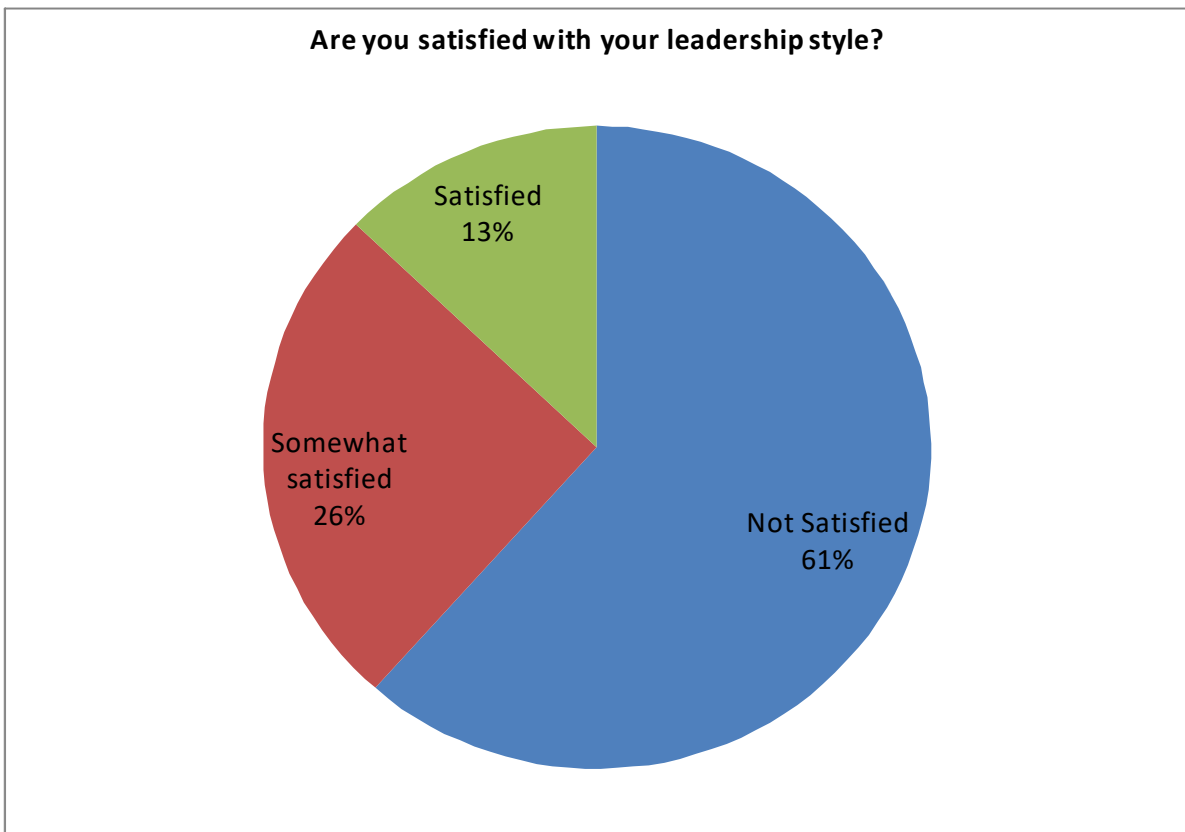
Figure 4.1: Headteachers Leadership Style

Figure 4.2: Head teachers Leadership Style

Further data collected from the field collaborate earlier findings. When both teachers and headteachers were asked whether they are satisfied with leadership styles of heads, the majority of respondents indicated 'not satisfied' with 87% and 61% respectively for teachers and headteachers alike. The reasons with dissatisfaction of the leadership style of heads are the same as what is captured in the descriptive statics. This was followed with 'somewhat satisfied' with 6% and 26% respectively for teachers and headteachers. And teachers with 7% and headteachers with 13% for 'satisfaction' with the current level of leadership style adopted by headteachers.

The study concluded both teachers and headteachers alike are not satisfied with current leadership styles adopted by heads in their performance of their duties. Discussions with headteachers and teachers reveal that poor supervision and poor support gotten from the MEO is responsible for this situation. According the heads, poor administration in basic schools are frustrations passed down from the MEO. For instance, they indicated they do not get required support including training and guide from MEO to enhance their work. A headteacher said, 'political influence and sometimes favours will make a head foolish as it will tend out that your teacher even have more authority and power than you the head'.

4.1.3 Head teachers performance of duties

For purposes of measurement, headteachers duties is divided into two; academic and non-academic duties. Results on assessment of academic activities are presented first followed by the non-academic duties.

4.1.3.1 Headteachers performance of academic activities

Headteachers performance of academic activities was assessed under the themes; 'delivering continuous improvement in teaching and learning' & 'learning focuses. The first theme consisted of five descriptive statements. Whiles the second theme consisted of four main descriptive statements. Means were used as the basis for acceptance or rejection of the descriptive statements. Similarly the descriptive statements were ranked based on the priority of the need, with 1st being the highest in need and following in that order. Lastly there was also a decision rule which indicated whether the knowledge and skill is 'required' or 'highly required'

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with the 'highly required' being most needed knowledge and skill to change the tide of events for academic performance relative to the 'required'.

Table 4.9: Delivering continuous improvement in T & L

Item	Statement	Mean		Rank		Decision	
		TR	HT	TR	HT	TR	HT
1	HT has clear vision of the central importance of leading T & L to improve life chances of pupils	3.39	3.90	3rd	2nd	HR	HR
2	Headteacher works with PTA, SMC and other stakeholders to successfully plan and identify appropriate strategies improvement of the school	4.31	3.59	1st	4th	HR	HR
3	Headteacher is ready for headship	2.13	3.59	4th	4th	R	HR
4	Headteacher has a deep understanding of the characteristics of excellent and outstanding teaching, informed by current research	4.12	3.87	2nd	3rd	HR	HR
5	Headteacher is able to articulate his/her feelings effectively to others	4.31	4.03	1st	1st	HR	HR
	Grand Mean	3.65	3.80				

Source: field survey, 2015

The Table 4.9 above shows a grand mean of 3.65 for headteachers capacity in delivering continuous improvement in T & L in schools, which corresponds to a highly required skill.

Item 1 scored a required need for this skill by headteachers with 3.39 mean while item 2 scored a mean of 4.31 which means a highly required need for the skill. This means many headteachers and their stakeholders (PTA, SMC, staff, community) do not have vision statements, strategic objectives with its tasks to work in line for the achievement of goals of the

school and also the individual goals of the pupils. Detailed investigations at the school indicated many of the schools do not have functional PTA and SMCs. For instance, files and minutes of their meetings or activities of PTA and SMC were not found. Even if they do exist, they are not properly composed and not functioning as they do not meet the regulations as set out under the regulations of GES Act (Act 506) of 1995. Consequently the intended rationale for creation of SMC and PTAs of strengthening community participation and mobilization for education delivery is seriously challenged. *It was concluded that headteachers have not gotten clear vision of the central importance of leading teaching and learning to improve life chances of pupils. Similarly it was also concluded schools and headteachers do not clear visions because stakeholders (PTA, SMC and other stakeholders) are not functional or non-existent and, so do not successful plan and identify appropriate strategies for improvement of the schools.*

Similarly, the teachers disagreed with the statement, "my headteacher has a deep understanding of the characteristics of excellent and outstanding teaching, informed by current research. For instance it was observed that reports emanating from GES and MOE are not privy to headteachers. Beside, many of the headteachers including their heads are not informed with regional and international reports as well as new trends in teaching pedagogy. Furthermore, it was observed from the field that many of the headteachers are not IT savvy to utilize modern research on educational pedagogy and this was worsened by the fact that MOE, GES and professional bodies had no adequate e-channels for communicating with teachers. *It was concluded headteachers do not have deep understanding of the characteristics of excellent and outstanding teaching, informed by current research. This weak learning capacity of the headteacher was partly attributed to poor in service training coupled with weak IT skills of many headteachers.*

Furthermore, the teachers failed to confirm item 5 (Headteacher is able to articulate his/her feelings effectively to others). According to the teachers headteachers are not able to give feedback in a scientific or systematic approach which engenders personal and professional growth of the subordinate teachers while at the same time enhances teaching and learning in the school. *It was concluded that headteachers are not able to articulate their feelings effectively to others because there poor monitoring, supervision and reporting in many of the schools in the metropolis. As a result headteachers are not able to give scientific feedback which is clear and*

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acceptable to teachers alike. Consequently any attempt on the part of headteachers to give feedback to teachers usually result in misunderstanding among staff of the school.

The teachers confirmed item 3 (Headteacher is ready for headship) with a mean of 2.13. The primary reason assigned for this score was based on academic qualification and years of work on the job by the headteacher. However, detailed interviews from the study area indicated that headteachers have not received required professional training on management (human, financial, time, leadership, refresher courses, etc). On the contrary the headteachers failed to confirm item with a mean score of 3.59. According to the headteachers they are not trained when they are appointed as heads of schools. Besides they are not provide with practical on the job training for them, refresher training and spiced on the job monitoring to enhanced skills. According to the headteachers although, they have worked in the service for long time to able to handle the leadership position, training is required to function professionally to deliver continuous improvement in teaching and learning.

The study concluded that headteachers are not successfully created conducive environment for delivering continuous improvement in teaching and learning with a grand mean score of 3.65. It is recommended that headteachers should be trained continuously to effectively and efficiently create conducive teaching and learning environment.

Table 4.10: Learning Focus

Item	Statement	Mean		Rank		Decision	
		TR	HT	TR	HT	TR	HT
6	Headteacher systematically monitors learning in school to ensure progress	4.32	3.72	1st	4th	HR	HR
7	Headteacher makes sound judgments about the quality of teaching and across the school	4.21	4.03	2nd	2nd	HR	HR
8	Headteacher is passionate about learning new things from others	4.09	4.00	4th	3rd	HR	HR
9	Headteacher encourages a culture of learning for all members of the school community	4.14	4.05	3rd	1st	HR	HR
	Grand Mean	4.19	3.95				

Source: field survey, 2015

Overall result from Table 4.10 shows that the grand mean for HT learning focus is above 3.0 from the perception of teachers and headteachers with 4.19 and 3.95 respectively and so it was rejected. This means the HT's have failed to create appropriate learning focus (no SMC, PTA and SPAM) to create space for learning and sharing of best practices among stakeholders of education. Result from the field indicated headteachers highly required training on management of academic work to enhance learning culture and increase focus of staff and pupils in the school through creating learning outcomes for cognitive, psychomotor and aptitudes of pupils.

Item 6 (Headteacher systematically monitors learning in school to ensure progress) was rejected by both teachers and headteachers with mean scores of 4.32 and 3.72 respectively. This means headteachers are not able to systematically monitor learning outcomes in school to ensure progress in academic work. According to both teachers and headteacher, headteachers are not able to systematically monitor learning in school to ensure progress. Learning activities (preparation of scheme work, lesson notes, giving of adequate exercises as well as marking & recording it) are not managed in mutually re-enforcing approach. For instance, they indicated that most schools no longer give adequate exercises as well as give terminal reports to pupils. Parents on the other hand do not find out about the performance of their wards.

Similarly item 7 (Headteacher makes sound judgments about the quality of teaching and across the school), item 8 (Headteacher is passionate about learning new things from others) & item 9 (Headteacher encourage a culture of learning for all members of the school community) failed to be confirmed by both teachers and headteachers for related reasons of poor co-ordinations among the different stakeholders. For instance teachers, contend that although heads know the basic things to do to enhance the learning focus of the school they do not get the needed support from the MEO and support from their subordinates. In addition, many teachers and headteachers on the job are not given refresher courses for several years.

Similarly, many headteachers are not update with educational issues at national, regional and international levels (item 8). In addition, headteachers are not innovative about new approaches to enhance the skills of his teachers (INSET and many innovative initiatives without fee) for the enhanced of teachers. For instance in this modern age, result showed many teachers remain IT illiterate despite the fact that some of their colleagues are good to take them through. Consequently headteacher is not able to benefit from the vast resources available on the internet

for free and hence the school is denied of many innovative approaches to improved academic work in the school.

It was also observed from the discussions there is a thin lining between academic and non-academic activities as performed by headteachers. As a result, non-academic activities as performed by headteachers, is discussed in the next section.
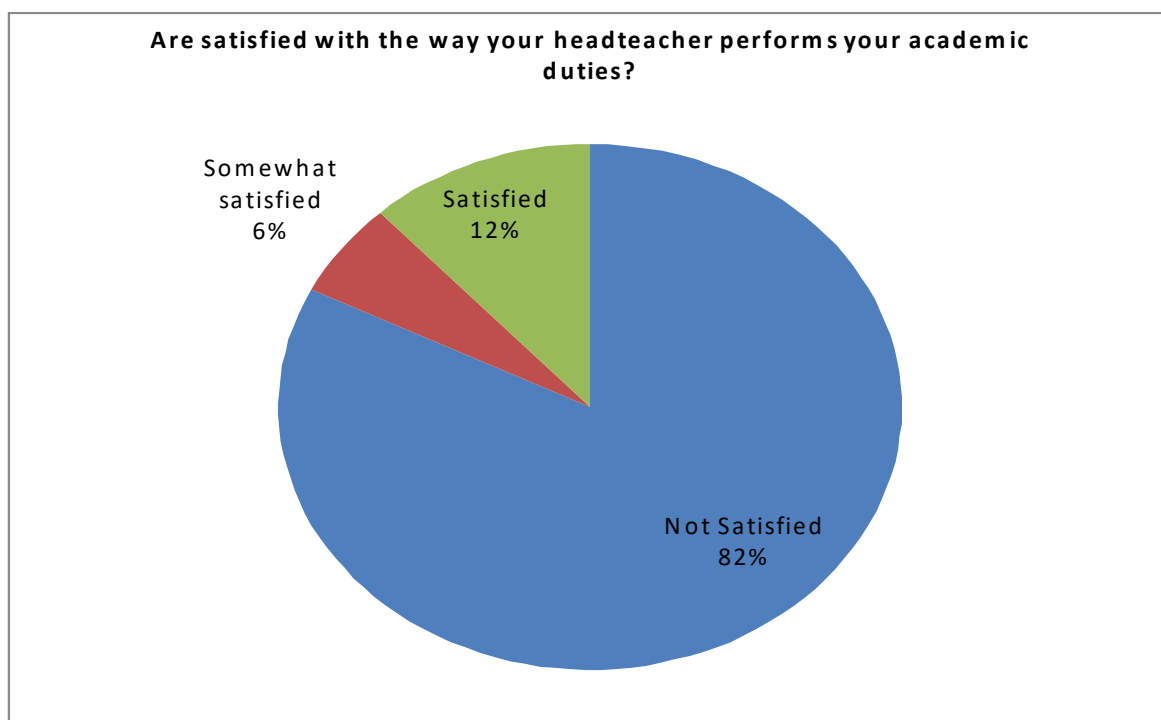
Figure 4.3: Headteachers Performance of Academic activities

Are satisfied with the way you perform your academic duties?
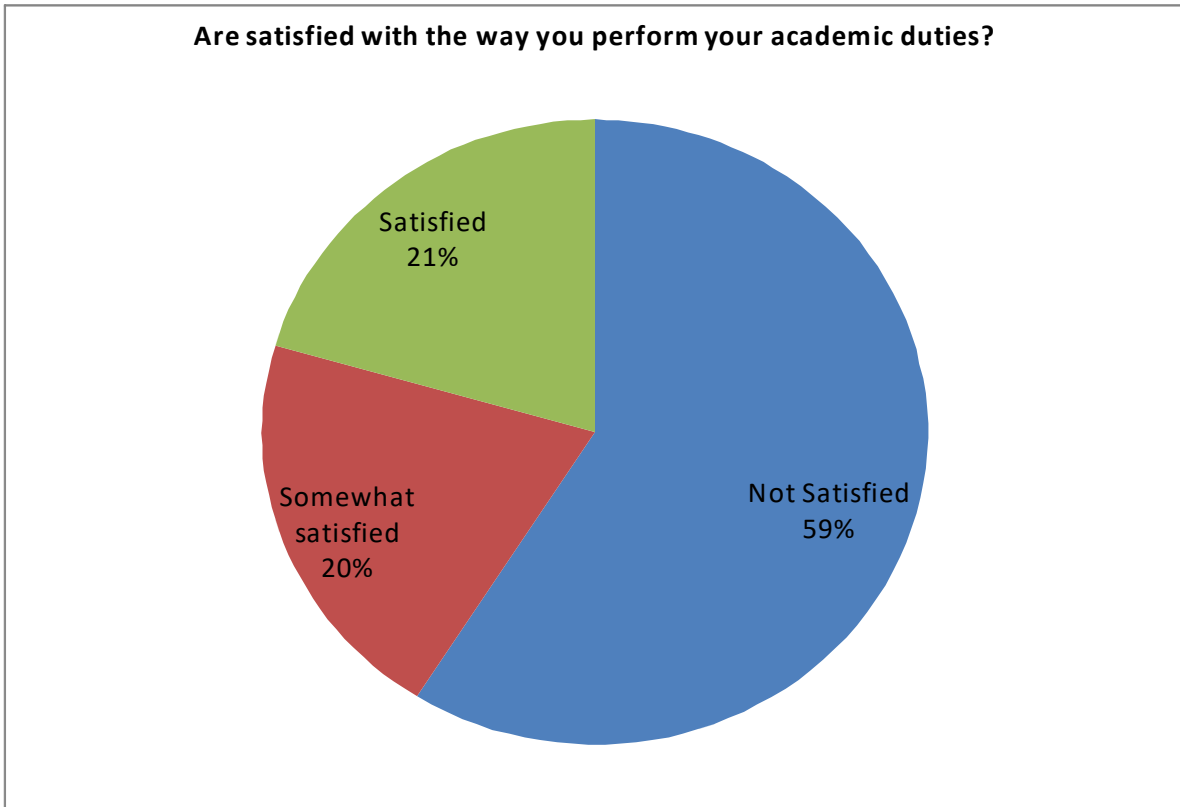
Figure 4.4: Head teachers Performance of Academic activities

4.1.3.1 Non-academic activities

Non-academic activities as performed by headteachers was defined operationally by two themes which are 'partnership and collaboration' and 'effective and efficient' to perform non-academic activities. Partnership and collaboration was further operationally defined by four descriptive statics (items 10, 11, 12 & 13) while effective and efficient was defined by five descriptive statements (items 14, 15, 16, 17 & 18). Similarly these were assessed using mean/grand mean, rank and decision rule as defined in the early part of the work.

Firstly, the research attempted to assess the perception of teachers and headteachers alike about targeted efforts by headteachers to enhance collaboration among the stakeholders of the school to create conducive atmosphere for teaching and learning.

Table 4.11: Partnership and Collaboration

Item	Statement	Mean		Rank		Decision	
		TR	HT	TR	HT	TR	HT
10	Headteacher works collaboratively with a range of people in schools, governing bodies and the wider community, to build a culture of co-operation	4.13	3.67	4th	4th	HR	HR
11	Headteacher is open to different perspectives, views and contribution to be made across the education system	4.00	3.97	3rd	2nd	HR	HR
12	Headteacher has a good understanding of the power relationships in the school including the PTA,SMC and wider community in where the school is located	3.42	4.00	1st	1st	HR	HR
13	Headteacher is able to identify and engage with the major influencers and decision-makers within the community	4.15	3.69	2nd	3rd	HR	HR
	Grand Mean	3.93	3.83				

Source: field survey, 2015

Result from Table 4.11 show poor collaboration and partnership between headteacher and stakeholders of the school particularly the SMC, PTA and the community as it recorded a grand mean of 3.93 for teachers and 3.83 for headteachers. This was rejected as it is above the acceptable mean limit of a maximum of 3.0. As explained earlier many of the stakeholder institutions (PTA, SMC and SPAM) are not existent let alone for any collaboration to be developed. SMC which is highest management structure at the basic level is visibly absent in many schools in the Metropolis.

Both items 10 & 11 (Headteacher works collaboratively with a range of people in schools, governing bodies and the wider community, to build a culture of co-operation and

Headteacher is open to different perspectives, views and contribution to be made across the education system) scored high mean rates above the acceptable rate of 3.0. This was therefore rejected by both teachers and headteachers. Item 10 was rejected with mean scores of 4.13 and 3.67 by teachers and headteachers respectively. Similarly item 11 was also rejected with mean score of 4.00 and 3.97 by teachers and headteachers respectively. According to both teachers and headteachers these structures remain on paper or even if they exist, they are not functional. In addition, it was observed, that many of the schools do not even hold staff meetings as required by GES administrative practices. This has created a situation where headteachers have become sole persons for the administrative purposes in basic schools. This has denied many schools of the benefits that could be leverage from collaborative efforts from stakeholders of the school and the community at large. In the case of the English & Arabic schools, the proprietors tend to be overbearing and this also negative impact on enhancing collaboration among the different stakeholders in the school.

The study concluded that headteachers are not able to develop relationship with educational stakeholders in the metropolis to build a culture of co-operation. Consequently, many headteachers are not open to different perspectives and views on contributions made across the education system at national, regional and national levels.

Similarly items 12 & 13 failed to be confirmed by both the teacher and headteacher. Item 12 (Headteacher has a good understanding of the power relationships in the school including the PTA, SMC and wider community in where the school is located) was rejected by both teachers and headteachers with mean scores of 3.42 & 4.00 respectively. Although theoretically, the headteacher and teachers understand the relevance of these structures they are unable to engage them effectively to leverage tangible and non-tangible support for the school. However, the observation was that where the headmaster was proactive or the majority of parents were literate, they tended to have effective PTA and SMC who supported non-academic and co-curricular activities in the schools. Likewise item 13 (Headteacher is able to identify and engage with the major influencers and decision-makers within the community) was rejected by both teachers with mean score of 4.15 and 3.69 respectively by teachers and headteachers. *The study concluded that although headteachers have knowledge of the stakeholders of the school, they are not able to engage them for the benefit of the school.*

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The study concluded that there is poor partnership and collaboration among the stakeholders of education at the basic level and this was rejected with a grand mean of 3.93 & 3.83 by teachers and headteachers respectively. This poor state of collaboration is largely attributed to lack of innovation on the part of headteachers and also largely ignorant and illiterate parents who do not see the importance of PTA & SMC.

With regards to non-academic activities, the second theme was assessed on effectiveness and efficiency of the headteacher. The study assessed the effectiveness and efficiency of the headteacher in the conduct of administrative duties. The table below shows the mean scores of the five descriptive statements used for the evaluation of this theme.

Table 4.12: Efficient and Effective

Item	Statement	Mean		Rank		Decision	
		TR	HT	TR	HT	TR	HT
14	Headteacher ensures that all systems and resources including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goal	4.11	4.10	4th	1st	HR	HR
15	Headteacher monitors the implementation of plan and the effectiveness of school organizational structures	4.18	3.68	2nd	4th	HR	HR
16	Headteacher takes corrective action where necessary to secure required outcomes and account to the governing body and others for the school's performance	4.05	3.79	5th	3rd	HR	HR
17	Headteacher has a broad understanding of the legal, political and technical knowledge that affects the running of the school	4.13	4.00	3rd	2nd	HR	HR
18	Headteacher keeps up to date records of major changes in the school	4.42	3.79	1st	3rd	HR	HR
	Grand Mean	4.18	3.87				

Source: field survey, 2015

Table 4.12 shows that headteachers do not run their various schools efficiently and effectively in the Tamale Metropolis with grand mean of 3.78, which falls outside the acceptance range. The respondents (teachers and headteachers) failed to accept any of the five descriptive statements were accepted.

Item 14 (Headteacher ensures that all systems and resources including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goal) was not confirmed by teachers and headteachers with a mean score of 4.11 and 4.10 respectively. The researcher assessed the record keeping skills of headteachers and also headteachers ability to work within the established educational law regime and concluded it was weak. Result from the field showed headteachers lacked required documentation skills to efficiently keep academic, administrative and financial records in the school to enhance informed decision making.

Similarly item 15 (Headteacher monitors the implementation of plan and the effectiveness of school organizational structures) was not confirmed by both teachers and headteachers. According to the basic school guidelines, schools' plans are located within the School Performance Improvement Plan (SPIP). Result from the field indicated many schools do not have truly developed participatory SPIP. The SPIPs are developed solely by headteachers only to meet the criteria to withdraw funds from the school's capitation account. SPIPs are not true blue print for pursuing results-oriented development in the school. In same vein headteachers supervision powers are weak, as in most cases their efforts are not complemented by stakeholders, particularly from the MEO. This was rejected by both teachers and headteachers with mean scores of 4.11 and 4.10 respectively. *The study concluded that headteachers are not able to monitor the implementation of plans to ensure effective running of school organizational structures.*

In the same vein, items 16 & 17 were not confirmed by both teachers and headteachers in the study. Stakeholder consultations are poor (item) or virtually non-existent (item 16) failed to be confirmed by both teachers and headteachers with mean scores of 4.05 and 3.79. Additionally, many headteachers are not abreast with many issues happening within education sector largely attributed poor communication channel among the different levels of Ghana Education Service including the GNAT and NAGRAT (Item 17). As a result item 17 was rejected by teachers with

a mean score of 4.13 and headteachers with 4.00. *The study concluded that headteachers are slow at taking corrective action where necessary to secure required outcomes and account to the governing body for improved school performance. According to the respondents, this slow capacity in taking corrective actions is largely because headteacher lack a broad understanding of the legal, political and technical knowledge that affects the running of the schools.*

Item 18 (headteacher keeps up to date records of major changes in the school) failed to be accepted with mean score of 4.42 for teacher and 3.79 for headteachers. Result from the study indicates that poor planning in the effective use of resources (finance, human). For instance, according to the teachers, within the same Tamale Metro, the urban areas are over-staffed with teachers resulting in in-efficiencies while the suburbs within the same metro have inadequate teachers. According to the teachers, there are many instances, where inappropriate teacher allocations have resulted in poor teacher output and this they attributed to poor records keeping. According to both teachers and headteachers though form of records are kept by the heads and MEO, these two units constantly request the same information from them regularly that, sometimes they wander what they do with the information. *The study concluded that although some basic form of data is kept by the headteachers including MEO, they are poorly managed.*

The study concluded that the various resources within the institution of basic education in Tamale is not efficiently and effectively leverage for the benefit of the school and its pupils. The study therefore concluded that there is poor satisfaction with administrative work by headteachers in the Tamale Metropolis, which is supported by additional data from the field as in indicated in the data below.
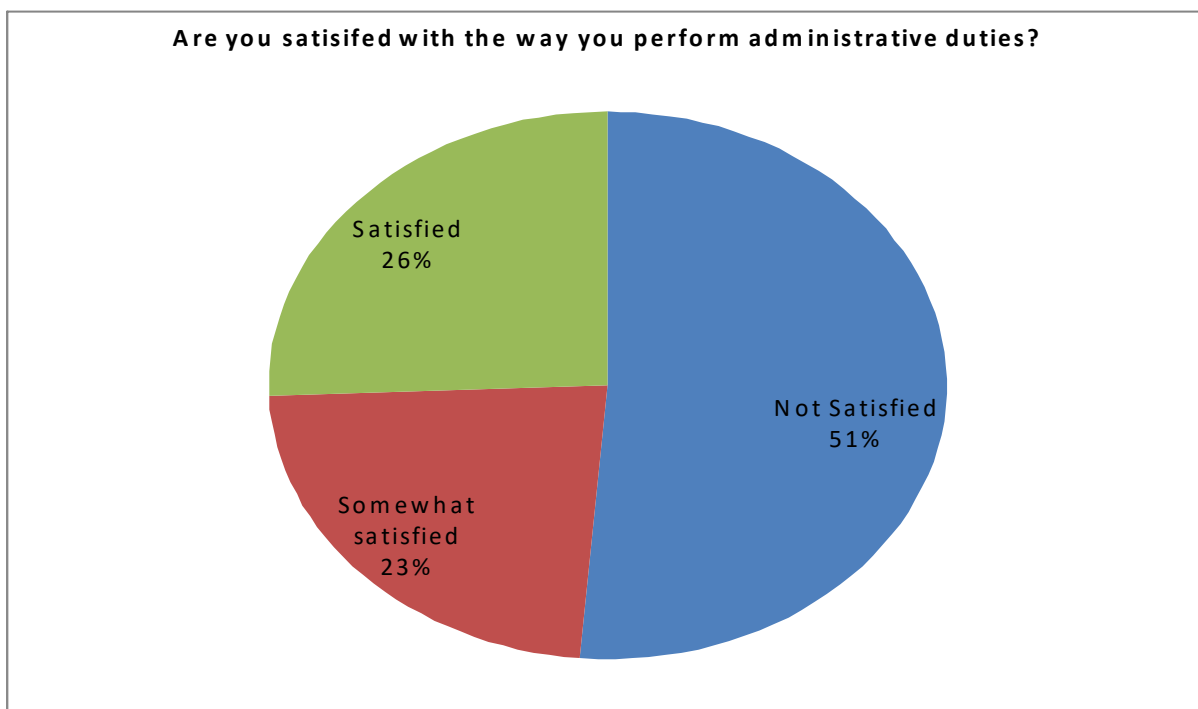
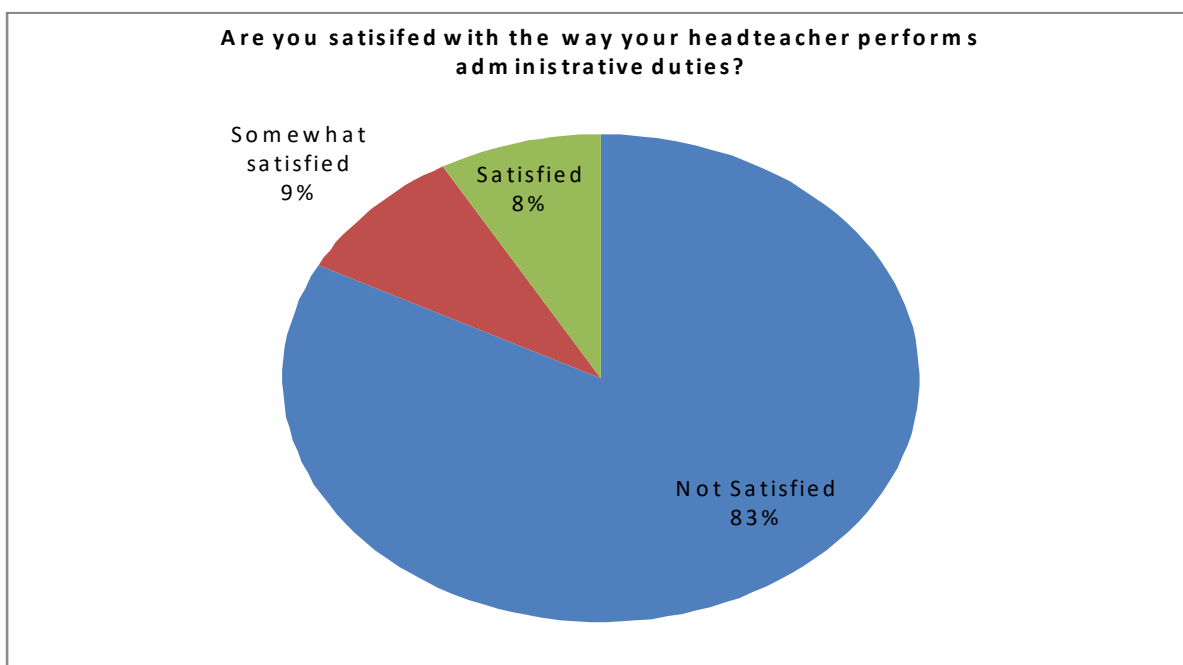**Figure 4.5: Headteachers Performance Administrative duties**

Figure 4.6: Headteachers Performance of Administrative duties

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Additional data collected on the question, 'are you satisfied with the way your headteacher performs administrative duties?' yielded information which confirmed results from the descriptive data collected before. Both teachers and headteachers confirmed they were not satisfied with the way headteachers perform their administrative duties. Whereas teachers 60% of teachers were not satisfied with administrative duties of teachers, 86% of headteachers were not also satisfied with their administrative duties in terms of their ability to perform those functions satisfactorily. On the contrary only a small minority of the respondents, 24% and 6% of teachers and headteachers were satisfied with the way headteachers perform their administrative duties. Similarly, a small minority indicated they are 'somewhat satisfied' with 16% and 8% respectively for teachers and headteachers.

In summary, teachers and headteachers are not satisfied with the way headteachers perform their administrative duties because, according to them headteachers are efficient and effective in managing relationship for the performance of non-academic activities. Also, as a result of inadequate skills of headteachers, they are not able to network partnership and collaboration to enhance non-academic activities and co-curricular activities in schools.

4.1.4 Perception of satisfaction with HT's leadership

The satisfaction with headteachers level of leadership was assessed under three main themes; analytical thinking (items 19, 20, 21, 22, 23 & 24), holding others to account and develop (items 25, 26, 27, 28, 29, 30 & 31) and impact and influence (items 32, 33, 34, 35 & 36). Presentations of the research result are indicated in the tables below. The same decision criteria were applied to these themes.

Under this subsection, the first theme, analytical thinking, was assessed using six descriptive statements. The mean, rank and decisions per the result from the field are indicated in the table below.

Table 4.13: Analytical thinking

Item	Statement	Mean		Rank		Decision	
		TR	HT	TR	HT	TR	HT

19	Headteacher collects information and data systematically from a wide variety of sources for his/her headship	3.86	4.00	1st	1st	HR	HR
20	Headteacher analytic skills enable him/her to break down a problem in a systematic way to better find solutions to problems in school	2.75	2.79	6th	3rd	R	R
21	Headteacher analytical skills enable him/her to prioritise issues and to plan how to implement the actions necessary to achieve change and improvement	3.55	3.97	4th	2nd	HR	HR
22	Headteacher is able to develop and sustain appropriate internal and external relationships	3.82	4.00	3rd	1st	HR	HR
23	Headteacher is able to manage individuals and lead effective teams	2.80	2.64	5th	5th	R	R
24	Headteacher communicate clearly when working with others	3.85	3.67	2nd	4th	HR	HR
	Grand Mean	3.44	3.51				

Source: field survey, 2015

From Table 4.13 shows results from the study rejects the statement that headteachers have required analytical skills to manage school affairs in a strategic approach leading to positive learning outcomes for teachers and pupils alike. This was rejected with a grand mean score of 3.44 and 3.51 for teachers and headteachers alike.

However, item 20 (Headteacher analytic skills enable him/her to break down a problem in a systematic way to better find solutions to problems in school) fell within acceptance range with a mean score of 2.75 and 2.79 for teachers and headteachers respectively. The qualitative data reveal that the headteacher uses various groups of teachers per the task assigned. While item 23 (Headteacher is able to manage individuals and lead effective teams) was confirmed with a

mean score of 2.80 and 2.64 for teachers and headteachers respectively. The interviews revealed that headteachers using the staff are able to analyze issues, identify the gaps and develop plans to address the concerned issues. *The study concluded that headteacher are able to effectively delegate duties to their subordinates. This is feasible because headteachers are able to manage individuals and teams effectively.*

On the other hand the remaining of the items (19, 21, 22 & 24) were rejected as their mean scores were above 3.00. Item 19 (Headteacher collects information and data systematically from a wide variety of sources for his/her headship) was rejected by both the teachers and headteachers alike with mean scores of 3.86 and 4.00 respectively. A male teacher said, "there is adhoc collection of data, which waste our time particularly teachers and pupils". This was confirmed at all the various sites by the both categories of respondents. According to the headteachers information is not collected in organized way and so does not allow for optimal use of the information. *The study concluded that there is no streamlined system for collection of data from staff of the service and therefore too much time is wasted in collecting the same data many times within the same academic year for the same metropolis.*

Equally item 22 (Headteacher is able to develop and sustain appropriate internal and external relationships) and 24 (Headteacher communicate clearly when working with others) were rejected by both teachers and headteachers alike. The former was rejected with 3.82 and 4.00 for teachers and headteachers respectively, while the latter was rejected with 3.85 for teachers and 3.67 for headteachers. According both teachers and headteachers, basic schools in Tamale Metropolis have not been able to strike right internal and external relationships to leverage various forms of support for the schools and its pupils. In the same, w vein, they indicated that although, headteachers communicate well, it is systematic to allow for personal and professional development of teachers (item 24). *The study concluded that headteachers are not able to develop and sustain appropriate internal and external relationships largely attributable to the poor co-ordinated communication skills of headteachers.*

The study concluded that headteachers lack required analytical skills to address issues to ensure efficient and effective management of the operations of the schools based on effective analysis of information collected. This according to them is largely due inadequate logistical and financial resources including requisite knowledge and skills to collect information to collect

information to enhance their role as heads of the schools. Furthermore, there is poor monitoring with its attendant weak feedback.

Table 4.14: Holding others to account and develop

Item	Statement	Mean		Rank	
		TR	HT	TR	HT
25	Headteacher holds others to account by clearly communicating expectations, and gives constructive and specific feedback	4.26	3.90	1st	5th
26	Headteacher ensures goals or objectives are achieved by getting others to do what he asked of them even if it involves tough or unpopular decisions	4.09	3.92	4th	4th
27	Headteacher develops others so that they develop leadership potential where possible	3.91	4.00	6th	3rd
28	Headteacher is aware of his/her personal strengths, weakness	4.02	4.15	5th	1st
29	Headteacher understands how his/her own leadership behaviour impact on others and manages this effectively	4.11	4.08	3rd	2nd
30	Headteacher has knowledge of his/her own emotional triggers, ways to manage them effectively	4.09	3.74	4th	6th
31	Headteacher behaves consistently in line with professional and personal values and vision	4.20	4.00	2nd	3rd
	Grand Mean	4.10	3.97		

Source: field survey, 2015

Result from the field as indicated in Table 4.14 rejected the statement "headteachers hold others to develop and account with grand mean of 4.10 and 3.97 for teachers and headteachers respectively. This means headteachers have inadequate skills to hold others to account as well as hold others to develop.

Item 25 (Headteacher holds others to account by clearly communicating expectations, and gives constructive and specific feedback) was rejected with mean score of 4.36 and 3.90 for teachers and headteachers respectively. The data indicated as a result of poor allocation of tasks with respective timelines and outputs many tasks are performed without supervision. According to reports in the various schools many schools do not have participatory developed SPIP and so they are not clear objectives and tasks set out to be achieved resulting in poor professional development of teachers. In addition many headteachers perform school activities and business as their private activities and therefore does not offer room for the participation of other teachers. Worse still many schools do not hold regular staff meeting i.e. a minimum of two per term. Similarly, item 26 (Headteacher ensures goals or objectives are achieved by getting others to do what he asked of them even if it involves tough or unpopular decisions) was rejected with a mean score of above 3.00 for both teachers and the headteachers. *The study concluded that headteachers are not able to hold others accountable by clearly communicating expectations and outputs. There is poor accountable regime because indicators and timelines are not clearly set by supervisors and supervisees.*

In addition, as a result of poor delegation of responsibilities the headteacher is not able to create appropriate spaces for the development of the staff of the organization. Consequently many teachers are not able to acquire right mentoring before they become heads of basic schools in the metropolis. Consequently, the statement of item 27 (Headteacher develops others so that they develop leadership potential where possible) was rejected with numerical mean of 3.91 and 4.00 by teachers and headteachers respectively. Item 27 is closely related by item 28 (Headteacher is aware of his/her personal strengths, weakness). Item 28 was rejected with numerical strength of 4.02 and 4.15 by teachers and headteachers. *The study concluded that headteachers poor delegation and involvement of their staff in administrative practices does not help with the professional development of their subordinates. The study further concluded lack SWOT analysis of staff strength is partly responsible for the poor delegation of responsibilities.*

Similarly items 29 (Headteacher understands how his/her own leadership behaviour impact on others and manages this effectively), 30 (Headteacher has knowledge of his/her own emotional triggers, ways to manage them effectively) & 31(Headteacher behaves consistently in line with professional and personal values and vision) were failed to be accepted by both teachers and headteachers alike. They had mean scores above acceptable mean upper limit of

3.00. *The study concluded that headteacher do not understands how his/her own leadership behaviour impact on others and manages this effectively. Also, headteachers have inadequate knowledge of his/her own emotional triggers and ways to manage them effectively. Finally, the study revealed that headteacher behaves inconsistently in line with professional and personal values and vision.*

Therefore the statement, headteachers holding other teachers to account and develop was rejected. According to the teachers poor delegation of duties and visible absence of INSET at both school and cluster levels do not help to teachers to develop. Also as a result of poor monitoring and supervision, there is poor accountability at various levels at the primary school.

Table 4.15: Impact and Influence

Item	Statement	Mean		Rank	
		TR	HT	TR	HT
32	Headteacher is a result oriented and seeks to achieve the highest standard within his/her role through setting and striving to achieve his/her goals	3.82	4.08	6th	1st
33	Headteacher is resilient, focused and tenacious when faced with the demands of the job and challenging circumstances	4.12	3.92	1st	6th
34	Headteacher is able to draw on his/her experience to make sense of underlying issues and understanding a situation	3.89	3.95	5th	5th
35	Headteacher continually looks ahead and capitalizes on opportunities that are likely to arise, as well as managing day-to-day challenges	4.08	3.97	2nd	4th
36	Headteacher has a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspectives	3.99	4.03	3rd	2nd

Item	Statement	Mean		Rank	
		TR	HT	TR	HT
32	Headteacher is a result oriented and seeks to achieve the highest standard within his/her role through setting and striving to achieve his/her goals	3.82	4.08	6th	1st
33	Headteacher is resilient, focused and tenacious when faced with the demands of the job and challenging circumstances	4.12	3.92	1st	6th
34	Headteacher is able to draw on his/her experience to make sense of underlying issues and understanding a situation	3.89	3.95	5th	5th
35	Headteacher continually looks ahead and capitalizes on opportunities that are likely to arise, as well as managing day-to-day challenges	4.08	3.97	2nd	4th
36	Headteacher has a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspectives	3.99	4.03	3rd	2nd
	Grand Mean	3.98	3.99	4th	3rd

Source: field survey, 2015

The main theme, "headteachers are able to impact and influence their followers" was rejected with grand mean of 3.98 and 3.99 for teachers and headteachers respectively as indicated in Table 4.15. The teachers and headteachers explained the lack of participatory developed SPIP coupled with poor supervision from superiors including the head denied did not create the good atmosphere for the professional development of teachers.

Item 32 (Headteacher is a result oriented and seeks to achieve the highest standard within his/her role through setting and striving to achieve his/her goals) was not confirmed by both teachers and headteachers alike mean score of 3.82 and 4.08. According to a female teacher, largely things not planned out at the basic schools, things happen as and when they happen. A

headteacher added even the basic indicators which can help to improve the system are not working. For instance timely preparation of scheme of work, lesson notes, adequate exercises, marking and recording of the exercises, end of term exams and giving of termly reports. Interactions with teachers, headteachers and even some pupils indicated many of these things do not happen; late preparation of lesson notes and scheme of work, teachers do not give adequate exercises and termly reports are no long given to pupils.

Item 33 (Headteacher is resilient, focused and tenacious when faced with the demands of the job and challenging circumstances) and 34 (Headteacher is able to draw on his/her experience to make sense of underlying issues and understanding a situation) were equally rejected with mean scores higher than 3.00.

Furthermore, items 35 (Headteacher continually looks ahead and capitalizes on opportunities that are likely to arise, as well as managing day-to-day challenges) and 36 (Headteacher has a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspectives) were also rejected for similar reasons as indicated above. Poor planning coupled with poor supervision at the basic level has worsen the administrative issues and further resulting in poor learning outcomes.

The study concluded that there is poor impact and influence by the head on his or her subordinates. According to the teachers and headteachers this could be attributed to systematic rigidities, no refresher courses and low morale among teachers.

4.1.5 Challenges faced by headteachers'

Although headteachers remain the administrators of basic schools in Ghana and Tamale Metropolis for that matter, they faced with many challenges. The subsequent subsections outline these challenges, starting with those raised by teachers followed by those identified by headteachers themselves.

According to the teachers, headteachers are saddled with so many challenges. The issues were sorted from the scripts and given weights depending on the number of times raised by respondents. Subsequently they were re-organized and given those weights in line the frequency of appearance in the scripts. In all the teachers mentioned 7 key challenges confronting headteachers. These seven challenges and their weights are indicated in the Table 4.16 below:

Table 4.16: Challenges facing head teachers (teachers)

Item	Challenges	Weight
1	Poor records keeping by MEO subsequently putting pressure on headteachers in the form regular request for the same data	3
2	Poor parental involvement in the provision of educational services to pupils	8
3	Delay in the release capitation grants (Inadequate funds for administrative purposes at the school level)	9
4	Inadequate infrastructure (no computer lab, inadequate TLMs)	20
5	Some staff members do not work up to expectation (Teachers are not discipline, Inadequate teachers)	11
6	Lack of support from PTA/disturbance from community members/ Lack of support from NGOs	15
7	Late admissions	1

Source: field survey, 2015

According to the teachers, inadequate infrastructure remains a major challenge to headteachers in their management of schools. Specifically, they mentioned non-availability of computer lab and inadequate TLMs as some challenges facing the effective administration of schools by heads. Others indicated the unavailability of furniture, school assessment report cards, and generally, TLMs hindeer effective performance by heads.

Secondly, the teachers also bemoaned the lack of support from stakeholders (PTA, community members and NGOs) in education services delivery. In one of the schools, they reported a scene where a teacher in the metropolis was molested by parents of one of the pupils for the reason that their ward was punished. A common issue raised by teachers was that many parents did not show interest in their wards and as many as 50% of schools pupils do not required school attire and exercise books to participate effectively in school activities. This according to the teachers hinders the effective performance of the work of the headteacher. Furthermore, they indicated that, SMC/PTA are not effective in the schools and so they are not able to add their voice to the headteachers to project the authority and power of the headteacher

of the schools to effectively implement school rules and regulations. Closely related to this point is poor parental involvement of parents in the provision of educational services to pupils.

According to the teachers, a recent phenomenon in basic schools in Tamale Metropolis is poor staff output of teachers. According to the teachers many teachers do not do their basic work: punctuality to school, timely preparation of lesson notes, punctual and regular in lessons delivering, giving of adequate exercises as well marking & recording them and performing other co-curricular activities as assigned by the head. Closely related to this problem, is inadequate teachers in schools in the suburb of the metropolis.

Another issue is the delay in the release capitation grants. Consequently there are inadequate funds for administrative purposes at the school level. According to the teachers, capitation grants are in arrears for about 3 terms, thus a year. It hinders effective administration in schools. This also in the long term defeats the very purpose for the introduction of capitation grants, which is, to make basic education cost free for parents.

Finally, two other points raised by teachers as challenges faced by headteachers include; Poor records keeping by MEO subsequently putting pressure on headteachers in the form of regular request for the same data and late admissions by heads of schools. This according to the teachers also poses as a challenge to effective administration of schools.

4.1.5.2 Challenges faced by headteachers (headteachers views)

Similarly the headteachers indicated 5 key challenges they face in the day to day administration of schools in the metropolis. The challenges indicated by the headteachers are summarized in the Table 4.17 below.

Table 4.17: Challenges facing head teachers (head teachers)

Item	Challenge	Weight
1	Lack of co-operation from teachers and parents/ Inadequate teaching staff	21
2	Lack of resources and finance	19
3	Entrenched divisions because of ethnic, politics, etc	1
4	Inadequate school facilities & Lack of transportation	20
5	Inadequate external supervision	1

Source: field survey, 2015

According to the headteachers their number one challenge in the metropolis is lack of co-operation from teachers, parents and from stakeholders in general. The explanations they offered are not much different from the explanations offered by teachers. Secondly, inadequate school facilities and lack of transportation for administrative purposes pose a big challenge for effective administration purposes. For instance, according the headteachers, they lack basic logistics that will help to enhance record keeping in the school. Thirdly, headteachers also indicated inadequate resources and finance as part of the challenge that hinder their effective administrative activities in the various schools. Finally, headteachers mentioned poor external supervision coupled with entrenched divisions because of ethnic and politics as militating effective administration of schools in the metropolis.

Despite the challenges, these respondents (teachers and headteachers) also professed some recommendations to resolve the issues. The recommendations the suggested is indicated in the next section.

The study therefore concluded that inadequate infrastructure (physical infrastructure, TLMs, computer labs, sewing machines, basic carpentry tools, basic tools for BDT practicals) is a major challenge that hampers effective administration by heads of schools in the majority of schools in the Tamale Metropolis. This also include basic equipment for create conducive atmosphere for teaching. Consequently, this situation has resulted in poor development of co-curricular activities.

Closely associated with inadequate infrastructure is lack of co-operation and support from educational stakeholders (parents & pupils, MEO, TMA, PTA, SMC, proprietors). This has resulted in inefficiency and ineffectiveness on different fronts of administration. Also heads of schools do not get the required resources both financial and human effect good administrative practices in the schools. The study also identified there is a new trend where teachers do not co-operate with their heads for a number of reasons. Consequently many teachers do not put in their best to support with the efficient administration of the schools.

4.1.5.3 Mechanism and recommendations to overcome heads managerial challenges

Just the challenges, the recommendations are clustered into two. The first part elaborates the recommendations raised by teachers to ameliorate challenges faced by headteachers in the metropolis while the second sub-section presents recommendations from headteachers.

The recommendations made by teachers were sorted out and clustered into themes to facilitate understanding of the issues. Subsequently nine key recommendations were brought up for consideration. They indicated in the Table 4.18 below.

Table 4.18: Recommendations made by teachers

Item	Recommendation	Weight
1	Deploy IT in management of school and teachers data	4
2	PTA should financially support school & Capitation should come at the right time & NGOs must support the school to carry out their work	21
3	Teaching and learning materials should be provided & Teachers should use improvised TLMs	19
4	Provide adequate infrastructure for the school & H/T must be provided transport by the school	9
5	TMA must assist the school to improve teaching and learning & TMA should support the school to improve teaching and learning	3
6	The community members should stop disturbing the H/T	2
7	Positive discipline should be introduced in the school to improve teaching and learning & Positive attitude by staff members	10
8	There should be proper monitoring of teachers & Indiscipline teachers should be punished & Teachers should co-operate & Enough teachers should be provided to the school	21
9	Educating teachers on the code of ethics & Teachers are not respected & Close admission on time	7

Source: field survey, 2015

First the teachers recommended that there is intensive and regular monitoring of teachers by both internal and external supervisors. This according them will to help to check indiscipline among

teachers which has become very in many schools in the metropolis. In addition, this according to them will help get co-operation of teachers. Statistics from the education indicate they the metropolis is over-staffed and so if there is regular monitoring it will help with redistribution of teachers thereby resolving controversy of over and under staffing within the same district.

The second recommendation with the same weight as the first point was the need for stakeholders in education to support headteachers to effectively and efficiently manage schools in the metropolis. Also, they indicated; PTA should financially support school, Capitation grant should be released on time & NGOs must support the school to carry out their work.

The teachers also indicated that Teaching and learning materials should be provided to schools & Teachers should use improvised TLMs for teaching of pupils. This according to them will make it easy for pupils to understand their lessons better and also motivate pupils to be part of lessons rather than dodging lessons.

According to the teachers, positive come from within one and teachers and headteachers should discipline themselves and with this positive attitude they can easily extend to the pupil's in the metropolis which is basic requirement for effective teaching and learning. Generally, they indicated teachers and headteachers should develop positive attitude to enhance teaching and learning in schools in the metropolis.

Closely related to the above is the need for provision of adequate infrastructure in the school (ICT lab, general equipment for BDT practical, etc). They also added that headteachers must be provided with transport to facilitate their movement for administrative purposes. Other four recommendations raised by teachers in the study include the following:

- Educating teachers on the code of ethics & Teachers are not respected & Close admission on time
- Deploy IT in management of school and teachers data
- TMA must assist the school to improve teaching and learning & TMA should support the school to improve teaching and learning
- The community members should stop disturbing the H/T The community members should stop disturbing the H/T

Following the sorting of the recommendations made by headteachers, it resulted into five main recommendations. According to the headteachers, heads of basic schools should be trained to successfully seek financial support from NGOs, GES and government to be used in the administration of basic schools in the metropolis. Secondly, they also indicated that there should be adequate external supervision of schools. For instance GES should transfer teachers after a certain number of years in a particular school/institution and this should be entrenched in proper monitoring and supervision. Third, headteachers should be trained in the management of teachers to successfully seek teachers' co-operation and tolerance. Following a good understanding of teachers ability to work with people, they will find innovative approaches to handle difficult teachers and parents. Lastly but not the least, headteachers should trained to lead open, transparent leadership with firm character. Recommendations made by headteachers are indicated in Table 4.19 below.

Table 4.19: Recommendations made by head teachers

Item	Recommendation	Weight
1	Seeking teachers co-operation and tolerance	7
2	Seeking financial support from NGO, GES & Government	24
3	Adequate external supervision (GES should transfer teachers after a certain number of years in a particular school/institution, proper monitoring and supervision)	9
4	Open, transparent and firm leader	1
5	Assign roles and responsibilities to difficult teachers and parents	2

Source: field survey, 2015

First, the respondents indicated headteachers should be trained to acquire fund raising skills to enhance their skills to leverage funding from PTA, community and NGOs to finance school administration and academic activities. In addition, since the capitation grants come late anyway, they should plan within that schedule. The study also different forms of supervision should be undertaken by both MEO and headteachers. According to the respondents if teachers are working (teachers on duty reporting early and ensuring conducive school environment, forms masters and class teachers monitoring attendance of pupils) will enhance the position of the headteachers to perform better. Furthermore the study observed there are adequate teachers in the metro, but

rather there should be re-alignment to ensure there are teachers for the technical subjects (BDT, ICT, local languages and French). Last but not the least, headteachers, MEO and other stakeholders in education should collaborate to provide adequate and relevant TLMs to enhance teaching and learning in the country.

4.2 DISCUSSIONS OF THE FINDINGS

The discussion of the findings is in relations to the research objectives set to achieve. These are:

OBJECTIVE ONE: To find out the kinds of leadership styles heads of Junior High Schools in Tamale Metropolis employ in performing their duties.

With reference to the objective one set to achieve in this study, it was found that although head teachers are leaned towards Laissez-faire leadership style, but the actual leadership styles adopted by head teachers cannot be easily determined. The Laissez-faire leadership style described a leader who let the group make decisions and complete the work in whatever way it saw fit (Robbins & coulter, 2009). This could explain the poor performance of candidates in BECE in the metropolis with only 33.81% passing (MEO, 2015).

Laissez-faire leadership is not the best leadership style to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness. This is in agreement with MacDonald's (2007) study of laissez-faire leadership shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates

OBJECTIVE TWO: To understand how heads of Junior High Schools in Tamale Metropolis perform their duties.

With reference to the objective two the study revealed that head teachers have not successfully created conducive environment for delivering continuous improvement in teaching and learning with a grand mean score of 3.65. This is consistent with findings of Devis et al. (2005), Elmore, 2000; Levine, 2005; and Peterson, 2002. According to these authors although head teachers are supposed to have basic generic skills and knowledge in management, many head teachers tended to lack these skills.

Although the study concluded that head teachers are ready for service, primarily because of years of service on the job, they disagreed with the statement that head teachers have a deep understanding of the characteristics of excellent and outstanding teaching, informed by current research'. This agrees with Devis et al. (2005) findings that 'school heads play vital and multifaceted roles for teachers and vibrant learning environments for children, but existing head teachers skills on the best ways to develop these effective leaders is insufficient'.

Also school heads are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs' administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives (Devis et al., 2005; Elmore, 2000; Levine, 2005; Peterson, 2002). Specifically the study concluded many head teachers are not able to perform these basic functions to engender good school governance with the potential of yielding good learning outcomes.

The study also found that some roles of heads are performed but the key ones are not performed. For instance result from the study agree that head teachers perform the following roles (admission of pupils, receiving teachers posted to school, classification of teachers, assigning schedules, distribution of TLMs, vetting of available lesson notes) as indicated by Devis et al. (2005), Elmore, 2000; Levine, 2005; and Peterson, 2002.

However there are the critical ones which heads are not able to enforced or perform yet they are rather very critical for achievement of teaching and learning. They include inability of heads of basic schools to maintain good admission registers, teachers' record book or file, poor teacher participation in co-curricular activities, continuous assessment records, inspecting class continuous assessment records, supervising and conducting demonstration lessons for teachers from time to time, organizing regular in-service training for teachers and ensuring punctuality and regular attendance of school among both pupils and teachers by using class registers and staff attendance book or time book.

Both teachers and head teachers disagreed with the statement 'Head teacher is ready for headship'. According to them head teachers do not have the full complements of skills and

knowledge to manage the position effectively and efficiently. This is consistent with finding of Leithwood et al. (2004) who indicated that effective school leadership requires a number of competencies on the part of school heads.

The study revealed that although the head teachers are key persons in schools there was a disagreed that the head teacher is able to articulate his/her feelings effectively to others. This is consistent with Siddiqui (1979) and Rahmat (2001). These authors found out that head teachers as focal persons in institutions should be able to communicate effectively in a systematic approach to enhance internal and external efficiency of school functioning. Ashraf (1972) finding indicated parents' perspective shows that heads of schools were of more of an administrative rather than an academic nature and mostly teachers were dissatisfied with the personal attributes of their heads since in Ghana rank rather administrative skills is the basis for appointment.

Overall result from the study (as indicated in Table 10) shows that the grand mean for HT learning focus is above 3.0. The score of head teachers by teachers and head teachers of their perception of head teachers performance had a mean score of 4.19 and 3.95 respectively and so it was rejected. This means the HT's have failed to create appropriate learning focus (no SMC, PTA and SPAM) to create space for learning and share of best practices among stakeholders of education. Result from the field indicated head teachers highly require training on various approaches to adapt to enhance learning culture in the school.

The above finding does not meet the requirements of the characteristics of a good head teacher as spelt out by Devis et al. (2005), Elmore (2000), Levine (2005) and Peterson (2002). According to these authors, school heads are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs' administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives.

According to the teachers and the head teachers, head teachers are not able to systematically monitor learning in school to ensure progress. Learning activities (preparation of scheme work, lesson notes, giving of adequate exercises as well as marking & recording it) are not managed in

mutually re-enforcing approach. For instance, they indicated that most schools no longer give adequate exercises as well as give terminal reports to pupils. Parents on the other hand do not find out about the performance of their wards. Likewise the descriptive statements failed to conform to findings made by Devis et al. (2005), Elmore (2000), Levine (2005) and Peterson (2002).

Similarly items 7, 8 & 9 failed to be confirmed by both head teachers and teachers for related reasons of poor co-ordinations among the different stakeholders. For instance teachers, contend that although heads know the basic things to do to enhance the learning focus of the school they do not get the needed support from the MEO and support from their subordinates. This is also confirmed by secondary data from MEO which indicates Tamale Metro Education Unit to be one of worst performing districts in the country in terms of BECE performance. Statistics from the office confirmed that the metropolis is over-staffed with qualified teachers yet academic performance at BECE and other learning outcomes is poor. This partly stems from poor supervision on the part of both head teachers and officers from MEO.

Similarly the finding does not meet requirements set out by GES and MEO. A student needs an aggregate score of 30 or less in six core and elective subjects to be eligible for entry into a senior high school (SHS) or a technical/vocational school for further education. The total number of JHS graduates who pass the BECE with an aggregate score of 30 or better in each school determines the success or failure rate of JHSs. This serves as the criterion for evaluating the quality of academic performance at basic school level in Ghana. The Ghana Ministry of Education, in its syllabus for all levels of basic education, emphasizes that the principal purpose of basic education is to help the pupils acquire basic literacy in English Language and Mathematics which serves as basis for further development of their abilities and talents through additional education and skills training (MoE-GES, 1998).

Many head teachers are not update with educational issues at national, regional and international levels (item 8). In addition, head teachers are not innovative about new approaches to enhance the skills of his teachers (INSET and many innovative initiatives without fee) for the enhanced of teachers. For instance in this modern age, result showed many teachers remain IT illiterate despite the fact that some of their colleagues are good to take them through. The following items which formed the basis of assessment of the learning focus of heads were rejected by both

teachers and their head teachers. They rejected descriptive items include: Item 6 (Head teacher systematically monitors learning in school to ensure progress); Item 7 (Head teacher makes sound judgments about the quality of teaching and across the school); Item 8 (Head teacher is passionate about learning new things from others) and Item 9 (Head teacher encourage a culture of learning for all members of the school community).

The above finding fails to meet the minimum criteria set GES & MOE as well as other educational experts (Sekyere, 2009). According to the respondents head teachers are not able to effectively perform the following academic activities; Vetting of teachers' timely prepared lesson notes and scheme of work; Inspecting class continuous assessment records to ensure that teachers make correct entries; supervising and conducting demonstration lessons for teachers from time to time; organizing in-service training for teachers and ensuring punctuality and regular attendance of school among both pupils and teachers by using class registers and staff attendance book or time book.

The findings from the study also failed to meet the standards set by Day et al. (2000) and (Ashraf, 1972), in the context of the UK, reported that 'effective heads constantly work at helping individuals develop, continually work at enhancing relationships in the school and between the school and community, and maintain a focus on goal and program coherence'. According to literature many heads are not able to meet the requisite skills to meet their administrative duties and thereby failing to meet their academic activities of their school.

Result from the study show poor collaboration between head teacher and stakeholders of the school particularly the SMC, PTA and the community as it recorded a grand mean of 3.93 for teachers and 3.83 for head teachers. This was rejected as it is above the acceptable mean limit of a maximum of 3.0. As explained earlier many of the stakeholder institutions (PTA, SMC and SPAM) are not existent lent alone for any collaboration to be developed. SMC which is highest management structure at the basic level is visibly absent in many schools in the Metropolis.

The study concluded that there is poor partnership and collaboration among the stakeholders of education at the basic level and this was rejected with a grand mean of 3.93 & 3.83 by teachers and head teachers respectively. This poor state of collaboration is largely attributed to lack of innovation on the part of head teachers and also largely ignorant and illiterate parents who do not

see the importance of PTA & SMC. In addition, poor management of administrative issues from the MEO push down problems onto heads the basic schools which make it simply difficult to foster collaboration between school management and educational stakeholders.

This study is contrary to the findings of Devis et al., 2005; Elmore, 2000; Levine, 2005 and Peterson, 2002. These authors concluded in their various works that school heads among others are expected to be community builders, public relations and communications experts, budget analysts, facility managers, special programs' administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In the Basic Schools, the head teachers are responsible for the schools' financial administration.

Secondly, the result from the study show that head teachers do not run their various schools efficiently and effectively in the Tamale Metropolis with grand mean of 3.78, which falls outside the acceptance range. The respondents (teachers and head teachers) failed to accept any of the five descriptive statements were accepted. The study concluded that the various resources within the institution of basic education in Tamale is not efficiently and effectively leverage for the benefit of the school and its pupils. The study therefore concluded that there is 'low satisfaction of the efficiency and effectiveness of the administrative work by head teachers according to both teachers and head teachers in the Tamale Metropolis.

Similarly the findings from this study contradict the findings of Leithwood et al. (2004) and Gilbert (1998). According Leithwood (2004), effective school leadership requires a number of competencies on the part of school heads. Gilbert (1998) found that performance has two aspects—behavior being the means and its consequence being the end. In other words, performance is the accomplishment of responsibilities and contributes to the behaviour, capabilities of interpersonal relationships, professional attitude and institutional goals. Fiedler (1967:8) defines leader as 'the individual in the group given the task of directing and coordinating task relevant group activities'.

Bulach et al. (2006) quote Stanton, who found the most critical competencies for leader effectiveness were skills in human relations, communication and leader ship. Leithwood et al. (2004) outline three sets of core leadership practices: developing people, setting directions for

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organization and redesigning the organization. Day et al. (2000), in the context of the UK, reported that 'effective heads constantly work at helping individuals develop, continually work at enhancing relationships in the school and between the school and community, and maintain a focus on goal and program coherence'. Research in national perspective shows that heads of schools were of more of an administrative rather than an academic nature and mostly teachers were dissatisfied with the personal attributes of theirs heads (Ashraf, 1972).

In another study, Mitchell (2005) found that: the school principal's role is crucial in building school culture and motivating teachers. It is important, then, to gather teachers' perceptions of administrators who helped them promote learning; in particular, to ascertain what administrator attributes and behaviors teachers find helpful in their work to promote learning.

OBJECTIVE THREE: To determine satisfaction levels of teachers about their heads' leadership styles.

With reference to objective three, the findings were that head teachers are able to effectively delegate duties to their subordinates. This was feasible because head teachers are able to manage individuals and teams effectively. There was no streamlined system for collection of data from staff of the service and therefore too much time is wasted in collecting the same data many times within the same academic year for the same metropolis. Head teachers were not able to develop and sustain appropriate internal and external relationships largely attributable to the poor coordinated communication skills.

With the second theme, holding others to account, it was rejected with the grand mean scores of 4.10 and 3.97 for teachers and head teachers respectively. According to the teachers, poor delegation of duties and visible absence of INSET at both school and cluster levels do not help promote teacher development. Also as a result of poor monitoring and supervision, there is poor accountability at various levels at the primary school. Other specific findings were that:

- Head teachers were not able to hold others accountable by clearly communicating expectations and outputs. There was poor accountable regime because indicators and timelines were not clearly set by supervisors and supervisees.

- Head teachers poor delegation and involvement of their staff in administrative practices did not help with the professional development of their subordinates. The study further found that lack of SWOT analysis of staff strength is partly responsible for the poor delegation of responsibilities.

- Head teachers did not understand how their own leadership behaviour impact on others and how to manage this effectively. Also, head teachers hde inadequate knowledge of their own emotional triggers and ways to manage them effectively. Finally, the study revealed that head teachers behave inconsistently in line with professional and personal values and vision.

The study also found that there is poor impact and influence by the head on his or her subordinates. According to the teachers and head teachers this could be attributed to systematic rigidities, no refresher courses and low morale among teachers. These findings do not meet the core leadership practices set out by Leithwood et al. (2004). According to Leithwood et al. (2004) three sets of core leadership practices are: (1) Developing people; (2) Setting directions for the organization and (3) Redesigning the organization. Effective school leadership is mainly related to the competency, commitment and performance of the head teacher. Performances are actions, products or processes that can be specified and assessed, and which rely on knowledge, abilities and skills for delivery and which have an appropriate weighting among the cognitive, psychomotor and affective domains for the purpose.

OBJECTIVE FOUR: To ascertain the challenges heads of Junior High Schools in Tamale Metropolis encounter in the performance of their duties.

With reference the last objective, it was found that inadequate infrastructure (physical infrastructure, TLMs, computer labs, sewing machines, basic carpentry tools, basic tools for BDT practicals) were the major challenges that hampers effective administration by heads of schools in the Tamale Metropolis. This also include basic equipment for create conducive atmosphere for teaching. Consequently, this situation has resulted in poor development of co-curricular activities. This finding is consistent with findings of Okoroma and Robert-Okah (2007) and Katitia (2010).

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Okoroma and Robert-Okah (2007) study revealed that inadequate funding; inadequate school facilities, work overload and poor conditions of service generated administrative stress for principals. For instance, in Kenya, headteachers have a lot of paper work to do (Katitia, 2010).

Closely associated with inadequate infrastructure is lack of co-operation and support from educational stakeholders (parents & pupils, MEO, TMA, PTA, SMC, proprietors). This has resulted in inefficiency and ineffectiveness on different fronts of administration. Also heads of schools do not get the required resources both financial and human effect good administrative practices in the schools. This study is consistent with Zame, Hope, Respress (2008) and Leithwood. Zame, Hope and Respress (2008) concluded in a study concluded that Ghana faces a leadership challenge related to headteachers' professional development.

 Similarly, (Leithwood, 2001) in a study identified two key challenges that face schools. First, the extensive set of state policies designed to hold schools more accountable and second, the conditions within the school which affect quality teaching and learning and how to identify the conditions in the school that can easily be improved upon by the head.

Further writers suggest that partnering around a common sense of vision is vital in the increasing complex environment of academic leadership (Hanna, 2003; Yielder & Codling, 2004). However, in an environment of potentially differentiated agenda, background, skill and knowledge bases it is not an easy matter to foster the quality of strategic engagement that can build unity of purpose.

4.3 SUMMARY

This chapter four has presented the result of the analyses which is divided into four sections. The first section served as an introduction aspect for the chapter. The second section looked at the biographic data of the respondents. The third section dealt with the actual presentation of the research result. The result was obtained from a descriptive survey that assessed the performance of heads of JHS in Tamale Metropolis. The study specifically studied: (explore the nature of leadership that heads of JHSs in Tamale Metropolis exhibit), (find out how heads of JHSs in Tamale Metropolis perform their duties), (determine the extent to which teachers are satisfied with their head teacher's leadership) and (unveil the challenges heads of JHSs in Tamale

Metropolis encounter in the performance of their duties). The last section contains the summary issues for this chapter.

The chapter four also present and discussed the findings of the study in relations to the research objectives and questions.

The next chapter is chapter five; this chapter presents the summary, conclusion and recommendations of the study.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter will present a summary of the findings from the data collected and analysed using the questionnaire. Opinions and understanding of the situation surrounding the assessment of the performance of head of JHSs in Tamale Metropolis that respondents answered and expressed would be highlighted for proper intervention. This summary will be followed by the researcher's conclusions as well as recommendations and suggestions for further studies.

5.1 SUMMARY OF THE STUDY

This research study was set up to investigate the performance of head of JHSs in Tamale Metropolis. Several policies have been put in place by the Ministry of Education and Ghana Education Service to ensure effective leadership and good examination results of schools. For instance, capitation grant, parent teacher association, the school management committee are all systems put in place to support head teachers perform their duties effectively. Despite this, some head teachers do not perform their duties effectively as well as do not use the appropriate style of leaderships in managing the schools.

The main research objective of this study was to assess the performance of head of JHSs in Tamale Metropolis. The specific objectives were to:

1. To find out the kinds of leadership styles heads of Junior High Schools in Tamale Metropolis employ in performing their duties.

2. To understand how heads of Junior High Schools in Tamale Metropolis perform their duties.

3. To determine satisfaction levels of teachers about their heads' leadership styles.

4. To ascertain the challenges heads of Junior High Schools in Tamale Metropolis encounter in the performance of their duties.

The aim of the literature review was to present and discuss in detail the existing knowledge and existing concepts that are theoretical and empirical which could throw more light on the research

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topic under consideration. The essence of the review was to help the researcher provide a framework for establishing the purpose of this study and a standard for comparing the results of the study to those of other writers presented in books, journals, research papers etc. The review was based on: the basic education in Ghana, the role of Heads of Basic Schools in Ghana, performance Appraisal, leadership styles and Academic Performance, challenges Leaders encounter in managing schools.

The quantitative research approach was used. The design used was descriptive survey. Simple random sampling technique was used to select sample size of 124 participants which comprised 85 teachers and 39 head teachers of the Tamale Metropolis. The study used questionnaire as the instrument to collect data from the teachers and the heads of the junior secondary schools. The questionnaire contained both closed-ended and opened-ended questions to elicit views from heads and teachers.

The Statistical Package for Social Sciences (SPSS) was used to analyse the field data. Descriptive statistical techniques such as frequency tables as well as inferential techniques were employed. Excel 2007 was employed to present some charts, whilst SPSS was used to generate statistical tables. Participants used in the study had understanding of the purpose of the research. They were frank and honest in their participation and responses. The main findings were:

- Head teachers are leaned towards Laissez-faire leadership style, but the actual leadership styles adopted by head teachers could not be easily determined.
- Head teachers have not successfully created conducive environment for delivering continuous improvement in teaching and learning.
- Head teachers perform some of the following roles admission of pupils, receiving teachers posted to school, classification of teachers, assigning schedules, distribution of TLMs and vetting of available lesson notes.
- Inability of heads of basic schools to perform some roles include: maintaining good admission registers, teachers' record book or file, poor teacher participation in co-curricular activities, continuous assessment records, inspecting class continuous assessment records, supervising and conducting demonstration lessons for teachers from time to time, organizing regular in-service training for teachers and ensuring punctuality and regular attendance of school among both pupils and teachers.

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- Head teachers are not able to systematically monitor learning in school to ensure progress. Learning activities (preparation of scheme work, lesson notes, giving of adequate exercises as well as marking & recording it) are not managed in mutually re-enforcing approach.

- Result from the study show poor collaboration between head teacher and stakeholders of the school particularly the SMC, PTA and the community.

- Poor management of administrative issues from the MEO push down problems onto heads the basic schools which make it simply difficult to foster collaboration between school management and educational stakeholders.

- The study concluded that the various resources within the institution of basic education in Tamale is not efficiently and effectively leverage for the benefit of the school and its pupils.

- There is 'low satisfaction of the efficiency and effectiveness of the administrative work by head teachers according to both teachers and head teachers in the Tamale Metropolis.

- Head teachers were not able to develop and sustain appropriate internal and external relationships largely attributable to the poor coordinated communication skills.

- Poor delegation of duties and visible absence of INSET at both school and cluster levels do not help promote teacher development. Also as a result of poor monitoring and supervision, there is poor accountability at various levels at the primary school. Other specific findings were that

- Head teachers were not able to hold others accountable by clearly communicating expectations and outputs. There was poor accountable regime because indicators and timelines were not clearly set by supervisors and supervisees.

- Head teachers poor delegation and involvement of their staff in administrative practices did not help with the professional development of their subordinates.

- The lack of SWOT analysis of staff strength is partly responsible for the poor delegation of responsibilities.

- Head teachers had inadequate knowledge of their own emotional triggers and ways to manage them effectively.

- The challenges heads teachers faced in the Junior High Schools included inadequate infrastructure (physical infrastructure, TLMs, computer labs, sewing machines, basic

carpentry tools, basic tools for BDT practicals) were the major challenges that hampers effective administration by heads of schools in the Tamale Metropolis.

5.2 CONCLUSION

The researcher is of the opinion that this research study has investigated the performance of head of JHSs in Tamale Metropolis. Several policies have been put in place by the Ministry of Education and Ghana Education Service to ensure effective leadership and good examination results of schools. Chapter one dealt with the background to the study, problem statement, research questions and objectives, delimitation and organization of the study. Chapter two presented and discussed in detailed the basic education in Ghana, the role of Heads of Basic Schools in Ghana, performance Appraisal, leadership and Academic Performance, challenges Leaders encounter in managing schools. Chapter three focused on the methodology that was used in conducting the study. The chapter examined such methods and procedures ranging from research design, the population, the choice of sample and sampling techniques, as well as things that lent credibility to the research results. In addition, the methods of data collection and processing were also reviewed in the chapter three. Chapter four presented the analysis, interpretation and discussion of the findings. Based on the objectives of the study certain inferences were drawn. Some of the findings were as follow:

It was found that although head teachers are leaned towards Laissez-faire leadership style, but the actual leadership styles adopted by head teachers cannot be easily determined. Laissez-faire leadership is not the best leadership style to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness.

The study revealed that head teachers had not successfully created conducive environment for delivering continuous improvement in teaching and learning. Although the study concluded that head teachers were ready for service, primarily because of years of service on the job, they disagreed that head teachers have a deep understanding of the characteristics of excellent and outstanding teaching.

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The study also found that some roles of heads were performed but the key ones are not performed. For instance result from the study agree that head teachers perform the following roles: admission of pupils, receiving teachers posted to school, classification of teachers, assigning schedules, distribution of TLMs, vetting of available lesson notes. However, there were the critical ones which heads were not able to enforced or perform yet they were rather very critical for achievement of teaching and learning. They include inability of heads of basic schools to maintain good admission registers, teachers' record book or file and poor teacher participation in co-curricular activities.

It was found that head teachers were not able to systematically monitor learning in schools to ensure progress. Learning activities (preparation of scheme work, lesson notes, giving of adequate exercises as well as marking & recording) were not managed in mutually re-enforcing approach.

Many head teachers were found not to be updated with educational issues at national, regional and international levels (item 8). In addition, head teachers are not innovative about new approaches to enhance the skills of his teachers (INSET and many innovative initiatives without fee) for the enhanced of teachers. Result showed many teachers remain IT illiterate despite the fact that some of their colleagues were good to take them through.

There was a poor collaboration between head teacher and stakeholders of the school particularly the SMC, PTA and the community. Many of the stakeholder institutions (PTA, SMC and SPAM) are not existent lent alone for any collaboration to be developed. SMC which is the highest management structure at the basic level is visibly but absent in many schools in the Metropolis.

There was a poor delegation of duties and visible absence of INSET at both school and cluster levels which did not help to promote teacher development. There was poor monitoring and supervision and poor accountability at various levels at the primary school.

Some of the challenges faced by head teachers in the schools revealed by this study were: physical infrastructure, TLMs, computer labs, sewing machines, basic carpentry tools, basic tools for BDT practicals. It was found that these challenges hampered on effective administration of schools by the heads in the Tamale Metropolis.

5.3 RECOMMENDATIONS

This study has highlighted the findings in connections with the performance of head of JHSs in Tamale Metropolis. On the basis of these findings the researcher wishes to present the following recommendations:

All heads of the junior secondary schools in the Tamale Metropolis should be made to undergo a week leadership training organized by the Ghana Education Service aims at equipping them with modern management styles such as democratic and participatory styles of leaderships.

To ensure an effective delegation of roles from the school heads to their teachers, all the schools heads must be made to attend leadership training organized by Human Resources Experts within the GES; where these heads are trained on delegation, it principles, who to delegate to who not to delegate roles to, accountability on delegations and responsibility and autonomy in delegation.

It important to also recommend here that proper monitoring and support system from the heads of the schools should be extended to all teaching staff when needed. School heads must on daily basis support their teachers by providing them with all resources and psychological support to ensure an effective teaching and learning in the classrooms.

The Ghana Education Service must again do site visits to help school heads on how to carry out the following roles: maintenance of good admission registers, maintenance of teachers' record book or file and how to encourage teachers participate in co-curricular activities.

The head teachers in consultations with other stakeholders like the GES should organize in-service training to develop all teachers in their teaching areas and to help them acquire some basic computer skills to help make teaching modern, lovely and effective in the schools.

It is important for the GES to inform and to educate all school heads on the important of professional collaborations and as such should encourage the school heads to build a strong collaborative culture with the SMC, PTA and the community and to ensure that stakeholder institutions such as PTA, SMC and SPAM are working well in the schools.

Last but not least, all stakeholders in education should as a matter of urgency pull resources together to purchase and make available physical infrastructure, TLMs, computer labs, sewing machines, basic carpentry tools and basic tools for BDT practicals in all the schools.

5.4 SUGGESTIONS FOR FURTHER STUDIES

It is evident in this research study that there is a need for further research regarding the performance of head of JHSs in Tamale Metropolis. It is such a vital issue that if we do not give the necessary attention to these findings the whole aim of leadership, management, administration and effective teaching and learning culture in the schools will be affected severely.

Therefore, other researchers could go beyond the Tamale Metropolis as these findings highlighted by this study do not only affect junior high schools in the Tamale Metropolis, but schools in Ghana as a whole. It is therefore suggested that researchers could look at issues like: The predominant reasons for heads using Laissez-faire style of leadership in schools, factors contributing to poor collaborations among heads and other stakeholders in schools, the relationship between leadership and academic performance of students in school, and the factors contributing to inadequate resources in schools for effective teaching and learning.

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7. APPENDIX

SURVEY QUESTIONNAIRE

APPRAISAL OF THE PERFORMANCE OF HEADS OF JUNIOR HIGH SCHOOLS IN TAMALE METROPOLIS

This study is about appraisal and performance of headteachers in the Junior High Schools in Tamale Metropolis. The appraisal is based on headteachers' leadership competencies and performance. This questionnaire is grouped into section A-Background information of the respondent, Section B- Headteachers' leadership competencies and performance, Section C- Challenges faced by headteachers and ways of finding solution to the challenges.

SECTION A

Background Information

1. Gender: Male   Female 2. Age:………………years 3. Gender: Male   Female. 4. Years of experience as a classroom teacher ………….years   5. Level of Educational :…………………….. Specialization: (e.g. Sciences) ………………………… 6. Form/class you teach: ………………………………

7. School Location: a) Urban (e.g. schools in Tamale,   b) Peri-Urban. (e.g schools outside Tamale).

8. Do you enjoy working as a classroom teacher? a) Yes b) No. . Do you intend to become a headteacher? a) Yes, b) No

SECTION B

Headteachers' leadership competencies and performance

Please tick the number that corresponds with your level of agreement or disagreement with each of the following statements about your headteacher's leadership competencies and performance as indicated in the scale below:

Strongly Disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly Agree 5

No.	Statements for Headteachers' leadership competencies and performance	Scales				
	My headteacher:					
1	Has a clear vision of the central importance of leading teaching and learning to improve life chances for pupils.	1	2	3	4	5
2	Works with the PTA, SMC and other stakeholders to successfully plan and identify appropriate strategies improvement of the school.	1	2	3	4	5
3	is ready for headship	1	2	3	4	5
4	has a deep understanding of the characteristics of excellent and outstanding teaching, informed by current research	1	2	3	4	5
5	is able to articulate his/her feelings effectively to others.	1	2	3	4	5
6	systematically monitors learning in school to ensure progress	1	2	3	4	5

7	Makes sound judgements about the quality of teaching and learning across the school	1	2	3	4	5
8	is passionate about learning new things from others	1	2	3	4	5
9	Encourages a culture of learning for all members of the school community.					
10	works collaboratively with a range of people in schools, governing bodies and the wider community, to build a culture of co- operation	1	2	3	4	5
11	Is open to different perspectives, views and contributions to be made across the education system.	1	2	3	4	5
12	has a good understanding of the power relationships in the school including the PTA, SMC and the wider community in where the school is located	1	2	3	4	5
13	Is able to identify and engage with the major influencers and decision-makers within the community	1	2	3	4	5
14	Ensures that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals	1	2	3	4	5
15	Monitors the implementation of plans and the effectiveness of school organisational structures.	1	2	3	4	5
16	Takes corrective action where necessary to secure required outcomes and account to the governing body and others for the school's performance.	1	2	3	4	5
17	has a broad understanding of the legal, political and technical knowledge that affects the running of a school	1	2	3	4	5
18	keeps up to date records of major changes in the school	1	2	3	4	5
19	Collects information and data systematically from a wide variety of sources for his/her headship	1	2	3	4	5

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20	Analytic skills enable him/her to break down a problem in a systematic way to better find solutions to problems in school.	1	2	3	4	5
21	Analytical skills enable him/her to prioritise issues and to plan how to implement the actions necessary to achieve change and improvement	1	2	3	4	5
22	Is able to develop and sustain appropriate internal and external relationships.	1	2	3	4	5
23	Is able to manage individuals and lead effective teams	1	2	3	4	5
24	Communicate clearly when working with others	1	2	3	4	5
25	Holds others to account by clearly communicating expectations, and gives constructive and specific feedback.	1	2	3	4	5
26	Ensures goals or objectives are achieved by getting others to do what is asked of them even if it involves tough or unpopular decisions.	1	2	3	4	5
27	Develops others so that they develop leadership potential where possible.	1	2	3	4	5
28	is aware of his/her personal strengths, weaknesses	1	2	3	4	5
29	understands how his/her own leadership behaviour impacts on others and manages this effectively	1	2	3	4	5
30	has knowledge of his/her own emotional triggers, ways to manage them effectively	1	2	3	4	5
31	Behaves consistently in line with professional and personal values and vision.					

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32	Is a result orientated and seeks to achieve the highest standards within his/her role through setting and striving to achieve his/her goals.	1	2	3	4	5
33	is resilient, focused and tenacious when faced with the demands of the job and challenging circumstances.	1	2	3	4	5
34	is able to draw on his/her experience to make sense of underlying issues and understand a situation.	1	2	3	4	5
35	Continually looks ahead and capitalizes on opportunities that are likely to arise, as well as managing day-to-day challenges.	1	2	3	4	5
36	has a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspective.	1	2	3	4	5

SECTION C

Challenges faced by headteachers and ways of finding solution to the challenges

1. Are you satisfied with your headteacher's leadership style? a) satisfied, b) not satisfied and c) somewhat satisfied.

2. Are you satisfied with the way your headteacher's performs administrative activities ?

a) satisfied, b) not satisfied and c) somewhat satisfied.

3. Are you satisfied with the way your headteacher's performs his/her non-academic activities?

a) satisfied, b) not satisfied and c) somewhat satisfied.

4. What challenges does your headteacher face in the performance of his/her duties?

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5. What do you think can be done to change the situation?

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THANK YOU SO MUCH FOR SHARING YOUR OPINION WITH ME