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MANAGERIAL SKILLS AND ADMINISTRATIVE PERFORMANCE OF HEADS OF

JUNIOR HIGH SCHOOL IN THE SAGNARIGU DISTRICT DIRECTORATE OF THE

GHANA EDUCATION

HELEN NBOYINE

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OF JUNIOR HIGH SCHOOL IN THE SAGNARIGU DISTRICT DIRECTORATE

OF THE GHANA EDUCATION SERVICE

BY

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DACLARATION

CANDIDATE'S DECLARATION

I hereby declare that this dissertation/ thesis is the result of my original work and that

no part of it has been presented for another degree in this University or elsewhere:

Candidate's Name: HELEN NBOYINE

Candidate's Signature:…………………. Date: ………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation/ thesis was

supervised in accordance with the guidelines on supervision of dissertation/ thesis laid

down by the University for Development Studies.

Supervisor's Name: PROF. AGNES ATIA APUSIGAH

Supervisor's Signature: …………………… Date: …………………

UNIVERSITY FOR DEVELOPMENT STUDIES

ACKNOWLEDGEMENT

DEDICATION

I dedicate this work to my Husband, Children, Mum and late Father

UNIVERSITY FOR DEVELOPMENT STUDIES

TABLE OF CONTENTS

LIST OF TABLES

UNIVERSITY FOR DEVELOPMENT STUDIES

LIST OF FIGURES

UNIVERSITY FOR DEVELOPMENT STUDIES

ABSTRACT

The study was carried out in ten Junior High Schools in the Sagnarigu District Directorate of the Ghana Education Service in the Northern Region of Ghana. The purpose of the study was to investigate the Managerial Skills and Administrative Performance of Heads of Junior High Schools. The study used the concurrent mixed method which employed the quantitative and qualitative approaches. Sixty (60) accessible head teachers responded to the questionnaire, whilst six (6) circuit supervisors and the District training officer were interviewed. Statistical Package for Social Sciences (SPSS) was used to anaylse questionnaire data and this was presented in percentage, frequencies and in tables. Descriptive analysis was used to analyse data from interview. The study established that head teachers in the Sagnarigu District Directorate of the Ghana Education Service in the Northern Region of Ghana required managerial skills before the assumption of headship. It was also reveal that planning skills were the most require by newly appointed head teachers. The others in the order of appraisal, delegation, motivational, supervisory, conflict managing, managing time and stress and team-building skills. The study established that head teachers were seldom given managerial skills training and the reasons were lack of funds, lack of professional trainers, and reliance on donor agencies among others. It is recommended that newly appointed head teachers should necessarily be given managerial skills training by the Sagnarigu District Directorate of the Ghana Education Service irrespective of their constrain.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Education is the bedrock of every nation's economy as it produces the human resource needs for the country. The need for quality management in the educational sector especially at the basic level cannot be overemphasized. The role of the head teacher in ensuring education for all should therefore not be compromised. The system of basic education provides the foundation for the academic future of every nation and this can only be possible when the quality management of basic schools is ensured (Murad & Rajesh, 2010). According to Chitiavi (2002), there is no doubt that every Head teacher's dream is to get his school ranked among the best in national examinations results. When results are eventually released, schools with good investments reap good results over which they celebrate jubilantly. This cannot be realised without the effective role of head teachers, which is dependent on the skills that they possess in managing the process and system.

Globally, head teachers differ from country to country, depending on the policy of that particular nation. The core purpose of the head teacher is to provide professional leadership and management of a school. Balansikat & Gerhard (2005), say that globally, majority of school leaders are not trained as school leaders but they assume offices because of their experience. In Ghana, head teachers are appointed based on long service in the Ghana Education Service. The head teacher is normally the senior most in terms of rank and long service. They are normally considered the most experienced due to long service but not necessarily based on specific academic and/or professional training in managerial techniques or skills that would aid them in their administrative roles. The former executive

secretary of the National Inspectorate Board (NIB); Afeti G. had suggested that "head teachers should be appointed based on their proven competence and not on the basis of their rank or long service,' Ghana\IvySetordjie\joynews (06-08-2015). In time past, the head teacher's role was not sophisticated due to the fact that they had very little in terms of managing the school. Head teachers in the 21st century have their roles changed to fit modern trends and currents, some of which include motivate and manage staff by delegating responsibility, managing the capitation grant, school feeding programme, supervision, setting expectations and targets and evaluating staff performance, vetting lesson notes, advocacy, lobbing and poaching for hard working teachers, organising SMC, PTA and staff meetings and, applying the procurement law of Ghana, Head Teacher's Handbook (2010). The head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to student achievement and the head teachers' leadership is one factor determining that success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it. Training in a particular skill is the core for effectiveness and efficiency in every field of life and in education equipping head teachers with managerial skills would lead to performance.

1.1 Problem Statement

A head teacher is the most senior teacher and leader of a school. Responsible for the education of all pupils, management of staff, ultimately responsible for the smooth running of the school, academic achievement of its pupils and for school policy making and implementation (Helen Reevesmyjobssearch.com/career/head-teacher.html 2008). The

12

great majority of school principals and head teachers begin their careers in the classroom. Their teaching experience is vital in underpinning the professional decisions they need to make as leaders. However, in the journey from the classroom to the head's office, practitioners gradually reduce their teaching, for which they have been trained, and increase their leadership and management load, for which most have not been prepared. As a result most head teachers lack managerial upon been appointed as head teachers which requires expertise in managerial skills for the administration of the school. Although they are usually teachers with many years' of experience, the emphasis on their role is pivotal to providing educational vision and direction rather than teaching in classrooms, Head teacher's Handbook (2010). The school principals have an important responsibility of creating conducive environments for learning to be advanced in their schools. Without the necessary knowledge and skills, the management of the schools becomes a very

challenging task. Hussain & Zamair (2011) found that heads of secondary schools needed training in various management areas which included financial management, academic management, office management, human resource management and general management. This therefore called for adequate preparation for appointment to the position of school head which is essential for an effective educational administrator. This requires some level of managerial skills which is normally lacking and in some cases inadequate to facilitate them to function efficiently and effectively.

As an instructional leader, the head teacher is also involved in many activities such as; improving teaching and learning, developing supervisory strategies, executing strategies for improvement, maintaining the school system, improving curriculum and library materials; evaluating students' progress and timetabling. The head teacher therefore is

expected to provide expert leadership in all areas of the school programmes to ensure quality education despite being selected from among classroom teachers who have no training at all in school administration, Kenya (2012); Waweru & Orodho (2014).

Advancement in informational technology and globalisation has changed the scenario of the whole world. The present era of information technology and knowledge explosion created competitive environment for heads of educational institutions for producing high quality of manpower for the job market. In this regard, heads of schools have to play a vital role in the development of the society. This challenging task cannot be accomplished unless and until a required managerial training is provided to heads of schools. Govinda (2002) highlights the role of heads has to create school environment in such manner so that uniform policy can be adopted for the involvement of teachers and maintaining discipline in the school.

Similarly, Reddy (2006) visualises that heads of school are in a position to affect attitude, social climate, morale, progress, cooperation and direction of efforts in schools. Quraishi and Khatoon, (2008: 69) found that "heads of secondary school needed training in financial management, IT skills, guidance, counseling, co-curricular activities and management skills''. These empirical evidences indicate that there is a dire need for intensive management training of heads of schools. Similarly Azra (1999) as cited by Ghumman (2000: 2-3) found that "head of schools have to solve various problems of the schools, but they were facing shortage of teaching and non-teaching staff, proper guidance, counseling and in-services managerial training is required". Also, Kandasamy (2004) as cited by Grauwe (2005) documented an analysis of school principal's functions in Seven Asian Countries and stated various functions of school heads "personnel management, student

management, finance management, general, administrative management, teaching responsibilities and Logistics". These empirical evidences show that heads require professional training for effective implementation of government policies regarding secondary education. Managerial skills are required to handle managerial tasks at educational institutional level but due to lack of professional training, the performance of schools' are not up to the desired level. According to a former Minister of Education in Ghana in 2009, Iddrisu B. M. (2011:34) in the a national newspaper, The Spectator stated that;

> 'apart from the fact that head teachers are not adequately resourced to discharge their duties in the manner that we expect them to, we have allowed some unexamined conceptualisation of leadership to influence the choice of who becomes head teacher. There is no basis whatsoever that competence on the job as a head teacher depends on the quantity of gray hair one has or the degree of baldness one has attained'.

Afeti G. (2015) had also suggested that

> "Head teachers should be appointed based on their proven competence and not on the basis of their rank or long service". He said teachers should be appointed from the ranks of professional teachers who have attended and passed specially designed training courses for prospective head teachers. He added that competent head teachers with proven leadership and managerial skills who can undertake effective in-school supervision were the single most important link in the school quality improvement chain'. Ghana\IvySetordjie\joynews (06-08-2015).

Martin, Warren and Trinetia, (2008) in their study of head teachers in effective leadership in basic schools found that Ghana had implemented several reforms with the intent of developing a quality education system; however, there has not been a focus on leadership. The literature above is points to the vital role head teachers play in effective schools

management and student achievement. This research calls attention to the leadership needs of head teachers in the Ghana education system. It also reveals that Ghana faces a leadership challenge related to head teachers' professional development. The results are an alert to policy makers to institute educational reform that addresses head teachers' leadership in basic schools administration (Kenya, 2012; Waweru and Orodho, 2014).

From the above, it is evident that head teachers are not appointed based on their expertise in managerial skills or training in specific management capacity to equip them in such skills but are appointed based on seniority and long service. One such is that head teachers professional qualification is the one acquired from the colleges of education. The success of a manager depends on his or her ability to discharge his or her managerial skills, Eniola (2006). For instance, Alani (2003) has posited that the negative attitude of teachers and poor academic performance of the students in secondary schools is connected to poor managerial skills and competencies of the school principals. It is based on the empirical evidence above that this study seeks to investigate JHS head teachers' managerial skills and their administrative performance in the Sagnarigu District of Ghana in their efforts to meet educational objectives. This is of necessity due to the fact that there is no other study that is known to the researcher that has been done in this area in the district.

1.3 Aim and Objectives

1.3.1 Aim

This study investigated the extent to which the managerial skills training of heads of JHS affect their administrative performance using the Sagnarigu District of Ghana as a case.

1.3.2 Objectives

The objectives of this study would be:

- Investigate the types of managerial skills training (pre- and on the job) that head teachers have been given for their functional roles.

- Examine how junior high school head teachers apply such managerial skills training in their schools of practice.

- Investigate the effects of such training on their work and the remaining gaps and challenges.

1.3.3 Research Questions

- What type of managerial skills training are acquired before the assumption of duty of JHS head teacher's in the Sagnarigu District?

- What types of managerial skills are acquired on the job as JHS head teacher in their schools of practice in the Sagnarigu District?

- How does the head teacher apply managerial skills acquired in their school of practice?

- How have the managerial skills of head teachers affected or benefited their practice?

- What are the remaining gaps/challenges in the managerial skills training for head teachers in their schools of practice?

- How might the gaps/challenges be mitigated to enhance the practice of heads of JHS?

17

1.4 Justification of the Study

The findings of this study may be of importance to the government, the Ministry of education, school leaders, teachers, parents and students Non- Governmental Organizations which would read it. Therefore, this study may benefit the following parties and stake holders:

Firstly the study would benefit the Government, or the Ministry of Education and Sports: **t**he study would bring to light whether or not long serving teachers in Junior High Schools should necessarily be appointed as head teachers or head teachers should be given managerial skill training, in-service training programs, induction courses among others for both new and old head teachers already serving who did not undertake leadership and management courses at training colleges and the university.

Secondly the study would also benefit School Leaders and Managers; the study would bring to light whether head teachers should always crave for managerial skill training courses, short leadership in- service programs in order to update themselves in their leadership skills and their administrative performance.

In addition to the above Teachers, Students and Parents; the teachers and students would be helped in their day to day management of classroom activities and improve performance. Students, parents and the community at large would benefit from the improved performance in areas of academics and discipline.

Finally to Researchers; the study would form a basis for further research on managerial skills and administrative performance of head teachers of JHS. This may lead to new ideas on managerial skills of JHS head teachers in the Sagnarigu District of Ghana that could

improve upon their administrative performance and also bring to light other skills that are relevant to the management of schools in the district, the country and the world at large.

1.5 Scope of the Study

The study focused on managerial skills and the administrative performance of JHS head teachers in the Sagnarigu of Ghana. The study examined the leadership training courses of head teachers at colleges of education, university level, on the job training, workshops and seminars if any, in-service training like induction courses, short management and leadership courses, and management and leadership workshops and seminars visa-vie administrative performance of heads of JHS's in the Sagnarigu District of Ghana.

The study was conducted in ten circuits in which thirty four schools were selected with a minimum of two schools from circuits that had less than five schools and a maximum of four and five from circuits that had between seven and ten schools in their circuits in the Sagnarigu District of Ghana. Data was collected from head teachers, circuit supervisors the District Director of Education and District Training Officer using questionnaires and interviews.

1.6 Area of Study

1.6.1 The Sagnarigu Administrative District

The Sagnarigu District with its capital at Sagnarigu is one of the six (6) newly created districts in the Northern Region in the first half of 2012. It was carved out of the Tamale Metropolis by Legislative Instrument (LI) 2066. Sagnarigu District has 79 communities, comprising of 20 urban, 6 peri-urban, and 53 rural areas. The district covers a total land size of 200.4km² and shares boundaries with the Savelugu - Nanton Municipality to the

north, Tamale Metropolis to the south and east, Tolon District to the west and Kumbungu District to the north-west, GSS Population and Housing Census (2010)

Geographically, the District lies between latitudes 9º16' and 9º 34' North and longitudes 0º 36' and 0º 57' West. The population of Sagnarigu District, according to the 2010 Population and Housing Census, is 148,099 representing 6 percent of the region's total population. Males constitute 50.6 percent and females represent 49.4 percent. The district has an urban population of 93,550, representing 63.2 percent. The district has a sex ratio of 102.3. The population of the District is youthful (0-14 years), representing 37.5 percent and depicting a broad base population pyramid which tapers off with a small number of elderly persons (60+ years) (5.9%). The total age dependency ratio for the District is 71.2, the age dependency ratio for males is higher (71.9) than that of females (70.5). (Population and Housing Census, 2010)

The Sagnarigu District, like many others in the Northern Region, has a single rainy season, usually stretching from May to October, and this period naturally coincides with the farming activities in the district. Annual rainfall average ranges from 600mm to 1100mm, the peak being usually between July and August. Daily temperatures vary from season to season. During the rainy season, there is high humidity with relatively less sunshine and heavy thunderstorms. The mean day temperatures range from 28ºC (December - mid-April) to about 38ºC (April - June) while the mean night temperatures range from 18ºC (December) to 25ºC (February, March). The dry season (November – March) is characterized by the dry Harmattan winds; the Harmattan season presents two extreme weather conditions, the extreme dry cold temperature of the early dawns and mornings and the very warm afternoons. (See Population and Housing Census, 2010)

The District is poorly endowed with water bodies; this is attributed to the high underground water table. The only natural water bodies are a few seasonal streams which have water during the rainy season and dry up in the dry season. In addition, there are a few dams and dug-outs such as the Kpene and Kanvilli Kpawumo. These alternative sources of water provide water for animals as well as for domestic use.

The District lies within the Savannah Woodland Region characterized by tree savannah vegetation of varying sizes and density. The major types of tree in the district are dawadawa, nim, acacia, mahogany, and baobab among others.

The Sagnarigu District has so many educational institutions and these include; University for Development Studies- Faculty of Education, Tamale Polytechnic, Tamale College of Education, Bagabaga College of Education, public and private Senior High Schools, Junior High Schools, Primary Schools and Kindergarten.
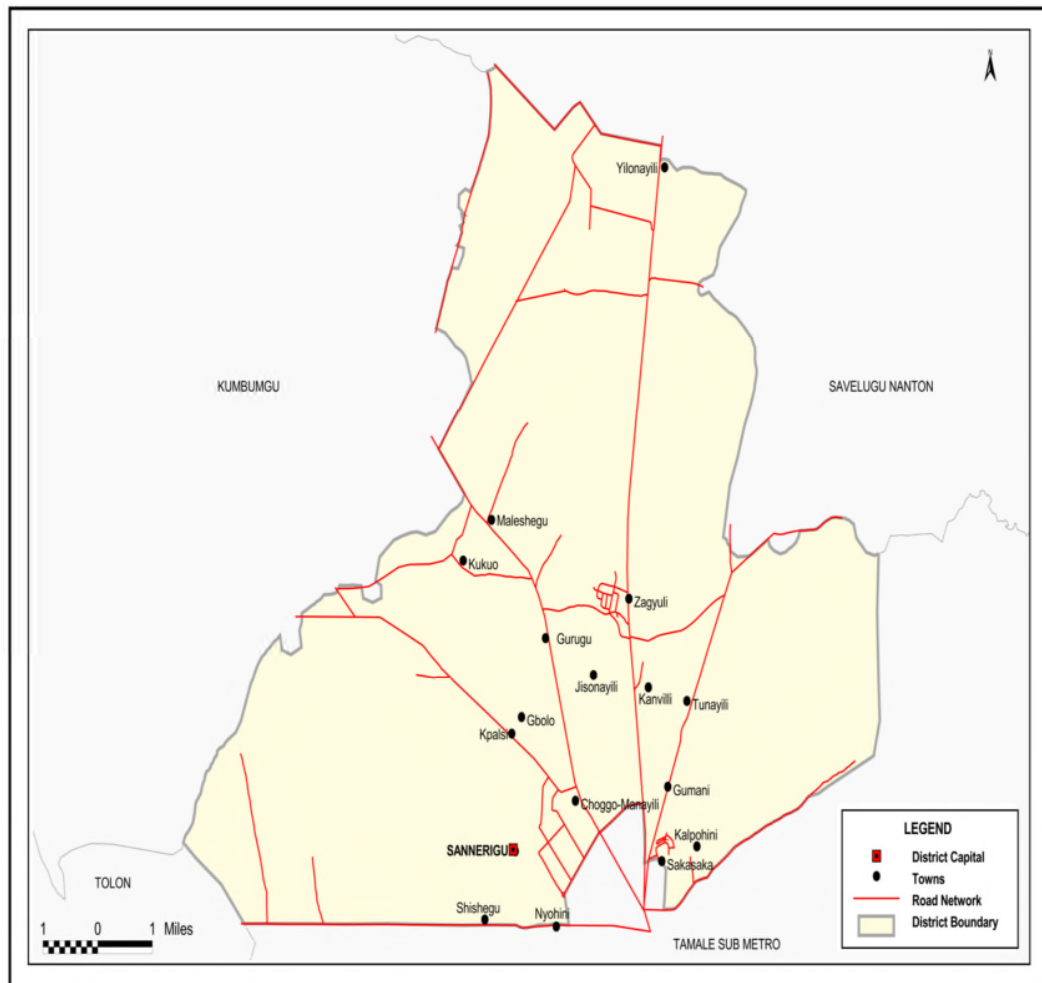
Figure 1: Land mass map of Sagnarigu District

Source: Ghana Statistical Service, GIS (2010).

1.6.2 Sagnarigu Directorate of the Ghana Education Service

The Sagnarigu District Directorate of the Ghana Education Service is one of the six

decentralised departments under the Sagnarigu District Assembly. The office was carved

out of the Tamale Metropolitan Education Office on June 2013 and relocated to the Tamale

Senior High School old Administration Block as the official administrative office.

The Directorate is headed by a District Director and assisted by four frontline deputy directors responsible for Finance and Administration, Human Resource Management and Development, Supervision and Inspectorate, Planning, Monitoring, Data Collection, Research, Records and Statistics. For effective management of schools the Sagnarigu District Education Office has divided the district into ten supervisory circuits, namely Choggu, Fuo, Gumani, Kamina 'A', Kamina 'B', Kumbungu Road, Mile 9, Nyankpala Road, Sagnarigu and Tishigu respectively with ten (10) circuit supervisors who are responsible for their respective circuits. They form the link between the schools and the District Education Office thereby in turn relays such information to the District Education Oversight Committee where necessary decisions and actions are taken. The mission of the district education Office is to provide all children of school going age in the Sagnarigu District with quality education, offering a well balances programme and training through effective and efficient and effective management of resources to make education delivery relevant to the children development.

The vision statement is to create an enabling environment in the Sagnarigu District that facilitates effective and efficiency in management for the attainment of the goals of the service. Improvement of access and participation, provide quality teaching and learning and application of efficient and effective management and leadership skills.

The Objectives of the Sagnarigu District Education Directorate is aimed at; to increase the percentage pass of aggregate 06 to 10% every year, to decrease dropout rate from primary six to JHS1 from 15% to 5% for the year 2015, to improve literacy and numeracy in basic schools by 20% every year and to improve all SMC/PTA executives in capacity building to enhance their work by the year 2015.

Management Structure for Efficiency and Effectiveness of the Sagnarigu District Education Directorate and its supervisory activities has the District Director as the administrative and technical head with Frontline Divisional Deputy Directors to help the District Director in the management of education in the district, thus; Finance and Administration division, Human Resource Management and Development, Planning, Research, Data Collection, Monitoring and Evaluation and Supervision and Inspectorate division with various responsibilities assigned them.

1.7 Operational Terms

The following are the operational terms in the research study.

Managerial skills: are to be understood as the ability to perform managerial tasks effectively with readiness and dexterity.

Skills: is the ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and or people (interpersonal skills).

Administration: refers to overall control and utilization of school finances and human resources in order to achieve the set goals and objectives of education.

School: is an institution designed to provide learning spaces and learning environment for the teaching of students (pupils) under the direction of teachers.

Head Teacher: also known as the principle is the teacher with the greatest responsibility for the management of a school.

1.8 Organisation of Thesis

The research is organized in five (5) chapters for orderly and clear presentation of issues.

Chapter One (1) gives general introduction to the study , the problem statement, the aims and objectives, research questions, justification of the study, the area of study, the Sagnarigu District Directorate, operational terms and ethical concerns.

Chapter Two (2) is a build-up of chapter one. Critical issues of concern to the study are examined by way of reviewing relevant secondary data and defining issues in the perspective of the study. Theories, concepts and models on managerial skills are discussed in the context of the study.

Chapter three (3) deals with the research methodology employed in the investigation of the research issues in chapter one. In this chapter design including the various research methods, approaches and techniques of data collection and analysis used are reported.

Chapter Four (4) presents details of the research findings and discussions. The findings are discussed in specific and broad context with the support of views and concepts from secondary data. Figures, tables and other illustrations are used to make data analysis and presentation easier.

Chapter Five (5) presents the summary of the findings, conclusions and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed secondary data and previous work that had been done on managerial skills. A lot of work had been done in terms of managerial skills in various sectors of human endeavors of life of which education is of prominence. Different scholars have written extensively on managerial skills of which Katz (1974) is of prominence with his three models of managerial skills. Other scholars have added and written extensively on it because of changing patterns in other aspects of life. In this study an attempt has been made at explaining these theories and concepts to provide a framework for the understanding of managerial skills of heads of junior high schools and their administrative performance in the Sagnarigu District Directorate of Education in the Northern Region of Ghana**.**

2.1 Conceptual Issues

2.1.1 Leadership Explained

The twenty-first century has seen an increased acknowledgment of the significance of effective leadership, management and administration for the successful operation of educational institutions Bush (2011). This implies that the issue of leadership is very crucial in management and administration, especially human resources management and development, since the art of leadership transcends all aspects of life, Ojo Olaniyan, (2008). Yukl (2006:8) states that 'leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives'. This definition includes efforts not only to influence and facilitate current work of the group or organisation, but

UNIVERSITY FOR DEVELOPMENT STUDIES

also to ensure that it is prepared to meet future challenges. According to Robbins (2003), leadership is seen as a process of influencing a group towards the achievement of goals and the leader is the one who has the capacity to influence others and possesses managerial authority also, Bodla & Nawaz (2010); Hariri, (2011).Thus, leadership can and does make a difference on the effectiveness and performance of institutions. Schools as institutions of learning need leaders who can influence teachers and students as well as teaching and learning in order to promote educational quality. Leadership is usually blamed if things go wrong in a country, organisations and institutions; private or public. The role of leadership in making things happen has gained acceptance by many people. Leadership is the ability to use different forms of power to influence followers in a number of ways to accomplish organisational objectives. The five principles that are critical for carrying out leadership for learning tasks of head teachers are: maintaining a focus on learning; create shared leadership; creating condition favorable to learning and encouraging a shared sense of accountability, Head teacher's Handbooks (2010).

Formal institutions including basic schools are established to impart knowledge, skills, habits, values and attitudes to learners. These institutions are led by head teachers who are expected to play leadership functions to achieve the school's goals and objectives. Examples of these functions are planning and policy making Nir (2003), organisational, motivation, and directing Keegam (2003) coordination and budgeting Fapojuwu (2002), personal leadership or management Deborah (2002), curriculum development and instructional management Jamentz (2002), providing students personnel services such as orientation, guidance and counseling and discipline Renald (2000). If such leadership

functions are employed properly, these functions can lead to effective administrative and good school performance.

2.3 Qualities of Good Leadership

To many, leaders are not born but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience Bass & Bass (2008).

Boulding (1956) in his book "The Image: Knowledge in Life and Society", in which he outlines the general trans-disciplinary theory of knowledge and human, social, and organizational behaviour, states that the basis of good leadership is strong character and selfless devotion to an organization, Jenkins (2013). From the perspective of employees, leadership comprises everything a leader does that affects the achievement of objectives and the well-being of employees and the organization, Abbasialiya (2010). Trustworthiness is often relevant to positions of leadership as trust is fundamental to all manner of organized human groups, whether in education, business, the military, religion, government, or international organizations, Lamb & McKee (2004); Ivancevich, Konopaske, & Matteson, (2007).

Leadership is arguably one of the most observed, yet least understood phenomena on earth Burns, Abbasialiya (2010). Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. Despite the many diverse styles of leadership, a good or effective leader inspires,

UNIVERSITY FOR DEVELOPMENT STUDIES

motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment. According to Naylor (1999), effective leadership is `a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change. According to Bennis, a leader does the following: Firstly, creates a compelling vision, leadership has to get people in the organisation to buy into a shared vision and then translate that vision into reality. Leaders motivate people by helping them to identify with the task and the goal, rather than by rewarding or punishing them. Leaders inspire and empower people; they pull rather than push.

Secondly, creates a climate of trust; leaders must know how to generate and sustain trust. In order to do this, leaders must reward people for disagreeing, reward innovation, and tolerate failure. For a leader to create trust he or she must be competent so that others in the organisation can rely on the leader's capacity to do the job. To create trust a leader must behave with integrity. Finally, to generate trust (and be an effective leader) a leader must achieve congruency between what he or she does and says and what his or her vision is. Furthermore, creates meaning; a leader creates meaning by maintaining an environment where people are reminded of what is important. A leader helps to define the mission of the institution and models the behaviour that will move the organisation towards goals. Leaders are people who can eloquently use words to express the collective goals of the organisation. Also, they create success; effective leaders perceive and handle 'failure' differently, they embrace error and vow to learn from it. In addition to the above, they create a healthy and empowering environment; effective leadership empowers the

workforce to generate commitment, and developed the feeling that organisation members are learning, and that they are competent. Good leaders make people feel that they are at the very heart of things, not on the periphery.

Lastly, creates flat, adaptive, decentralised systems and organisations: bureaucracy does not create leaders, bureaucracy creates managers and bureaucrats. Managing change is perhaps the ultimate leadership challenge. Strong leadership can often be seen in organisations based on a network or flattened hierarchy model, a more centralised model where the key words are acknowledge, create and empower.

2.4 Educational Leadership

Education is changing fast and has gone beyond the traditional four walls of the classroom. Educational leaders are considered pillars of the educational system and also the major agents in the promotion of school effectiveness.

Educational leadership therefore is a term applied to school administration that strives to create positive change in educational policies and processes since such leaders are trained to advance and improve educational institutions, Monroe (2011). According to Gunter (2004), labels used in defining this field have evolved from 'educational administration' to 'educational management' and more recently, to 'educational leadership', Bush (2011:5). The job of those heading educational institutions in this dynamic sector is not an easy one and as such will be faced with more challenges of increasing students, changes in learning methods as well as managing resources.

In educational institutions, school leadership has been identified as "second only to classroom teaching as an influence on pupil learning" according to the National College of School Leadership NCSLUK, (2004:289-291).

It is therefore necessary for heads of educational institutions to show leadership in order to ensure greater accountability, efficiency and continued excellence in their administrative roles in their schools of practice. Maintaining quality and standards in education depends largely on the extent to which heads of schools effectively carry out their leadership responsibilities, Ibukun, Oyewole & Abe (2011).

School leaders administer their institutions with other teaching and non-teaching staff. Hence, they are considered the chief executives of their various educational institutions, and are responsible for whatever goes on in the schools, Oyedeji & Fasasi, (2006).

Even though school leaders are held accountable for all that happens in their schools, they assign various duties to other staff members who could perform them. For Ojo & Olaniyan (2008), the role of the school head is seen in all facets of the general duties of school administration. School heads, as leaders rally students, teachers, parents, community members and other stakeholders around a common goal of raising students' performance. They also possess leadership skills and knowledge to exercise the authority to pursue strategies that help in the effective running of schools. As an administrator and leader, the school head determines the success or failure of the educational institution.

According to Babayemi (2006), school leaders control human and material resources of the school, and that their position is so important that the school cannot exist without it. Thus, school leaders are seen as supervisors, managers, school climate developers and change facilitators.

Effective educational leadership is very essential to school effectiveness and improvement, Ololube, Egbezor, Kpolovie, &Amaele, (2012). To sustain educational leadership, leaders must develop sustainability on how they approach, commit to and protect teaching and

learning in schools; how they sustain themselves and followers around them to promote and support teaching and learning; how they are able and encouraged to sustain their vision and avoid burning out; and how they consider the impact of their leadership in school management.

Most leaders want to do things that matter, to inspire others to do it with them and to leave a legacy once they have gone, Hargreaves & Goodson (2006). To a large extent, it is not leaders who mismanage their schools; however, it is the systems in which they lead, Mulford (2003). Questionably, sustainable leadership certainly needs to become a commitment of all school leaders. Therefore, to sustain effective educational leadership, Hargreaves & Fink (2004) presented seven principles of sustainable leadership vis-à-vis: Sustainable leadership creates and preserves sustaining learning, Sustainable leadership secures success over time, and Sustainable leadership sustains the leadership of others. Sustainable leadership addresses issues of social justice, Sustainable leadership develops rather than depletes human and material resources, Sustainable leadership develops environmental diversity and capacity and Sustainable leadership undertakes activist engagement with the environment.

Maintaining quality and standards in education depends largely on the extent to which heads of schools effectively carry out their leadership responsibilities, Ibukun, Oyewole & Abe (2011). School leaders administer their institutions with other teaching and non-teaching staff. Hence, they are considered the chief executives of their various educational institutions, and are responsible for whatever goes on in the schools, Oyedeji & Fasasi (2006). Even though school leaders are held accountable for all that happens in their schools, they assign various duties to other staff members who could perform them.

2.5 The Head Teacher in the Ghana Education Service

2.5.1 Expectation of the Head Teacher

According to the Head Teacher's Handbook (2010), the Ministry of Education and Ghana Education Service would like to see committed and dedicated head teachers who have vision and are able to effectively and efficiently manage all basic schools in the country. This can effectively be done when head teachers are well versed and equipped with knowledge in:

Firstly, Basic Education in Ghana comprises of the Legal Framework of Basic Education in Ghana, Basic Education System in Ghana and Security and Safety in Basic Schools. The Legal Framework of Basic Education in Ghana includes the importance government attaches to the development of education in this country through her laws. That is the Constitution of the Republic of Ghana, the legislatures, Regulations and the Education Acts because these enactments direct the overall development of education in Ghana. The legal framework includes the 1951 Accelerated Development Plan for Education, 1961 Education Act (Act 87), 1992 Constitution of Ghana – Article 25 Clause (1), Free Compulsory Universal Basic Education (fCUBE) and 2008 Education Act (Act 778).

For the Basic Education System in Ghana; that is the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem-solving skills as well as skills for creativity and healthy living. The period of basic education covers Kindergarten (4-5 years old), Primary -Lower (6-8 years old), Primary -Upper (9-11 years old) and Junior High (12-14 years old). The head teacher should therefore be familiar with the Education Strategic Plan which provides a key to the national performance standards and should therefore know the targets of indicators as a guide to their school's performance

improvement plans. The head teacher would require the managerial skill of planning and performance appraisal which is key to the achievement of the general goals of the school. In the case of Security and Safety in Basic Schools, these include the security and safety of the school environment, thus physical environment, abuses in schools and health issues, among others. The physical environment includes the land, classrooms and the provision of essential services as safe food, water facilities and school latrines. Abuses in schools include physical abuses, verbal and sexual abuses while and school health includes eating good food, keeping the environment clean, keeping body clean, keeping good relations and keeping healthy body and mind. The head teacher would require knowledge in environmental science, human rights and child rights and skills for managing conflict and conflict resolution as well as guidance and counseling in order to be able to effectively manage the school.

Secondly, managing the school; which includes; managing people which includes management techniques for delegating duties, setting up school committees, delegating special duties to staff, maintaining discipline in your school, holding staff meetings, keeping records and filing documents, maintaining good interpersonal relationships and the code of professional conduct. Managing instructional time, co-curricular activities, managing teaching and learning resources and managing school finance all of which calls for managerial skills such as delegation, planning, finance among others, Head Teacher's Handbook (2010)

Lastly, improving the quality of learning, that is strategies and guidelines for improving learning, increasing school intake, attendance assessing pupil performance, assessing

teacher performance and improving relationship between school and the community, Head Teacher's Handbook (2010)

The head teacher cannot perform effectively without adequate knowledge in managerial skills. This which has been spelt out by Katz (1975) in his three dimensional skills required by mangers for effective management of organisations and also in Reh's (2014) list as identified in his article on Management Pyramid the following as skills required by managers; Planning, Setting Goals, Organizing, Directing, Controlling, Motivation, Training and Coaching, Involvement Teamwork, Time Management, Self- Management and Leadership.

2.5.2 Head Teacher as a Strategic Leader

In a rapidly changing school environment, the role of the head teacher is becoming increasingly complex and demanding, Amoah (2011). The key role a school head is expected to play within and outside of the school setting, it is difficult to fathom how an educational institution could thrive well without a role of the head teacher. Whatever the case may be there is a need for someone to lead the school in planning, implementing, monitoring and supervising, evaluating policies and activities and also reporting any outcomes in a professional and comprehensive manner. Which calls for a strategic school leader and below are the qualities of a strategic head teacher?

Firstly, the head teacher is expected to work closely with governors and senior colleagues to create a shared vision and strategic plan for the school that can inspire pupils, teachers and the entire school community to give and achieve their best. Secondly, he or she must lead the senior team in turning that vision and plan into ambitious but achievable objectives that ensure that the school improves steadily in education delivery. Also, the head of school

must have a strategic thinking skill in order to develop a compelling vision for his school which can easily be interpreted by other members of the school system into challenging actions and objectives. Meanwhile, an awareness of the political and cultural dynamics at play within and outside of the school is also a prerequisite for any effective school management and administration. Furthermore, he or she also needs to be abreast of the wider educational world to be able to fast-pace the affairs of his school. For the head of a school to success he or she needs to be able to act strategically, the school head must have strong analytical skills.

In most cases, the head teacher makes effective use of data to monitor the school's progress and also encourages other school leaders to do same. Similarly, in managing school resources and during the formulation of the school budget, usually with the collaboration of the governing body, the head of school is supposed to have an in-depth analytical skill. What needs to be understood is that effective school leadership is increasingly becoming a sort of partnership, where the head teacher is expected to make the school an integral part of the community, just as the community is also made part of the school. All relevant stakeholders, including parents/guardians, the local authority, NGOs and corporate bodies need to be lured into taking key interest in the school. On that score, the head must endeavor to empower the PTA and SMC to deliver quality assistance to the school. In addition to the above, a head teacher again tries to foster effective co-operation and collaboration amongst his staff. This can easily be done when the school head has a superlative emotional intelligence to comprehend other people's motivations and stresses and be able to use his influencing skills in ensuring that these do not become a barrier to sharing good practice and raising pupil achievement. Also, a school head manages the performance of the senior

leadership team and also coaches them to be able to deliver their tasks well. He must also hold them to account for and understand the processes and procedures needed to monitor individual and whole-school performance. The head teacher is also responsible for building capability across the school and set a culture of professional and personal development. He identifies the development needs of senior colleagues and determines how best to address them. There is no single leadership style which is prefect for governing a school, but it will be one dangerous thing for a school head to be autocratic or dictatorial. He or she needs to have a clear sense of direction for his school and, in collaboration with his staff, discusses and draws up plans of how to get there.

Last but not the least, it is a fact that vision is central to any school-based development and it is just in place for any head to have vision(s) but that vision needs to be shared among staff members before thinking of how to work towards its realization. According to Lashway (1997), tensions may arise when a head of school has a clear vision for his school but refuses to first of all share it among his staff. With the increasing complexity and accountability inherent in the post, the school head should not see himself or herself as a jack of all trades. Instead, he or she must be prepared to delegate some powers to staff with appropriate qualifications, professional experience and time to make him a good leader and manager. School heads must respect the views of others within and outside of the school system and not turn their staff meetings into shops or disciplinary camps where they become unapproachable and inaccessible to colleague teachers. Rather, the spirit of democracy and open-door administration must be the hallmark of every head teacher in order to halt the current trend of abysmal performance in head teacher's administrative roles in their schools of practice. According to Mahmood (2002) lists the role of a Head

teacher should have to contribute to the success, excellent and quality of schools, namely: have a vision, setting the philosophy, mission and goals and objectives of the school, explaining his vision to all staff and students including parents and the community, setting objectives and teaching strategies and curriculum, supervising, monitoring and evaluating the curriculum and instructions program, coordinate instructional programs and extracurricular activities of the school, monitoring of students' learning time, encourage and support professional development for teachers, assist and support teachers in teaching and provide intensive and resource, controlling the quality of teaching in schools and creating a school climate that is conducive to enhance the learning process.

2.6   Educational Management

2.6.1   Management Explained

The term 'management' has been defined by different writers in different ways. According to Rodrigues (2001) 'to manage is to forecast and plan, to coordinate and control". Kreitner (2008, 14) also states that "Management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment'. Management is definition as both an art and a science. It is the art of making people more effective than they would have been without you. The science is in how you do that, Reh (2017)

According to the Knowledge Management Terms (2009) 'management is the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives and measuring results. Management functions are not limited to managers and supervisors.

Every member of the organisation has some management and reporting functions as parts of their job'.

2.6.2 Educational Management Explained

Educational management is a field of study and practice concerned with the operation of educational organizations, Monroe (2011). It is centrally concerned with the purpose of education. These purposes or goals show the right direction to underpin the management of educational institutions. It operates in educational organizations only. Educational management is a comprehensive effort made for achieving the specific educational objectives. Educational management is defined as, that type of management which helps in the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. It deals with Educational practices; Institutions- school, college, secretariat; Human resources-parent, teacher, community, students; Material resources- school building, college building, playground, equipment; ideas; laws; regulation; community etc. Educational management is necessary to help withstand and survive the changes caused due to change of Government, Monroe (2011). Educational management is a lens of viewing various ideals and ideas we hope to bring into being. It is a process of developing values, attitudes, information and skill to achieve desired relations between resources and objectives, Monroe (2011)

The concept of Educational management has close links with all aspects of education from governance, relevant theory that explains relevant research and provides an overview of educational management from national and international perspectives.

Developments in education have brought forth focus on new concerns, emergence of comprehensive infrastructure, up gradation in the quality of instructional programs, etc. As to the managerial role of principals, when it comes to infusing the old and new ones on the job, it becomes an uphill task. The understanding of educational management arises out of the fundamental concepts of general management theory except that this knowledge is applied to education, its entire gamut and its management. In developing society in modern days the need of management is essential. Right from top to bottom, on every step management is required. Operations of the rules depend on the managerial skills of tail-end functionaries. For all to succeed, every school should have the necessary data, resources to be collected, organized and recorded by these teachers. All such competencies are grasped under this subject of educational management. At the smaller scale Educational management is concerned with the internal operations of educational institutions. Management of educational institutions is all pervasive in the sphere of education- as a Science, as process and as a body of people, which manages education. The knowledge of management helps to understand education in creating knowledge, execution and assessment of education. Educational management in its core includes the following aspects: The context of Educational management, leadership and Strategic management, human resource management, managing learning and teaching, managing finance and resources, managing external relations, managing quality in education.

Monroe (2011) stated that educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions right from the schools and colleges to the secretariat. It is concerned with both human and material resources.

The human elements include: Children, parents, teachers and other employees in general university Board of Education at local, state and National levels of Governments. On the material side there are finance, buildings and grounds, equipment's and instructional supplies. Besides, there are ideas, laws and regulations and so on, having a bearing on the educational process. The blending of these 'parts' into a 'whole' is educational management. In a democratic country like Ghana, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy.

In government schools, generally senior teachers are selected as head teachers through promotion or they are directly selected. It is a well-known fact that teaching is different from managing a school. Therefore there is a felt need that the principals visualize the kind of job and how to organize and manage it. Because as a resident supervisor of an institution their job is complex and different as the demand for accountability and responsibility are being increased. The challenge before the school leaders is to generate the culture of excellence and creating the passion and sense of worth about teaching among the teachers, giving them independence and encouragement and of course mentoring leadership among colleagues. Head teachers are facing a complex environment and they have to change their roles to meet the changing external environment. They must coordinate the services offered to their students, and to ensure that these services reach those with the greatest needs; and at the same time to ensure that there is no disruption of the teaching and learning process in school, Goldring & Sulllivan (1996). School principals must serve as change agents of

41

the schools, Lashway (2003b). They are to lead change in schools to fulfill the requirements that society has largely demanded.

Brooke-Smith (2003) identified five control parameters that determine the state of the system in which change agents function. These are rate of information flow, connectivity, diversity, power differentials and anxiety. Goldhammer (1971) comments that in schools that are extremely good, we inevitably find an aggressive, professionally alert and dynamic principal who is determine to provide the kind of educational program he/she deems necessary. Hechinger (1981) adds that he has never seen a good school with a poor principal or a poor school with a good principal. It is the head of the school that makes the difference between mediocrity and excellence.

In Ghana, the Ministry of Education and the Ghana Education Service recognize the critical leadership role that head teachers must play in ensuring that learning takes place in the classroom. This leadership role involves the efficient and effective mobilization of key resources and energy at the school and community levels. The head teacher at the basic level is to perform two basic school leadership roles: managing the school and improving the quality of learning, Head teacher's Handbook (2010)

Heads of educational institutions in Ghana are perceived to be engaged in more of the management function than leadership roles basically due to the centrally controlled nature of our educational system. Head teachers are mostly ensuring that government policies are implemented to the later and some of them have gained notoriety for being so rigid to the extent that they do not even give such policies their own thoughts.

It is not wrong for head teachers to facilitate the implementation of government policies but in order to be effective, it is important that head teachers are able to re-engineer broader

national vision for education embodied in the policy documents and syllabi at the school level to make it precise, specific and more meaningful at the school level. In some countries individuals who aspire to be school heads must be trained specifically for the position.

In Ghana head teachers are either appointed or rise to such positions by virtue of long service while some become head teachers because they are the most senior persons in the school or the only trained in that school. According to researchers, no conscious efforts are made to prepare teachers either by way of special educational qualification or some form of induction and initiation into such professional roles.

Given the pivotal role that head teachers occupy in the development of the human resource base of the country, one would have thought that the issue of who runs the affairs of all educational institutions in Ghana be taken very seriously. It is evident that despite what, Tonah (2009) describes as the "unending cycle" of educational reforms and interventions in the country none of the reform initiatives or intervention programmes looked at the issue of school leadership or gave it the seriousness it deserved.

According to Iddrisu B. M., the former Minister of Education in 2009 said

> "We have now identified school leadership as a catalyst to bring about the needed change and results that we expect. I think that the realisation has come too late but if we are serious about the future of Ghana I will say "cooking late does not mean going to bed hungry". (Chronicle, 20 - 12 - 2011).

Apart from the fact that head teachers are not adequately resourced to discharge their duties in the manner that we expect them to, we have allowed some unexamined conceptualisation of leadership to influence the choice of who becomes head teacher. There is no basis whatsoever that competence on the job as a head teacher depends on the quantity of gray hair one has or the degree of baldness one has attained.

Experience is certainly important in most jobs but why do we look for experience in the number of years alone and not educational experiences or what we prefer to call educational qualifications as well? We have made the post of head teacher the preserve of the elderly to the extent that some of them have become square pegs in round holes given the level of technological advancement and rapidity of change in this globalised world.

Most newly trained teachers go to their first posts with a lot of energy and ideas to improve learning. However, by the time they get the opportunity to implement those ideas, they have lost the energy and the motivation due to frustrations from the system. Sometimes we forget that what is needed to succeed in the rapidly changing global world of information is not age but rather up to date knowledge and being abreast with current know how in any field of human endeavour. The role of head teachers is becoming increasingly complex and demand competencies in a diversity of areas rather than just the number of years one has served after college. For instance, it takes more than just years of experience to be able to recruit or get teachers posted to your school as the case may be, retain these teachers, motivate them to give off their best as well as motivate students to achieve desirable educational outcomes.

The head teacher has to be able to lead an increasingly qualified and well informed and professional human resource base than before. Knowledge of procurement, planning, negotiation and Information Communications Technology are increasing becoming part of the repertoire of skills a head teacher should have. Therefore, years of teaching experience alone may not be adequate unless that is garnished with proper training and induction through which one becomes deeply immersed in the techniques and competencies required of such an office to forestall bullying by staff. Providing leadership for efficient

management of schools includes the head teacher roles and duties, techniques for leading schools effectively, managing school finances, record keeping; teacher and pupil performance assessment; and school-community relations and communication while the head teachers' primary leadership responsibility is to promote quality learning in schools, the pivot around which all other activities evolve in the school, Head Teacher's Handbook (2010).

One concept that has increasingly emerged in contemporary times about quality improvement in school education is leadership. Thus, success is largely influenced by the manner in which the leader perceives and performs his or her work, West & Jackson (2001) Leadership is therefore crucial in our country's pursuit for quality education. The head teacher's role in school administration is pivot in any basic junior high school and there is therefore the need for them to have a certain level of managerial skills in order to excellence in their administrative performance which would enhance quality education leading to excellent academic performance in our schools.

To equip head teachers with requisite leadership capacity, their preparation should not only address issues of effectively and efficient resource management, but more significantly it should focus on learning with particular reference to numeracy and literary, monitoring pupil work, maximizing teacher and pupil learner task time, adherence to language pedagogy, preventing teacher and learner absenteeism, effective supervision and others.

2.7 Theoretical Framework

2.7.1 Managerial Skills Theories and Models

The relevance of Katz theory of managerial skills to this study is based on Katz (1955), in his article, skills of an Effective Administrator in Harvard Business Review, in which he published the theory of leadership which emerged as a prominent theory in 1955. The research was based on Katz own observation of executives in the work place and on field research in administration. He suggested in the paper that effective administration or leadership depends on three basic personal skills, that is, technical, human and conceptual skills. He identified these three areas as the most important skills that executives had in common and used on a regular basis. Katz (1975) thought about the relationship of managerial skills (competence) and hierarchical management levels. This led to the setting of the areas of managerial skills and determination for which level they are characterized as technical, human and conceptual skills. This theory is beneficial because it is skills-based theory of leadership which acknowledges that anyone can be become a leader. Individuals only need to find relevant resources and work hard to develop the skills of a good leader. This is encouraging for people who are interested in gaining leadership effectiveness but do not possess the traits a proposed in other trait based theories. A skilled based leadership theory also provides a competency based toolkit to organizations to recruit, train and grow leaders in their organisation by taking inventory of each potential leader's skills in the important areas. The theory of managerial skills is relevant to this in that this study seeks to investigate the managerial skills of JHS head teachers and their administrative performance in the Sagnarigu District in the Northern Region of Ghana.

2.7.2 Katz's Theory

According to Katz's theory (1991), a successful manager has triple managerial skills and these are conceptual, human and technical, which must be developed separately. Katz (1974) believes that skills show ability which is mostly presented in performance and rarely hidden in potentiality. Katz explains that skill is the ability to do something effectively and involves a system of specific behaviours that help achieve an objective, or standard of performance. There are numerous typologies of managerial skills. In an influential framework, Katz proposed three dimensions of technical, human and conceptual skills.

Technical skills are those specific skills required for performing a specialised task, and often involve working with 'things' rather than working with people. Technical skills remain important for managers even when they perform relatively few technically specialised tasks themselves, because they enable the manager to effectively acquire, develop, organise, and control the human resources needed to accomplish organisational objectives. Human or 'people related' skills include communication, influence, coordination and cooperation with others. These skills are required for the direct management of other people. Conceptual skills reflect an understanding of the wider organisation, strategy, structure, and its functioning as a whole within the environment. Conceptual skills support effectiveness by ensuring that managerial decisions and actions accord with organizational goals are consistent with environmental opportunities and resource constraints, and are appropriate within the formal and informal organisational structure.

According to Katz (1975), these three skill dimensions capture the full spectrum of specific skills required by managers in large organisations. In large organisations, the importance

of specific skill sets is expected to vary according to managerial level: technical skills are most salient at lower levels, human skills at intermediate levels, and conceptual skills are of greatest significance for senior managers. The implicit corollary is that all three sets of skills are likely to be valuable for managers in small organisations.

2.7.3   Related Models

The three dimensions proposed by Katz (1975) are now a widely accepted approach to classifying managerial skills in general terms. For example, Jackson (2012) found that the skills significant to managerial performance were; interpersonal skills (building networks, coalitions, gain cooperation, resolve conflicts, influence others, group process skills), oral presentation skills (symbolic, verbal, nonverbal communication), and conceptual skills (inductive reasoning, pattern recognition, ability to convey meaning through metaphors, models and analogies, ability to create solutions and novel insights, deductive reasoning). Thus, while defined slightly differently, the skills found by Boyatzis' are compatible with the technical, human and conceptual categories.

Based upon a synthesis of the management skills described in 23 management textbooks, Peterson & Fleet (2004) elaborated Katz's (1991) three dimensions into ten more refined sub-dimensions of technical, analytical, and decision making (the technical dimension), human, communication and interpersonal (the human dimension), and conceptual, flexible and diagnostic (the conceptual dimension) with the tenth reflecting administrative skills. As with the majority of theoretical and empirical work in this domain, Peterson and Van Fleet's analysis applies more readily to larger organisations and the definition of administrative skills seems particularly applicable to the roles of lower level managers

No measure has been developed to capture this more refined framing of Katz's original three dimensions. Furthermore, notably absent from both, Katz (1991) and Peterson and Van Fleet's (2004) work are strategic management or entrepreneurial skills which may reflect the tendency for these models to be more relevant to managers in large organisations than SMEs.

Shipper & Davy (2002) identified six skills dimensions that (a) appear in more than 50 per cent of the models that they reviewed, (b) are defined consistently across models, and (c) have face validity. The six skill dimensions are: Participation (encouraging upward communication), Facilitation (coaching, training and supporting others), Recognising and rewarding the performance of others, Planning, preparing and maintaining the workflow of the unit, Time emphasis (setting appropriate deadlines), and Controlling (monitoring and correcting performance of others).

The Egan management skills model (2011), graphically illustrates the linkages among the core skills of management. It reduces the complexity of management studies by distilling all the possible terminology down to a few fundamental elements. People management boils down to the application of the knowledge areas listed in the model.

The management skills model implies that there are only five core skills that managers need to employ in the execution of their jobs as managers. These five skills are inextricably interconnected, whiles they represent separate knowledge areas and potential areas of study, and they cannot actually be applied in isolation. Management is the art of managing the interplay among the five skills and these are; communication, problem-solving, negotiation, delegation and motivation.

The Shipper & Davy (2002) framework thus emphasises the organisational skills that Katz refers to as conceptual, and the interpersonal leadership skills that Katz refers to as human skills. Katz (1955: 34) suggested that effective administration (i.e., leadership) depends on three basic personal skills: technical, human, and conceptual, which are based on a field research in administration and with his first hand observations of executives in the work place. Katz argued that these skills are quite different from traits or qualities of leaders. Skills are what leaders can accomplish, whereas traits are who leaders are (i.e., their innate characteristics). Leadership skills are defined as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives. This shows that these leadership skills can be acquired and leaders can be trained to develop them.

This implies that managerial skills are essential for managers thus all in managerial positions order to effectively execute their administrative roles. According to Katz (1955) three dimensions of managerial skills, Peterson & Van Fleet (2004) and Shipper & Davy (2002) framework of organizational skills thus give eminence to the fact that head teachers in basic Junior High Schools in the Sagnarigu District in the Northern Region of Ghana, require managerial skills in order to effectively perform their administrative roles.

2.7.4 Analytical Framework

Lubanga (2011) contends that most schools are performing poorly due to the gap in leadership and management skills. This is because heads of schools require certain relevant skills in order to be able to effectively manage their schools of practice.

It has often been said that schools are as good as their head teachers. Sergon (2005) says that schools' success depends on the head teachers. According to Sergon (2005), a leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These

qualities are crucial for head teachers to be effective in their work because managing a school is like charting a ship through turbulent waters. This is because there are so many stakeholders in the educational process which require competence in certain managerial skills for the head teacher to be effective, efficient and confident in order to be able to execute their managerial function and administrative role to its fullest. However, Sackney & Johnston (1981) have reported that principals might not do effective supervision due to lack of confidence, lack of knowledge and skills in clinical supervision and, lack of knowledge in curriculum and teacher effectiveness.

This calls for managerial skills training for head teachers and those who aspire to be head teachers in the near future. Managerial skills are acquiring and learning abilities. In other words we can say that management skills are a set of behaviors that lead to effective job performance and without them in many cases the knowledge of managers does not have any effects. Katz (1975) defined managerial skills as the manager ability to transform information and knowledge in to practice. The most common classification of managerial skills was conducted by Robert Katz. Robert Katz (1974) in his pattern mentioned three basic skills for managers including: technical skills, human skills and conceptual skills. Katz beside these basic skills in one of the books also point to political skills.

Peterson and Van Fleet (2004) elaborated Katz's (1991) three dimensions into ten more refined sub-dimensions of technical, analytical, and decision making (the technical dimension), human, communication and interpersonal (the human dimension), and conceptual, flexible and diagnostic (the conceptual dimension) with the tenth reflecting administrative skills. As with the majority of theoretical and empirical work in this domain, Peterson and Van Fleet's analysis applies more readily to larger organisations and the

definition of administrative skills seems particularly applicable to the roles of lower level managers. Viten & Cameron (1998), two famous researchers in an article as "Most common skills of effective managers", classify the basic skills of managers in two groups, personal and communication skills. They have also divided managerial skills into three groups in their newest work, include; personal skills including: developing self-awareness, stress management, problem solving skills and interpersonal skills including: communication skills, power of influencing others, conflict management, skills of motivating people and group skills including: empowerment, team building, authority delegation.

Reh's list as identified in his article on Management Pyramid mentioned the following, Planning/Setting Goals, Organizing, Directing, Controlling , Motivation Training and Coaching, Involvement/Teamwork, Time Management, Self-Management, Leadership. These are the managerial skills that are required for effective management of schools by head teachers. Hence, the analysis will focus on technical skills, human skills and conceptual skills. This would cover Verbal communication (including listening) (human skills), Managing time and stress, Managing individual decisions, Recognizing, defining, and solving problems, Motivating and influencing others (human skills), Delegating, Planning(technical skills) and Setting goals and articulating a vision, Self-awareness (conceptual skills), Team building, Managing conflict among others.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dealt with the procedure that was followed in carrying out the study. It presents a discussion of the methodology. That is the techniques and procedure that were employed by the researcher in order to achieve the objectives of the study.

The section has been categorised into the research design, methods, target population, sample size and sampling procedure, research instruments, the scope geographical and data collection procedure and data analysis. This section would explore the research methodology that would guide the collection of data for this study. It would also justify why the methodology to be applied would be the most appropriate.

3.1 Research Design

A research design refers to the overall strategy that you choose to integrate the different component of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem, it constitutes the blueprint for the collection, measurement and analysis of data, Labaree (2009). The study used the concurrent mixed method a descriptive survey research design.

Mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon, Onwuegbuzie A, (2008).

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and

quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone. Creswell & Clark (2007: 5). Mixed methods research has gained visibility within the last few years, although limitations persist regarding the scientific caliber of certain mixed methods research designs and methods. The need exists for rigorous mixed methods designs that integrate various data analytic procedures for a seamless transfer of evidence across qualitative and quantitative modalities. Such designs can offer the strength of confirmatory results drawn from quantitative multivariate analyses, along with "deep structure" explanatory descriptions as drawn from qualitative analyses

In concurrent mixed methods design, quantitative and qualitative data are collected during the same stage, although priority may be given to one form of data over the other. The purpose of concurrent designs is to use both qualitative and quantitative data to more accurately define relationships among variables of interest. Creswell et al. (2003). The researcher used the research design to serve as a program guide for the entire process of data collection, analyses and interpretation concerning the managerial skills of JHS's head teachers and their administrative performances in the Sagnarigu District of Ghana. This is because the study sought to obtain descriptive and self-reported information from head teachers, circuit supervisors and the district training officer, the survey design was the most appropriate. This is so because the method assumes that all the respondents (head teachers, circuit supervisors and the district training officer) in this study had information or experience that has a bearing on the problem being investigated. The design incorporated

both quantitative and qualitative aspects of research. The quantitative and qualitative research paradigms were complementary.

3.2 Researcher's Methodological Position.

The researcher used the mixed methods that is quantitative and qualitative methods to collect data. Quantitative data can reveal information that can be generalised to a large group of people but these data often fail to provide specific answers, reasons, explanations or examples. Although quantitative research provides data about meaning and context regarding the people and environments of the study; the findings cannot be generalised because of the small numbers and narrow range of participants. This means that quantitative and qualitative methodologies have their own biases and limitations as separate research paradigms. However, when the two methods are employed, their biases and limitations complete each other and the results are much more realistic than if just one method was used. Based on the arguments for and against quantitative and qualitative methods, the researcher employed the mixed methods so as to obtain the benefits derived from both quantitative and qualitative (depth and breadth) paradigms.

Creswell & Smith (2012) view mixed method as a procedure for collecting analysing and 'mixing' both quantitative and qualitative methods in a single study or in a series of studies that investigate the same underlying phenomenon or a research problem. Similarly, John, Onwuegbuzie & Turner (2007) regard mixed methods as a type in which researchers combine elements of qualitative approaches (e.g., se of qualitative and quantitative viewpoints, data collection, analysis, inferences and techniques) for the purpose of breadth and depth of understanding and corroborations.

In the light of the above, the researcher adopted the mixed method for the study. The mixed method or design as considered appropriate for the study because it enabled the researcher to employ both quantitative and qualitative tools to gather data for the study. Thus the questionnaire and interview guide were used to obtain opinions from head teachers, circuit supervisors and the district training officer about the managerial of head teachers in junior high schools and their administrative performance. This in line with the view of Teddie & Tashakkori (2009) that techniques such as interview and questionnaire are among the tools that can be used to collect data for mixed methods research. More importantly, the mixed methods will allow the researcher to triangulate the information collected from the participants to facilitate accuracy and reliability of data as well as give further explanation to the issues under study.

3.3 Population and Sampling

3.3.1 Target Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming, Explorable.com (2009).

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. This is the reason why researchers rely on sampling techniques. A research population is also known

as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population. The accessible population is the population in research to which the researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples, Explorable.com (2009).

This research was carried out in Junior High Schools in the Sagnarigu District Directorate of Education in the Northern Region of Ghana. The target population for the study was seventy nine (79) consisting of sixty eight (68) head teachers of Junior High Schools, circuit supervisors, and the district training officer at the Education Office.

There are sixty eight (68) Junior High Schools in the District and the District is divided into ten (10) circuits.

3.3.2 Sampling Technique

The researcher used the mixed method that is the quantitative and qualitative research approach, which calls for variety of sampling technique to be used for the study which includes probability sampling and non-probability sampling techniques. The probability sampling technique is one in which every unit of the population does have the same probability of selection. Probability sampling technique was used for the reason that its offers the advantage of less biased results and a higher representation of the sample in question and also allows for accurate statistical inferences to be made. In non- probability

technique, cases are selected on the bases of availability and interviewer judgment. It would be used because of its convenience.

The purposive sampling and simple random sampling were used, which are non-probability and probability sampling techniques respectively, Williams (2004). The purposive sampling technique has the benefit of allowing the researcher to pull dense information data, points from the population giving them ability to make interesting inferences and it increases the statistical validity of the sample which helps in publishing finding. The simple random sampling technique has the benefit of ease to use and accuracy of representation and members of the larger population has equal chance of been selected.

According to Kumekp (2002), where it is known that certain individual units by their characteristics will provide more and better information on a particular subject, then such units are purposefully picked up for survey. The training officer at the Education Office would be purposefully selected based on the work the officer is involved in at the Education Office. The head teachers were randomly selected to represent the entire population. The whole district has been divided into ten supervisory circuits. The names of all the schools in each circuit were written on pieces of papers and placed in a basket and depending on the number of schools in each circuit, three to five schools were each, randomly selected to represent the circuit. This was repeated for all the circuits. The names of the schools on the papers selected represented the sampled schools.

The district training officer was purposefully sampled on the mandated official role, experience and involvement in training at the District Education Office. The circuit supervisors were also purposefully sampled based on the schools that were randomly selected in order for them to be able to give relevant detailed information about the schools

they supervised that had been sampled. The head teachers were selected based on the randomly sampled schools.

3.3.3 Sample Frame and Size

The sampling frame consisted of Head Teachers, Circuit Supervisors and the Training Officer at the Sagnarigu Education Office. The total population of Junior High Schools in the district is sixty eight. This is further divided into ten supervisory circuits. The researcher selected three out of five participants from each circuit depending on the total number of schools in each circuit, which comprised of the Head Teachers, Circuit Supervisors of the sampled schools and the Training Officer. In all thirty four participants (head teachers), six circuit supervisors and one training office was selected to participate in the study making a total of forty one (41) participants. The total participants who took part in the study were more than half the total population. According to Crouch & Mckenzie (2006) propose that less than 20 participants in a study helps a researcher build and maintain a close relationship and thus improve the open and frank exchange of information. Therefore the study studied more than fifty (50) percent of the total population and therefore the results can be generalised.

3.4 Types of Data

Data refers to the kind of information researchers obtain on the subject of researcher Duodo (2006). This information was collected with the help of some techniques to enable researcher achieve the objective for the study. In technical usage, data are observable facts of phenomena. Data could either be quantitative or qualitative and in figures. The qualitative data refers to a phenomenon that is measured by description or label.

59

The data collection steps would include setting the boundaries for the study, collecting information through the structured or semi structured observation and interviews documents and the visual materials as well as establishing the protocol for recording information. Creswell (2003). This study therefore considered both the quantitative and the qualitative data gathering and processing method.

3.4.1 Sources of Data

The sources of data used for the study included both primary and secondary sources of data.

3.4.2 Primary source

The researcher used two main primary data collection techniques to gather information on the topic. Techniques that were used include structured and semi-structured interviews and questionnaire.

3.4.3 Secondary Source

A myriad of documented materials were consulted for information, related to the subject of head teachers' managerial skills and academic performance. This gave a board understanding and conceptualisation of the subject matter under consideration. Text books, magazines, journals, articles, reports, periodicals, weekly and daily papers among others in the process of the research were consulted.

3.5 Methods of Data Collection

The researcher used questionnaire and interviews. These instruments are the most appropriate for the study in that the respondent are literates and can read and comprehend issues on this study. The questionnaire ensures a minimum interviewer bias, though self-interviewing may produce other types of biases. Interview was appropriate for this study

because it help the researcher to obtain in-depth information on the phenomenon under study. There was separate questionnaire for head teachers, and an interview guide for the District Director of Education and the Training officer at District Education Office and the circuit supervisor.

3.5.1 Head Teachers Questionnaire on their Managerial Skills

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods. McLeod, S. A. (2014). The questionnaire (for head teachers) was used to collect data connected to managerial skills and administrative performance. This was geared towards the managerial duties of the head teacher, performance in terms of teacher management, instructional leadership, communication, supervision, delegation, school discipline, data of the training of the head teachers in terms of types of course they took, in-service training, managerial skills required by head teachers. The questionnaire was given to the supervisor for reading and corrections done to ensure content validity. This was further pilot tested on some teachers in management ranks. This was coded on a five point Likert score with the least being one and the highest five. The researcher personally

administers the questionnaires as this establishes rapport with the respondents. Questionnaires contain close-ended questions with Likert questions for quantitative data gathering, this is because the close- ended format makes it easy to perform preliminary analysis and also ideal for calculating statistical data in percentages as the answers set is known. The Likert questions helps, the researcher to ascertain how strongly the respondents agree to a particular statement and this helps the researcher to assess how respondents feel towards a certain issue.

Questionnaires were preferred because the target population of head teachers is literate and experienced in responding to written questions. Questionnaires are also reliable, relatively cheap and quick means of collecting data from a high population in a reasonable period. It is uniform and consistent, convenient for respondents, and provides greater assurance of anonymity and confidentiality.

The questionnaire was close ended and rated on a five point Likert type scale ranging from 'strongly Agree' (SA) with a score of five (5) to Strongly Disagree''(SD) with the score of one (1). According to McMillan & Schumacher (1993), a scale is a series of gradations, levels or values that describe various degrees of something. Scales are used in questionnaire because they allow fairly accurate assessment of beliefs or opinions. This is because many of people's beliefs and opinions are thought of in terms of gradations. They further indicated that scale has an advantage of providing greater flexibility since the descriptors on the scale can vary to fit the nature of the question or statement. Gray (2004) observed that the most frequently used Likert scale is either a five or four point scale. The researcher preferred the five point Likert scale because some respondents might not be sure and want to remain neutral.

3.5.2 Interview Guide

An interview may be defined simply as a conversation with a purpose. Specifically, the purpose is to gather information, Bruce (2007). It has been described as a person to person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused on content specified by the research objectives, Fisher (2007). Interviews may be conducted face to face or by telephone. An interview may be structured or unstructured. Semi-structured interview was be used to gather in-depth qualitative data from the participants. This is because interview has greater potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it could be adjusted to meet many diverse situations. This was done based on face to face interview with an interview guide. This help the researcher to obtain relevant information about the phenomenon been studied. The interview guide was developed based on the objectives and research questions of the study. It was proof read by the supervisor and corrections done. It was pilot tested on a few circuit supervisors to establish validity. The interview was recorded with an audio tape and transcribed. Tally was done by assigning valves to it and putting it into percentages and tables.

1.8 Ethical Consideration

In conducting the research, it is important that ethical considerations should be given due attention. According to Resnik (2015), many different disciplines, institutions, and professions have standards for behavior that suit their particular aims and goals. These standards also help members of the discipline to coordinate their actions or activities and to establish the public's trust of the discipline. For instance, ethical standards govern

conduct in medicine, law, engineering, and business. Ethical norms also serve the aims or goals of research and apply to people who conduct scientific research or other scholarly or creative activities. There is even a specialized discipline, research ethics, which studies these norms.

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and minimise error.

Secondly, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. For example, many ethical norms in research, such as guidelines for authorship, copyright and patenting policies, data sharing policies, and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration. Most researchers want to receive credit for their contributions and do not want to have their ideas stolen or disclosed prematurely. Thirdly, many of the ethical norms help to ensure that researchers can be held accountable to the public. For instance, federal policies on research misconduct, conflicts of interest, the human subject's protections, and animal care and use are necessary in order to make sure that researchers who are funded by public money can be held accountable to the public.

Fourthly, ethical norms in research also help to build public support for research. People are more likely to fund a research project if they can trust the quality and integrity of research.

Finally, many of the norms of research promote a variety of other important moral and social values, such as social responsibility, human rights, and animal welfare, compliance with the law, and public health and safety. Ethical lapses in research can significantly harm human and animal subjects, students, and the public. For example, a researcher who fabricates data in a clinical trial may harm or even kill patients, and a researcher who fails to abide by regulations and guidelines relating to radiation or biological safety may jeopardize his health and safety or the health and safety of staff and students Resnik (2015) This research took due cognizance of ethical responsibility in the analysis of data, and the reporting of the information. All the questionnaire were coded to ensure anonymity and confidentiality. The ethical issues considered by this study include confidentiality, deception, informed consent and right to privacy.

Confidentiality -thus respondents would be assured that any information given with respect to this study would be kept confidential. To ensure this, names and addresses of respondents would not be put on the questionnaire. The assurance that would be given to respondents concerning information confidentiality would help the researcher to obtain the needed information.

Informed consent- thus respondents would be accurately informed of the nature of the research to enable them give their consent. This would allow participants to give the researcher the needed information regarding the subject being investigated.

Deception- that is the researcher would not hide her identity as a researcher from respondents with the view of tricking them for information. The researcher would ensure that no deception is used in order to obtain any information from the respondents. However tactfulness would be adapted for the success of the study.

Right to privacy- that is the right of respondents would be respected and there would be attempts to study respondents without their knowledge. Their right to privacy would be ultimately respected and assured.

Power of relations that is respondents would be allowed the opportunity of consulting and conferring with others they think have the power to allow them participates in the research. This would help them have the freedom to give whatever information the researcher required of them.

1.8 Data Collection Procedure

An introductory letter was sought from the Faculty of Education, University for Development Studies, to help obtain research permission from the Sagnarigu District Education Office and the sampled schools. A copy of the permit and an introductory letter was presented to the Sagnarigu District Education Training Officer. The researcher then administered the research instruments to the head teachers of the sampled schools, circuit supervisors and the district training officer. All participants were given a time limit within which to complete the questionnaire items. Respondents were assured of confidentiality of their response.

As far as the interview was concern, six circuit supervisors and the district training officer were selected based on their willingness to participate in the study. Permission a sought from them and the conversation recorded. An average time of 45 minutes was spent on each participant during the interviews.

3.6 Techniques of Data Analysis and Presentation

Data analysis is the activity of making sense of, interpreting and theorizing data that signifies a search for general statements among categories of data and requires some sort

or form of logic applied to research, Schwandt (2007:6). Morrison (2012:22,24) on the other hand, state that the interpretive approach which involves deduction from the data obtained, relies more on what it feels like to be a participant in the action under study, which is part of the qualitative research. Schostak and Schostak (2008:10) capture the essences of capturing data well when they further add, that data are not given as a fixed, but are open to reconfiguration and thus alternative ways of seeing, finding answers to questions one wishes to answer. On the whole, regardless of the method (qualitative or quantitative), the purpose of conducting a study, is to produce findings, and in order to do so, data should be analysed to transform data into findings. In this study, data will be analysed using both the qualitative and quantitative method. At this point in time, one has to take a closer look at both methods of analysis. The data processing stage involve editing, scoring, coding and entering the data into the computer. The first was editing to detect and eliminate errors in completed data collection tools to ensure completeness, accuracy and uniformity in interpretation.

Scoring was done. All the instruments administered were scored accurately and consistently by establishing a scoring procedure. Coding was the next stage to classify responses to questions or issues into meaningful categories in order to bring out essential patterns as a basis for analysis. This involve categorisation of assigning non-numerical or categorical data number, assigning designated words to represent certain variables. The researcher made sense out of the data; divide it into test and images, assigning each participant an identification number, assigning non numerical value. The final stage involves tabulation to transform the raw data into usable form to enhance analysis.

In analysing data, the researcher use tables to represent the facts found in head teachers managerial skill and their administrative performance in junior high schools in the Sagnarigu District of Ghana. Data was analysed using descriptive statistics by the use of percentages and frequencies. Tabulated data was computed using the statistical package for social sciences (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation of data, analysis and discussion of the results of the study. The study was conducted to investigate the nexus between managerial skills and administrative performance of heads of Junior High Schools (JHS) of the Sagnarigu District Directorate of the Ghana Education Service. The instruments used for the study were interview for the circuit supervisors and the training officer and questionnaire for the head teachers. A sample size of sixty head teachers were served the questionnaire, six circuit supervisors and the district training officer were interviewed. The key research questions that guided the study were as follows:

Research question 1: What types of managerial skills training are acquired before assumption as head teacher in a school?

Research question 2: What types of managerial skills are acquired on the job as a head teacher in their schools of practice?

Research question 3: How does the head teacher apply managerial skills acquired in their school of practice?

Research question 4: How have the managerial skills of head teachers affected or benefited their practice?

Research question 5: What are the remaining gaps/challenges in the managerial skills training for head teachers in their schools of practice?

Research question 6: How can the gaps/challenges be mitigated to enhance the practice of heads of JHS?

4.1: DATA PRESENTATION

4.1.1 Demographic Characteristics of Respondents

Sex	Frequency	Percent
Male	40	67
Female	20	33
Total	**60**	**100**

Source: Questionnaire December 2016

Table 4.1 shows that majority of the respondents, 40 (67%), were males as against 20 (33%) females who were the minority. The male's out- numbered the females. The differences in number of males over females would not affect the results of the study since they both have common characteristics.

Data on the professional qualification of respondents' sampled for the study are presented in Table 4.2.

Table 4.2: Professional Qualification

Professional Qualification	Frequency	Percent
Post-Secondary	14	23
Teacher Certificate B	4	7
Diploma in Basic Education	18	30
Diploma in Education	16	27
Degree in Education	8	13
Total	**60**	**100**

Source: Questionnaire December 2016

Table 4.2 reveals that majority of the respondents (14) constituting 23% had Post-Secondary Certificate as a professional qualification. Six respondents (4) had Teacher's Certificate B representing 7%, Seventeen (18) had Diploma in Basic Education representing 30%, Sixteen (16) had Diploma in Education constituting 27% and eight (8) respondents constituting 13% had Degree in Education. Mulkeen et al. (2005) had established that academic and professional qualifications of head teachers influence the quality of education offered such as their knowledge on effective teaching, learning practices and the leadership.

Data on the Current Rank in Educational Management sampled for the study are presented in Table 4.3

Table 4.3: Rank of Teachers

Rank	Frequency	Percent
Senior Superintendent II	2	3
Principal Superintendent	18	30
Assistant Director II	36	60
Assistant Director I	4	7
Total	**60**	**100.0**

Source: Questionnaire December 2016

In Table 4.3, it is clear that majority of the respondents (58) constituting 97% are in the administrative ranks (Principal Superintendent, Assistant Director II and Assistant Director I). It is in the right direction as it conforms to the rules of the Ghana Education Service that hardship for junior high school should be principal superintendent and above.

What this means is that, heads would have gathered enough experience needed for administrative work.

4.2 Managerial Skills of JHS Heads before Assumption of Headship

This section entails analysis of the managerial skills that head teachers of Junior High Schools in the Sagnarigu District of the Northern Region of Ghana were required to have before assumption of headship. This was in direct relation to research question 1: What managerial skills are required of head teachers before assumption of duties as head teachers? To aid the data collection and analysis, Head teachers were presented with a list of managerial skills as defined by Viten & Cameron (2011), Hopkins (2009). They were required to indicate their opinion whether a particular managerial skill was a requirement for head teachers before assumption of headship or not. The total number of accessible respondents was sixty (60). The data collated was related to the number of times a particular managerial skill was selected by the head teachers. To facilitate the analysis, the five Likert scale was re-classified into a three point Likert scale. Thus, "strongly agree and agree" were merged together as "agree." Similarly, "strongly disagree and disagree" were merged together as "disagree" while "not sure" stood alone.

See Table 4.4 for the results.

Table 4.4: Required Managerial Skills of Junior High School Heads before assumption of Headship.

Managerial Skills	Agree Freq. %	Disagree Freq. %
Planning skills	60 (100)	- -
Delegation Skills	59 (98)	1 (2)
Appraisal skills	58 (97)	2 (3)
Motivational skills	57 (95)	3 (5)
Supervisory skills	56 (93)	4 (7)
Conflict managing skills	55 (92)	5 (87)
Skills in managing time and stress	54 (90)	6 (10)
Team building skills	53 (88)	7 (12)

Source: Questionnaire, December 2016

Table 4.4 shows that all the respondents (60) representing 100% were of the opinion that head teachers required training in planning skills before assumption of duties as head teachers in their respective Schools. The responses of the head teachers show that the majority of them fifty nine (59) representing 98% stated that skills for delegation was required of head teachers before assumption of their headship duties. On the contrary, one (1) respondent representing 2% was of the view that head teachers do not require delegation skills before assumption of headship duties.

Table 4.4 further shows that a greater number of the respondents (58) constituting 97% were of the view that head teachers require to possess appraisal skills before assumption of headship duties as compared to two (2) respondents constituting 3% who indicated that they do not require such skills before assumption of duties as head teachers.

An examination of Table 4.4 shows that most of the respondents (57), totaling 95%, were of the view that head teachers require motivational skills before assumption of their headships. On the contrary, a fewer of the respondents three (3) representing 5% opined that head teachers do not require motivational skills before becoming head teachers.

It is clear from Table 4.4 that a greater number of the respondents fifty six (56) constituting 93% asserted that they required supervisory skills before assumption of their duties as head teachers as compared to 4 respondents 7% who stated that they did not require such skills before assumption of their duties as head teachers. It also indicates that the majority of the respondents fifty five (55) constituting 92% opined that they required conflict management skills before becoming head teachers. On the other hand, 5 respondents representing 8% said they did not require conflict management skills before assumption of duty as head teachers.

It is clear from Table 4.4 that majority of the respondents 54 (90%) agreed that they require training in managing time and stress before assumption of duties as heads as compare to 6 constituting (10%) who stated they do not require training in managing time and stress before assumption of headship.

In response to the issue of team building skill, Table 4.4 reveals that most of the respondents (53) representing 88% posited that they need to acquire team building skill before assumption of head ship duties. On the contrary, seven (7) respondents representing 12% stated that they did need to acquire team building skill before assuming duties as head teachers.

With regard to the interview, a question was posed to find out from the six circuit supervisors whether head teachers required managerial skills before assumption of duties

as heads. All the six circuit supervisors responded in the affirmative. They mentioned the following as skills they required: supervision, delegation, planning, monitoring and evaluation. Four out of the six interviewed had this to say.The first had this to say;

> *Head teachers in junior high schools require knowledge in planning to be effective. This is so because they would be required to plan the school's time table well, plan for various school activities and co-curriculum activities. They would also be required to plan for the academic year taking into account the three terms for effective running of the school. When this is done well the goals of the school would be achieved.*
> *(Interview: October 2016)*

The second one had this to say;

> *I think that head teachers are required to have planning skills. I say so because heads need to plan for the whole academic year's activities in other to be able to meet deadlines so that they can achieve good results*
> *(Interview: October 2016)*

The third circuit supervisor had this to say;

> *Head teachers in junior high schools require knowledge in planning to be effective. This is so because they would be required to plan the school's time table well, plan for various school activities and co-curriculum activities. They would also be required to plan for the academic year taking into account the three terms for effective running of the school. When this is done well the goals of the school would be achieved.*
> *(Interview October 2016)*

The four circuit supervisor made this assertion;

> *I strongly believe that planning is an important aspect of the head teachers work. Head teachers need to plan for the academic year breaking it down into three terms in order to achieve results and good performance of their respective school which, translates. Ito their academic performance and the final BECE examination conducted by the West Africa Examination Council.*
> *(Interview October 2016)*

On the part of the District Training Officer, he identified the under mentioned points as managerial skills required by head teachers before assumption of duties as head. These were planning, appraisal, supervision delegation and conflict resolution. He had this to say to about managerial skills required before the assumption of school headship.

> *Every head teacher for that matter a leader in our educational institutions need to be trained on managerial skills before the assumption of headship for effective management of schools they are assigned to head. He added that head teachers in the Junior High Schools required knowledge in planning for the reason that planning is the progress of any school or organisation and helps schools to chart the course for the achievements of its goals thus excellent academic performance. He said when head teachers are able to plan well they are able to attain the goals of their respective schools*
> *(Interview: December 2016)*

The above responses from the circuit supervisors and the district training officer corroborate with that of the head teachers that school head require planning skills before the assumption of headship. This is an indication that planning is an essential managerial skill required by head teachers before assumption of duties. Planning is deciding in advance what is to be done, when, where, how and by whom it is to be done. Planning bridges the gap from where we are to where we want to go. It includes the selection of objectives, policies, procedures and programmes from among alternatives. Assar (2012). What are the implications if head teachers in basic schools acquire managerial skills before the assumption of headship in junior high schools? The implications are that when head teachers acquire planning skills before the assumption of headship they are able to set targets and goals to achieve the school's termly and yearly academic plan. Through planning head teachers are able to achieve the school's academic calendar, plan the schools

time table, when to hold staff meetings, election of school prefect's and other co curriculum activities. They would also be able to concentrate on termly and yearly objectives facilitating the achievement of objectives by focusing attention on them.

According to Balansikat & Gerhard (2005), globally, majority of school leaders are not trained as school leaders but they assume offices because of their experience. Also, MOEST (2004) revealed that in Kenya, head teachers were appointed by the Teachers Service Commission and were deployed in various schools. As such they did not undergo any training in their new appointments and were left to the school head and Education Officers for orientation.

In support of the findings, Karnataka (2012) confirm in a study that planning aids both curricular (teaching and learning) and co-curricular (sports, quizzes) activities. To him, planning is important for promoting the curricular and co-curricular activities of a school so as to develop the school as a centre of excellence. Also, the National Curriculum Framework of India (2005) established that planning aids creativity and innovation. It emphasises that schools need to be creative learning centers with teachers as facilitators of learning. Similarly, Hill (2015) found out that that planning helps an organization chart a course for the achievement of its goals. Hill stressed further that planning helps in establishing organisational goals, promoting team building, enhancing efficient use of resources and creating the spirit of cooperation, among others.

This study has also revealed that majority of the head teachers (98%) were of the view that they require skills in delegation before the assumption of duties as head teachers in their respective schools. In a similar vein, all the six circuit supervisors and the district training officer made comments during the interview sessions that supported the notion that head

teachers require skills for delegation before assumption of headship. Below are expressions from two circuit supervisors that affirmed the argument that head teachers require skills in delegation before the assumption of headship.

The first respondent had this to say:

> *The head teacher is a single administrator who requires assistance from other teachers, non-teaching staff, parents and students alike in order to able to execute their work well which can be done through delegation. This would also serve as a training grounds for would be head teachers. Delegation aids the head teacher to execute work well and on time.*
> (Interview: October 2016)

The second circuit supervisor had this to say;

> *I think that for the head teacher to be effective at work there is the need to delegate some aspect of the head teachers work. It is relevant because one is able to do work by involving others which leads to recognition of teachers.*
> *(Interview October 2016)*

The expression from head teachers and the circuit supervisors confirm the fact that head teachers require skills in delegation before the assumption of headship. The ability of head teachers to delegate effectively would help them to reduce workload and execute their administrative roles effectively. What are the implications if head teachers in basic schools acquire delegation skills before the assumption of headship in junior high schools? The implications are that when head teachers acquire delegation skills before the assumption of headship they are able to delegate responsibility to teachers and other staff in the school which would relief them from many pressures of workload. If head teachers delegate work to subordinates it would also serve as training for the assistant head teacher and other teachers for future managerial positions. When head teachers acquire the skills of

delegation, it would lead to the spirit of cooperation since all staff would be part of the decision making and implementation process.

Corroborating the findings above Chapman (2012) states that delegation saves time, develops people, grooms successors and motivates subordinates. He further adds that in education management, teaching, learning, extracurricular and administrative tasks or activities are entrusted to teachers by the head teachers in the hope that they will carry out the work or task that they have been delegated to do. In a similar vein, Schreiner (2008) observes that if head teachers do not effectively delegate responsibilities, they will become overburdened, bogged down and unable to complete any of their assigned tasks with much success. On his part, Westhuizen (2004) found that delegation was so important in management that he referred to it as "*the cement of the organizations.*" Since when a single person is in charge, organizational goals and objectives may hardly be achieved, therefore, delegation is a necessity. To reduce the heavy workload associated with management, managers would have to transfer or delegate certain duties and responsibilities to their subordinates. This will ensure that they have more time to concentrate on other critical issues. As Westhuizen (2004) puts it, "*many hands make a load lighter.*" Also, the studies found that majority of the head teachers (32.91%) were of the view that they require skills in appraisal before the assumption of duties as head teachers. In a similar vein, four out of the six circuit supervisors and the district training officer made comments during the interview sessions that supported the notion that head teachers required appraisal skills before assumption of headship. Below are expressions from two circuit supervisors that affirmed the argument that head teachers require training in appraisal before the assumption of headship.

The first circuit supervisor had this to say;

> *Head teachers are the leaders in their schools of practice and there a mandatory need to assess the work of teachers and other non-teaching staff under their supervision which calls for appraisal. Appraisal is supposed to be done termly and yearly by the head teachers in their schools ad there is the need for knowledge and training I appraisal skills.*
> *(Interview October 2016)*

The second circuit supervisor had this to say;

> *I think that head teachers in their schools of practice require appraisal skills for the effective assessment of their teachers. This is relevant because all head teachers are required to do a termly ad yearly assessment of their staff. Teachers also due for promotion in their various schools are supposed to be appraised by their heads which is a requirement for promotion and there for to be able to assess teacher well there is the need for training in appraisal skills.*
> *(Interview October 2016)*

The comments of the two circuit supervisors were in tandem with the view of

the district training officer and he had this to say;

> *The work of the head teacher is very important to the performance of every school and to the overall vision of the Ghana Education Service. This is because of the role the head teacher plays in school performance and achievement which can be done through the assessment of the work of the teachers which is appraisal. The need for head teachers to be tried in appraisal skills is very vital to the work of all head teachers.*
> *(Interview October2016)*

The expression of the head teachers, circuit supervisors and the training officer confirms

the relevance of appraisal skills to head teachers before the assumption of headship is

schools. This is an indication that appraisal is an essential managerial skill required by head

teachers before assumption of duties. The ability of a head teacher to appraise effectively

would encourage teachers to work and help head teachers to execute their administrative

roles effectively. When head teachers acquire appraisal skills before the assumption of

headships they are able to use it to assess teachers which would guide and inform the

school's authority to design and implement in-service training for teachers and also serve as a way to motivate and reward teachers and inform policy direction.

Corroborating the findings above, UNESCO (2008) observes that, the quality is the heart of education and the teacher is a critical player in ensuring quality education. Teacher performance appraisals are a parameter used to evaluate teachers' performance against set standards.

In like manner, Dessler (2003) confirms that performance appraisal reports are used to design the in-service training courses for professional development, deployment of teachers and providing feedback to teachers on their actual work performance in relation to the set standards. It is also used as merit rating especially when used to award salary or wage increments to teachers based on their performance. Debrah (2012) suggests that the Government of Ghana should recognize the importance of teacher professional development and invest heavily in staff performance appraisal and development to promote quality teaching and learning at the pre-tertiary institutions.

The study revealed that the 56 (93%) head teachers, four circuit supervisors and the district training officer confirmed the relevance of supervisory skills to head teachers before the assumption of headship in schools. Supervision is a way of ensuring that work is done well and properly by those who are supposed to do it. When head teachers are able to do effective supervision, they are able to monitor and evaluate the work of teaching and non-teaching staff. They are also able to vet lesson notes of the teachers, ensure that teaching and learning goes on well and effectively in the school which would lead to the overall performance of teachers, students and the school in general. This is an indication that supervision is an essential managerial skill required by head teachers before assumption of

81

duties. When head teachers acquire supervisory skills before the assumption of headships, they would be able to supervise effectively, help maintain and promote the effectiveness of teaching and learning in schools, advice and simulate interest in teachers and students to help improve the learning environment, put teachers to work and help them to execute their administrative roles effectively. Without effective supervision in school by head teachers, teaching and non-teaching staff would not be effective and efficient at work. In a similar vein, all the three circuit supervisors and the district training officer made comments during the interview sessions that supported the notion that head teachers required supervisory skills before assumption of headship. Below are expressions from two circuit supervisors that affirmed the argument:

The first circuit supervisor had this to say;

> *Head teachers are the managers of their school and they role in ensuring that activities in the school is effectively executed is key the success of the school he needs to make sure that work is carried out effectively and at the right time and place. He needs to ensure that lessons are taught per the syllabus, weekly forecast and plan of daily lesson notes all these can be achieved through supervision.*
> *(Interview October 2016)*

The second circuit supervisor had this to say;

> *The work of the head teacher is core in the success of the school which can be achieved through the supervision of work of the staff. I think that every head teacher needs to acquire skills in supervision in order to e ale to ensure that teachers do their work well this would promote the image of the school.*
> *(Interview October 2016)*

This assertion was equally supported by the District Training Officer. He had this to say:

> *The role of supervision in a school is very relevant and it is the head teacher who needs to ensure that work is effectively executed by teachers and auxiliary staff. Supervision is core and the engine to all organisations, if they needs to triumphant to excellent performance. Head teacher need to supervise effectively and this can be achieved if head teachers acquire the skill.*
> *(Interview October 2016)*

The findings of this study concur with that of Delano and Shah (2007) who observe that supervision is a professional relationship that provides support and improves the practice of both teachers and supervisors. Thus, it is a vehicle that facilitates growth, maintenance of professional standards and quality services. In order to support teaching and learning processes, Gordon (2004) established that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills who are prepared to provide the necessary and appropriate guidance and support to the teaching staff. According to him, these personal attributes are essential for the head searchers' supervisory role to ensure direct assistance to teachers as well as their professional development.

Supervision is employed in this study as an activity carried out by the school principals towards the teachers to offer help and support in order to make teachers more effective in improving teaching and learning situation. Affirming the study Archibong, (2010) observed that an unsupervised instruction may mar the standards of education and recommended that Government and Proprietors should provide finance and instructional materials and conduct regular seminar/workshop and follow it up with qualitative supervision/inspection. Kihumba (2008) also suggests that a good head teacher should provide supervision especially in areas of classroom teaching in order to enable him/her supervise curriculum implementation. Kihumba's recommendation was in agreement with

that of Olatunde & Otieno-Omondi (2010) who establish that supervision promotes instructional improvement which is the primary responsibility of head teachers

According to Balansikat & Gerhard (2005), globally, majority of school leaders were not trained as school leaders but they assumed offices because of their experience. Also, MOEST in 2004 revealed that in Kenya, head teachers were appointed by the Teachers Service Commission and were deployed in various schools. As such they did not undergo any training in their new appointments and were left to the school head and Education Officers for orientation. Similarly, Sushila, (2004) concurred that head teachers were faced with challenges which could lead to poor school performance in national examinations. Yet, for the proper co-ordination and execution of their duties, head teachers should be equipped with the necessary knowledge on their duties. According to Pakia (2006) the Ministry of Education used national results to gauge the level of performance of head teachers. This was done with little regard to the challenges they faced in school administration. It is evident from the above literature that most head teachers are not trained in the required managerial skills for the practice as leaders but they rise through the ranks to become head teachers. Therefore, they are more likely to face administrative challenges in their practice.

4.4 Managerial skills acquired on the job of head teachers in their schools of practice

Bush (2011) states that, the 21st century has seen an increased acknowledgment of the significance of effective leadership, management and administration for the successful operation of educational institutions. This implies that the issue of leadership is very crucial in management and administration, especially human resources management and development, since the art of leadership transcends all aspects of life.

This section entailed analysis of the managerial skills that head teachers in Junior High Schools in the Sagnarigu District in the Northern Region of Ghana acquired on the job as head teachers in their schools of practice. This was in direct relation to research question 2: What types of managerial skills are acquired on the job as head teachers in their schools of practice? Head teachers were presented with a list of managerial skills. They were required to indicate the type of managerial skills they had received training on-the-job as head teachers. The total accessible respondents of the head teachers was sixty (60). The data collated related to the managerial skills they had acquired on the job as head teachers. To facilitate the analysis, the five Likert scale was re-classified into a three point Likert scale. Thus, "strongly agree and agree" were merged together as "agree." Similarly, "strongly disagree and disagree" were merged together as "disagree" while "not sure" stood alone.

It is clear from the Table 4.5 that majority of the respondents were of the opinion that they acquired all the identified managerial skills with planning skills topping the list and the skills of setting of goals being the least. During the interview, the opinions of the six circuit supervisors from the sampled circuits in the Sagnarigu District Education were sought about the types of managerial skills head teachers acquired on the job.

The following were mentioned as the types of managerial skills acquired by head teachers on the job through workshops:

- Appraisal skills

- Supervision and conflict resolution skills

- Training especially management of capitation grant and school bases management and human resource management

85

Administrative skills, personal and time management

- Leadership, planning and organisational skills.equip students with good study and time management skills

Table 4.5: Managerial Skills Acquired on the Job by Head Teachers in Junior High Schools in the Sagnarigu District

Managerial Skills	Agree Freq. %	Disagree Freq. %
I acquired planning skills on the job	58 (94)	2 (6)
I acquired training on supervision	56 (93)	4 (7)
I acquired training on managing time and stress	55(92)	5(8)
I acquired training on delegation	54 (90)	6 (10)
I acquired training on conflict managing skills	54(90)	6(10)
I have acquired training in team building skills	54 (90)	6(10)
I acquired training in motivation and influencing others	53 (88)	7 (12)
I acquired training in setting of goals	51 (85)	9 (15)

Source: Questionnaire December (2016)

Sharing similar views with that of the head teachers, three circuit supervisors and the district training officer affirmed that head teachers in the district had received training in

almost all the managerial skills they were presented with. What are the implications if all head teachers in the district are trained in all the managerial skills above?

The implications are that, if all head teachers in the District are trained in all the managerial skills, it means that they would be able to perform their administrative duties effectively, which means that they would be able to plan and execute plans, delegate and demand for feedback, supervise, monitor ad evaluate teachers work, create a conducive atmosphere to encourage team spirit among others, which would lead to good academic performance in their various schools of practice. Corroborating the findings above, Mukherjee (2013) observes that the need for effective management is all pervasive. Similarly, Mulamula (2012) establishes that managerial skills if acquired and enhanced by head teachers, would greatly improve academic performance of pupils in primary schools.

Affirming the above study, Muraina, Monsuru &Babatunde (2014) reveal that there is significant relationship between principals' managerial skills and administrative effectiveness. This therefore means that there is a significant relationship between managerial skills and administrative effectiveness of the principals. This follows that managerial skills positively influence the administrative effectiveness of the secondary school principal. Possession and effective utilization of managerial skills by the principals will enable the principals to positively influence the tone of the school and administratively excel. It is therefore important for the principals of the secondary schools to be acquainted with the required managerial skills in order to perform their administrative duties and functions effectively and efficiently. The above finding corroborates with the earlier study of Muriana (2006) who found a positive relationship between managerial skills and principal's administrative effectiveness in selected secondary schools in Itesiwaju Local

Government Area of Oyo State. In the same view, Alani (2000) assert that principals need to possess adequate and sound managerial skills to be able to achieve administrative effectiveness. Specifically, the district training officer explained that school heads were given training on planning, appraisal, supervision, conflict management and resolution and management of the capitation grant among others while on the job. Corroborating the findings above, Hill (2011) confirms that school leaders work within and beyond their individual organisations; sharing and harnessing the best resources that the system can offer to bring about improvement in their own and other organisations. They influence thinking, policy and practices so as to have a positive impact on the lives and life chances of all children and young people. This has implications for the behaviours and skills of executive head teachers who assume such a role in school-to-school support. It could be argued that they need the intellectual capacity as sophisticated system thinkers to seek positive and alternative solutions to an even greater level than leaders of a single school, not least because the variety of stakeholders increases in complexity.

4.5 Head Teacher Application of Managerial Skills Acquired in their School of Practice

Hargreaves & Fink (2006) as well as Day (2005) demonstrates that the core practices of head teachers are quite comprehensive, for successful educational leadership which needs commitment and resilience, passion and understandings which underpin the abilities and capacities of head teachers to apply these core practices successfully. This section analysed how head teachers applied managerial skills acquired in their school of practice in Junior High Schools in the Sagnarigu District in the Northern Region of Ghana. This was in direct relation to research question 3: How does the head teacher apply managerial skills acquired

in their school of practice? Head teachers were presented with a list of managerial skills to tick in order of importance in the managerial skills they have used and indicate how they have applied the managerial skills to their day to day work as head teachers in their schools of practice. The total accessible respondents of the head teachers was sixty (60). The data relating to the application of managerial skills on the task of head teacher in their schools of practice was gathered by presenting respondents with a list of managerial skills. They were then asked to tick in order of importance which skill they applied most ad how they applied it in their schools.

Table 4.6: Application of Managerial Skills on the task by Head Teachers.

<u>Managerial Skills</u>	<u>Agree Freq. %</u>	<u>Disagree Freq. %</u>
Conflict management skills	60 (100)	- -
Appraisal skills	60 (100)	- -
Supervision, monitoring and evaluation skills	60 (100)	- -
Delegation	56 (93)	4 (7)
Team building	51 (85)	9 (15)
Planning	51 (85)	9 (15)
Motivation	46 (77)	14 (23)
Time and stress management skills	44(73)	16(27)

Source: Questionnaire December 2016.

Table 4.6 reveals that all the sixty (60) respondents applied conflict management skills, appraisal skills and supervision, monitoring and evaluation skills respectively in their schools of practice the most representing 100%.

Table 4.6 further shows that fifty six (56) respondents constituting 93% applied delegation the most while four (4) representing 7% responded that they did not apply delegation. Team-building and planning constituted fifty one (51) representing 85%, with motivation, forty six (46) representing 77% and the least being time and stress management skills which constituted forty four (44) representing 73%. The head teachers were further asked whether they have had an opportunity to apply managerial skills in the management of their schools as heads. They all responded in the affirmative. They were further asked to explain how they applied the skills on task. They explained:

- Applying it in situations of conflict among staff and even on other situations other than my job, resolve or minimize tension among teachers

- Applying managerial skills of appraisal for teachers due for promotion in various ranks, used to evaluate the strengths and weakness of teachers

- The skill of planning has helped me to outline activities for the school

- Supervision, monitoring and evaluation skills has been used to check attendance, teacher punctuality to work and teaching among others, routine checking of teachers in class, supervision of teachers work, vetting and marking of lesson note, developed a tracking system to be able to check punctuality and absenteeism

- Time and stress management skills used to manage time to be prompt and punctual to school

- Delegation skills: delegating work to teachers, prefects and form masters, delegation of some duties to staff to expose them to administrative work,

- Team building: Helps me to organize student and teachers to work together as a team

- Planning: Planning for the term with teachers, guiding teachers to plan for their work, planning for staff, SMC and PTA meetings, drawing time table and other co-curricular activities.

What are the implications if all head teachers are able apply all the managerial skills above? The implications are that they would be able to execute their administrative duties in accordance with the principles of all the skills. This means that they would be able to implement programs and policies by the Ghana Education Service which would result in excellent academic performance.

This assertion was in tandem with the views of the circuit supervisors who all affirmed that head teachers in the district applied managerial skills in their schools of practice. They mentioned the appraisal, planning, delegation, supervisory skills conflict resolution among others as been the managerial skills applied most by the head teachers.

Four circuit supervisors had this to say:

> *The role of supervision in a school is very relevant and it is the head teacher who needs to ensure that work is effectively executed by teachers and auxiliary staff.*
> *(Interview October 2016)*

The second circuit supervisor had this to say:

> *Supervision is core and the engine to all organisations, if they needs to triumphant to excellent performance. Head teacher need to supervise effectively and this can be achieved if head teachers acquire the skill.*
> *(Interview October 2016)*

The third circuit supervisor had this to say

> I *think that all head teachers at a point in time in the academic year*
> *are required to appraise their teachers. This could be for promotion*
> *or otherwise. This therefore calls for the application of the skills they*
> *have been trained in. So therefore head teachers are able to apply the*
> *skills leant to their duties.*
> *(Interview December 2016)*

The four circuit supervisor asserted that;

> *Head teachers in their schools of practice are face with a lot of challenges which*
> *require them to apply various managerial skills at one time or another. For*
> *example, head teachers would have to apply the delegation skills when they are*
> *absent or even present in school for their assistant head teachers and other*
> *teaching staff to execute some duties on their behalf.*
> *(Interview, October 2016)*

The district training officer had similar comments to make to confirm that head teachers of

the district were able to apply managerial skills to the duties. He had this to say;

> *Head teachers in the district are trained in managerial skill and they*
> *are able to apply these skills to their day to day running of their*
> *schools. This is because they are comforted with a number of*
> *administrative issues that require them to apply these skills in their*
> *duties as head teachers. Managerial skills such as delegation,*
> *supervision, planning motivation among others are applied on a daily*
> *bases. This can be seen in vetting of lesson notes, checking up on*
> *teachers in their classrooms, checking absenteeism and punctuality,*
> *assigning work to teachers planning of SMC ad PTA meeting among*
> *others shows the application of managerial skills by head teachers.*
> *Most often than not they apply these managerial skills in the areas of*
> *appraisal, delegation, supervision, conflict resolution planning*
> *among others.*
> *(Interview October 2016)*

Corroborating the views of head teachers on the application of managerial skills at their

schools of practice, Eniola (2006) said that the success of a manager depends on his or her

ability to discharge his or her managerial skills. Similarly, Ibukun, Oyewole and Abe

(2011) concur that maintaining quality and standards in education depends largely on the

extent to which heads of schools effectively carry out their leadership responsibilities. It is

therefore necessary for heads of educational institutions to show leadership in order to ensure greater accountability, efficiency and continued excellence in their administrative roles in their schools of practice. Similarly, Oyedeji & Fasasi (2006) reveal that school leaders administer their institutions with other teaching and non-teaching staff. Hence, they are considered the chief executives of their various educational institutions, and are responsible for whatever goes on in the schools. Similarly, Kandasamy & Blanton (2004) reveal that heads of schools perform various managerial tasks such as teacher management, teaching responsibility and curriculum implementation, which call for the application of managerial skills by head teachers in their schools of practice. According to Afeti G., the former Executive Secretary of the National Inspectorate Board (NIB) on the occasion of a graduation program mentioned that competent head teachers with proven leadership and managerial skills who can undertake effective in-school supervision were the single most important link in the school quality improvement chain, (Ghana\IvySetordjie\joynews 06-08-2015).

4.7 Perceived Benefits of Managerial Skills

Mukherjee (2013) reveals a strong relationship between performance of a school and the managerial effectiveness of its principal, where the latter is the driver of the former.

This section analysed the perceived benefits of managerial skills in the schools of practice as head teachers in Junior High Schools. This was in direct relation to research question 4: How have the managerial skills of head teachers affected or benefited their practice? Head teachers were presented with a list of managerial skills as defined by Hopkins (2009) Viten and Cameron (2011). They were required to indicate the effects of the managerial skills to the administrative roles of the head teacher in their school of practice. The total accessible

respondents of the head teachers were sixty (60). The data collated related to the perceived benefits of managerial skills to the work of the head teacher. To facilitate the analysis, the five Likert scale was re-classified into a three point Likert scale. Thus, "strongly agree and agree" were merged together as "agree." Similarly, "strongly disagree and disagree" were merged together as "disagree" while "not sure" stood alone.

Table 4.7 presents findings on the perceived benefits of managerial skills to the work of head teachers in Junior High Schools in the Sagnarigu District in the Northern Region of Ghana. They were ranked in order of priority as selected by the head teachers.

Table 4.7: Perceived Benefits of Managerial Skills of head teachers in their schools of practice

Managerial Skills	Agree Freq. %	Disagree Freq. %
Planning	59 (98)	1 (2)
Appraisal	59 (98)	1 (2)
Team building	59 (98))	1 (2)
Delegation	58 (97)	2 (3)
Supervision, monitoring and evaluation	58 (97)	2 (3)
Managing time and stress	57 (95)	3 (5)
Motivating and influencing others	33(55)	27 (45)
Managing conflict among others	30 (50)	30 (50)

Source: Questionnaire December 2016)

An examination of Table 4.7 shows that fifty nine (59) of the respondents representing 98% were of the view that Planning, Appraisal and Team building were of essence to the

administrative roles of head teachers, one (1) respondent, representing 2% was of the view that these skills were not of essence to the administrative roles of head teachers.

It is clear from table 4.4 that fifty eight (58) of the respondents, representing 97% were of the view that delegation and supervision, monitoring and evaluation were the next most important managerial skills which were of essence to the administrative roles of head teachers, two (2) representing 3% stated otherwise. Fifty seven (57) totaling 95% of the respondents stated that managing time and stress was relevant to the work of the head teacher but three (3) constituting 5% disagreed with the assertion that managing time and stress was relevant to the administrative duties of the head teacher.

Table 4.7 further shows that thirty five (35) respondents, representing 55% indicated that motivating and influencing others was of importance but twenty-five (25) representing 45% disagreed on the assertion that motivating and influencing others as a managerial skill was of essence to the administrative roles of head teachers. Lastly, thirty (30) representing 50% indicated that managing conflict among others was of essence to the administrative roles of the head teacher but thirty (30) representing 50% disagreed with those assertions. They mentioned the following as the benefits:

Five eight (58) representing 97% of the respondents indicated that the acquisition of managerial skills leads to good leadership and administrative style. They indicated that when head teachers acquire managerial skills, they are able to function better in terms of planning for the terms activities, assigning duties to teachers and demanding for results and they are able to set targets and achieve them.

Secondly, fifty six (56) respondents representing 93% were of the opinion that managerial skills enhances the performance of head teachers and as well develop the core management

knowledge related to school administration. They noted that the acquisition of skills was beneficial to head teachers, in that it aids them with expertise and knowledge to be able to function well in their schools.

In addition to the above fifty six (56) respondents representing 93% mentioned that managerial skills lead to effective use of financial and human resource which will lead to quality output delivery (teaching and learning). They added that knowledge in financial management would help them manage the capitation grant effectively and efficiently and also help them manage other funds that school into the school. They also indicated that knowledge in human resource management would guide them to be able handle and treat staff well. Furthermore, fifty four (54) respondents representing 90% indicated that managerial skills were beneficial in that, it builds confidence and competence in head teachers. This helps them to execute their administrative work well.

Also, fifty four (54) respondents representing 90% were of the view that, managerial skills are beneficial because it creates a good and conducive school environment and good results. This is because when head teachers administer schools well the staffs, parent's pupils and other stalk holders are happy and this encourages teaching and learning.

Furthermore, fifty two (52) respondents representing 78% mentioned that managerial skills had effects on the work of head teachers in that it promotes discipline and yield good results in the academic performance of their students as a whole.

Lastly, 51 respondents representing 85% indicated that the acquisition of managerial skill leads to effective and efficient use of resources available in the school.

What are the implications of the benefits of managerial skills to head teachers above? The implications are that, they would acquire and update their knowledge and skills in

managerial skills which would relate positively to the execution of administrative roles of head teachers. This means that they would be competent in their work as heads which would promote conducive teaching and learning environment for good academic performance.

Highlighting the benefits of managerial skills to the duties of head teachers in the Sagnarigu District in the Northern Region of Ghana four circuit supervisors made the following comments; the first circuit supervisor had this to say:

> *The work of head teachers is in the management of their respective schools, so therefore they are managers. Knowledge in managerial skills is very relevant to the duties as heads because this is what drives the entire vision of the school into success.*
> *(Source: Interview December 2016)*

The second circuit supervisor had this to say;

> *I think that managerial skills are very relevant to the work of every person in management position of which head teachers are no exception. There is a high probability that head teachers with knowledge in management are more likely to perform better that those without. I say so because more often than not head teachers with long service experience and knowledge in management are more effective as in go round to check o head teacher under me. Head teachers are professionals working in education management and therefore must also have good decision-making and problem-solving skills. They should also be good communicators and be comfortable working with teachers, parents, and children, as well as other community members calls for the knowledge in managerial skills hence its essence.*
> *(Source: Interview December 2016)*

The third circuit supervisor said;

> *I think that managerial skills are beneficial to the administrative roles of head teachers. Application of managerial skills to the administrative roles of head teachers would result in the promotion of discipline in both teachers and students which yields good results in academic performance of students as a whole and promote the good will of the schools.*
> *(Source: Interview October 2016)*

The fourth circuit supervisor mentioned that;

> *Managerial skills are beneficial to head teacher's administrative roles because it yields good tone in the academic environment of the school and builds up good relationship among students, teachers, parents and other stalk holders in education which leads to good academic performance of students. Managerial skills also lead to a holistic development of the school.*
> *(Source: Interview October 2016)*

To further stress on the benefits managerial skills to the administrative duties

of the head teacher, the District Training Officer had this to say:

> *Head teachers are managers and therefore there is the need for heads to acquire managerial skills. Head teachers with knowledge in management skills, will have the opportunity to provide you're their schools with the effectiveness needed to place them ahead of other schools in academic work and excellent results. Managerial skills will help head teachers to continue to see success for their, school, team members, and everyone else involved.*
> *Managerial skills enhance performance as well as develop core management knowledge related to school administration which leads to effective corroboration of school work. Managerial skills are leads to effective use of financial and human resource which will lead to quality output delivery. This is because it will spells out knowing what to do, when to do it makes the running of the school administration smooth.*
> *(Source: Interview October 2016)*

The findings of this study concur with that of Muriana (2006) who found a positive

relationship between managerial skills and principal's administrative effectiveness in

selected secondary schools in Itesiwaju Local Government Area of Oyo State. Similarly,

Alani (2003) posits that negative attitudes of the teachers and poor academic performance

of the students in secondary schools is connected to poor managerial skills and

competencies of the school principals. It is in this regard that this study investigated the

relationship between principals' managerial skills and their administrative effectiveness in

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secondary schools in Oyo State, Nigeria. This shows that managerial skills are beneficial to the administrative roles of head teachers ad stalk holders should help offer resources to train head teachers. Corroborating the findings above, Mukherjee (2013) confirm a strong relationship between performance of a school and the managerial effectiveness of its principal, where the latter is the driver of the former. In the same view, Alani (2000) assert that principals need to possess adequate and sound managerial skills to be able to achieve administrative effectiveness. Similarly, Mulamula (2012) establish that managerial skills if acquired and enhanced by head teachers, would greatly improve academic performance of pupils in primary schools.

4.8 Managerial Skills Training Gaps/Challenges of Head Teachers in their Schools of Practice

Omoro (2001) identifies the lack of participation in staff development programs as lack of funds as a challenge impeding the implementation of training programs. Similarly, Alani (2000) asserted that principals need to possess adequate and sound managerial skills to be able to achieve administrative effectiveness but due financial constraints and other factors training is not organized.

This section analysed the gaps and challenges in managerial skills of head teachers. This was in direct relation to research question 5: What are the remaining gaps/challenges in the managerial skills training for head teachers in their schools of practice? The head teachers indicated the followisng as gaps in managerial skills.

4.6.1 Training Gaps

Firstly, the fifty six (56) representing 93% indicated that there were gaps in setting of goals and articulating vision in their schools. Secondly, 54 respondents representing 90%

mentioned that there were gaps in appraisal because of the technicalities involved in assessing teachers based on the requirements of the form. Lastly, 51 respondents representing 85% indicated that there was gaps delegation. This was because most often head teachers do not delegate duties. Some even lock up their offices any time they move out of the school. This was partly because they lacked in-depth knowledge and did not even think that it was good to delegate work to subordinates.

4.6.2 Training Challenge

The study also revealed the following as challenges in managerial skills training for head teachers in Junior High Schools in the Sagnarigu District in the Northern Region of Ghana. The total accessible respondents of the head teachers was sixty (60). The data collated related to the challenges in managerial skills training for head teachers.

Head teachers were asked whether the district directorate organise managerial skill training for heads. They all responded in the affirmative. They were further asked of the frequency of the training in managerial skills for head teachers. Majority responded once in an academic year. The head teachers were also asked to indicate the gaps in training in managerial skills for head teachers in the Sagnarigu District. Their views were:

The challenge in the training of managerial skills for head teachers in the Sagnarigu District Education Directorate is as a result of lack of funds. This is partly because the District is one of the new districts recently created and also lack of support from other stakeholders in education. Due to this, monies meant for the development of the schools from capitation grant are now deducted at source to be used to organise training for head teachers in the district.

To further capture the views of the head teachers, they were asked to indicate the challenges in training of managerial skills for head teachers. The following emerged:

The study reveals that 60 respondents representing 100% indicated that lack of professional trainers and incompetent resource persons are used to facilitate training session. This therefore makes training sessions boring and most head teachers leave before sessions close. Sometimes, some head teachers do not even attend at all because of previous experiences.

The study showed that 60 respondents, representing 100%, indicated that, sometimes transportation allowances and food are not served. Due to this, head teachers leave the training ground before closing time and don't return to continue with the training session.

Sixty (60) respondents, representing 100%, indicated that inadequate finance to organise training or lack of finance, which has led to the District Directorate of Education asking head teachers to fund or pay for the trainings being organised or monies for the training deducted at source out of the capitation grant which is not already sufficient for running schools

Also, the study showed that fifty six (56) respondents representing 93% indicated the district's reliance on donor agencies to organise training or donor fatigue. Due to this when donor organisations were not forth coming, trainings are not organized regularly or not at all.

Furthermore, the study revealed that 56 respondents representing 93% indicated that inadequate or insufficient training or course materials used to facilitate training sessions was a problem. This did not enhance trainings by making it difficult to refer to any document when the need arose.

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The study also showed that 51 respondents, representing 85%, indicated that poor communication from the education office to head teachers on the organisation of training was a challenge. Invitation letters for training were normally delayed and sometimes got to the head teachers too late for them to be able to participate in the workshop or training. The study further revealed that 46 respondents, representing 58%, indicated that insufficient time or number of days used for training, large number of head teachers per training session and long sessions during training made the whole process tiring, cumbersome and not interesting.

What are the implications of the challenges in managerial skills for head teachers above? The implications are that, since training in managerial skills is seldom, they would not be able to acquire and update their knowledge which would impact negatively on school performance. It would also mean that head teachers would not be effective and efficient in their administrative roles.

In a similar vein, three six circuit supervisors agreed that challenges exist in the managerial skills training of head teachers and mentioned lack of funds as the major challenge.

Throwing more light on the challenges in the managerial skills training for head teachers in their schools of practice, the first circuit supervisor had this to say:

> *The district directorate is enable to organise training for head teachers on a regular base due to financial constrains at the district education office. Officers are unable to do supervision, monitoring and evaluation and follow up because of lack of funds and other logistics.*
> *(Source: Interview November 2016)*

The second circuit supervisor had this to say:

> *The office seldom organizes training on managerial skill which is due to lack of funds to organise such trainings. There is also the challenge of ineffective supervisor and monitoring due to the lack of logistics which has made constant monitoring, supervision and follow up non-existent.*
> *(Source: Interview December 2016)*

The third circuit supervisor said:

> *I think that the challenges in the training of managerial skills have to do lack of funds. This is so because there is no regular capacity training for head teachers to update their knowledge in managerial skills which is very important in the management of schools.*
> *(Source: Interview October 2016)*

The fourth circuit supervisor had this to say;

> *The gaps that exist in managerial skills have to do with the structure of the training teachers in general who rise to the position of head teacher. Head teachers in the Ghana Education Service require training in managerial skills. This should not be limited to capitation grant, appraisal and conflict resolution. They need skills in planning, budgeting, delegation team building among others.*
> (Source: *Interview October 2016*)

Expanding on the views of the circuit supervisor the District Training Officer had this to say;

> *The Sagnarigu District Directorate of Education's major challenge in the provision of training of head teachers in managerial skills have to do with lack of funds. This is because the directorate is under a new district and is not well resource in terms of funds and other logistics to aid training of head teachers. He further explains that due to lack of funds and other logistics at the training unit is unable to hire resource persons with the right expertise to handle training session which greatly affects the training we organise.*
> *(Source: Interview October 2016)*

The above revelation from the circuit supervisors and the training officer corroborate the views of the head teachers that there are challenges in managerial skills training for head teachers. Majority mentioned funds as the major challenge. It is worrisome to note that the District Education Office do not have adequate fuds for managerial skills training

programs. The inadequate funds meant that the district directorate would not get the needed resources to organise managerial skill training in order to equip and upgrade head teachers' skills. This would result in lack of competence in the head teachers resulting in poor performance of head teacher roles. The head teachers would not be able to effectively and efficiently manage their schools. Lack of funds could also affect the ability of the district directorate to sponsor their head teachers to attend capacity building seminars and workshops or sponsor guest speakers for seminars, professional trainers and other experts in managerial skills. The end results would be that head teachers would not be abreast with modern trends in managerial skills. Corroborating these findings, Waweru & Orodho (2014) confirm that the challenges of quality education require competent and skilled administrators to address. Similarly, Kreitner & Kinicki (2010) found out that ineffective administrators have some of the following short comings; Insensitive to others' feelings, abrasive, intimidating, cold, aloof, arrogant, betrayal of trust, ambitious, over managing, poor staff management, poor in planning and organizing of work and incapable of adopting to superior with a different style, incapable of adjusting to new and challenging conditions among others. Accordingly, they may not be able to mentor their successors to become effective administrators. Head teachers who learn from their predecessors are more likely to pick the skills they observe from their former bosses including the shortcomings.

Quraishi & Khatoon (2008) found that "heads of secondary school needed training in financial management, Information Technology skills, guidance, counseling, co-curricular activities and management skills. These empirical evidences indicate that there is a dire need for intensive management training of heads/ of schools. Similarly, Grumman (2000: 2-3) found that "head of schools have to solve various problems of the schools, but they

were facing shortage of teaching and non-teaching staff, proper guidance, counseling and in-services managerial training is required". Kandasamy & Blanton, (2004: 22) documented an analysis of the functions of school principals in seven Asian countries to include: "personnel management, student management, finance management, general, administrative management, teaching responsibilities and Logistics". These empirical evidences show that heads required professional training for effective implementation of government policies regarding secondary education. The Government of Pakistan National Education Planning in 2009 established that managerial skills was required to handle managerial tasks at institutional level but due to lack of professional training facility, the performance of heads of secondary schools are not up to the desired level. They further explained that educational management required professional standards and expertise at various levels and particularly at institutional level; however, educational managers are often not fully prepared to handle the educational matters in professional manners. Similarly, Nsubuga (2003) reported that Government should occasionally organise induction courses for the newly appointed head teachers and refresher courses for serving head teachers. He observed that 20% of school heads hardly received any induction on management training. Those who receive such training are awarded certificates of attendance or completion.

4.9 Mitigation of the gaps/challenges in the training of head teachers in managerial skills in the Sagnarigu District.

This section presents analyses of how the gaps or challenges in managerial skills training for head teachers in Junior High Schools in the Sagnarigu District in the Northern Region of Ghana can be mitigated to enhance administrative performance. In addressing the above

theme, a research question was formulated to address the above theme as follows and this was in direct relation to research question 5: How can the gaps/challenges be mitigated to enhance the practice of heads of JHS? The total accessible respondents of the head teachers were sixty (60). The data collated sought the views relating to how the gaps or challenges in managerial skills training for head teachers could be mitigated to enhance the administrative duties of head teachers in their schools of practice. The head teachers mentioned the following;

Firstly, 60 respondents representing 100% indicated that funds from government, partnership with NGOs and other agencies into education should be sort to help give funds for the organisation of training in managerial skills. Secondly, 60 respondents representing 100% indicated that experienced, professional trainers or competent resource persons should be contacted to facilitate during training, workshops and seminars and monitoring schools to find out whether head teachers apply skills leant in their administrative roles in their school of practice.

Thirdly, 58 respondents representing 97% indicated that training and retraining of head teachers in managerial skills and leadership training skills to equip the capacities of the head teachers. Also, 58 respondents representing 97% indicated that committed, competent and hardworking teachers should be the basis for the appointment of head teachers and orientation should be organised for head teachers before their assumption of office. Furthermore, 56 respondents representing 93% indicated that provision of adequate and relevant training materials during training session. In addition to the above, 56 respondents representing 93% indicated that a manageable number of head teachers should be trained at a time instead of the large numbers. Also, 58 respondents representing 97% indicated

that committed, competent and hardworking teachers should be the basis for the appointment of head teachers and orientation should be organised for head teachers before their assumption of office. Furthermore, 58 respondents representing 97% indicated that motivation and incentives/self-motivation package should be given to participants to curb the poor or negative attitude of head teachers towards training. Lastly, 54 respondents representing 90% indicated that sensitization of PTAs and SMCs on the need to support with funds and expertise for the training of head teachers of their schools. Throwing more light on how the gaps or challenges in managerial skills training for head teachers could be mitigated to enhance the administrative duties of head teachers in their schools of practice; the six circuit supervisors mentioned the following:

All the six (6) circuit supervisors indicated that government should provide adequate funds for the district and at the right time for training to facilitate training programs.

All the six (6) circuit supervisors indicated that professional trainers should be used as resource person for training session. This was because most often officers at the education office are used because the district directorate cannot afford the services of professional trainers due to lack of funds. All the six (6) circuit supervisors indicated that supervision, monitoring and evaluation and follow up should be carried out any time training is organized. Four (4) out of the six circuit supervisors indicated that Non-Governmental Organisation and other stalk holders in Education should support with either the finance or training for head teachers in managerial. The above comments from the head teachers are the same as those of the circuit supervisors who responded to the interview. Adequate funding is crucial for the organisation of effective and efficient managerial skill training for head teachers in junior high schools. Funding is important in organising in-service

training, refresher courses and orientation services for head teachers. Confirming the views above, the District Training Officer had this to say on how the gaps or challenges in managerial skills training for head teachers could be mitigated to enhance the administrative duties of head teachers in their schools of practice in the Sagnarigu District. He had this to say:

> *There is the need for governmental intervention and other stalk holders in education to assist financially to help organise very good trainings on managerial skills and other capacity building work-shops for head teachers in the district. This would enable them perform effectively in the management of their schools and funds should also be released on time.*
> *(Source: Interview October2016)*

In the first place, the study revealed that, the provision of funds from government, NGOs and other agencies into education should be sought to help give funds for the organisation of training in managerial skills.

They further added that experience, professional trainers or competent resource person should be contacted to facilitate during training, workshops and seminars and monitoring schools to find out whether head teachers apply skills leant in their administrative roles in their school of practice. What are the implications if the challenges in managerial skills are mitigated? The implications are that there would adequate funding for training which head teachers would receive and benefit from regular trainings in various skills. This would lead to proper human resource development in them. Corroborating the findings above, Waweru & Orodho (2014) in a study calls attention to the leadership needs of head teachers in the Ghana education system. It also reveals that Ghana faces a leadership challenge related to head teachers' professional development. The results are an alert to policy makers to

institute educational reform that addresses head teachers' leadership in basic school administration.

Corroborating the findings, Omoro (2001) identify lack of funds as one factor that limits teacher participation in staff development programs. Many schools do not set aside enough funds to cater for the teachers" participation in staff development programs. Lack of funds can also bar teachers from undertaking private further studies and training to improve their skills and professional growth.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings, draws conclusions to the study and also makes recommendations on the managerial skills of head teachers and their administrative roles in Junior High Schools in the Sagnarigu District Directorate of Education in Northern Region of Ghana. The study was carried out in the ten circuits of the Sagnarigu District Directorate of Education in Northern Region of Ghana. The purpose of the study was to investigate the managerial skills and administrative performance of heads of junior high school in the Sagnarigu District Directorate of the Ghana education service.

5.1 Summary of Key Findings

The study found the following conclusions concerning the research questions in the study. The study reveals that majority of the head teachers were males who had professional qualifications and other higher degrees. Majority of the participants had risen high on the professional development ladder occupying administrative ranks such as Principal Superintendent, Assistant Director II and Assistant Director I, which conforms to the rules and regulations of the Ghana Education Service. Ghana Education Service require that headship for junior high schools should be occupied by persons of principal superintendent rank and above. This means that heads would have gathered enough experience needed for administrative work in order to be effective and competent professionals.

To Research Question One (1) on required managerial skills of school heads before assumption of duty, the study revealed that a significant majority of the head teachers

indicated that they required training in almost all the managerial skill areas before the assumption of duty in the respective schools. These skills are planning, delegation, supervision, appraisal skills motivational skills, supervisory skills, conflict managing skills, skills in managing time and stress and team building skills, among others, before assumption of duties as head teachers in their respective schools. On the part of the District Training Officer, he identified planning, appraisal, supervision delegation and conflict resolution as managerial skills required of school heads before assumption of duty. For Research Question Two (2) on job skill development, the study revealed that majority of the head teachers had acquired all the managerial skills presented to them in the questionnaire with planning skills topping the list and the skills of setting of goals being the least acquired on the job. This shows that most head teachers would be able to execute their administrative roles as head teachers since they have been given training in managerial skills on the job.

However, for Research Question Three (3) on managerial skills applied in practice, the study indicated that a significant majority applied conflict management skills, appraisal skills and supervision, monitoring and evaluation skills respectively in their schools of practice. This was followed by delegation, team building, planning, motivation, time and stress management skills been the least skills applied by the head teachers.

For Research Question Four (4) which was on the perceived benefits of managerial skills training, the study revealed that managerial skills were beneficial to the administrative roles of head teachers in their schools of practice in that they would acquire and update their knowledge and skills in managerial skills which would relate positively to the execution of administrative roles of head teachers. Again, Research Question Five (5) which was on the

challenges of school heads' managerial skills training, the study revealed that the district directorate organise managerial skill training for heads and that they organised it only once in an academic year. The study further indicated the gaps in managerial skills training for head teachers in the Sagnarigu District to include lack of funds, lack of professional trainers and incompetent resource persons used to facilitate training session, reliance on donor agencies to organise training or donor fatigue, inadequate or insufficient training materials or course material, insufficient time or number of days used for training, large number of head teacher per training session and long sessions during training which makes the whole process tiring and cumbersome and not interesting among others.

Lastly, Research Question Six was on the mitigation of the challenges in managerial skills training. The study revealed that the provision of funds from government, NGOs and other agencies into education should be sought to help give funds for the organisation of training in managerial skills. The study further revealed that experienced, professional trainers or competent resource persons should be contacted to facilitate during training, workshops and seminars and monitoring schools to find out whether head teachers apply skills leant in their administrative roles in their school of practice.

5.2 Conclusion

In sum, the study brought up a lot of revelations in relation to the managerial skills of head teachers and their administrative performance in their schools of practice. Based on the findings, the following conclusions are drawn:

Firstly, the study established that head teachers required managerial skills before and after the assumption of duty in their respective schools. This is because they needed knowledge before to be able to confidently and effectively execute their duties in the right perspective

and training after their assumption of office to be able to update their knowledge in management skills. The study further revealed that managerial skills of head teachers would have a positive impact on their administrative performance in that it would aid them with knowledge which would be beneficial in the execution of their duties in their schools of practice. The study further revealed that planning, delegation, supervision, appraisal conflict management and resolution among others were of beneficial to the administrative performance of head teachers and so training in these areas was important.

5.3 Recommendations

Based on the findings of the study a number of recommendations were made for actions to be taken. These include:

The Sagnarigu District Directorate of Education should provide managerial skills training for head teachers before their assumption of duties. This could also include assistant head teachers and senior rank teachers who aspire to headship. Government, Non-Governmental Organisations, Stakeholders in Education and Parent Teachers Association should collaborate to provide adequate funds for the successful organisation of training and refresher courses for head teachers. The Sagnarigu District Directorate of Education should endeavor to organise frequent trainings in managerial skills. The Sagnarigu District Directorate of Education should also develop a good communication system so as to be able to communicate effectively to all head teachers any time training is organized.

Training logistics should always be provided any time trainings are organized by the district education office. The study further revealed that there were gaps in setting of goals and articulating vision, appraisal because of the technicalities involved in assessing teachers based on the requirements of the form, and lastly, there were gaps in delegation

because most often head teachers did not delegate duties. Some even locked up their offices any time they moved out of the school. This was partly because they lacked in-depth knowledge and because they did not even trust or think that it was good to delegate work to subordinates.

This can be resolved by giving in-depth training to head teachers, particularly skills on appraisal and delegation. This is so because there is the need for all head teachers to appraise their staff either for yearly promotions or for the purposes of assessing the efficient of the study, the following areas were suggested for further research.

The research was carried out in the Sagnarigu District Directorate Education in the Northern Region of Ghana. Thirty-four head teachers were used for the study. Findings of the research may therefore not be generalized for the country. For further research, the researcher recommends that the topic should be investigated in a wider scope with a wider sample. The study covered head teachers' managerial skills and their administrative performance and therefore there is the need for further investigation into the managerial skills of assistant head teachers in the District.

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APPENDIX A

INTERVIEW GUIDE FOR THE DISTRICT TRAINING OFFICER AND

CIRCUIT SUPERVISORS

Managerial Skills and Administrative Performance of Heads of Junior High School in the
Sagnarigu District Directorate of the Ghana Education Service

Date :   Time:

Gender;   Position of the interviewee:

Items

1) Do head teachers require any form of managerial skills training to perform their
administrative roles as leaders?...
…………………………………………………………………………………

2) In your opinion do head teachers require managerial skills before the assumption of
headship?..
……………………………………………………………………………………

3) Do   head   teachers   require   training   in   managerial   skills   on   the
job……………………...……………………………………………………………
……………………………………………………………………………………

4) What types of skills do head teachers require in managerial skills for their functional
roles? (pre and on the job)…………………………………………………...........
…………………………………………………………………………………..

5) What types of managerial skills do head teachers require before the assumption of
headship?...

124

………………………………………………………………………………….....

6) How often do head teachers receive training in managerial skills…………………..

………………………………………………………………………………….

7) Are head teachers able to apply managerial skills to their task on their jobs?............

………………………………………………………………………………….

8) How do you as a head teacher apply managerial skills to your job………………….

………………………………………………………………………………….

9) How does your directorate ensure that head teachers put their trained managerial skills in practice?

…………………………………………………………………………………

………………………………………………………………………………….

10) What methods, strategies and/or measures do you have in place to ensure compliance?

…………………………………………………………………………………

…………………………………………………………………………………

11) What structures/systems/mechanisms do you use to enforce compliance?

…………………………………………………………………………………..

…………………………………………………………………………………..

12) Is managerial skill of essence to the job performed by head teachers?

…………………………………………………………………………..............

....

13) How does managerial skills acquired by head teachers affected or benefited them in the performance of task on their jobs …………………………………………..

UNIVERSITY FOR DEVELOPMENT STUDIES

………………………………………………………………………………………………..

14) How often do head teachers in the District Directorate receive training in managerial

skills………………………………………………………………………………………

……………………...

15) What are the challenges in training of managerial skills for head teachers?

…………………………………………………………………………………….........

……………………………………………………………………………………………

16) What is missing or the gaps in managerial skills training for head teachers in the

performance of their task in their schools of practice……………………………….

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17) How can the gaps/challenges be mitigated to enhance the practice of heads of JHS.

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UNIVERSITY FOR DEVELOPMENT STUDIES

126

APPENDIX B

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FACULTY OF EDUCATION

MPHIL IN TRAINING AND DEVELOPMENT

Managerial Skills and Administrative Performance of Heads of Junior High School in the Sagnarigu District Directorate of the Ghana Education Service.

Questionnaire for Head Teachers of Junior High Schools

Dear Sir/ Madam,

The goal of this study is to investigate the extent to which the managerial skills training of heads of JHS affect their administrative performance using the Sagnarigu District of Ghana as a case.

Literature has shown that managerial skill is an important tool for effective and efficient administration performance of head teachers in their schools of practice. The survey will ask you a variety of questions on your opinion and experience about the essence of managerial skill on the administrative performance of JHS head teachers.

The survey is for research and development purpose and your response shall be treated confidentially.

Sincerely yours

Helen Nboyine

MPhil in Training and Development

(helendoks@yahoo.com)

Tel: 0508377477/0244967273

SECTION A: PARTICIPANT PROFILE

You are required to tick the appropriate answer section

1. Sex; Male [ ] Female [ ]

2. Age; 30 – 40 [   ]   41- 50 [   ]   51- 60 [ ]

3. Professional Qualification; Teachers Certificate 'A' 3 Year Post Secondary [ ]
   Teachers Certificate 'B' [ ] Diploma in Basic Education [ ] Diploma in Educational
   Management and Administration [ ] Degree in Educational Management and
   Administration [ ] Master's in Educational Management and Administration [ ]
   Others specify……………………………………………………………………
   …………………………………………………………………………………...

4. Current Rank in Educational Profession: Senior Superintendent II [   ] Senior
   Superintendent I [ ] Principal Superintendent II [ ] Principal Superintendent I [ ]
   Assistant Director II [ ] Assistant Director I [ ] Deputy II [ ] Director [ ]

5. As a head teacher I acquired training in managerial skills after my appointment as
   head teacher………………………………………………………………………
   …………………………………………………………………………………

SECTION B: MANAGERIAL SKILLS ACQUIRED ON / BEFORE

ASSUMPTION OF HEADSHIP

For each of the following statements please **TICK [√]** the one that corresponds to your

level of agreement.

Strongly Agree 5 [AS] Agree 4 [A] Not Sure 3 [NS] Disagree 2 [D] Strongly Disagree 1

[SD]

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	STATEMENTS	AS 5	A 4	NS 3	D 2	SD 1
1	Verbal Communication (including listening)					
2	Managing time and stress					
3	Managing conflict among others					
4	Appraisal for teachers					
5	Setting goals and articulating visions					
6	Team building					
7	Motivating and influencing					
8	Managing individual decision					
9	Delegation					
10	Planning					
11	Recognizing, defining and solving problems					
12	Poaching and lobbing for hard working teachers					
13	Supervision, monitoring and evaluation					

SECTION C: MANAGERIAL SKILLS ACQUIRED ON THE JOB

Managerial skills are what a manager will make use of his or her own abilities knowledge base, experiences, and perspectives to increase the productive of those with whom they manage.

These set of questions seeks your views on training received on the various types of managerial skills on headship.

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	STATEMENTS	SA 5	A 4	NS 3	D 2	SD 1
14	As head teacher I have received training in Verbal communication (including listening) on the job					
15	I have received training in Managing time and stress on the job.					
16	I have received training in Managing conflict among others on the job					
17	I have received training in Appraisals for teachers on the job					
18	I have received training in Setting goals and articulating a vision on the job.					
19	I have received training in Team building on the job					
19	I have received training in Motivating and influencing others on the job					
20	I have received training in Managing individual decisions on the job					
21	I have received training in Delegation on the job					
22	I have received training in Planning on the job					
23	I have received training in Recognizing, defining, and solving problems on the job					
24	I have receive training in Poaching and lobbing for hard working teaching on the job.					
25	I have received training in supervision monitoring and evaluation on the job.					

SECTION D: APPLICATION OF MANAGERIAL SKILLS ON TASK

1. As a head teacher, have you had an opportunity to apply any of the managerial skills received in any situation? If yes explain:

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    If not, explain?

    ………………………………………………………………………………………

    ………………………………………………………………………………………

2. How, if any, have you applied any of these managerial skills to your day to day work as a head teacher?
    i. Verbal Communication skills…………………………………………..
    ii. Time and Stress Management skills…………………………………………
    iii. Conflict Management skills…………………………………………………
    iv. Teacher appraisal skills……………………………………………………
    v. Team-building skills………………………………………………………
    vi. Delegation skills…………………………………………………………..
    vii. Planning skills ……………………………………………………………
    viii. Supervision, monitoring and evaluation skills………………………………
    ix. Setting goals and articulating vision………………………………………
    x. Motivation skills…………………………………………………………..

SECTION E: EFFECTS AND BENEFITS OF MANAGERIAL SKILLS.

The following questions seek your views on managerial skills required by head teachers for their administrative performance.

For each statement, please **TICK [√]** the one that corresponds to your level of agreement.

Agree Strongly [SA-5] Agree [A-4] Not Sure [NS-3] Disagree [D -2] Strongly Disagree [SD-1]

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The following managerial skills are of essence to the administrative roles of the head teacher in their school of practice;

	STATEMENT	SA 5	A 4	NS 3	D 2	SD1
26	Verbal communication (including listening)					
27	Managing time and stress					
28	Managing individual decisions					
29	Recognizing, defining, and solving problems					
30	Motivating and influencing others;					
31	Delegation;					
32	Planning;					
33	Setting goals and articulating a vision					
34	Team building					
35	Managing conflict among others					
36	Appraisals for teachers					
37	Supervision, monitoring and evaluation					

SECTION F: TRAINING GAP/CHALLENGES

1. Does the District Directorate provide managerial skills training for head teachers in the District?

   …………………………………………………………………………………

   …………………………………………………………………………………

2. If yes, what types of managerial skills training do they offer.

   Before:……………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

On-the-job:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

3. How often do head teachers in the District Directorate receive training in

managerial skill?

……………………………………………………………………………………………

……………………………………………………………………………………………

4. What are the challenges in training of managerial skills for head teachers?

……………………………………………………………………………………………

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5. What are the inadequacies or the gaps in managerial skills training for head

teachers in the performance of their task in their schools of

practice?……………………………………………………………………………

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……………………………………………………………………………………………

6. How can the gaps/challenges be mitigated to enhance the practice of heads of

JHS?

……………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

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