

FUNIVERSITY FOR DEVELOPMENT STUDIES

CONTRIBUTION OF HEADTEACHERS' MANAGEMENT PRACTICES ON
THE ACADEMIC PERFORMANCE OF BASIC SCHOOL LEARNERS' IN SOME
SELECTED JUNIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS

SAYIBU ABDUL-KARIMU

2024



UNIVERSITY FOR DEVELOPMENT STUDIES

CONTRIBUTION OF HEADTEACHERS' MANAGEMENT PRACTICES ON
THE ACADEMIC PERFORMANCE OF BASIC SCHOOL LEARNERS' IN SOME
SELECTED JUNIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS

By

SAYIBU ABDUL-KARIMU

(UDS/MEP/0020/22)

THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT AND POLICY STUDIES, FACULTY OF EDUCATION,
UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY
DEGREE IN EDUCATIONAL MANAGEMENT AND PLANNING

JULY 2024



DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that this thesis is the result of my original work and that no part of it has been presented for another degree at this university or elsewhere.

Candidate's ID..... UDS(MEP/0020/22) Signature..... [Signature] Date..... 24/12/2024

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this theses work were supervised in accordance with the guidelines on supervision of project work laid down by the University for Development Studies.

Name of Supervisor..... Dr. Masoud Adams Mohammed Signature..... [Signature] Date..... 24/12/2024



ABSTRACT

This study explores how headteachers' management practices influence the academic achievement of learners in selected public junior high schools within Tamale Metropolis. It looks at particular practices, their effects on learning outcomes, and implementation issues. It is based on ideas of educational management and leadership. Within a pragmatic framework, a convergent parallel design was used in a mixed-methods approach. While questionnaires were used to collect quantitative data, headteachers and teachers were interviewed to obtain qualitative insights into their experiences and perceptions on learners' academic performance. Using a census sampling technique, the study involved 100 participants, including 10 headteachers, 80 teachers, and 10 parents. The study focused on headteachers, teachers, and parents from ten chosen schools. Data collection methods included questionnaires, interviews, and observations, and analysis was done using descriptive statistics and thematic interpretation. The results show that head teachers use a variety of tactics, including collaborative decision-making, resource allocation, instructional monitoring, teacher professional development, and active parent and community participation. By improving instruction, encouraging discipline, and creating encouraging learning environments, these strategies have positive effects on academic achievement. Nonetheless, a number of issues were noted, such as poor instructional resources, high student-teacher ratios, a lack of financing, a lack of parental participation, and opposition to reform. These limitations prevent leadership initiatives from being fully effective. To address staffing and infrastructure shortages, the study suggests policy changes, more school-community collaboration, strategic resource mobilisation, and focused headteacher capacity-building programs. In public junior high schools, these strategies are crucial for raising academic achievement and management efficacy.



ACKNOWLEDGEMENTS

I extend my deepest gratitude to my supervisor Dr. Mohammed A. Mashoud. I also express my profound gratitude to Prof. Quansah Joseph Yaw Dwamena and Dr. Salifu Abubakari for their invaluable guidance and support throughout this research. I also wish to express my profound appreciation to the headteachers, teachers and parents of the selected junior high schools in the Tamale Metropolis for their cooperation and contributions to this study.

I am also deeply grateful to my family for their constant support, encouragement, and understanding during this journey. Your unwavering encouragement and company have been essential to me. I would also want to thank the entire university community for their assistance, resources, and wonderful academic atmosphere, which made this effort possible. Thank you for being an important part of this achievement.



DEDICATION

I dedicate this work to my family and parents.



TABLE OF CONTENTS

DECLARATION.....	i
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS.....	xi
LIST OF ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem.....	5
1.3 Research Objectives.....	8
1.3.1 Main objective.....	8
1.3.2 Specific research objectives	8
1.4 Research Questions.....	8
1.4.1 Specific questions.....	8
1.5 Significance of the Study	9
1.6 Delimitations.....	10
1.7 Limitations	10
1.8 Organisation of the Study	10
CHAPTER TWO.....	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 The Concept of Management Practices	13
2.3 The Role of Basic School Headteachers in Ghana	15
2.4 Ghana's Basic School Education	17
2.5 Principles of Leadership and Management.....	18
2.5.1 Behavioural theories of leadership	19
2.5.2 Contingency theory	20
2.5.3 Democratic leadership.....	22



2.5.4 Transformational and transactional leadership.....	23
2.5.5 Distributed leadership	24
2.6 Headteachers' Management Practices and learners' Performance	25
2.6.1 Instructional supervision	26
2.6.2 Teacher professional development	27
2.6.3 Resource management and utilization.....	28
2.6.4 Collaborative practices	29
2.6.5 Student welfare and discipline	30
2.6.6 Monitoring and assessment	30
2.6.7 Academic performance of learners.....	31
2.7 Challenges facing Headteachers in public Junior High Schools	33
2.7.1 Poor teaching and learning resources.....	33
2.7.2 High Pupil-Teacher ratios.....	34
2.7.3 Restricted parental and community participation.....	35
2.7.4 Issues of teacher motivation and morale	36
2.7.5 Resistance to change	37
2.7.6 Administrative burden	38
2.8 Teacher motivation and its effect on learners' success	39
2.8.1 Importance of teacher motivation	40
2.8.2 Obstacles impacting educator enthusiasm.....	41
2.8.3 Strategies for enhancing teacher motivation	42
2.9 Theoretical Framework.....	43
2.10 Chapter Summary	45
CHAPTER THREE.....	47
RESEARCH METHODOLOGY	47
3.1 Introduction.....	47
3.2 Brief Profile of the Study Area	47
3.2.1 Location and size.....	47
3.2.2 Education.....	48
3.2.3 Demographic characteristics	48
3.3 Research Design	49
3.4 Population	49
3.5 Sampling Technique.....	50
3.6 Instruments for Gathering Data	51



3.6.1 Questionnaire	51
3.6.2 Interview.....	51
3.6.3 Observation	52
3.6.4 Pretesting of instrument	53
3.6.5 Validity and reliability	53
3.7 Data Collection Method.....	54
3.8 Data Analysis	55
3.9 Ethical Consideration.....	55
CHAPTER FOUR.....	56
RESULTS AND DISCUSSION.....	56
4.1 Introduction.....	56
4.2 Respondents' demographic information	56
4.2.1 Gender of respondents.....	56
4.2.2 Age of Respondents.....	57
4.2.3 Educational qualification of respondents	58
4.2.4 Teaching experience of respondents.....	59
4.3 Responses to the investigative question 1:	60
4.6 Interview for Headteachers.....	72
4.6.1 Specific management practices employed	72
4.6.2 Contribution to academic performance	73
4.6.3 Challenges in implementing management practices	73
4.6.4 Conclusion and implications	74
4.8 Observation Findings.....	74
4.8.1 Staff Involvement in decision-making	74
4.8.2 Supervision and monitoring of teaching	75
4.8.3 Regular staff meetings.....	75
4.8.4 Delegation of duties	75
4.8.5 Teacher professional development	75
4.8.6 Provision of teaching and learning materials	76
4.8.7 Student discipline management.....	76
4.8.8 PTA engagement in school activities.....	76
4.8.9 Academic performance monitoring.....	76
4.8.10 General school environment.....	76
4.8.11 Summary of observation insights	77



CHAPTER FIVE.....	78
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	78
5.1 Introduction.....	78
5.2 Summary of the Study	78
5.3 Key Findings.....	79
5.4 Conclusions.....	81
5.5 Recommendations.....	83
5.6 Suggestions for Further Research	85
REFERENCES.....	87
APPENDIX I.....	110
INTRODUCTORY LETTER.....	110
APPENDIX II	111
QUESTIONNAIRE.....	111
APPENDIX III	114
INTERVIEW GUIDE FOR HEADTEACHERS	114
APPENDIX IV	117
OBSERVATION CHECKLIST	117



LIST OF TABLES

Table 1: Composition of the Sample for the Study	50
Table 2: Gender of Respondents	57
Table 3: Age of Respondents	57
Table 4: Educational Qualification of Respondents	58
Table 5: Teaching Experience of Respondents.....	59
Table 6: Specific Management Practices Employed by the Headteachers of Public Junior High Schools	60
Table 7: Contribution of Headteachers' Management Practices on students' Academic Performance	66
Table 8: Challenges in Implementing Management Practices	69



LIST OF FIGURES

Figure 1: Conceptual Framework..... 44

Figure 2: Map of Tamale Metropolitan Area..... 48



LIST OF ABBREVIATIONS

ATP	- Annual Teaching Plan
BECE	- Basic Education Certificate Examination
CEOs	- Chief Executive Officers
CS	-Circuit Supervisor
GES	-Ghana Education Service
GSFP	-Ghana School Feeding Programme
HODs	-Heads of Department
PHC	-Population and Housing Census
LTSM	- Learner-Teacher Support Material
MEO	-Metropolitan Education Officer
PTA	-Parent-Teacher Association
REPOA	- Research on Poverty Alleviation
SDGs	-Sustainable Development Goals
SMT	-School Management Team
TP	-Teaching Practice



LIST OF ACRONYMS

UNESCO -United Nations Education, Scientific and Cultural Organization

UNICEF -United Nations Children Emergency Fund



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is universally acknowledged as a critical driver of social transformation, human capital development, and national progress. In the 21st century, the realization that education is indispensable to global development has become more apparent than ever. As Fia (2023) assert, education fosters creativity, innovation, and discovery, all of which are essential for eliminating poverty and advancing prosperity. This conviction underpins the United Nations' Sustainable Development Goals (SDGs), where "quality education" is recognized as Goal Four, serving as a foundation for achieving other developmental aspirations. In Ghana, as in many countries, education is not only seen as a pathway to socio-economic transformation but also as a tool for national integration, civic responsibility, and global competitiveness.

The centrality of education to national development is well illustrated in contemporary global economies. Donkoh et al (2023) highlight that the wealth of nations no longer depends primarily on natural resources such as oil, gold, or cocoa, but on the quality of educated men and women who drive innovation and technological advancement. Countries such as Germany, China, Japan, and the United States have consistently invested in high-quality educational administration and management, which explains their superior learner outcomes compared to developing nations. For emerging economies such as Ghana, this highlights the urgent need to strengthen educational leadership and management practices at all levels to enhance the quality of human capital. Basic education, as the foundation of the educational ladder, is particularly important in this discourse. It equips learners with essential literacy, numeracy, and problem-solving



skills necessary for further education and national participation. In Ghana, the government has consistently emphasized basic education as the cornerstone of national development policies (Ifesiokwu, 2021). Yet, concerns persist regarding the quality and outcomes of basic education, especially in junior high schools (JHS). Despite significant investments, variations in academic performance remain a pressing issue, raising questions about the effectiveness of school leadership and management practices in ensuring quality learning outcomes.

The goal of educational management is to optimize both human and material resources in order to improve teaching and learning processes. Olson (2015) emphasizes that improved educational management translates into improved learner outcomes, since effective management creates an enabling environment for instruction. Global comparative studies such as the Program for International Student Assessment (PISA) have repeatedly underscored the link between strong educational management and superior learner achievement. In this regard, educational stakeholders in Ghana are increasingly urged to prioritize the management capacity of schools, since effective leadership is crucial in ensuring that investments in education translate into meaningful outcomes for students.

As the administrative leaders of basic schools, are pivotal to this agenda. They are responsible for shaping school vision, supervising instruction, allocating resources, ensuring discipline, and fostering positive school-community relationships (Donkoh et al., 2023; Grissom et al., 2021). Their practices determine the extent to which schools meet societal expectations and learners achieve academic success. Research shows that headteachers who emphasize instructional supervision, continuous professional development, and collaborative leadership create environments that enhance teaching effectiveness and improve learner learning outcomes (Malunda et al., 2016) In Ghana,



however, the leadership capacity of headteachers is often constrained by resource shortages, large class sizes, inadequate infrastructure, and limited professional training opportunities.

Parental involvement is another factor that significantly influences student achievement. Brew et al (2021) argue that financial support, home supervision, and parental encouragement contribute meaningfully to learner performance. Similarly, Teixeira et al (2017) observe that the economic, psychological, and social environments provided by parents are critical to learning outcomes. Nevertheless, in many Ghanaian communities, parental involvement in education is limited, leaving headteachers and teachers to shoulder disproportionate responsibilities for learners' performance.

The challenge of poor learner achievement is particularly visible in the Tamale Metropolis, where wide disparities exist among junior high schools. While some schools consistently excel in the Basic Education Certificate Examination (BECE), others perform below expectations (Owusu et al., 2019). This variation raises concerns about the leadership and management practices of headteachers, since effective management has been shown to be a major determinant of learner achievement across educational contexts (Leithwood et al., 2020; Malinen & Savolainen, 2016). In South Africa, for instance, leadership development programmes have improved secondary school performance, while Senegal's School Improvement Plans (1996) empowered headteachers to apply entrepreneurial strategies to enhance resource mobilization. These experiences illustrate the potential of strong leadership to transform school performance, suggesting that Ghanaian schools may equally benefit from more effective management practices.

Resource availability also plays a crucial role in student achievement. Kabay (2021) demonstrates that schools lacking basic learning resources record poorer examination



outcomes and higher repetition rates. This situation resonates with many public JHS in Ghana, where shortages of teaching and learning materials, overcrowded classrooms, and inadequate infrastructure constrain headteachers' ability to provide quality education. Equally important is continuous professional development for teachers. Kenyan experiences with in-service teacher training reveal that such interventions can significantly improve instructional practices, leading to better student outcomes. Thus, the role of headteachers in facilitating professional development and creating opportunities for teacher growth is fundamental.

Effective time management within schools further contributes to learner achievement. Waweru and Orodho (2014) emphasize that when teachers focus more on instructional activities rather than administrative tasks, learning outcomes improve. Nzoka and Orodho (2014) reinforce that schools that maximize instructional time achieve higher standards. This underscores the responsibility of headteachers in ensuring that teaching and learning remain the core focus of school operations.

Despite these insights, Ghana's education system continues to grapple with systemic challenges. Government reports and scholarly assessments indicate that while resources are allocated to improve access and infrastructure, the outcomes often fall short due to weak management, inadequate supervision, and poor accountability mechanisms (Ministry of Education Assessment Report, 2022; Nwagbara et al., 2024). Without strong leadership at the school level, these investments are unlikely to yield significant improvements in learner performance.

Scholars such as Mbune et al (2024) affirm the strong correlation between educational management and learner performance. However, gaps persist in understanding how headteachers' specific management practices influence academic outcomes in Ghanaian basic schools. Much of the existing literature emphasizes resource allocation, teacher



motivation, and parental involvement, but little attention has been paid to the direct contributions of headteachers' leadership and management practices to learner achievement in local contexts such as Tamale. As Koutsiouri and Sarakinioti (2024) note, rising enrolments, resource shortages, and complex school environments make management increasingly difficult, underscoring the need for empirical studies that explore these dynamics.

Given this context, it becomes imperative to investigate how headteachers' management practices contribute to academic performance in Ghana's junior high schools, particularly in the Tamale Metropolis where disparities in outcomes are striking. This study therefore seeks to examine the specific management practices employed by headteachers, assess their contributions to learner academic outcomes, and explore the challenges they face in implementing effective strategies. By doing so, the study not only addresses a gap in the literature but also provides practical insights for policymakers, educational leaders, and communities committed to improving academic standards in public junior high schools.

1.2 Statement of the Problem

Despite sustained government investments and policy reforms aimed at improving educational quality in Ghana, academic performance at the basic school level remains a persistent concern. The Ministry of Education Assessment Report (2022) reveal that, although significant resources have been directed toward improving access and equity in public schools, learning outcomes, particularly in junior high schools (JHS), have been disappointing. Poor results in the Basic Education Certificate Examination (BECE) continue to cast doubt on the effectiveness of current management and supervisory structures. This raises questions about whether weaknesses in leadership and management at the school level contribute to the problem.



In theory, Ghana has developed ambitious educational goals and strategic programmes to enhance learning outcomes. However, these initiatives often lack effective systems of monitoring, evaluation, and supervision to ensure successful implementation (Gwija, 2016). Consequently, inconsistencies in instructional delivery, inadequate accountability, and poor adherence to educational standards undermine the intended outcomes. While funding shortfalls, inadequate infrastructure, and shortages of qualified teachers have been widely cited as contributing factors (Donkoh et al., 2023; Nwagbara, Ibeawuchi & Stewart, 2024), less attention has been given to how leadership practices at the school level shape the teaching and learning process.

Research across diverse educational contexts underscores the importance of effective leadership in enhancing student achievement. Grissom et al (2021) observe that the quality of headteachers is one of the most important determinants of pupil outcomes, teacher retention, and school climate. Similarly, Leithwood et al (2020) establish that effective instructional leadership has a direct impact on learner achievement. Yet, in Ghanaian public basic schools, there is limited empirical evidence linking headteachers' management practices to learners' academic performance, particularly in the northern regions.

In the Tamale Metropolis, the issue is especially concerning. Academic performance across junior high schools remains inconsistent: some schools demonstrate commendable outcomes, while others consistently underperform (Owusu et al., 2019). This variation raises important questions about the role of headteachers' management practices in shaping school outcomes. If all schools operate under the same Ghana Education Service (GES) policies and national curriculum, why do such disparities in performance persist? Could differences in leadership and management practices at the school level account for these gaps?



Parental engagement further complicates the picture. While scholars such as Brew, Nketiah, and Koranteng (2021) argue that parental involvement significantly enhances student achievement, Gwija (2016) points out that Ghanaian schools often lack structured mechanisms to involve parents meaningfully in school management. This suggests that headteachers' ability to mobilize and integrate parental participation into school life may be an overlooked determinant of learner outcomes.

Moreover, the challenges confronting headteachers in public JHS are multifaceted. These include inadequate teaching and learning materials, high pupil-teacher ratios, limited financial resources, and resistance to change among staff (Malunda et al., 2016; Koutsiouri & Sarakinioti, 2024). While such structural challenges are well documented, little is known about how headteachers in Tamale navigate these constraints, what management practices they employ, and how these practices ultimately affect learners' academic achievement.

Thus, the central problem is that although school leadership is globally recognized as critical to learner achievement, in Ghana and particularly in the Tamale Metropolis — there is limited empirical knowledge on how headteachers' management practices contribute to or hinder learners' academic performance. The literature has largely focused on structural inputs such as funding, infrastructure, and staffing, with little emphasis on the leadership practices of headteachers who are at the forefront of managing schools. This gap in knowledge limits policymakers' and stakeholders' ability to design interventions that strengthen leadership at the school level.

Therefore, the problem this study seeks to address is the lack of empirical evidence on the contribution of headteachers' management practices to learners' academic performance in public junior high schools in the Tamale Metropolis. Without such



evidence, efforts to improve learning outcomes risk overlooking one of the most critical levers of change in education: effective school leadership.

1.3 Research Objectives

1.3.1 Main objective

The main objective of this study is to explore the contributions of public-school headteachers' management practices on learners' academic performance in Tamale Metropolis.

1.3.2 Specific research objectives

1. To examine the specific management practices employed by public headteachers of Junior High Schools in the Tamale Metropolis.
2. To assess the contributions of the management practices to the academic performance of learners in the public schools in the Tamale Metropolis.
3. To identify the challenges faced by the headteachers of the public Junior High Schools in implementing effective management practices in the Tamale Metropolis.

1.4 Research Questions

What is the contribution of the management practices of heads of schools on learners' academic performance in public Junior High Schools in the Tamale Metropolis?

1.4.1 Specific questions

1. What specific management practices are employed by heads of public Junior High Schools in the Tamale Metropolis?
2. How do the management practices contribute to the academic performance of learners in the public Junior High Schools in the Tamale Metropolis?
3. What challenges do headteachers of public junior high schools in Tamale Metropolis face in implementing effective management practices?



1.5 Significance of the Study

This study is significant because it addresses a critical gap in understanding how headteachers' management practices influence learners' academic performance in public Junior High Schools in the Tamale Metropolis. By focusing on the role of school leadership in shaping learning outcomes, the study contributes to educational management literature in Ghana, where limited empirical work has been done on this subject.

First, the study is important to policymakers and the Ghana Education Service (GES), as it provides evidence-based insights into the effectiveness of headteachers' leadership practices. The findings will help inform leadership training programmes, capacity-building initiatives, and policy reforms aimed at strengthening school management and supervision.

Second, the study benefits headteachers and teachers by highlighting management practices that foster effective teaching and improved learner achievement. It will serve as a guide for adopting strategies such as instructional supervision, collaborative decision-making, teacher professional development, and resource mobilization, which are essential for enhancing school performance.

Third, the study is useful to parents and community stakeholders, as it underscores the importance of school-community partnerships and parental involvement in promoting learner achievement. By drawing attention to collaborative practices, the research encourages stronger engagement between schools and their communities.

Finally, the study contributes to academic research and scholarship by filling a gap in Ghana's educational management literature. It offers a localized analysis of how leadership practices contribute learner outcomes in Tamale, thereby serving as a



reference for future studies in other parts of Ghana and similar contexts in sub-Saharan Africa.

In sum, this research is significant because it not only advances theoretical knowledge on educational leadership but also provides practical recommendations to improve management practices, enhance learner performance, and strengthen the overall quality of basic education in Ghana.

1.6 Delimitations

This study was delimited to the contributions of public school headteachers management practices on learners' academic performance in Tamale Metropolis. It was also delimited to challenges of headteachers management practices of public Junior High Schools in the Tamale Metropolis.

1.7 Limitations

Despite these limitations, the study focused exclusively on public Junior High Schools in the Tamale Metropolis. Due to time and financial constraints, the respondents were limited to headteachers and teachers, which restricts the extent to which the findings can be generalized. Additionally, there is a potential concern regarding the trustworthiness of the data, as some teachers might withhold full transparency for fear of victimization. To address this, respondents were strongly assured of the confidentiality of their responses to mitigate this issue and encourage honest participation.

1.8 Organisation of the Study

Chapter One is the introduction to the study, made up of the background to the study, the statement of the problem, research objectives; research questions, significance of the study, delimitations, limitations, and organization of the study. Chapter Two is the literature review. This includes examining existing concepts, theories, and empirical evidence regarding school management practices and the contribution of the



management practices of heads of schools on academic performance. The chapter also explores various research paradigms and their applicability to the study, providing a theoretical framework that guides the research process. Chapter Three presents the Research Methodology. The third chapter outlines the research methodology employed in the study. It describes the research design, philosophical underpinnings, study population, sampling techniques, and sample size.

Additionally, it details the data collection methods, including the use of surveys, document analysis, and observations. The chapter also explains the data analysis and techniques used, such as statistical analysis for quantitative data and thematic analysis for qualitative data. Chapter Four Results and Discussion, presents the results of the study based on the data collected. The findings are organised according to the specific research objectives and questions. The results are then thoroughly discussed concerning the existing literature reviewed in Chapter Two. This discussion helps to validate or challenge existing theories and provides insights into the practical implications of the findings. Chapter Five is the final chapter and presents the summary, conclusions and recommendations of the study. It summarizes the key findings of the study and draws conclusions based on the research objectives. It also offers recommendations for improving school management practices to enhance learners' academic performance in the Tamale Metropolis. Furthermore, the chapter suggests areas for further research that could build on the findings of this study. This structured organisation ensures a logical flow of information throughout the report, guiding the reader from the initial exploration of the research problem to the final conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of a literature review is to situate the current study within the broader academic discourse by examining existing theories, concepts, and empirical findings related to the research topic. In the context of this study, the review explores scholarship on educational management, the role of headteachers, leadership theories, and the relationship between management practices and learners' academic performance. It also highlights the challenges confronting headteachers in public Junior High Schools and the significance of teacher motivation in shaping educational outcomes.

Educational management has long been recognized as a key determinant of effective teaching and learning. According to Verger et al (2019), educational management emerged as a distinct field in the 1980s when scholars began to emphasize its contribution to student outcomes. Subsequent studies (Donkoh et al., 2023; Ajani, 2020) confirm that effective school management not only ensures discipline and coordination but also enhances instructional quality and promotes accountability.

The review will therefore cover five key areas that are relevant to the present study. First, it will discuss the concept of management practices in education, examining how scholars define and interpret the term and its application in schools. Second, it will explore the role of headteachers in Ghana's basic schools, focusing on their leadership responsibilities and contribution to learner achievement. Third, the chapter will examine theoretical perspectives on leadership and management, including behavioural, contingency, democratic, transformational, and distributed leadership theories, which provide the analytical lenses for understanding headteachers' practices. Fourth, it will



review empirical studies on specific management practices such as instructional supervision, teacher professional development, resource utilization, and accountability, and their effects on learner performance. Finally, the chapter will highlight the challenges faced by headteachers in public Junior High Schools, the role of teacher motivation, and the conceptual framework that guides the study.

By synthesizing relevant literature, this review demonstrates how headteachers' management practices have been studied in different contexts, identifies gaps in the Ghanaian basic education system, and provides a foundation for assessing the contribution of headteachers' practices to learners' academic performance in the Tamale Metropolis.

2.2 The Concept of Management Practices

Management practices refer to the strategies, processes, and activities undertaken by leaders to achieve organizational goals. In the educational context, management practices involve the planning, organizing, leading, and controlling of human and material resources to create effective teaching and learning environments (Gupta, 2021; Suharyanto et al., 2022). Scholars generally view management as both an art and a science: it requires technical knowledge and systematic approaches while also depending on interpersonal skills and the ability to motivate people (Rulitawati et al., 2020).

The core functions of management are well established in the literature. According to Ranavaade (2023) and Dahlgaard-Park et al (2018), management entails continuous processes of planning, coordinating, and evaluating actions to achieve objectives effectively. In schools, this involves setting performance targets, supervising teachers, allocating resources, and monitoring instructional delivery. Nwafor (2023) and Kultsum (2020) further emphasize that effective management depends on communication, collaboration, and the ability to adapt leadership to diverse needs within the organization.



Several scholars identify four essential functions of management that are directly relevant to school leadership (Larson & Gray, 2014; Issahaku, 2016; Bwanga, 2018):

1. Planning - establishing clear goals and strategies for school improvement.
2. Organizing - assigning responsibilities, delegating authority, and aligning resources with objectives.
3. Leading - motivating, inspiring, and guiding teachers and staff to improve performance.
4. Controlling - monitoring progress, evaluating outcomes, and taking corrective action.

In education, these functions translate into practices such as supervision of teaching, professional development of staff, ensuring accountability, and fostering a positive learning environment. Effective school management thus goes beyond administrative control; it requires the headteacher to act as a leader who balances task performance with concern for people. As Banks et al (2018) argue, successful leaders are those who combine task-oriented strategies with people-centred approaches.

Within Ghana's basic schools, management practices are particularly critical because headteachers operate in resource-constrained environments where creativity, collaboration, and accountability are essential. When headteachers effectively plan, organize, lead, and control school activities, they create the conditions for improved teaching and learning, which ultimately enhance learner achievement. Conversely, poor management practices often result in inefficiency, lack of teacher motivation, and weak academic outcomes.



2.3 The Role of Basic School Headteachers in Ghana

Headteachers in Ghana's basic schools serve as both administrators and instructional leaders, responsible for creating an environment conducive to teaching and learning. Their roles extend beyond routine administration to include vision setting, supervision of teachers, resource management, and building strong school-community relations (Donkoh et al., 2023). As Grissom et al (2021) emphasize, effective school leadership is one of the strongest determinants of learner achievement, second only to classroom instruction.

In the Ghanaian context, headteachers are expected to perform multiple roles that directly influence school performance. According to Ofori (2018), these responsibilities can be grouped into three broad categories:

1. Nurturing Individuals - supporting teachers and staff to carry out their duties effectively, providing professional guidance, and serving as role models.
2. Establishing Organizational Direction - setting shared goals, monitoring performance, and maintaining effective communication within the school.
3. Redesigning the Organization - fostering collaboration, restructuring processes that hinder productivity, and cultivating a positive school culture.

Operationally, headteachers' roles include the admission of learners, allocation of teachers to subjects, supervision of instructional delivery, organization of professional development activities, and ensuring discipline among both staff and pupils (Zuure, 2016). They also oversee school records, ensure punctuality and attendance of teachers and learners, and mobilize resources to support teaching and learning.

Financial management is another critical responsibility. Headteachers must manage limited funds efficiently to provide teaching and learning materials, maintain school



infrastructure, and support co-curricular activities. Ibrahim (2020) notes that effective performance involves both the execution of assigned duties and the demonstration of professional conduct that aligns with organizational goals.

Research highlights that headteachers who embrace instructional leadership - prioritizing the core business of teaching and learning - are more successful in improving learner outcomes. Bush and Glover (2021) argue that such leaders provide regular feedback to teachers, promote collaboration, and create a positive school climate that motivates both staff and learners. Similarly, Leithwood et al. (2020) assert that strong school leadership enhances teacher effectiveness, student retention, and overall academic quality.

Evidence from other African contexts reinforces this view. For example, in South Africa, headteachers are required to undertake leadership training to strengthen their instructional capacities (Hompashe, 2018). In Senegal, School Improvement Plans empowered headteachers to mobilize resources for quality enhancement, while in Kenya, the Kenya Education Management Institute (KEMI) provides mandatory training for headteachers to sharpen their leadership skills (Ongori, 2021). These examples suggest that strengthening headteachers' leadership roles is central to improving academic outcomes.

In sum, headteachers in Ghana are not only administrative heads but also leaders of learning. Their effectiveness in supervising teachers, mobilizing resources, fostering collaboration, and ensuring accountability has a direct bearing on learner academic performance. Thus, examining their management practices provides critical insights into how basic schools can achieve better educational outcomes in the Tamale Metropolis and beyond.



2.4 Ghana's Basic School Education

The structure of Ghana's educational system reflects the country's commitment to providing universal basic education as a foundation for human capital development. Basic education comprises two years of kindergarten, six years of Primary Education, and three years of Junior High School (JHS), making a total of eleven years (Ofori, 2018). At the end of JHS, learners sit for the Basic Education Certificate Examination (BECE), which is administered by the West African Examinations Council (WAEC). Performance in the BECE determines placement into senior high schools (SHS), technical/vocational institutions, or other post-basic training opportunities.

The primary aim of basic education in Ghana is to equip learners with foundational literacy, numeracy, and problem-solving skills while nurturing their abilities and preparing them for further education (Ministry of Education, 2018; Ofori, 2018). This vision is consistent with international commitments such as UNESCO's "Education for All" initiative and the Sustainable Development Goals (SDGs), which identify access to quality basic education as a catalyst for social, cultural, and economic transformation (Mundial et al., 2016).

Over the years, Ghana has undertaken several reforms to strengthen its basic education system. The Accelerated Development Plans for Education in 1951 and 1961 established the framework for expanding access, while later interventions such as the Free Compulsory Universal Basic Education (FCUBE) programme sought to ensure inclusivity and equity (Ofori, 2018). Recent policies such as the Education Strategic Plan (2018-2030) emphasize quality improvement, accountability, and equity in learning outcomes.

Despite these efforts, challenges persist in achieving the intended goals of basic education. Reports reveal that many schools, particularly in rural and peri-urban areas,



face shortages of qualified teachers, inadequate infrastructure, insufficient teaching and learning materials, and overcrowded classrooms (World Bank & Ministry of Education, 2021). In some cases, schools still operate under trees, without access to libraries or laboratories, conditions that negatively affect the quality of teaching and learning (Donkoh et al., 2023).

These systemic challenges have implications for learner performance, especially at the JHS level where learners prepare for the BECE. As Akyeampong (2022) observes, educational performance in developing countries, including Ghana, continues to fall below expectations, signalling the need for stronger leadership and effective management at the school level. Headteachers play a crucial role in this regard, as they are responsible for ensuring effective teaching and learning despite the constraints of limited resources.

Given the pivotal role of JHS as the transition point to higher education and vocational training, the effectiveness of headteachers' management practices becomes critical. Schools that are well-managed are more likely to provide supportive learning environments, enhance teacher motivation, and ultimately improve learner outcomes. Conversely, weak leadership and poor management exacerbate existing challenges, contributing to the low performance often reported in the BECE.

In this context, examining how headteachers manage schools within the Tamale Metropolis provides valuable insights into how Ghana can strengthen its basic education system and improve academic outcomes for learners at the foundational stage.

2.5 Principles of Leadership and Management

The leadership and management principles form the theoretical underpinning required to understand how headteachers influence academic achievement in schools. Scholars mostly agree that educational leadership is more than an exercise of power; it is a



sophisticated process involving guiding, motivating, and organizing people towards shared goals (Bush, 2020). In primary schools, where headteachers play the dual roles of administrators and instructional leaders, these leadership principles become vital tools for improving teaching and learning.

Successful school leadership involves headteachers achieving a balance between planning and doing, vision and accountability, and authority and teamwork. Theories of leadership give insight into the various ways headteachers may go about these things, depending on the setting and needs of their schools. For example, whereas some theories concentrate on personality characteristics of leaders, others address behaviours, situational flexibility, shared decision-making, or transformational approaches that elicit long-term commitment.

In the Ghanaian junior high school context, the prevalence of such challenges as a lack of resources, large class sizes, and teacher disillusionment makes the application of leadership principles a necessity rather than a choice. The ability of headteachers to adapt their leadership style, to mobilize support, and to foster collaboration can have a profound impact on the overall effectiveness of their schools. Accordingly, this section outlines five basic leadership viewpoints: behavioural theories, contingency theory, democratic leadership, transformational and transactional leadership, and distributed leadership—that are relevant to educational management. Each of these models provides a unique lens through which the actions of headteachers can be understood, and when applied appropriately, they serve as enablers of improved student achievement and long-term school improvement.

2.5.1 Behavioural theories of leadership

Behavioural theories diverted focus from the notion that leaders are "born" with specific attributes to the proposition that leadership effectiveness is based on the actions and



behaviour exhibited by leaders. In this context, headteachers are not judged by their characteristics but by their engagement with staff, learners, and stakeholders. Uzunlar et al. (2023) suggest that under this are three general styles—autocratic, democratic, and laissez-faire leadership. All these have academic performance implications. Autocratic leaders make decisions alone and retain tight control, which might bring order but tends to decrease teacher morale and innovation. Democratic leaders encourage participation, delegation, and teamwork, which raises commitment and school performance. Laissez-faire leaders, however, tend to abdicate decision-making, leaving employees without direction, which can lead to disorganization and poor academic performance.

Banks et al. (2018) also categorize behavioural theories into two dimensions: consideration and initiating structure. Considerate leaders are empathetic, concerned about staff well-being, and inclusive in decision-making, whereas task-oriented leaders emphasize planning, monitoring, and enforcing accountability. Effective headteachers, according to research, combine both dimensions—caring for their teachers while being concerned about academic targets. In the context of Ghana's basic schools, this equilibrium is especially important. A headteacher who encourages teachers through praise and support, yet also insists on regular lesson planning and punctuality, for instance, establishes a disciplined yet nurturing learning environment.

In other words, behavioural theories reiterate that leadership competence is acquired and practised instead of being born. For headteachers of schools with limited resources, developing democratic and balanced behaviours have the potential to enhance staff morale, the quality of teaching, and eventually student performance.

2.5.2 Contingency theory

Contingency theory posits that there is no single leadership style that ensures success; instead, leadership effectiveness is a function of the congruence between the leader's style



and situational demands. Fiedler's contingency model, for example, emphasizes the significance of three dimensions: leader-member relations, task structure, and positional power. Leaders are deemed effective if they adjust their behaviour to suit the circumstances of their working context (Fullan, 2015).

In the case of Ghanaian junior high schools, headteachers often work in difficult conditions characterized by a lack of teaching resources, high pupil-teacher ratios, and low parental involvement. In such settings, rigid application of one style of leadership is bound to fail. Effective headteachers need to demonstrate flexibility in switching between directive and participatory approaches as the situation demands. For example, in times of crisis such as cases of examination malpractice, a directive style may be necessary to maintain discipline. However, in teacher development or curriculum planning, a participatory approach that recognizes the input of teachers can increase ownership and ensure smoother implementation.

Darling-Hammond et al (2017) highlight that flexibility is paramount in maintaining performance in resource-scarce schools. In the Tamale Metropolis, headteachers who rally communities for support, source for alternative funding, or create alliances with Parent-Teacher Associations (PTAs) exhibit contingency leadership. Those who succeed do not do so based on an unchanging style but on reading challenges and acting accordingly.

Contingency theory therefore emphasizes context-sensitive leadership in schools. It is a reminder to headteachers that successful management demands responsiveness, innovation, and the ability to match leadership styles to the realities of their schools.



2.5.3 Democratic leadership

Democratic leadership focuses on inclusiveness and collective decision-making. This implies that headteachers engage teachers, learners, and parents in planning, problem-solving, and decision-making. Darling-Hammond (2017) defines democratic leaders as leaders who foster collaboration, trust, and collective ownership of school ambitions. Adedeji and Poji (2023) further observe that this leadership style enhances staff satisfaction and commitment, both of which have a positive impact on teaching and learning.

Democratic leadership in Ghanaian basic schools is especially important as it discourages hierarchical and centralized inclinations that tend to characterize educational administration. Through the participation of teachers in curriculum development, timetabling, or the implementation of teaching approaches, the headteachers not only foster inclusiveness but also increase the accountability of teachers. Teachers whose views are taken into consideration are more likely to affect decisions positively and achieve better student outcomes. Similarly, engaging parents through PTAs or community meetings generates a sense of collective responsibility for student achievement.

However, democratic leadership is not without challenges. Decision-making processes may be slower when consensus is required, and some staff may exploit inclusivity to resist accountability or delay implementation. Despite these drawbacks, evidence shows that schools practicing democratic leadership often perform better academically because they build strong professional relationships, improve transparency, and promote accountability.

In settings such as Tamale, characterized by limited resources and challenges related to teacher morale, democratic leadership facilitates the engagement of both teachers and



parents as collaborative partners in confronting these difficulties. Leaders who embrace this model cultivate an environment of cooperation, which is essential for enhancing educational results.

2.5.4 Transformational and transactional leadership

Transformational and transactional leadership are commonly perceived as complementary styles that influence school performance in distinct manners. Transformational leadership is concerned with motivating teachers and students to work toward shared visions and higher-order objectives. Blaskova and Trskova (2017) characterize transformational leaders as visionaries who promote creativity, innovation, and collaboration. In education, these leaders promote professional development, encourage innovation in teaching, and establish caring milieus that facilitate student success (Leithwood et al., 2017). For example, a transformational headteacher can motivate teachers to embrace learner-centered pedagogies, advocate for ongoing professional development, and inspire students by connecting school objectives with personal goals.

On the other hand, transactional leadership works on the basis of mutual exchanges between leaders and followers, with rewards for compliance and punishment for non-compliance. This style of leadership encourages order, discipline, and accountability in schools. Francisco Sr. (2020) argues that transactional leadership is essential in environments where overt structures and compliance are mandatory, such as maintaining attendance, enforcing discipline, or managing examinations.

Most researchers argue that successful school leaders combine the two approaches. While transformational leadership encourages long-term commitment and innovation, transactional leadership preserves the structure and discipline that underpin orderly school operations. In Ghanaian junior high schools, where problems like absenteeism,



low morale, and resource shortages are common, headteachers who employ a hybrid style rewarding good performance, punishing negligence, and motivating teachers with a compelling vision are more likely to be successful.

Therefore, transformational and transactional leadership are not in conflict but instead are complementary. Their use together provides headteachers with the capacity to inspire, motivate, and discipline, in the end promoting sustainable academic success.

2.5.5 Distributed leadership

Distributed leadership diverts attention from the headteacher as a single leader to leadership as a collective responsibility of staff, students, and stakeholders in the community. Tambe Ebot (2018) refers to it as a model of leadership that comes out of teamwork on a collective basis, where several actors play a vital role in improving schools. Harris et al (2022) suggest that distributed leadership leads to sustainability as it makes teachers own change initiatives instead of depending on headteachers alone.

Practically, distributed leadership becomes real through delegation of duties, teacher-initiated professional development, and active involvement of PTAs in decision-making. Du Plessis and Heystek (2020) emphasize that distributed leadership promotes effectiveness and accountability if teachers assume their positions as co-leaders. For instance, delegating subject coordinator positions or assigning teachers to chair committees on discipline, assessment, or extracurricular activities not only reduces the workload for headteachers but also creates capacity among the teachers.

In Ghana's public JHS, where headteachers are likely to be bogged down by administrative duties, the use of distributed leadership has the potential to enhance performance and efficiency. Collective leadership promotes innovation, decreases resistance to change, and enhances cooperation throughout the school community.



Additionally, the inclusion of parents and community leaders in areas of resource mobilization or school development planning increases shared responsibility for academic results.

Finally, distributed leadership fosters inclusivity, ownership, and responsibility. In the long term, it creates institutional resilience in that leadership does not break down in the headteacher's absence but is carried on through empowered teachers and engaged stakeholders. For under-resourced settings such as Tamale, this is a viable route to enhancing academic achievement.

2.6 Headteachers' Management Practices and learners' Performance

The quality of teaching and learning in schools is significantly influenced by the effectiveness of headteachers' management practices. Management practices cover a broad area of responsibilities, such as supervision of instruction, teacher professional development, effective use of resources, encouraging collaboration, concern for student well-being, and enforcing accountability mechanisms. Researchers broadly concur that such practices have a direct impact on academic achievement through their influence on the school climate, teacher motivation, and keeping teaching and learning at the forefront of the activities of schools (Bush & Glover, 2021).

In the junior high school situation in Ghana, management practices are even more essential since schools frequently function with constrained resources, congested classrooms, and issues of teacher motivation. Headteachers who effectively institute routine supervision, equitable resource distribution, and capacity development for teachers develop environments that strengthen the quality of teaching and promote greater student success (Abakah, 2019). Additionally, when headteachers establish cooperative affiliations with teachers, parents, and communities, they develop systems of accountability that guarantee shared responsibility for academic accomplishment.



Therefore, headteachers' management practices are not merely administrative tasks but also leadership approaches that influence the day-to-day experiences of students and teachers. The following subsections discuss particular practices and their effect on student achievement.

2.6.1 Instructional supervision

Instructional supervision is perhaps the most effective mechanism headteachers have for impacting teaching quality and student learning outcomes. It includes observing teaching in classrooms, checking lesson plans, tracking curriculum coverage, and giving feedback to teachers. Kubura (2022) contend that schools in which headteachers supervise instruction actively tend to have higher academic achievement consistently since teachers are led to map their practices onto curriculum standards.

In Ghana, instructional supervision is still critical since most teachers have difficulties with curriculum interpretation and lesson planning. Headteachers who provide regular class observations, scrutiny of lesson notes, and mentoring assistance not only raise the standards of teaching but also increase the levels of learner participation and understanding. For instance, prompt feedback from headteachers can assist teachers in filling instruction gaps, embracing innovative approaches, and resolving learners' learning challenges.

In addition, supervision creates responsibility. Teachers are likely to prepare well if they are aware that their performance will be assessed. Yet, effective supervision needs to balance monitoring and support. Too much control can demotivate teachers, whereas supportive supervision motivates development and confidence. In the Tamale Metropolis, where there are inequalities in performance among Junior High Schools, schools with vigorous and supportive supervision tend to show better Basic Education Certificate Examination (BECE) performances.



Briefly, instructional supervision directly impacts the quality of teaching, guarantees curriculum fidelity, and fosters learner achievement, and thus, it is a keystone of successful headteachers' managerial practices.

2.6.2 Teacher professional development

Teacher professional development is also a key management practice that has a direct impact on academic performance. Professional development means ongoing training, workshops, mentoring, and peer-learning activities that enhance teachers' pedagogical competencies and subject matter knowledge. Malunda et al. (2016) discovered that schools that invest in the development of teachers tend to realize considerable gains in learners' results, as trained teachers implement more efficient methods of teaching.

Headteachers play a central role in identifying training needs, organizing in-service training sessions, and facilitating access to professional development courses. In Ghana, many teachers face challenges in adapting to curriculum reforms and modern pedagogies; therefore, headteachers who prioritize professional development fill critical gaps in the quality of teaching. For example, the organization of peer-teaching workshops allows teachers to share experiences and learn new teaching techniques.

Aside from pedagogy, teachers' professional development increases teachers' motivation and job satisfaction. Teachers provided with opportunities to enhance their skills feel appreciated and are more likely to be committed to their job. Nugba (2019) believes that schools like these tend to have better academic performance since motivated and skilled teachers provide better quality teaching.

In resource-scarce contexts such as Tamale, headteachers can utilize collaborations with NGOs, directorates of education, and community stakeholders to facilitate training programs. Teacher professional development ultimately guarantees that the workforce is



kept proficient, inspired, and responsive, all of which are essential for learner achievement.

2.6.3 Resource management and utilization

The presence and proper utilization of resources human and material—are essential predictors of academic achievement. Resources encompass textbooks, instructional aids, classrooms, libraries, ICT infrastructure, and experienced teachers. Bush and Glover (2021) assert that when resources are distributed fairly and utilized productively, schools optimize instructional time and enhance learning outcomes.

Headteachers are responsible for mobilizing, distributing, and overseeing the utilization of resources. Nugba (2019) observes that headteachers who make certain that textbooks and instructional materials are well distributed facilitate equitable access to education. In the same way, the tactical deployment of teachers according to subject specialization increases the quality of instruction. Inadequate management of resources, on the other hand, tends to lead to wastage, disparities, and inefficiency, which sabotage performance.

Resource shortages in Ghanaian public schools are not unusual. Successful headteachers counter this by rallying community support, involving PTAs, or instituting innovative measures like rotational use of available materials. For example, a headteacher can institute double-shift systems to decongest classrooms or utilize locally sourced materials as teaching aids.

Additionally, the exercise of fiscal responsibility is most essential. Open management of capitation grants and school funds generates confidence among parents and community members, leading to greater support for school programs. Where resources are well managed, schools create an enabling learning environment that translates into better academic performance for learners.



2.6.4 Collaborative practices

The involvement of head teachers, teachers, parents, and learners develops a culture where there is a shared responsibility in ensuring academic attainment. Bhutto et al. (2024) argue that using participatory decision-making approaches enhances commitment and accountability as stakeholders own the outcomes.

In schools, collaboration can occur through teacher teamwork, active Parent-Teacher Associations (PTAs), as well as partnerships with surrounding communities. In Ghana, schools that foster collaborative practices tend to register better performance. Through teachers' collaboration on lesson planning, peer mentoring, or shared problem-solving, instructional consistency and quality are enhanced. In the same manner, PTAs play their part by mobilizing resources, overseeing student well-being, and reinforcing discipline. Parental involvement enhances accountability as learners receive the same guidance both at school and at home.

School leaders assume a facilitative function in fostering collaboration by establishing transparent communication pathways and promoting inclusive engagement. Frequent staff meetings, professional development workshops, and collaborative school-community initiatives enhance interpersonal connections and synchronize endeavours toward shared objectives.

Although collaboration can at times hinder decision-making because of the requirement for consensus, the advantages of collaboration more than compensate for the weaknesses. Schools that have healthy collaborative cultures become resilient, maintain innovation, and have greater academic achievement. In the Tamale Metropolis, where there are differences in community involvement, schools that effectively involve parents and teachers in decision-making exhibit greater stability in academic performance.



2.6.5 Student welfare and discipline

Academic achievement is strongly related to the degree to which schools offer safe, caring, and orderly environments. Headteachers who put the welfare of their learners first make sure that learners are inspired, attentive, and emotionally nurtured to realize their full potential. Kisiang'ani et al. (2024) assert that when discipline is coupled with guidance, learners internalize good attitudes that improve academic performance.

In Ghana's Junior High Schools, learner welfare includes the provision of counselling services, health and nutrition support, extracurricular activities, and systems for addressing behavioural problems. Schools where headteachers actively monitor attendance, encourage discipline, and provide psychosocial care often show improved results. For instance, counselling interventions enable learners to cope with peer pressure or learning difficulties, thereby improving concentration and academic performance.

Discipline is also necessary for establishing orderly learning environments. Headteachers who consistently and fairly apply rules create expectations that reduce disruptions and increase instructional time. Yet, overly punitive approaches can cause resentment and disengagement. A balanced strategy that blends rules with caring interventions, then, is most effective.

In resource-poor settings such as Tamale, headteachers also work with NGOs and PTAs to assist learner welfare activities like feeding programmes, which have direct implications for attendance and performance. In all, good welfare and discipline practices provide atmospheres that support continued academic success.

2.6.6 Monitoring and assessment

Accountability processes guarantee that teachers and students are held to a commitment of working towards academic achievement. Osei-Kissi (2023) emphasizes that



accountability demands explicit expectations, frequent monitoring of teacher attendance, assessment of instructional quality, and systematic monitoring of learner progress.

Headteachers operationalize accountability through monitoring performance indicators such as the teaching of lessons, learners' assessment outcomes, and attendance of teachers. Regular staff appraisals and peer reviews enhance professional growth while maintaining standards of quality. Additionally, openness in financial management, specifically the use of capitation grants, generates confidence among parents and stakeholders, hence encouraging greater support for the school.

Tracking learner performance is also crucial. Schools that regularly monitor progress through formative evaluations detect learning gaps sooner and implement remedial measures. For instance, holding extra classes for weaker students or mentoring programs for high-flyers improves performance.

Weak accountability mechanisms have led to poor learning outcomes in some schools in Ghana. Good headteachers address this by establishing strong monitoring systems and a culture of transparency. By holding both learners and staff to account, they encourage responsiveness, discipline, and high aspirations, all of which lead to better academic achievement.

2.6.7 Academic performance of learners

Academic performance remains one of the main indicators of school quality, and researchers widely acknowledge the role of headteachers' management practice in driving students' outcomes. Instructional leadership, Kilag and Sasan (2023) argue, has a positive effect on the quality of teaching and learners' achievement through supervision, mentoring, and teachers' professional development. Headteachers who establish clear



academic goals, monitor classroom instruction, and provide constructive feedback are more likely to create environments conducive to higher learner performance.

Evidence also indicates that efficient time and resource management by headteachers influence learning outcomes. UNESCO (2017) indicates that schools where headteachers utilize teaching and learning resources efficiently, and offer adequate instructional time, record better academic performance. The ability to manage human resources—by inspiring teachers, sharing tasks, and managing conflict—is also demonstrated to be a performance driver. Research by Bush (2020) in this regard depicts that collaborative and compassionate leadership styles enable teacher commitment, which translates into greater achievement by learners.

In addition, the creation of a good school climate, as influenced by the leadership of the headteacher, has a direct relationship with academic achievement. Vostal (2020) adds that trust, discipline, and cooperation in schools are usually results of well-practiced management. These contexts encourage innovation among teachers and engagement among students, both necessary for improving academic standards.

In developing contexts, empirical evidence underscores the central role of headteachers in surmounting limitations such as poor infrastructure and limited instructional materials. By deploying adaptive leadership behaviours and mobilizing the community, headteachers bridge resource deficits and sustain performance. In line with this, the literature is in consensus that academic performance is not merely a function of student effort, but a reflection of headteachers' leadership and management practices.



2.7 Challenges facing Headteachers in public Junior High Schools

While headteachers are central to influencing the performance of schools, their success is frequently hampered by a set of challenges. These challenges both emanate from systemic weaknesses as well as contextual realities that cumulatively undermine the ability of headteachers to apply successful management practices. The most prevalent challenges are poor teaching and learning materials, high teacher-pupil ratios, poor parental and community support, low teacher motivation, resistance to change, and excessive administrative workload (Bush & Glover, 2021).

These difficulties are especially pronounced in public junior high schools in Ghana where financing deficiencies, infrastructure inadequacies, and socio-economic disparities militate against education delivery. For example, most schools in the Tamale Metropolis experience classroom, desk, and textbook shortages, while others run under overcrowding and facility constraints. Teacher morale and motivation are also compromised by poor working conditions and lack of appreciation, which further exacerbates performance.

Not only do these constraints complicate the job of headteachers, but they also attenuate the effects of otherwise successful leadership approaches. Even if headteachers employ good management principles like supervision or distributed leadership, structural weaknesses and contextual pressures tend to compromise results. The following subsections discuss each challenge in depth.

2.7.1 Poor teaching and learning resources

The shortage of the right educational materials remains one of the greatest challenges for headteachers. Key elements such as textbooks, libraries, laboratories, information and communications technology facilities, and teaching aids are vital to effective curriculum



implementation. Kabay (2021) illustrates that schools without these materials record lower academic performance and high student dropout or retention rates.

In most junior high schools in Ghana, students have to share few textbooks, and individualized learning becomes a challenge. The crowded classrooms also worsen the situation because the teachers are not able to give adequate instructional support. The headteachers have to improvise by using makeshift materials or teacher creativity to fill the resource shortages. Such practices, though, cannot substitute for the regular provision of good instructional materials.

In addition, a lack of infrastructure such as poorly ventilated classrooms, lack of laboratories, and limited ICT resources lowers the quality of education and limits possibilities for practical application of knowledge. Principals who seek to raise resources from local communities or non-governmental organizations often face financial constraints and variable levels of parental involvement.

Finally, resource scarcity erodes both teacher performance and student achievement. Regardless of the quality of headteachers and teachers, without adequate materials, high standards of learning cannot be maintained. Overcoming this difficulty demands not just good management but also good policy and fiscal measures.

2.7.2 High Pupil-Teacher ratios

Huge class sizes are a common phenomenon in Ghana's public junior high schools, especially in urban centers such as Tamale. Leithwood et al (2020) contend that if teachers have to teach overwhelming numbers of pupils, the quality of teaching will definitely suffer. Under high pupil-teacher ratios, teachers are unable to give proper individual attention, evaluate students suitably, or manage classrooms effectively.



Overcrowding is a characteristic in the Tamale Metropolis, with some classes having more than 60 pupils. Headteachers are under tremendous pressure to keep the schools in order and learning going on despite this limitation. Sadly, large classes diminish the prospects for interactive teaching, group work, and differentiated instruction. Pupils in crowded classrooms tend to feel overlooked, resulting in disaffection and poor attainment.

School administrators often try to remedy the situation through schedule restructuring, shift arrangements, or requesting help from district leaders for more teacher hires. However, such measures rarely address the underlying problem of understaffing. In addition, high teacher-to-student ratios increase workloads, prompting more burnout and absenteeism.

The impact on learning is significant. Overcrowding compromises the quality of instruction, reduces effective monitoring, and limits student participation. Addressing the challenge requires far-reaching reforms, such as the fair allocation of teachers, the recruitment of additional staff, and investment in the construction of more classrooms.

2.7.3 Restricted parental and community participation

Successful school management flourishes in an environment of good collaboration between schools and their communities. Parental and community participation in Ghana's public junior high schools, however, tends to be low. Gwija (2016) observes that poor parental involvement weakens accountability and overburdens headteachers. Brew, Nketiah, and Koranteng (2021) also contend that parental assistance—both financial and emotional directly affects the academic success of students.

For most communities, parents view teaching as a sole preserve of teachers and government, overlooking their support roles. This manifests in poor attendance at Parent-



Teacher Associations (PTAs) meetings, low financial contributions to school development, and inadequate monitoring of children's studies at home. In other instances, economic hardships compel parents to place livelihood above active participation in schools.

For headteachers, limited community support translates into difficulties mobilizing resources, enforcing discipline, or sustaining school development initiatives. For example, schools may struggle to fund minor infrastructure repairs or extracurricular programmes due to low parental contributions. Similarly, lack of parental supervision often leads to absenteeism, truancy, and poor academic performance among learners.

Headteachers try to overcome this difficulty by sensitization sessions, home visiting, and more forceful PTA involvement. Parental involvement, however, continues to be a serious constraint to successful school management without long-term cultural and economic transformation.

2.7.4 Issues of teacher motivation and morale

Teacher motivation is broadly acknowledged as a foundation of education effectiveness, though it continues to be a significant challenge for junior high schools in Ghana. Malunda et al. (2016) add that the lack of appropriate recognition, limited career advancement, and poor working conditions frequently undermine the morale of teachers. In most schools, headteachers have the uphill battle of managing demotivated teachers.

Poor motivation takes many forms, such as absenteeism, tardiness, lack of commitment to lesson planning, and opposition to supervision. These attitudes have a direct influence on student learning outcomes. Teachers who are unenthusiastic or lack professional fulfilment are less inclined to innovate in the classroom, embrace contemporary teaching methodologies, or offer personalized assistance to underachieving students.



In Ghana, low salaries, delayed promotions, and excessive workloads fuel motivation problems. For headteachers, this presents a leadership challenge: promoting accountability without further alienating already undervalued teachers. Successful headteachers try to counteract this by acknowledging teacher efforts, promoting peer encouragement, and providing opportunities for professional development. But in the absence of systemic change regarding remuneration and career advancement, motivation is tenuous.

Eventually, low teacher morale negatively affects the implementation of educational programs, jeopardizes the quality of education, and lowers student performance. As a result, motivation becomes one of the most critical issues requiring instant attention.

2.7.5 Resistance to change

Education reforms frequently require new pedagogical approaches, curriculum revisions, or assessment method changes. Teachers may resist these changes, though, viewing them as unnecessary disruptions or additional burdens. Bush and Glover (2021) point out that resistance to change is a prevalent problem in school leadership, especially when staff members feel left out of decision-making.

In Ghana, innovations like the introduction of continuous assessment schemes, new syllabuses, or the integration of ICT have been greeted with different degrees of resistance from teachers. Some teachers resist new practices for reasons such as inadequate training, fear of failure, or because they are used to established methods. For headteachers, such resistance presents obstacles in introducing innovations aimed at enhancing academic performance.

Resistance occurs when teachers view reforms as top-down impositions by the education authorities with inadequate consultation. In such cases, school leaders must act as go-



between, clarifying policy, providing training, and motivating staff to embrace change. However, this process is often incremental and may result in conflict or tense interpersonal relationships.

Within the context of the Tamale Metropolis, where most schools are already resource-constrained, resistance to change also makes it more difficult to improve performance. Overcoming this involves effective communication, inclusive leadership, and nurturing professional development.

2.7.6 Administrative burden

Headteachers in public junior high schools in Ghana are overwhelmed with administrative tasks that tend to eclipse their instructional leadership responsibilities. Hanks (2023) notes that financial reporting, management of staff, maintenance of infrastructure, and bureaucratic documentation take up a lot of headteachers' time.

This bureaucratic load takes away time from classroom supervision, mentoring of teachers, and direct interaction with pupils. As such, the fundamental role of enhancing teaching and learning is usually undermined. Headteachers, for instance, will spend days preparing reports for district offices instead of observing classrooms or supporting teachers.

The issue is compounded by few administrative personnel in most schools, thus headteachers are forced to undertake clerical duties on top of leadership roles. In resource-poor contexts, headteachers might even oversee school repairs, purchase materials, or resolve community disputes, which further strains their workload.

The contribution on academic performance is significant. As principals concentrate mainly on administrative functions, instructional quality declines, teacher accountability decreases, and pupil academic performance declines. Addressing this problem requires



organizational changes, such as the availability of administrative support personnel, the reduction of bureaucratic tasks, and the decentralization of decision-making authority.

2.8 Teacher motivation and its effect on learners' success

Teacher motivation is one of the most important aspects affecting the quality of education and learner achievement. Motivation defines the degree to which teachers are inclined to put in effort, implement innovative approaches, and be committed to their professional practice. Studies consistently indicate that motivated teachers are more effective, offer superior instructional delivery, and promote greater learner outcomes (Egidi, 2023). On the other hand, if teachers are made to feel devalued, underpaid, or unsupported, their morale is low, resulting in absenteeism, lack of preparation, and disengagement in the classroom, all of which adversely impact learners.

In the junior high school setting in Ghana, the motivation of teachers is particularly important due to persistent challenges, such as large class sizes, lack of teaching resources, and low remuneration. Therefore, headteachers play a critical role in sustaining teacher motivation through recognizing their efforts, providing opportunities for professional development, and involving teachers in decision-making. Studies in sub-Saharan Africa show that schools where teachers feel respected, valued, and empowered tend to have higher learner achievement regardless of resource constraints (Nugba, 2019).

Teacher motivation is therefore not just an individual issue but a systemic one affecting school effectiveness. By making morale-sustaining strategies a priority, headteachers improve instructional quality, develop a positive school culture, and eventually advance academic performance. The following subsections discuss the significance of motivation, challenges eroding it, and how to improve it.



2.8.1 Importance of teacher motivation

The importance of teacher motivation cannot be overstated, as it bears direct consequences for classroom efficacy and student academic achievement. Kubura (2022) posit that highly motivated teachers demonstrate higher commitment, better manage classroom settings, and employ interactive pedagogical methods. Furthermore, Egidi (2023) points out that motivated teachers are more likely to pursue their own professional growth, take part in training activities, and introduce new teaching methodologies, all of which result in enhanced learning outcomes.

In Ghana's junior high schools, where instructional quality is frequently threatened by resource shortages and large classes, motivation is the key to performance maintenance. A motivated teacher is more inclined to put in the extra effort; for instance, conducting extra classes for weaker learners or designing creative teaching aids in spite of the limited resources. Motivated teachers also act as role models, and learners are more likely to adopt positive attitudes towards learning.

Aside from learning gains, motivation also aids in teacher retention. Schools with good morale have fewer instances of teacher absenteeism and turnover, promoting continuity and stability in learning. Such stability is very important for preparing students to take high-stakes exams such as the Basic Education Certificate Examination (BECE).

In conclusion, teacher motivation is not just a requirement for instructional quality, but also for student performance, teacher retention, and school improvement overall. For headteachers, maintaining motivation is thus one of the most strategic means of improving academic results.



2.8.2 Obstacles impacting educator enthusiasm

In spite of its significance, teacher motivation in Ghana is confronted with serious challenges that undermine effective teaching and learning. Mirza (2021) recognizes poor working conditions, low salaries, and inadequate recognition as significant factors that lower morale among teachers in most developing nations. In Ghana's junior high schools, congested classrooms, lack of textbooks, and poor infrastructure provide stressful working environments that dissuade teachers from giving their best.

Heavy workloads also subtract from motivation. Teachers often manage large classes that have a range of learning needs, thus limiting possibilities for individualized teaching. In addition, delayed promotions and unclear career development paths erode enthusiasm and commitment. Afe (2022) observes that without recognition or fair compensation, many teachers disengage, leading to lower instructional quality and impaired student performance.

Another challenge is the lack of parental and community support. When parents fail to monitor children at home and engage in school activities, teachers feel isolated in their responsibility to improve student performance. In some cases, resistance to the monitoring by headteachers lowers staff morale because teachers perceive accountability systems as punitive instead of supportive.

These issues collectively make for a challenging context in which to sustain motivation. If not given proper attention, low morale results in absenteeism, lack of preparation, and resistance to change, all of which undermine academic performance. Removing these obstacles calls for intentional leadership initiative and protective policies.



2.8.3 Strategies for enhancing teacher motivation

Considering the challenges, headteachers are required to employ multifaceted approaches in boosting teachers' motivation. Both extrinsic and intrinsic motivators are vital in maintaining morale and developing teaching quality. Afe (2022) emphasizes recognition and appreciation as effective motivators. Teachers feel appreciated and more committed to their jobs when they are praised, awarded, or publicly recognized.

Staff development activities are also vital. Workshops, in-service training, and mentoring programs not only enhance the competency of teachers but also indicate institutional commitment to teacher development (Nugba, 2019). Through promoting ongoing learning, headteachers foster innovation and professional pride, which is reflected in classroom performance.

Inclusive decision-making is another approach. Bhutto et al. (2024) argue that participatory leadership fosters a culture of ownership and responsibility. Teachers who are involved in planning and curriculum development processes have high levels of motivation to implement policies successfully. Similarly, improvement in working conditions through fair scheduling, manageable workloads, and access to teaching materials reduces stress levels and boosts productivity.

Financial incentives, despite being constrained in numerous educational institutions throughout Ghana, continue to hold significance. Financial allowances, bonuses, or rewards contingent upon performance can serve as external motivators, augmenting intrinsic motivators like dedication and enthusiasm (Egidi, 2023). Furthermore, prospects for career progression perpetuate sustained long-term commitment by offering educators distinct avenues for professional development and acknowledgment.



Overall, teacher motivation needs to be addressed using an integrated approach of recognition, professional growth, participative leadership, conducive working conditions, remunerations, and career advancement. When headteachers effectively apply these measures, they create a motivated and passionate teaching staff that, in turn, enhances students' academic performance.

2.9 Theoretical Framework

A conceptual framework gives the theoretical and analytical context in which the interconnection between headteachers' management practice and students' performance can be explained. It borrows from theories of leadership and management but locates them in the Ghanaian junior high school reality. The framework presumes that headteachers' management and leadership approaches have direct and indirect bearings on the quality of teaching, teacher motivation, school climate, and hence student performance.

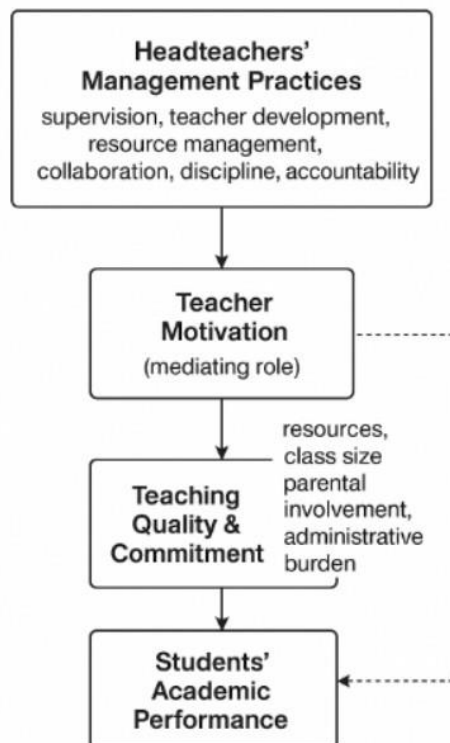


Figure 1: Conceptual Framework (Source: Author's construct, 2024)

At the heart of the model are leadership theories, including behavioural, contingency, democratic, transformational, and distributed leadership, which inform headteachers' engagement with teachers, pupils, and communities. For example, behavioural theories point to the need to balance task-oriented and people-oriented styles, and contingency theory accentuates flexibility in responding to various school settings. Democratic and distributed leadership likewise emphasize collaborative decision-making, and transformational leadership highlights the visionary role of inspiration in engaging teachers and pupils.

Based on these theoretical foundations, the framework identifies the management practices of headteachers as the operational tools that transform leadership into tangible outcomes. These include instructional supervision, professional development of educators, mobilization and management of resources, stakeholder engagement, student well-being and discipline, and the establishment of accountability systems. Each of these practices has a distinct yet related role in shaping the school environment. For example, supervision ensures instructional quality, while professional development improves educator capacity; resource management provides the materials for effective teaching, while collaboration and accountability assure sustainability.

The model also acknowledges that the contribution of these practices is moderated by contextual barriers in the form of poor resources, large pupil-teacher ratios, low parental engagement, teacher motivational problems, and administrative workload. These barriers serve to dilute the effect of leadership practices on pupil outcomes. Successful headteachers, nevertheless, overcome these obstacles through flexibility, creativity, and cooperation.



Finally, student academic performance is the dependent variable in the model, as assessed through outcomes such as exam results, progression rates, and levels of achievement. Headteachers' leadership and management practices are the independent variables, and contextual factors are intervening variables with the potential to strengthen or undermine the relationship.

In summary, the theoretical model illustrates that learner achievement is not exclusively a product of individual learner effort but instead is a product of a complex interaction between leadership theories, headteachers' management practices, and public junior high schools' unique contextual conditions. Through the adoption of successful leadership styles, implementation of sound management practices, and addressing contextual issues, headteachers can create conducive environments that significantly improve learning outcomes.

2.10 Chapter Summary

The literature reviewed demonstrates that effective school leadership and management practices are critical determinants of student academic performance. The discussion began by clarifying the concept of management practices in education, emphasizing their functions of planning, organizing, leading, and controlling, which provide the foundation for effective school administration. The role of headteachers in Ghana's basic schools was highlighted, showing that they serve not only as administrators but also as instructional leaders who influence teacher performance, school culture, and student achievement.

Various leadership and management theories including behavioural, contingency, democratic, transformational, and distributed leadership — were examined to provide theoretical lenses for understanding school leadership. These models illustrate how different leadership approaches affect teacher motivation, collaboration, and



accountability, thereby shaping school outcomes. Empirical evidence indicates that headteachers' practices such as instructional supervision, teacher professional development, resource management, collaboration, and accountability significantly improve learning outcomes when effectively implemented.

At the same time, the review identified challenges that hinder headteachers' effectiveness, including inadequate resources, overcrowded classrooms, weak parental involvement, teacher demotivation, resistance to change, and heavy administrative workloads. Teacher motivation emerged as a central theme, functioning as a mediating factor that either enhances or weakens the effectiveness of headteachers' practices.

The conceptual framework developed from this review positions headteachers' management practices as the independent variable, student performance as the dependent variable, teacher motivation as a mediating factor, and resource availability, parental support, and administrative demands as contextual influences. This framework sets the foundation for analysing the relationship between headteachers' management practices and students' academic performance in the Tamale Metropolis.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the approach used in conducting this research. It outlines the philosophy of the study, the research design, sampling plan which consists of the sample size and sampling techniques, data types and sources, methods of data collection and analysis, ethical considerations, as well as reliability and validity concerns. It is preceded by a brief description of the study area, situating the presentation in the context of basic education and management.

3.2 Brief Profile of the Study Area

3.2.1 Location and size

The Northern Region consists of 16 districts, including Tamale Metropolis. The region's centre the Tamale Metropolis is bounded to the west and north by the Sagnarigu Municipality, to the east by Mion District, to the south by East Gonja, and to the south-west by Central Gonja. Situated between latitudes $9^{\circ}16' 9''$ North and longitudes $0^{\circ} 36'$ and $0^{\circ} 57'$ West, the Metropolis has a projected total land area of the 646.90180 square kilometres (Ghana Statistical Service, 2010). and consists of 115 communities.

Serving as the Metropolis's food supply, the majority of rural villages have sizable tracts of land used for agriculture. These villages still lack fundamental social and economic infrastructure, such as well-maintained roads, school buildings, hospitals, marketplaces, and recreational areas, which makes it difficult to promote socioeconomic growth, combat poverty, and lessen the widespread phenomenon of rural-urban migration. The accomplishment of the Sustainable Development Goals (SDGs) is hampered.



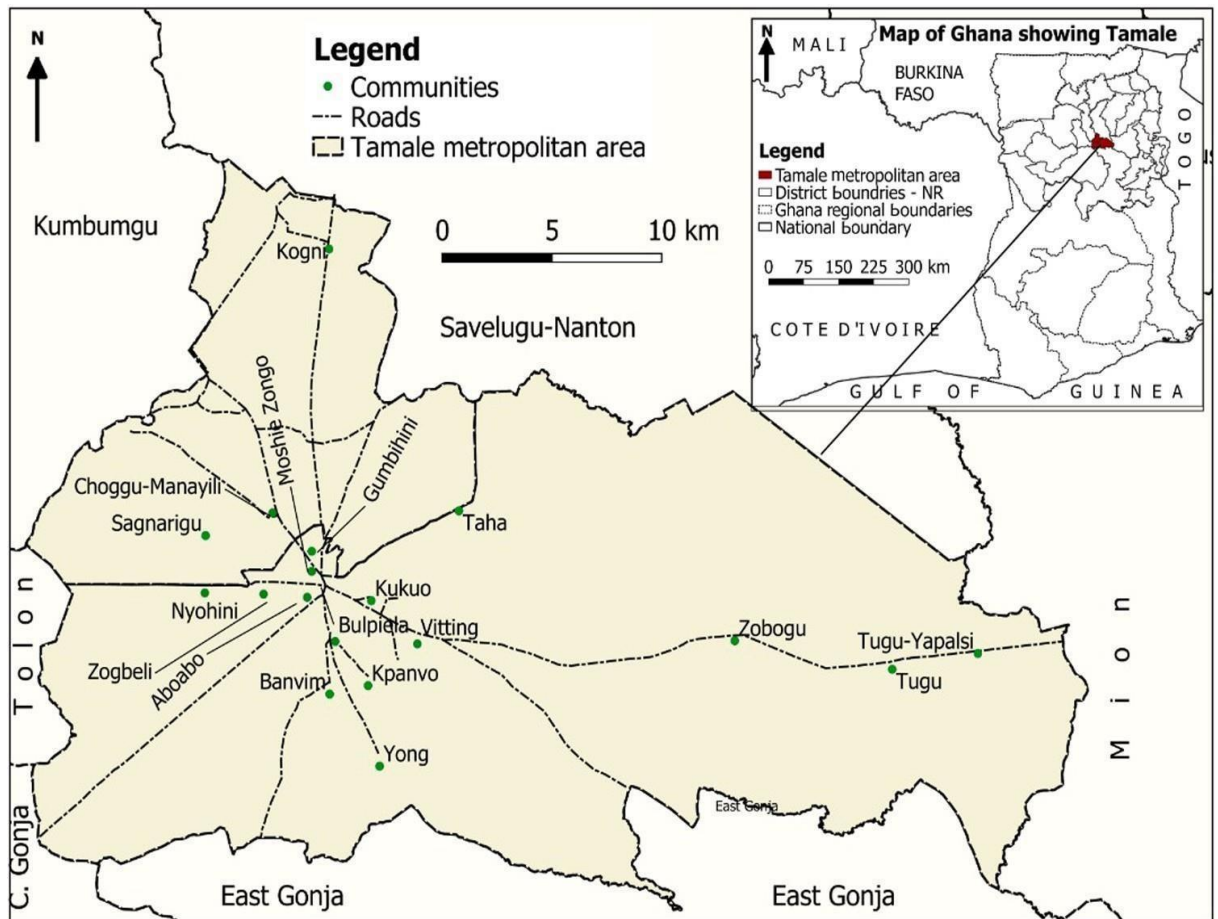


Figure 2: Map of Tamale Metropolitan Area (Source: Ghana Statistical Service, 2014)

3.2.2 Education

Tamale is the main educational hub for Northern Ghana. There are currently 742 schools in the city. This includes 14 senior high schools, 112 junior high schools, 304 primary schools, and 94 kindergartens. The remaining institutions consist of two colleges of education, two public universities, two private universities, and two technical/vocational schools as well as other health-related institutions. For purposes of this study, the focus is on junior high schools, which is the scope of the study.

3.2.3 Demographic characteristics

From the 2021 Ghana Statistical Service's Population and Housing Census report, the metropolis's population was 374,744. According to the 2021 Population and Housing



Census the population of Tamale was 374,744 (GSS2021). The number of males was 185,051 (49.4%) while the number of females was 189,693 (50.6%). The annual population change of the area is about 4.9%, with a population density of about 851/sq km. About 144,414 people are between the ages of 0-14 while 654 are 65 years and above. Age cohort 15-64 has the highest population of about 217,676. The census report further states close to 69.8% of the total population to be literates while the remaining 30.2% are illiterates.

3.3 Research Design

Yim and Schwartz-Shea (2022) emphasize that research design is a critical component of the study process, as it must be appropriately structured to collect relevant data, draw accurate inferences, and evaluate key variables. This study employed a mixed-methods approach using a convergent parallel design, grounded in a pragmatic paradigm. This design was selected to provide a comprehensive understanding of the contribution of headteachers' management practices to learners' academic performance in public Junior High Schools in the Tamale Metropolis.

According to Garrison (2023), the convergent parallel design is a widely accepted strategy in mixed-methods research, allowing for the simultaneous collection and independent analysis of both qualitative and quantitative data. While questionnaires were used to collect quantitative data, headteachers and teachers were interviewed to obtain qualitative insights into their experiences and perceptions of learners' academic performance for this study.

3.4 Population

Boye and Kusi (2023) intimated that a population is a collection of persons or things which have similar traits and are of interest to the researcher. Another way to define it would be the study of a broad field that is intriguing, for which investigation proves



pertinent and useful to a study. The target population was all junior high school teachers, headteachers, and parents in the Tamale metropolis in the Northern Region. The accessible population was 100, consisting 10 headteachers, 80 teachers, and 10 parents in the 10 junior high school (JHS) in the Tamale Metropolis.

3.5 Sampling Technique

Fasih, Izadpanah, and Shahnava (2018) define sampling as a research approach in which a pre-selected subset of respondents from a target group is chosen to serve as a representative sample of the population. To establish an appropriate sample size for the study, the Metro Director of Education supplied an updated list of all the headteachers and teachers in the 10 junior high schools in the Tamale Metropolis in the Northern Region. Then, the researcher selected 10 headteachers, 80 teachers, and 10 parents through a census sampling method to sum up to 100 respondents for the study. The headteachers, teachers, and parents were selected for the study because they were directly involved in the management of the schools and possess firsthand knowledge of the managerial practices employed.

Table 1: Composition of the Sample for the Study

Name of Schools	No. of Teachers	No. of Headteachers	No. of Parents
A	8	1	1
B	8	1	1
C	8	1	1
D	8	1	1
E	8	1	1
F	8	1	1
G	8	1	1
H	8	1	1
I	8	1	1
J	8	1	1
Total	80	10	10



Source: Field Survey (2024)

3.6 Instruments for Gathering Data

3.6.1 Questionnaire

The primary data collection instrument used in this study was a structured questionnaire designed to elicit responses from headteachers, teachers and parents. Willmott et al (2022) explained that a questionnaire is a tool used in research to gather information for decision-making. Questionnaires for this study were designed based on the research questions or the objectives. The questionnaires were distributed to the respondents and retrieved after two weeks and collected them for screening, coding, and cleansing. The questionnaire consisted of both close-ended and Likert scaled items to allow for uniform analysis and quantitative interpretation (Baburajan et al., 2020). It was divided into thematic sections aligned with the research objectives, such as management practices, challenges and learner academic performance. The instrument was self-administered to ensure clarity and minimize interviewer bias. Participants were assured of confidentiality and anonymity, encouraging earnest responses. The questionnaire was pre-tested to improve reliability and validity before actual data collection.

3.6.2 Interview

A semi-structured interview guide was employed as part of the data collection instruments to complement the questionnaire responses and gain deeper insight into the specific management practices employed by headteachers in the selected public junior high schools in the Tamale Metropolis. The interview guide consisted primarily of open-ended questions, aligned with the study's objectives to explore school leadership strategies, the perceived effects on learner academic performance, and challenges encountered in the implementation of management practices.



The target interviewees were headteachers, whose managerial experiences and roles directly relate to the subject under investigation. The semi-structured format allowed the researcher to maintain consistency across interviews while also offering flexibility to ask probing questions and follow-up on emerging issues. This approach enabled the collection of rich, contextualized data that clarified and deepened understanding of patterns observed in the questionnaire results.

The interviews were conducted in-person at times convenient for the headteachers, often within their school environments to ensure comfort and minimize disruption to their duties. Each interview lasted approximately 30-45 minutes. The researcher ensured that the interview questions were framed in accessible language to encourage honest, reflective responses from participants.

As emphasized by Bhattacharjee (2025), semi-structured interviews provide opportunities for researchers to clarify responses, probe further into responses, and capture insights that may not emerge in structured instruments. Kusi (2025) similarly noted that this method allows for a natural and conversational flow, which helps participants to express their experiences in their own terms. Within the context of this study, the semi-structured interview technique offered valuable perspectives that enriched the understanding of how headteachers' management practices are enacted and how they influence learner academic outcomes.

3.6.3 Observation

Hedayati (2019) explains that participant observation is a tool used by researchers to gather information for primary research by employing intelligence to watch participants as they conduct their business at their work stations. Using observation approach in this research, the researcher took part in some of the activities such as teaching, issuing of books at some schools and marking of lesson note books. The researcher used a field



note book and recorded staff behaviour and students' behaviour as well. The observation approach was used in all the schools. Before and after the interview sessions, as well as on specific occasions during the school visits, observations were conducted at the schools on the following topics, as agreed upon by the principal actors: the researcher observed how lessons were presented, and the use of technology and other teaching and learning resources to improve teaching and learning.

3.6.4 Pretesting of instrument

Jacobson, McDuff, and Monroe (2015) asserted that the goal of pretesting is to work out any bugs in the instrument so that respondents in the study area will not have any trouble completing it. It also allows for a preliminary analysis to determine whether the questions' format and wording are appropriate.

To ensure the validity and reliability of the study tools in this study, a pretesting was carried out at the Savelugu Municipal JHS. The pretesting had two purposes: first, it helped the researcher identify items that needed to be changed or corrected because they were improper, and second, it helped him identify and rephrase some questions that appeared ambiguous or unclear. The final draft of the instrument had fresh concepts and pertinent topics that came from the exercise.

3.6.5 Validity and reliability

- **Validity**

The extent to which a test captures what it is intended to capture is known as its validity. The questionnaire's validity as well as its content were both examined by the researcher (Jacobson et al., 2015). The coordinator and other research professionals were given the questionnaire to carefully examine the items for correct construction. This was carried out to support the instrument's face validity. The researcher was able to determine the questionnaire's content as well as face validity through pretesting.



- **Reliability**

The extent to which a research instrument produces identical information or outcomes after several trials is known as its reliability (Jacobson et al., 2015). The degree to which the same collection of people is consistently scored by the same measuring devices under the same circumstances on several occasions is known as reliability.

First of all, in this study, the dependability was that standards Likert-type scale and items and multiple-choice questions were adopted. The Sagnarigu of Municipality, which shares similar characteristics with the study area, was one of the randomly selected junior high school teachers, 10 headteachers, and 10 parents who participated in the pretesting of the instrument. The data collected from the responses to the two tests was computed and correlated. According to the dependability test, Cronbach alpha is 0.78.

3.7 Data Collection Method

After the university accepted the research idea approved the research topic, the researcher sent an ethical clearance letter from the University to the Tamale Metro Director of Education for permission to conduct the study, which was granted. The researcher then made courtesy calls to every member of the sampled population to inform them of the study's objectives. After that, the researcher gave the copies of the questionnaire to the respondents at each school in person, the fully completed questionnaires were retrieved after two weeks.

Data cleansing is a process of removing all information that is not relevant to the collected data, ensuring that the dataset is accurate and usable. On the other hand, data coding involves assigning numbers to the data, facilitating easier input and processing by computers. Together, these processes enhance the quality and efficiency of data management.



3.8 Data Analysis

The data, collected was examined and basic descriptive statistics such as percentages and frequencies were employed. First of all, the data was cleansed and inconsistencies in the data as well as any gaps that needed to be filled were the goal of the cleaning process. A codebook for the survey was made in order to record the responses. The Statistical Package for Social Sciences (SPSS) software program (version 26.0) was then used to compute the data. Frequencies and percentages were used to assess and respond to each study research question; the results were then presented in tables interpreted and analysed.

3.9 Ethical Consideration

Ethical approval was sought and obtained from the University for Development Studies Research Ethics Committee before the commencement of data collection. Informed consent was secured from all participants after explaining the purpose, procedures and potential risks and benefits of the study. Respondents were assured of their anonymity, confidentiality and voluntary participation, with the option to withdraw any time without consequence. The researcher ensured that no form of coercion, depression or harm was inflicted on participants. Data collected was securely sorted and used strictly for academic purposes. These ethical measures ensured compliance with standard research protocols and integrity (Nasir, Khan, Qureshi, Rafiq, & Rasheed, 2024).



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the investigation's results. It also displays descriptive information from the closed-ended survey given to a hundred participants comprising of headteachers, teachers, and parents. The chapter first captures the analysis of data for age, gender, education, and teaching experience of the participants. Additionally, it consists of the key information intended to answer the study questions, presented, analysed, and discussed.

4.2 Respondents' demographic information

This section presents the demographic characteristics of the study participants, which include headteachers, teachers and parents from the selected junior high schools in the Tamale Metropolis. Understanding the demographic distribution is essential, as it provides context to the responses and helps interpret the findings accurately. Key demographic variables examined include gender, age, educational qualification, years of teaching or administrative experience and roles within the school system. These attributes offer insight into the background of the respondents and their potential influence on students' academic performance and the implementation of management practices (Nzoka & Orodho, 2014).

4.2.1 Gender of respondents

The gender distribution of respondents, highlighting the male and female is presented below.



Table 2: Gender of Respondents

Gender	Frequency	Percentage
Male	48	48
Female	52	52
Total	100	100

Source: Field Survey (2024)

Table 2 reveals the gender distribution among the respondents, with females slightly outnumbering males. Out of 100 participants, 52 were female (52%), while 48 were male (48%). This indicates a relatively balanced gender representation, with a modest female majority. The presence of more female respondents suggests growing female participation in educational roles within the Tamale Metropolis, particularly among teachers and parents. Such gender inclusivity may positively influence school management practices and contribute to diverse perspectives in decision-making processes that support students' academic achievement.

4.2.2 Age of Respondents

Table 3 presents the age distribution of respondents, providing insights into their maturity, experience and potential influence on school management.

Table 3: Age of Respondents

Age	Frequency	Percentage
25 – 34	50	50
35 – 44	30	30
45 and above	20	20
Total	100	100

Source: Field Survey (2024)



Table 3 presents the age distribution of the respondents. The majority (50%) are between the ages of 25-34, indicating that a significant portion of participants are relatively young and likely to be in the early or mid-stages of their professional careers. Respondents aged 35-44 make up 30%, reflecting a more experienced group, while those aged 45 and above constitute 20%, representing the most senior and possibly longest-serving professionals. This distribution suggests a youthful and active workforce in the education sector, with a blend of experience that supports effective management practices and contributes to learners academic performance.

4.2.3 Educational qualification of respondents

The study also gathered information on the academic qualifications of respondents. The details are presented in the table below.

Table 4: Educational Qualification of Respondents

Qualification	Frequency	Percentage
Master's Degree	25	25
Bachelor's Degree	35	35
Diploma	40	40
Total	100	100

Source: Field Survey (2024)

Table 4 presents the educational qualifications of the respondents. The data shows that the majority (40%) of respondents hold diploma qualifications, followed by 35% with bachelor's degrees, and 25% with master's degrees. This distribution suggests that most of the participants possess foundational to mid-level academic credentials, which is common in the basic education sector. The presence of a significant proportion of bachelor's and master's degree holders also indicates a fair level of academic advancement among the respondents. This diversity in qualifications likely contributes



to varied perspectives on school management practices and their impact on students' academic performance in the Tamale Metropolis.

4.2.4 Teaching experience of respondents

The study also gathered data on the length of time teachers have been engaged in the teaching profession. The details of their years of experience are presented in the table below.

Table 5: Teaching Experience of Respondents

Years	Frequency	Percentage
1 – 6	40	40
7 – 12	25	25
13 – 18	20	20
19 and above	15	15
Total	100	100

Source: Field Survey (2024)

Table 5 illustrates the teaching experience of respondents. The majority (40%) have between 1-6 years of experience, indicating a relatively young and possibly recently recruited cohort of educators. Respondents with 7-12 years of experience constitute 25%, while 20% have served between 13-18 years. Only 15% of the participants have 19 or more years of teaching experience, representing the most seasoned professionals. This distribution suggests a workforce that is predominantly early- to mid-career, with a blend of experience levels. Such diversity may influence the implementation and perception of headteachers' management practices and their impact on learner academic performance in the Tamale Metropolis.



4.3 Responses to the investigative question 1:

What specific management practices are employed by the heads of public junior high schools in the Tamale Metropolis?

Respondents were asked to indicate whether or not they agree to various statements regarding management practices employed by headteachers to enhance teaching and learning in public junior high schools in the Tamale Metropolis. The result is displayed in Table 6.

Table 6: Specific management practices employed by the Headteachers of Public Junior High Schools

Statement	Response	Frequency	Percentage
The headteacher monitors and supervises teaching and learning effectively of teachers:	Strongly agree	40	40%
	Agree	35	35%
	Neutral	15	15%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%
Headteacher organises regular staff meetings to address performance and challenges:	Strongly agree	47	47%
	Agree	28	28%
	Neutral	12	12%
	Disagree	8	8%
	Strongly disagree	5	5%
Total		100	100%
Headteacher delegates responsibilities to staff appropriately:	Strongly agree	35	35%
	Agree	40	40%
	Neutral	10	10%
	Disagree	10	10%
	Strongly disagree	5	5%
Total		100	100%
Headteacher provide opportunity to teacher professional development:	Strongly agree	50	50%
	Agree	30	30%
	Neutral	10	10%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%



Headteacher ensures adequate provision of teaching and learning materials:	Strongly agree	30	30%
	Agree	40	40%
	Neutral	15	15%
	Disagree	10	10%
	Strongly disagree	5	5%
Total		100	100%
Headteacher actively and fairly maintains discipline among learners:	Strongly agree	55	55%
	Agree	25	25%
	Neutral	10	10%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%
PTA involvement in decision-making:	Strongly agree	25	25%
	Agree	40	40%
	Neutral	20	20%
	Disagree	10	10%
	Strongly disagree	5	5%
Total		100	100%

Source: Field Survey (2024)

The findings presented in Table 6 provide crucial insights into the specific management practices employed by headteachers of public Junior High Schools in the Tamale Metropolis. These insights directly support the first objective of this study, which seeks to examine the various strategies headteachers utilize in administering their schools. The data reveal that the majority of respondents perceive these headteachers as engaging in key leadership activities that align with established educational management standards.

One of the most prominently endorsed practices is the involvement of teachers and, to a lesser extent, parents in decision-making processes. Seventy-five percent of respondents (40% strongly agree, 35% agree) affirmed that headteachers adopt a participatory leadership approach by involving key stakeholders in critical decisions related to curriculum planning, disciplinary procedures, and school operations. This form of democratic leadership, as described by Adedeji and Poji (2023), is crucial for promoting



ownership, collective responsibility, and transparency. In the context of the Tamale Metropolis, where school systems are influenced by communal values and resource constraints, shared decision-making fosters trust and encourages the pooling of ideas and efforts toward academic improvement.

Another widely acknowledged management practice is the monitoring and supervision of teachers. Approximately 75% of the respondents (47% strongly agree, 28% agree) indicated that headteachers frequently engage in classroom observations, performance evaluations, and feedback provision. This finding aligns with the work of Bush and Glover (2021), who assert that instructional supervision is a core responsibility of school heads that significantly enhances the quality of teaching. In the public schools of Tamale Metropolis, such supervision is vital for ensuring curriculum adherence, addressing professional gaps, and promoting pedagogical consistency, thereby contributing to the second research objective, which seeks to assess how management practices influence learner performance. Effective supervision, as Leithwood, Sun, and Pollock (2017) argue, helps teachers refine their instructional strategies and fosters a culture of accountability.

The data also show that regular staff meetings are a consistent feature of school management, with 75% of respondents (35% strongly agree, 40% agree) confirming their regular occurrence. These meetings serve as collaborative forums where teachers and school leaders exchange feedback, review school policies, and plan instructional activities. Fullan (2015) emphasizes that communication is central to educational leadership, as it fosters cohesion, shared vision, and responsiveness to emerging challenges. In the context of the Tamale Metropolis, where schools often face infrastructural and pedagogical constraints, regular meetings help align team efforts and ensure coordinated responses to both academic and administrative issues.



In terms of internal delegation, the study found strong evidence that responsibilities are frequently assigned to staff members. With 80% of participants (50% strongly agree, 30% agree) supporting this, it is evident that many headteachers adopt distributed leadership models. Modeste et al. (2020) and Tambe Ebot (2018) argue that empowering teachers through role delegation not only relieves managerial workload but also cultivates leadership skills and professional commitment among staff. In the studied schools, this approach enhances collaborative decision-making and improves the efficiency of school operations. The delegation of duties-ranging from coordinating subject areas to managing extracurricular programs-ensures that schools are managed effectively even amid staffing challenges.

Professional development for teachers was another area that received considerable support, with 70% of respondents acknowledging headteachers' efforts in this regard. In-service training, workshops, peer support systems, and mentoring programs are evidently part of the school management culture. This practice is particularly crucial in a context like the Tamale Metropolis, where teachers may have low academic qualifications or limited access to resources. As noted by Darling-Hammond and Cook-Harvey (2018), teacher development enhances classroom effectiveness, learner engagement, and learning outcomes. The second objective of this study, which examines how these practices contribute to academic performance, is clearly reflected here. Equipping teachers with current pedagogical tools and knowledge ultimately improves the quality of education delivered to learners.

Equally significant is the provision of teaching and learning materials. The study found this to be the most highly rated management practice, with 80% agreement (55% strongly agree, 25% agree). According to Malinen and Savolainen (2016), resource availability is a fundamental prerequisite for effective teaching. In the Tamale



Metropolis, where many schools face material shortages, headteachers' efforts to secure and allocate essential resources such as textbooks, science equipment, and ICT tools play a vital role in shaping student learning experiences. Nugba (2019) asserts that well-resourced schools are more likely to maintain higher academic performance, supporting this study's second objective.

Learner discipline, while generally viewed positively, received slightly lower affirmation with 65% agreement (25% strongly agree, 40% agree) and a notable 20% neutrality. This suggests that while headteachers do implement disciplinary systems, the consistency and perceived fairness of these systems may vary. Alemu (2023) stresses that maintaining discipline is crucial for creating a safe and conducive learning environment. However, in some schools within the metropolis, challenges such as large class sizes, limited parental involvement, or inconsistent enforcement may hinder discipline efforts. Donkoh et al. (2023) caution that disparities in discipline enforcement can lead to uneven academic results across schools. This concern also intersects with the third research objective, which seeks to identify the challenges headteachers face in executing effective management practices.

The study also found that Parent-Teacher Association (PTA) involvement in school decision-making is a recognized management practice among headteachers in the Tamale Metropolis. According to the data, 25% of respondents strongly agreed and 40% agreed that PTAs are actively involved in school decisions, making a combined 65% positive response. Meanwhile, 20% remained neutral, 10% disagreed, and 5% strongly disagreed. This reflects a generally favourable perception, though with some variability in implementation. PTA involvement is essential in promoting transparency, accountability, and collective responsibility in managing school affairs. As Gwija (2016) and Brew, Nketiah, and Koranteng (2021) suggest, such involvement enhances learner academic



performance through both direct and indirect parental support. However, the neutral and disagreeing responses suggest that in some schools, engagement may be hindered by factors such as limited parental literacy or unclear communication structures. Effective school leadership, as noted by Donkoh et al. (2023), is needed to strengthen and standardize PTA participation.

The interpretation of Table 6 provides strong evidence that headteachers in the Tamale Metropolis engage in a range of management practices that are foundational to effective school leadership. These practices—decision-making inclusion, teacher supervision, regular meetings, delegation, professional development, resource provision, and discipline enforcement—not only fulfil the operational needs of schools but also have demonstrable impacts on learners' academic performance. At the same time, the data suggest that implementation may not be uniform across all schools, indicating potential structural and contextual challenges. Therefore, the findings contribute meaningfully to this study by documenting current practices, linking them to academic outcomes, and highlighting areas for strategic improvement in educational leadership.

4.4 Responses to the investigative question 2:

How do the management practices contribute to the academic performance of students in the public Junior High Schools in Tamale Metropolis?

The following assertions about how management practices contribute to students' academic performance in the public junior high schools in Tamale Metropolis were put to the respondents, asking them to indicate whether they agreed or disagreed. The outcomes are presented in Table 7.



Table 7: Contribution of Headteachers' Management Practices on students' Academic Performance

Statement	Response	Frequency	Percentage
Headteacher's leadership to improvement in learners' academic performance:	Strongly agree	50	50%
	Agree	30	30%
	Neutral	10	10%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%
Monitoring and supervision by the headteacher enhance academic performance	Strongly agree	30	30%
	Agree	35	35%
	Neutral	20	20%
	Disagree	10	10%
	Strongly disagree	5	5%
Total		100	100%
Professional development for teachers improves teaching and learning outcomes.	Strongly agree	55	55%
	Agree	25	25%
	Neutral	10	10%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%
Involvement of parents through PTA supports academic achievement.	Strongly agree	40	40%
	Agree	35	35%
	Neutral	15	15%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%
Setting of clear academic goals learners' focus and results.	Strongly agree	30	30%
	Agree	35	35%
	Neutral	20	20%
	Disagree	10	10%
	Strongly disagree	5	5%
Total		100	100%

Source: Field Survey (2024)

The data in Table 7 presents respondents' views on how headteachers' management practices influence the academic performance of students in public junior high schools in the Tamale Metropolis. The responses reflect a generally positive perception,



supporting the notion that effective leadership contributes significantly to student achievement (Huguet, 2017).

To begin with, when asked whether headteachers' leadership has led to improvement in student academic performance, 50 out of 100 (50%) strongly agreed, while 30 respondents (30%) agreed. This cumulative 80% agreement highlights the perceived impact of school leadership on academic outcomes. Only a small portion remained neutral (10%) or disagreed (5% each for "disagree" and "strongly disagree"). This aligns with the findings of Hallinger and Heck (1996), who emphasized that leadership is a key driver of school effectiveness, particularly through setting academic expectations and fostering instructional improvement.

On the aspect of monitoring and supervision, 30 respondents (30%) strongly agreed and 35 (35%) agreed that the headteacher's supervision enhances student performance. This 65% combined agreement suggests that respondents value the role of continuous instructional supervision in driving student outcomes. As per Asare (2018), effective supervision ensures that teachers stay accountable, curricula are followed, and instructional quality is maintained-factors that are essential for academic success.

With regard to professional development, 55 respondents (55%) strongly agreed and 25 (25%) agreed that such initiatives improve teaching and learning outcomes. This 80% positive response affirms the importance of capacity building for teachers. Kusi (2025) argues that investing in teacher development equips them with modern pedagogical skills and boosts their confidence, which ultimately enhances classroom delivery and learner outcomes.



The role of parental involvement, especially through the PTA, was also seen as vital. A total of 75% of respondents either strongly agreed (40 respondents) or agreed (35 respondents) that PTA involvement supports student achievement. Only a minority remained neutral (15%) or disagreed. This finding supports Epstein's (2001) framework identifies parental engagement as a core component of school improvement. When parents collaborate with school leaders through structures like PTAs, they contribute to better decision-making and learner motivation.

Finally, setting of clear academic goals was also perceived as a strong contributor to learners' success. 30 respondents (30%) strongly agreed and 35 (35%) agreed that clear academic targets enhance student focus and achievement. This again totals 65% agreement, indicating that structured leadership with well-defined goals fosters a sense of purpose among students and teachers. Kouni et al. (2018) argue that goal-setting is a key function of transformational leadership, providing direction and focus which are essential for sustained academic performance.

In summary, the data from Table 7 provides strong evidence that the majority of respondents recognize and affirm the contribution of headteachers' management practices to student academic performance. The results support existing literature that emphasizes leadership, supervision, teacher development, parental involvement, and goal-setting as integral components of effective school management. These findings validate the second objective of the study and demonstrate that leadership practices at the school level have a measurable and meaningful impact on students' academic outcomes.

4.5 Responses to the investigative question 3.

What challenges do headteachers of public Junior High Schools in the Tamale Metropolis face in implementing effective management practices?



Subsequent assertions on some of the difficulties headteachers have in running the educational institution were given to the respondents to determine whether or not they agreed with them. Table 8 displays the outcome.

Table 8: Challenges in implementing management practices

Statement	Response	Frequency	Percentage
Inadequate resources hinder effective school management.	Strongly agree	35	35%
	Agree	40	40%
	Neutral	20	20%
	Disagree	3	3%
	Strongly disagree	2	2%
Total		100	100%
Lack of teacher cooperation limits implementation of school polices.	Strongly agree	30	30%
	Agree	45	45%
	Neutral	15	15%
	Disagree	5	5%
	Strongly disagree	5	5%
Total		100	100%
Low parental involvement weakens support for school management.	Strongly agree	55	55%
	Agree	30	30%
	Neutral	13	13%
	Disagree	1	1%
	Strongly disagree	1	1%
Total		100	100%
Teacher absenteeism is a recurring challenge.	Strongly agree	20	20%
	Agree	35	35%
	Neutral	15	15%
	Disagree	20	20%
	Strongly disagree	10	10%
Total		100	100%
Headteachers need more training and support to manage schools effectively.	Strongly agree	30	30%
	Agree	20	20%
	Neutral	20	20%
	Disagree	15	15%
	Strongly disagree	15	15%
Total		100	100%

Source: Field Survey (2024)



Table 8 presents the perspectives of respondents regarding the challenges headteachers face in implementing effective management practices in public junior high schools within the Tamale Metropolis. The responses reflect a wide recognition of systemic and institutional barriers that constrain school leadership and impact learner outcomes.

A key challenge identified is the issue of inadequate resources, which was acknowledged by 75% of respondents-35 (35%) strongly agreed and 40 (40%) agreed. Only 5% of respondents disagreed, while 20% remained neutral. This overwhelming agreement affirms that limited access to teaching and learning materials, infrastructure, and financial support significantly hinders effective school management. As noted by Bush and Glover (2021), the availability of physical and material resources is fundamental to the implementation of any school improvement plan. In low-resource settings such as those in the Tamale Metropolis, headteachers often operate under constrained budgets and logistical barriers, making it difficult to implement strategic goals and instructional supervision effectively.

The second challenge-lack of teacher cooperation-was also broadly acknowledged. A combined 75% of respondents agreed (30% strongly agree; 45% agree) that limited collaboration from teachers negatively affects school management. This finding highlights the importance of staff commitment in achieving institutional objectives. According to Kouni et al. (2018), successful school leadership is characterized by strong teacher engagement and collective responsibility. Where such cooperation is lacking, even the best leadership strategies may fail to produce desired results. Respondents' agreement here suggests that leadership success in the studied schools is sometimes undermined by resistance, non-compliance, or apathy among staff.

Low parental involvement emerged as another critical challenge. A striking 85% of respondents either strongly agreed (55%) or agreed (30%) that insufficient participation



from parents undermines school management. Only 2% of respondents disagreed, and 13% remained neutral. This supports findings by Brew et al (2021), who stressed that parental involvement is not only key to student motivation and discipline but also central to school resource mobilization and accountability. In contexts like Tamale, where socio-economic factors and literacy levels can limit parental engagement, headteachers often struggle to build strong partnerships with parents and local communities, weakening their ability to manage schools inclusively and effectively.

On the issue of teacher absenteeism, the responses were more varied. While 55% of respondents agreed it was a challenge (20% strongly agree; 35% agree), 30% disagreed (20% disagree; 10% strongly disagree), and 15% remained neutral. This spread suggests that teacher absenteeism may not be uniformly experienced across all schools. However, the majority recognition of its impact is significant. As noted by Adedeji and Poji (2023), absenteeism compromises curriculum coverage and disrupts classroom routines, putting pressure on headteachers to find short-term remedies, often at the expense of strategic planning.

Finally, the need for additional training and support for headteachers was recognized by 50% of respondents (30% strongly agree; 20% agree). An equal proportion-30%-remained neutral, while another 30% disagreed (15% disagree; 15% strongly disagree). This suggests mixed perceptions among respondents, possibly reflecting differences in the availability of leadership development opportunities across schools. Nonetheless, the agreement of half the respondents aligns with Darling-Hammond and Cook-Harvey (2018), who advocate for continuous leadership development as essential to sustaining school improvement. In the Tamale Metropolis, where headteachers often assume administrative roles with limited formal training in educational leadership, ongoing support through workshops, mentoring, and policy guidance is crucial.



In conclusion, the findings from Table 8 offer compelling evidence that headteachers in public junior high schools in the Tamale Metropolis face significant challenges in executing their management roles effectively. These include inadequate resources, insufficient staff collaboration, low parental involvement, and in some cases, teacher absenteeism and limited training opportunities. These barriers, if unaddressed, can undermine the very practices that contribute to student success. The insights provided here address the third research objective and reinforce the call for a systemic approach to strengthening school leadership through resource provision, professional development, and stakeholder collaboration.

4.6 Interview for Headteachers

In addition to the questionnaire, qualitative data were gathered through semi-structured interviews with headteachers in selected public junior high schools within the Tamale Metropolis. The purpose of these interviews was to gain deeper insights into the specific management practices they employ, how these practices affect students' academic performance, and the challenges they face in executing their leadership responsibilities.

4.6.1 Specific management practices employed

The responses from the interviews revealed that headteachers adopt a variety of management strategies in their day-to-day administrative functions. These include regular classroom supervision, scheduling periodic staff meetings, delegating duties to teaching and non-teaching staff, and involving the Parent-Teacher Association (PTA) in school decision-making. One headteacher remarked:

"Monitoring lessons and checking lesson notes help ensure that teachers are on track. We hold weekly meetings to discuss academic issues and identify areas for improvement."



This reflects the application of instructional leadership and participatory management, which are essential components of effective school leadership as highlighted by Bush and Glover (2021). Furthermore, several headteachers stressed the importance of in-service training and peer support to enhance teaching quality. These initiatives are consistent with Darling-Hammond and Cook-Harvey's (2018) assertion that continuous teacher development fosters classroom effectiveness and learner achievement.

4.6.2 Contribution to academic performance

Headteachers affirmed that their management practices had a direct influence on student academic outcomes. They cited instances where improved supervision, discipline enforcement, and goal-setting led to better performance in the Basic Education Certificate Examination (BECE). One participant explained:

"Since we introduced more rigorous supervision and involved parents through the PTA, students have become more serious with their studies, and our BECE results have improved."

These findings corroborate earlier quantitative data in the study that link effective leadership to academic improvement, reinforcing the claims made by Leithwood et al. (2020) and Donkoh et al. (2023) regarding the transformative impact of school leadership on student success.

4.6.3 Challenges in implementing management practices

Despite these successes, headteachers reported encountering significant challenges that hinder the full implementation of effective leadership strategies. These included limited teaching and learning resources, poor teacher cooperation, low parental engagement, and insufficient training opportunities. One respondent emphasized:



"We often lack basic materials like textbooks and science kits. Sometimes, even when you plan well, the lack of support from some staff makes it hard to execute decisions."

These challenges echo the barriers identified by Brew, Nketiah, and Koranteng (2021), who noted that leadership effectiveness in schools is frequently undermined by systemic constraints such as inadequate funding and disengaged stakeholders.

4.6.4 Conclusion and implications

Overall, the interviews revealed that while headteachers in the Tamale Metropolis are committed to improving student outcomes through effective management practices, their efforts are sometimes constrained by contextual and institutional factors. The qualitative insights underscore the need for enhanced capacity building, stakeholder collaboration, and policy support. As noted by Kusi (2025), qualitative interviews provide rich contextual data that complement quantitative findings, offering a holistic view of leadership dynamics in basic education.

4.8 Observation Findings

To complement the questionnaire and interview data, direct observations were done using a structured checklist (Appendix V) across the selected public junior high schools in the Tamale Metropolis. The checklist focused on ten key areas linked to headteachers' management practices and their potential influence on students' academic outcomes. These observations aimed to validate the self-reported data from headteachers and teachers and to uncover real-time practices within the school environment.

4.8.1 Staff Involvement in decision-making

In most schools, there was visible evidence of teacher involvement in planning and decision-making processes. Meeting notices were posted on staff noticeboards, and



delegation lists were seen in several headteacher offices. This finding confirms the participatory leadership styles reported in the interviews and supports distributed leadership models (Modeste et al., 2020).

4.8.2 Supervision and monitoring of teaching

Classroom visits by headteachers were noted in over half of the schools. Some lesson plans had remarks from heads indicating feedback and follow-up. This practice aligns with findings from Leithwood et al. (2020), which emphasize the importance of consistent instructional supervision in improving teacher performance and student learning.

4.8.3 Regular staff meetings

Most schools had documented records of staff meetings, and in two schools, meetings were observed in progress. This supports the data from the teacher interviews that highlighted routine discussions around student progress and administrative planning.

4.8.4 Delegation of duties

At least 80% of the schools had subject coordinators or year group leaders who were actively involved in school operations. These structures allowed for smoother communication and more efficient task execution, reinforcing the value of shared responsibility in leadership (Tambe Ebot, 2018).

4.8.5 Teacher professional development

Evidence of professional development activities was less consistent. A few schools displayed certificates from recent INSETs or had schedules for upcoming training. However, in several cases, no such documents were found, suggesting that opportunities for professional growth may be sporadic or inadequately documented.



4.8.6 Provision of teaching and learning materials

Teaching and learning materials such as textbooks and charts were visibly available in most classrooms. In some schools, science kits and audiovisual resources were also present, reflecting headteachers' efforts to improve instructional delivery (Malinen & Savolainen, 2016). However, disparities in resource quality and quantity were evident between urban and peri-urban schools.

4.8.7 Student discipline management

All observed schools had discipline routines in place. Classroom rules were posted, and student behaviour appeared generally orderly. In some schools, discipline logs were maintained and accessible in the staff common room. This consistency of enforcement supports findings from Alemu (2023), who stresses discipline as foundational to a productive learning environment.

4.8.8 PTA engagement in school activities

Only half of the schools showed active evidence of PTA engagement, such as notices on PTA meetings or parent visitation logs. In the other cases, documentation was either outdated or absent, echoing the earlier reported challenge of low parental involvement (Brew et al., 2021).

4.8.9 Academic performance monitoring

Observation revealed that schools monitored academic outcomes through terminal report charts and class performance boards. In two schools, remedial schedules were also displayed, indicating attempts to address learning gaps.

4.8.10 General school environment

The physical condition of most schools was moderately conducive to learning. Classrooms were generally clean, but some lacked basic amenities such as fans or



functioning windows. This reflects infrastructural disparities noted in teacher and headteacher interviews and aligns with Sahn (1992), who emphasized that learning environments significantly impact student outcomes.

4.8.11 Summary of observation insights

Overall, the observational data substantiated much of the self-reported evidence on management practices. It provided additional credibility to claims regarding delegation, supervision, resource management, and discipline. However, gaps were noted in professional development implementation and PTA involvement, suggesting areas that require targeted policy attention. These insights reinforce the importance of triangulating data sources to achieve a comprehensive understanding of leadership practices and their tangible effects on academic performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the concluding aspects of the study titled "Contribution of Headteachers' Management Practices on Basic Schools Learners' Academic Performance in Some Selected Junior High Schools in Tamale Metropolis." It provides a summary of the entire study, discusses the key findings, draws relevant conclusions based on the research objectives, and outlines practical recommendations for improving school management in public junior high schools. Additionally, it proposes suggestions for further research that could expand or deepen the understanding of school leadership and its impact on academic performance.

The study sought to explore the management practices employed by headteachers, assess the influence of these practices on students' academic achievement, and identify the challenges headteachers encounter in executing their roles. Through the use of questionnaires, interviews, and observation checklists, data were collected from headteachers, teachers, and parents across selected schools in the Tamale Metropolis. The findings from this study offer meaningful insights into how headteachers' leadership behaviours contribute to or constrain academic outcomes in basic education settings.

5.2 Summary of the Study

This study investigated the contribution of headteachers' management practices to students' academic performance in selected public junior high schools within the Tamale Metropolis. It was guided by three specific objectives:

1. To examine the specific management practices employed by headteachers.
2. To assess how these management practices influence students' academic performance.



3. To identify the challenges faced by headteachers in implementing effective management practices.

The study adopted a descriptive survey design and employed a mixed-methods approach, combining both quantitative and qualitative data. Data were collected from a sample of 100 participants, including headteachers, teachers, and parents. Three main research instruments were used: structured questionnaires, semi-structured interviews, and observation checklists. These tools provided triangulated evidence to ensure validity, reliability, and depth of understanding.

Quantitative data were analysed using frequencies and percentages, while qualitative responses from interviews and observations were thematically interpreted. The analysis was organized according to the three investigative enquiries which mirrored the research objectives. The results revealed that most headteachers apply a range of positive management practices—such as staff supervision, regular meetings, delegation, professional development, and stakeholder engagement— all of which contribute meaningfully to academic improvement. However, the study also uncovered several operational challenges, including inadequate resources, poor parental involvement, limited teacher cooperation, and occasional staff absenteeism.

5.3 Key Findings

The study revealed a number of significant findings relating to the management practices of headteachers and their influence on students' academic performance in the Tamale Metropolis. These findings are presented according to the three specific objectives of the study.

Objective 1: To examine the specific management practices employed by headteachers.



Data from Table 6 and qualitative interviews indicated that headteachers in public junior high schools implement a range of effective management practices. The majority of respondents agreed that practices such as monitoring and supervision of teachers (75%), regular staff meetings (75%), and delegation of responsibilities (80%) were routinely applied. Additionally, professional development for teachers was acknowledged by 70% of respondents as being promoted by headteachers, while provision of teaching and learning materials received 80% positive responses. Furthermore, PTA involvement in decision-making was acknowledged by 65% of respondents. These findings reflect the implementation of participatory and instructional leadership styles that contribute to a more organized and responsive school environment.

Objective 2: To assess the contributions of the management practices to students' academic performance?

As shown in Table 7, respondents strongly agreed that headteachers' leadership positively influences academic performance. Specifically, 50% strongly agreed and 30% agreed that leadership had improved student achievement. A combined 65% affirmed that monitoring and supervision enhanced academic success, while 80% supported the assertion that teacher professional development improves learning outcomes. Involvement of parents through the PTA was also seen as influential, with 75% of respondents agreeing that it contributes to better student performance. Additionally, clear academic goal-setting by headteachers was recognized by 65% of respondents as contributing to student focus and results. These findings confirm the positive correlation between effective school leadership and academic improvement, consistent with the works of Leithwood et al. (2020) and Bush & Glover (2021).

Objective 3: To identify the challenges faced by headteachers in implementing effective management practices.



Table 8 highlighted several challenges constraining effective school leadership. Notably, inadequate resources were seen as a major barrier, with 75% of respondents in agreement. Lack of teacher cooperation was also a key issue (75% agreement), along with low parental involvement (85% agreement). Although teacher absenteeism received mixed responses, a majority (55%) still saw it as a recurring challenge. Additionally, 50% of respondents agreed that headteachers require further training and support to manage schools more effectively. These challenges are consistent with findings from Brew, Nketiah, and Koranteng (2021), who emphasized the role of systemic and community-level support in sustaining effective school leadership.

These findings collectively affirm that while headteachers in the Tamale Metropolis apply several proven management practices, systemic limitations and stakeholder engagement gaps still pose significant obstacles to optimal educational outcomes.

5.4 Conclusions

This study set out to examine the contribution of headteachers' management practices to students' academic performance in selected junior high schools within the Tamale Metropolis. Based on the findings, it can be concluded that headteachers play a vital role in shaping the academic environment and outcomes of students through their leadership strategies and administrative decisions.

The results from both the quantitative and qualitative data revealed that most headteachers employ a combination of participatory, instructional, and distributed leadership practices. Key strategies such as regular monitoring and supervision of teachers, holding staff meetings, delegating responsibilities, promoting teacher professional development, and engaging the PTA were found to be commonly practiced and perceived to have a positive impact on student learning. These practices are



consistent with best practices in school leadership literature (Leithwood et al., 2020; Bush & Glover, 2021).

Furthermore, the study concludes that effective management practices directly contribute to improved academic performance. Respondents widely acknowledged that leadership activities such as setting clear academic goals, providing learning resources, and ensuring staff accountability are closely linked to student outcomes. The involvement of parents through the PTA also emerged as a significant factor in supporting academic achievement, demonstrating that school leadership is most effective when it includes the broader community.

However, the study also highlighted persistent challenges that limit the full realization of effective leadership. Inadequate resources, poor teacher cooperation, low parental involvement, and occasional teacher absenteeism were identified as key barriers. These challenges restrict headteachers' ability to implement strategies fully and consistently. Moreover, the need for ongoing training and support for headteachers was recognized as essential for building the capacity required to manage increasingly complex school environments.

However, the study also highlighted persistent challenges that limit the full realization of effective leadership. Inadequate resources, poor teacher cooperation, low parental involvement, and occasional teacher absenteeism were identified as key barriers. These challenges restrict headteachers' ability to implement strategies fully and consistently. Moreover, the need for ongoing training and support for headteachers was recognized as essential for building the capacity required to manage increasingly complex school environments.

In conclusion, while headteachers in the Tamale Metropolis demonstrate commendable leadership in many areas, their effectiveness is contingent upon the availability of



resources, the support of teaching staff and parents, and access to professional development. Addressing these systemic and institutional barriers will be crucial in enhancing the contribution of school leadership to student academic success.

5.5 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the effectiveness of headteachers' management practices and improve student academic performance in public junior high schools in the Tamale Metropolis:

1. Ghana Education Service (GES) and Ministry of Education

- Provide adequate teaching and learning resources: The study revealed that a majority of respondents agreed that resource inadequacy hinders effective school management. GES should ensure timely provision of essential teaching materials, textbooks, infrastructure, and funding to support smooth school operations.
- Organize regular leadership training for headteachers: To build capacity and improve strategic leadership, GES should facilitate workshops, mentorship programs, and in-service training focused on instructional leadership, staff supervision, and school improvement planning.
- Deploy additional staff where needed: Many headteachers are overburdened due to understaffing. Strategic staff recruitment and deployment will enhance delegation, reduce workload, and improve leadership efficiency.

2. Headteachers



- Strengthen teacher supervision and performance monitoring: As monitoring and supervision were found to positively influence academic outcomes, headteachers should make this a consistent part of school leadership. Regular classroom visits, performance reviews, and feedback sessions should be formalized.
- Foster collaborative decision-making: Headteachers are encouraged to actively involve teachers in planning and policy implementation. This builds trust, enhances staff cooperation, and improves teacher morale, all of which support student learning.
- Engage the PTA more effectively: Strengthening parent-school relations through inclusive decision-making and transparent communication will improve parental support, resource mobilization, and student discipline.

3. Teachers

- Commit to collaborative school development: Teachers should work cooperatively with school leaders by attending meetings, supporting school policies, and participating in goal-setting. Teacher cooperation was identified as a key factor in effective school leadership.
- Minimize absenteeism and lateness: Since absenteeism was found to negatively affect leadership effectiveness, teachers should uphold professional ethics and take personal responsibility for consistent attendance.

4. Parents and PTAs

- Increase participation in school affairs: Parents must recognize their vital role in school development and student performance. PTAs should take active interest in school improvement initiatives and support headteachers in addressing challenges.
- Support students at home: Regular monitoring of children's learning, attendance, and discipline at home will complement school efforts and foster better academic performance.



5. Community and NGOs

- Support school infrastructure and development initiatives: Local organizations and development partners should partner with schools to address pressing resource gaps-such as classroom furniture, ICT equipment, or teacher incentive packages-especially in underprivileged communities.

These recommendations, if adopted, will help enhance the leadership capacity of headteachers, strengthen school-community partnerships, and ultimately improve the academic outcomes of students in public junior high schools in the Tamale Metropolis.

5.6 Suggestions for Further Research

While this study has contributed valuable insights into the role of headteachers' management practices in shaping academic performance in public junior high schools within the Tamale Metropolis, it was limited in scope and methodology. Based on these limitations and the findings, the following suggestions are made for future research:

1. Broaden the geographical scope:

Future studies could include a larger sample across multiple districts or regions to compare headteachers' management practices in different contexts. This would enhance the generalizability of findings and reveal regional disparities or trends in school leadership effectiveness.

2. Investigate private school settings:

Since this study focused solely on public junior high schools, it would be worthwhile to investigate how headteachers in private schools manage academic performance. A comparative study could offer insights into the similarities and differences in leadership approaches across the public-private divide.

3. Explore student and teacher perspectives more deeply:



Further research could focus specifically on learners' and teachers lived experiences of headteachers' leadership. This may include how students perceive leadership influence on their motivation and academic habits or how teachers evaluate the quality of instructional support they receive.

4. Examine the role of gender in leadership effectiveness:

A study that examines how gender influences headteachers' leadership styles and their impact on school outcomes could reveal important dynamics in leadership equity and effectiveness.

5. Assess the long-term impact of management practices:

Longitudinal studies could track the outcomes of specific leadership interventions or practices over several academic years, offering stronger causal evidence of their impact on academic performance.



REFERENCES

- Abakah, E. (2019). *Continuing professional development (CPD) of teachers in Ghana: An exploration of basic school teachers' practices and experiences* [Master's thesis, University of Education, Winneba].
- Adedeji, S. O., & Poji, M. H. (2023). Combined effects of leadership style and job security on employee performance in public institutions in Nigeria. In *Managing higher education and research institutes for results* (pp. xx–xx). [Publisher not specified].
- Adu, I. N., Ashie, A. A., Okyireh, M. A. A., & Boakye, K. O. (2016). Examining the relationship between motivational strategies and job satisfaction: An empirical study. *International Journal of Business and Social Science*, 7(6), 201–212.
- Afe, B. O. (2022). *A qualitative study of principal leadership behaviours that motivate teachers in private secondary schools in Oyo State, Nigeria* [Doctoral dissertation, Aspen University].
- Aggrey-Fynn, C. (2020). *Managing transitions: Coping strategies for new principals in colleges of education, Ghana* [Unpublished manuscript or report].
- Agbi, F. (2016). *Motivation and its perceived effects on academic performance of teachers of public basic schools in the Atwima Mponua District* [Master's thesis, University of Education, Winneba].
- Ajani, T. A. (2020). *The impact of the management practices of principals on the school climate in public schools* [Master's thesis, University of Pretoria].
- Akyeampong, K. (2022). Teaching at the bottom of the pyramid: Teacher education in poor and marginalized communities. In K. Akyeampong (Ed.), *Learning, marginalization, and improving the quality of education in low-income countries* (pp. 77–111). Springer.



- Al-Ani, A., Bondok, M., Madjedi, K., Kherani, S., & Kherani, A. (2024). Clinical outcomes and characterization of intraocular foreign body injuries from a Canadian centre: A 20-year retrospective study and literature review. *Canadian Journal of Ophthalmology*.
- Alberty, J. C., Jr. (2024). *A quantitative study of perceived factors that influence enrollment within a regional conference Seventh-day Adventist school system* [Doctoral dissertation, Andrews University].
- Alemu, A. (2023). Secondary school teachers' perception of quality management practices in Ethiopia: Implications for quality education for all. *Emerald Open Research*, 1(3).
- Amar, A. D. (2004). Motivating knowledge workers to innovate: A model integrating motivation dynamics and antecedents. *European Journal of Innovation Management*, 7(2), 89–101.
- Amjad, A. I., Arshad, L., & Saleem, Z. (2024). Mediation effect of students' creativity on the relationship between leadership and academic success: Well-being as moderator. *Educational Research and Innovation*, 4(1), 1–23.
- Armstrong, C. (2015). *Workplace motivation and its impact on job satisfaction & self-esteem* [Unpublished master's thesis].
- Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice: A guide to the theory and practice of people management* (15th ed.). Kogan Page Publishers.



- Asare, E. (2018). Instructional supervisory skills of headteachers of junior high schools of Old-Tafo Municipal (Doctoral dissertation, University of Education Winneba).
- Aturupane, H., Glewwe, P., Utsumi, T., Wisniewski, S., & Shojo, M. (2022). The impact of Sri Lanka's school-based management programme on teachers' pedagogical practices and student learning: Evidence from a randomised controlled trial. *Journal of Development Effectiveness*, 14(4), 285–305.
- Atebe, I. N. (2009). *The actual and expected role of the head of department as perceived by head teachers and secondary schools' heads of departments in Kakamega East District, Kenya* [Unpublished master's thesis].
- Baburajan, V., e Silva, J. D. A., & Pereira, F. C. (2020). Open-ended versus closed-ended responses: A comparison study using topic modeling and factor analysis. *IEEE Transactions on Intelligent Transportation Systems*, 22(4), 2123–2132.
- Banks, G. C., Gooty, J., Ross, R. L., Williams, C. E., & Harrington, N. T. (2018). Construct redundancy in leader behaviors: A review and agenda for the future. *The Leadership Quarterly*, 29(1), 236–251.
- Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.
- Beyer, J. (2022). *Interwoven or unraveling? The significance of social capital in rural schools and communities* [Unpublished manuscript or thesis].
- Bhutto, S., Vighio, K., Bhutto, N., & Alam, S. (2024). Comprehensive analysis of health impacts arising from flood disasters: Evidence from Pakistan's vulnerable regions. *Journal of Economics, Management & Business Administration*, 3(2), 52–64.



- Biyela, B. (2007). *Factors affecting retention of Black professionals in the South African financial institutions industry* [Master's thesis, University of Pretoria].
- Blaskova, M., & Trskova, K. (2017). Creative leadership and motivation of university employees. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4, 23–34.
- Blom, R., Kruyen, P. M., Van Thiel, S., & der Heijden, B. I. J. M. (2021). ‘Through the looking-glass’: Addressing methodological issues in analyzing within- and between-sector differences in employee attitudes and behaviors. *International Public Management Journal*, 24(6), 813–830.
- Boye, R. M., & Kusi, H. (2023). Influence of headteachers’ leadership styles on teachers’ commitment in the Ledzokuku Municipality. *Convergence Chronicles*, 4(4), 59–71.
- Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A literature review of academic performance: An insight into factors and their influences on academic outcomes of students at senior high schools. *Open Access Library Journal*, 8(6), 1–14.
- Bush, T. (2020). *Theories of educational leadership and management*.
- Bush, T., & Glover, D. (2021). Research on school leadership in South Africa: A systematic review. *Systematic reviews of research in basic education in South Africa*, 115.
- Bwanga, J. (2018). *Head teacher leadership styles and teachers’ performance in Kalongo Sub-County, Nakasongola District* [Unpublished thesis].



- Carrera, J. S., Brown, P., Brody, J. G., & Morello-Frosch, R. (2018). Research altruism as motivation for participation in community-centered environmental health research. *Social Science & Medicine*, *196*, 175–181.
- Çetin, M., Yendi, K., & Gür, N. (2021). The effects of high school principals on student achievement. *Education Quarterly Reviews*, *4*.
- Chimney, V. H. (2022). *Leadership styles on employee engagement, performance, and job satisfaction in telecommunication industry* [Doctoral dissertation, St. Thomas University].
- Christensen, R. K., Paarlberg, L., & Perry, J. L. (2017). Public service motivation research: Lessons for practice. *Public Administration Review*, *77*(4), 529–542.
- Cobbold, C. (2015). Exploring strategies to retain basic school teachers in Ghana: What can we learn from literature? *International Journal of African and Asian Studies*, *8*, 1–13.
- Colclough, C., Al-Samarrai, S., & Tembon, M. (2017). *Revival: Achieving schooling for all in Africa (2003): Costs, commitment and gender*. Routledge.
- Cole, M. S., & Bedeian, A. G. (2007). Leadership consensus as a cross-level contextual moderator of the emotional exhaustion–work commitment relationship. *The Leadership Quarterly*, *18*(5), 447–462.
- Dahlgaard-Park, S. M., Reyes, L., & Chen, C.-K. (2018). The evolution and convergence of total quality management and management theories. *Total Quality Management & Business Excellence*, *29*(9–10), 1108–1128.



- Dai, J., Ahmed, Z., Alvarado, R., & Ahmad, M. (2024). Assessing the nexus between human capital, green energy, and load capacity factor: Policymaking for achieving sustainable development goals. *Gondwana Research*, 129, 452–464.
- Damij, N., Levnajić, Z., Rejec Skrt, V., & Suklan, J. (2015). What motivates us for work? Intricate web of factors beyond money and prestige. *PLOS ONE*, 10(7), e0132641.
- Darling-Hammond, L. (2012). *Powerful teacher education: Lessons from exemplary programs*. John Wiley & Sons.
- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute.
- Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., McIntyre, A., Sato, M., & Zeichner, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons.
- Dimopoulos, A. (2020). Educational leadership effectiveness: Is it a matter of a leader's characteristics, behaviors, or leadership style? *Journal of Economics and Management Sciences*, 3(1), 13–13.
- Dimbuene, Z. T., Haregu, T., Nzuzi, R. M., & Kikhela, P.-D. N. (2022). The role of leadership in Sub-Saharan Africa in promoting maternal and child health. In *Maternal and child health*. IntechOpen.
- Dolph, D. (2017). Challenges and opportunities for school improvement: Recommendations for urban school principals. *Education and Urban Society*, 49(4), 363–387.



Donkoh, R., Lee, W. O., Ahoto, A. T., Donkor, J., Twerefoo, P. O., Akotey, M. K., & Ntim, S. Y. (2023). Effects of educational management on quality education in rural and urban primary schools in Ghana. *Heliyon*, 9(11), exxxxx.

Donkoh, R., Lee, W. O., Donkor, J., Twerefoo, P. O., Boateng, S. A., & Akotey, M. K. (2023). Exploring the impact of quality education management on pupils' academic performance: A case study of basic schools in Ghana. *International Journal of Educational Development in Africa*, 8(1), xx–xx.

Donkoh, R., Lee, W. O., Donkor, J., Twerefoo, P. O., Boateng, S. A., & Akotey, M. K. (2023). Exploring the impact of quality education management on pupils' academic performance. A case study of basic schools in Ghana. *International Journal of Educational Development in Africa*, 8(1), 24-pages.

du Plessis, A., & Heystek, J. (2020). Possibilities for distributed leadership in South African schools: Policy ambiguities and blind spots. *Educational Management Administration & Leadership*, 48(5), 840–860.

Egidi, B. (2023). *Factors influencing teachers' motivation and job performance in Shinyanga Municipality* [Master's thesis, The Open University of Tanzania].

Falola, H. O., Salau, O. P., Olokundun, M. A., Oyafunke-Omoniyi, C. O., Ibidunni, A. S., & Oludayo, O. A. (2018). Employees' intrapreneurial engagement initiatives and its influence on organisational survival. *Business: Theory and Practice*, 19, 9–16.

Fasih, P., Izadpanah, S., & Shahnava, A. (2018). The effect of mnemonic vocabulary instruction on reading comprehension of students. *International Journal of Applied Linguistics and English Literature*, 7(3), 49–59.



- Fia, M., Ghasemzadeh, K., & Paletta, A. (2023). How higher education institutions walk their talk on the 2030 agenda: A systematic literature review. *Higher Education Policy*, 36(3), 599–632.
- Francisco, A. Sr. (2020). *Educator perceptions of teacher leadership styles: A comparison of administrator, teacher leader, and teacher preferences* [Doctoral dissertation, University of the Cumberland].
- Frangieh, M., & Rusu, D. (2021). The effect of the carrot and stick transactional leadership style in motivating employees in SMEs. *Revista de Management Comparat International*, 22(2), 242–252.
- Frank, C., Prokopy, L., & Huber, M. (2025). Identifying barriers and solutions to building African research capacity in geoscience and adjacent fields. *Earth and Space Science*, 12(7), e2025EA004206.
- Fullan, M. (2015). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Garrison, B. R. (2023). *Investigating the Relationship Between K-12 Online Special Education Teachers' TPACK and Teacher Level Variables: A Convergent Design Mixed-Methods Study*. Boise State University.
- Gbadamosi, G., & Adisa, T. A. (2022). Human resource management in Nigeria: A review and conceptual model. In T. A. Adisa & G. Gbadamosi (Eds.), *HRM in the Global South: A critical perspective* (pp. 17–52). Palgrave Macmillan.
- Ghana Statistical Service. (2021). *District analytical report, 2010*. <https://www.statsghana.gov.gh>



- Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools. *The Wallace Foundation*, 2(1), 30–41.
- Gyamerah, A. K. (2021). *Instructional leadership practices that support increased student achievement in Ghana's rural districts* [Doctoral dissertation, Walden University].
- Gupta, S. (2021). *Management concept & practices*. SBPD Publications.
- Gwija, M. (2016). *The role of parents in enhancing academic performance in secondary schools in the Metro-Central Education District, Western Cape* [Master's thesis, University of South Africa].
- Hanks, W. F. (2023). Situated learning in libraries: A conceptual framework for integrating research skills into performing arts curricula. [*Journal or publisher not specified—update needed*].
- Harris, A., Jones, M., & Ismail, N. (2022). Distributed leadership: Taking a retrospective and contemporary view of the evidence base. *School Leadership & Management*, 42(5), 438–456.
- Hedayati, N. (2019). *Values and morality in Iranian schools* [Doctoral dissertation, University of Helsinki]. Helda. <http://urn.fi/URN:NBN:fi:hulib-201906172345>
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, 65, 53–62.
- Hernández Soto, R., Gutiérrez Ortega, M., Rubia Avi, B., & others. (2021). Key factors in knowledge sharing behavior in virtual communities of practice: A systematic review. *Education in the Knowledge Society*, 22, 1–24.



- Hompashe, D. (2018). Instructional leadership and academic performance: Eastern Cape educators' perceptions and quantitative evidence. *Stellenbosch Economic Working Papers*.
- Huasheng, Z., Manu, B. D., Mensah, I. A., Mingyue, F., & Oduro, D. (2019). Exploring the effect of school management functions on student's academic performance: A dilemma from public senior high schools in Ghana. *Journal of Arts and Humanities*, 8(6), 33–45.
- Huguet, B. C. S. (2017). Effective leadership can positively impact school performance. *On the Horizon*, 25(2), 96–102.
- Ibrahim, B. (2020). The effect of leadership styles of headteachers of public basic schools on students' academic performance in Mpasatia Circuit of Atwima Mponua District of Ashanti Region (Doctoral dissertation, University of Education Winneba).
- Ifesiokwu, C. N. (2021). Administration of primary education for a better today and tomorrow in Delta State, Nigeria: Challenges and strategies. *UNIZIK Journal of Educational Research and Policy Studies*, 5, 88–109.
- Issahaku, F. (2016). *The leadership styles of heads of public basic school and their effects on performance in basic schools in the West Mamprusi District* [Master's thesis, University of Education, Winneba].
- Jacobson, S. K., McDuff, M. D., & Monroe, M. C. (2015). *Conservation education and outreach techniques*. Oxford University Press.
- Jahan, N. (2023). *The influence of training and development programs on employee performance of Nagad Ltd.* [Unpublished manuscript or thesis].



- Jakavonytė-Staškuvienė, D., & Strazdauskienė, V. (2023). Signs of a manager's leadership in a quality educational institution: Cases of the city and district centre of Lithuania. *Social Sciences*, 12(3), 138.
- Kabay, S. (2021). *Access, quality, and the global learning crisis: Insights from Ugandan primary education*. Oxford University Press.
- Kamara, A. M., Widagdo, B., & others. (2022). The effectiveness of training and development on employee performance to enhance competitive advantage: A case study of Social Enterprise Development Sierra Leone (SEND-SL). *Manajemen Bisnis*, 12(2), 102–121.
- Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102(3), 338–355.
- Karimi, S., et al. (2020). Participatory monitoring and evaluation process, school environment, and performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya. *University of Nairobi*.
- Kassim, H., Connolly, S., Alayrac, P., & Uzunalioglu, M. (2024). The administration of the European Commission. In *Handbook on European Union Public Administration* (pp. 64–94). Edward Elgar Publishing.
- Katua, E. K. (2019). *Influence of principals' communication strategies on students' discipline in public secondary schools in Kisasi Sub-County, Kitui County, Kenya* [Unpublished master's thesis].



- Kenny, C. L. (2014). *Perceptions of employers and employees on the need for an employee assistance programme in a financial services organisation in the Western Cape* [Master's thesis, University not listed].
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86(4), 1272–1311.
- Kidd, Z. L. (2023). *Shared leadership for multi-capable airmen in an agile combat employment* [Doctoral dissertation, University of the Southwest].
- Kilag, O. K., Sasan, J. M., Maguate, G., Odango, J., Cruz, J. N. D., & Fulgencio, R. (2024). Curriculum Innovation in Philippine Education: The MATATAG Curriculum. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(6), 727-732.
- Kisiang'ani, E. A., Wamocha, L., & Buhere, P. (2024). Effect of institutional resources on student academic achievement in Kakamega County, Kenya. *African Journal of Empirical Research*, 5(4), 627–643.
- Kistler, D. (2017). *Social preferences in the lab, in the field, and online* [Doctoral dissertation, Université de Lausanne].
- Koto, E. A., Samudra, A. A., Zainal, V. R., Sumrahadi, A., Hakim, A., Hariyadi, A. R., & Subagja, I. K. (2019). Relationship of work motivation and participative leadership with functional employment behavior of education and culture of Bengkulu Province, Indonesia. *International Journal of Business and Applied Social Science*, September, 1–19.



- Kubura, A. (2022). Challenges facing headteachers instructional supervision in public basic schools in the Kwadaso Municipality (Doctoral dissertation, University of Education, Winneba).
- Kusi, H. (2025). Managing Private Basic Schools in Ghanaian Context: Human Resource Management Challenges of Owner-Managers in Akuapem South Municipality. *Editon Consortium Journal of Educational Management and Leadership*, 6(1), 17-31.
- Kouni, Z., Koutsoukos, M., & Panta, D. (2018). Transformational leadership and job satisfaction: The case of secondary education teachers in Greece. *Journal of Education and Training Studies*, 6(10), 158-168.
- Koutsiouri, S., & Sarakinioti, A. (2024). Working with constructs of inclusion for understanding teachers' literacy practices and their impact on student learning. *International Studies in Sociology of Education*, 1–23.
- Kultsum, U. (2020). *Exploring Indonesian principals' leadership practices in Islamic-based senior high schools (Madrasah Aliyahs): Address challenges and enhance school performance* [Doctoral dissertation, University of Canberra].
- Lamprey, P. (2022). *Ghana Beyond Aid: Reimagining the role of higher educational institutions in Ghana* [Master's thesis, Ashesi University].
- Lamichhane, R., Ward, P., Shrestha, A., & Bhattacharjee, B. (2025). Investigating Mobile Apps Post-Adoption Behaviour: A Grounded Theory Investigation. *International Journal of Human-Computer Interaction*, 1-18.



- Larson, E., & Gray, C. (2014). *Project management: The managerial process* (6th ed.). McGraw-Hill.
- Lateef, T. O., & Ameen, C. A. H. (2023). An examination of the impact of various leadership styles on workplace environment in small and medium-sized enterprises in Kurdistan. *Qalaai Zanist Journal*, 8(2), 1266–1291.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
- Leithwood, K., Sun, J., & Pollock, K. (2017). *How school leaders contribute to student success: The four paths framework* (Vol. 23). Springer.
- Leithwood, K., Sun, J., & Pollock, K. (2017). *How school leaders contribute to student success*. Cham: Springer.
- Locke, E. A. (1980). Latham versus Komaki: A tale of two paradigms. *Journal of Applied Psychology*, 65(1), 16–18.
- Lucas Jr, R. E. (1978). Asset prices in an exchange economy. *Econometrica: Journal of the Econometric Society*, 46(6), 1429–1445.
- Makori, A., & Onderi, H. (2014). Examining the teaching and learning resources related challenges facing small and medium-sized public secondary schools in Kenya: A comparative analysis. *Journal not specified*.
- Maletoungou Ganda, S. (2023). *Schooling as a field of practice: Exploring teacher pedagogy and student learning in private secondary classrooms in the Republic of Guinea* [Doctoral dissertation, Middlesex University/Oxford Centre for Mission Studies].



- Malinen, O.-P., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. *Teaching and Teacher Education, 60*, 144–152.
- Malunda, P., Onen, D., Musaazi, J., & Oonyu, J. (2016). Instructional supervision and the pedagogical practices of secondary school teachers in Uganda. *Journal not specified*.
- Maponya, T. J. (2020). The instructional leadership role of the school principal on learners' academic achievement. *African Educational Research Journal, 8*(2), 183–193.
- Martínez-López, Z., Moran, V. E., Mayo, M., Villar, E., & Tinajero, C. (2024). Perceived social support and its relationship with self-regulated learning, goal orientation, self-management, and academic achievement. *European Journal of Psychology of Education, 39*(2), 813–835.
- Marumbu, C., Egessa, R., & Simiyu, E. (2024). Effect of green recruitment practices on employee performance in public universities of Western Kenya. *Journal not specified*.
- Maximo, N., Stander, M. W., & Coxen, L. (2019). Authentic leadership and work engagement: The indirect effects of psychological safety and trust in supervisors. *SA Journal of Industrial Psychology, 45*(1), 1–11.
- Mayfield, S. (2017). *Professional development experiences for assistant principals aspiring to the principalship as perceived by principals of effective Title I schools* [Doctoral dissertation, Lamar University–Beaumont].



Mbune, B. A., Waweru, S. N., & Njuguna, F. W. (2024). Individual consideration practices of principals on teachers integrating information communication technology in public secondary schools in Kenya. *International Journal of Research and Innovation in Social Science*, 8(5), 621–634.

Ministry of Education. (2022). *Assessment report*. Government of Ghana.

Modeste, M. E., Hornskov, S. B., Bjerg, H., & Kelley, C. J. (2020). School leadership practice across international policy contexts: Organizational roles and distributed leadership in Denmark and the United States. *Educational Management Administration & Leadership*, 48(2), 324–352.

Monyei, F. E., Igwe, A. A., Onyeanu, E. O., Kelvin-Iloafu, L. E., & Ukpere, W. I. (2022). The impact of pro-social behaviours on workplace performance and sustainability of university administration. *Sustainability*, 14(14), 8853.

Mtolera, L. M. (2021). *The effectiveness of school heads towards enhancing students' academic performance in secondary schools in Urban District-Unguja* [Master's thesis, The Open University of Tanzania].

Mundial, G. B., UNICEF, & others. (2016). *Education 2030: Incheon Declaration and Framework for Action – Towards inclusive and equitable quality education and lifelong learning for all*. UNESCO Publishing.

Naidoo-Chetty, M., & Du Plessis, M. (2021). Systematic review of the job demands and resources of academic staff within higher education institutions. *International Journal of Higher Education*, 10(3), 268–284.



- Nasir, M. S., Khan, H., Qureshi, A., Rafiq, A., & Rasheed, T. (2024). Ethical aspects in cyber security maintaining data integrity and protection: A review. *Spectrum of Engineering Sciences*, 2(3), 420–454.
- Nazarian, A., Atkinson, P., Foroudi, P., & Soares, A. (2021). Working together: Factors affecting the relationship between leadership and job satisfaction in Iranian HR departments. *Journal of General Management*, 46(3), 229–245.
- Ndambuki, B. K. (2020). *Influence of principals' instructional leadership practices on students' academic performance in public secondary schools in Makueni County, Kenya* [Master's thesis, University not listed].
- Nguyen, Q. M., Toan, T. T. T., Dao, A. Q. A., & others. (2024). Nanotechnology in aquaculture: Applications and challenges. *Journal of The Electrochemical Society*.
- Nugba, R. M. (2019). *Evaluation of the effectiveness (quality) of junior high school education in the Central Region of Ghana* [Master's thesis, University not listed].
- Nwagbara, U., Ibeawuchi, N., & Stewart, J. (2024). Exploring the pressures of managerialism on achieving transformational educational leadership. *Economic Insights – Trends & Challenges*, 13(1), xx–xx.
- Nwafor, S. (2023). Effective performance management: Its impact on management strategy and organisational effectiveness. *African Journal of Management and Business Research*, 10(1), 1–13.
- Nyamekye, F. (2019). *Impact of emotional intelligence, psychological well-being and academic self-efficacy on academic achievement of clinical medical students in public universities in Ghana* [Doctoral dissertation, University of Cape Coast].



- Nzoka, J. T., & Orodho, J. A. (2014). School management and students' academic performance: How effective are strategies being employed by school managers in secondary schools in Embu North District, Embu County, Kenya. *International Journal of Humanities and Social Science*, 4(9), 86–99.
- Ofori, J. E. (2018). *Management practices of headteachers in junior high schools in the Ahafo-Ano North Municipality of the Ashanti Region* [Master's thesis, University not listed].
- Oketch, M., & Rolleston, C. (2007). Policies on free primary and secondary education in East Africa: A review of the literature. *Journal not listed*.
- Olson, D. J. (2015). Exemplary teachers' perspectives on effective teaching elements in Danielson's framework for teaching. Walden University.
- Ongori, J. (2021). *Influence of Kenya Education Management Institute training on the headteachers' management competencies in public primary schools in Uasin Gishu County, Kenya* [Doctoral dissertation, University of Eldoret].
- Osei-Kissi, E. (2023). *The relationship between leadership transparency and accountability on public rural basic education in Amenfi Central District, Western Region of Ghana* [Doctoral dissertation, Liberty University].
- Owusu, G. M. Y., Amoah Bekoe, R., Koomson, T. A. A., & Simpson, S. N. Y. (2019). Temptation and the propensity to engage in unethical behaviour. *International Journal of Ethics and Systems*, 35(1), 43–58.
- Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2022). A systematic review of research on the relationship between school leadership and student achievement:



An updated framework and future direction. *Educational Management Administration & Leadership*, 51(1), 35–62.
<https://doi.org/10.1177/17411432221118662>

Parylo, O., & Zepeda, S. J. (2014). Describing an ‘effective’ principal: Perceptions of the central office leaders. *School Leadership & Management*, 34(5), 518–537.

Perez, S. J., Sabwami, K., & others. (2024). Influence of principals’ instructional leadership on students’ academic performance in public secondary schools of Tongaren Sub-County, Bungoma County, Kenya. *International Research Journal of Social Sciences, Education and Humanities*, 6(2), xx–xx.

Pihlström, S. (2023). Finnish versions of pragmatist humanism: Eino Kaila and Georg Henrik von Wright as quasi-pragmatists. In *Realism, value, and transcendental arguments between neopragmatism and analytic philosophy* (pp. 147–165). Springer.

Ranavaade, V. P. (2023). *Indian Sari: Sartoria and semiotics*. Taylor & Francis.

Reese-Penn, L. N. (2022). *Louisiana accountability policies: Exploring the relationship among school performance, teacher performance, and elementary school principals’ leadership practices* [Doctoral dissertation, Southeastern Louisiana University].

Robbins, S. P. (2002). *The truth about managing people--and nothing but the truth*. FT Press.



- Rulitawati, R., Ritonga, A. H., & Hasibuan, L. (2020). Management performance model of senior high school teachers of Muhammadiyah in South Sumatera. *International Journal of Educational Review*, 2(1), 30–43.
- Sahn, D. E. (1992). Public expenditures in sub-Saharan Africa during a period of economic reforms. *World Development*, 20(5), 673–693.
- Schermuly, C. C., & Meyer, B. (2020). Transformational leadership, psychological empowerment, and flow at work. *European Journal of Work and Organizational Psychology*, 29(5), 740–752.
- Schmid, R. (2018). Pockets of excellence: Teacher beliefs and behaviors that lead to high student achievement at low achieving schools. *SAGE Open*, 8(3), 2158244018797238. <https://doi.org/10.1177/2158244018797238>
- Spaull, N. (2013). *South Africa's education crisis: The quality of education in South Africa 1994–2011*. Centre for Development and Enterprise.
- Suaka, P. L., & Kuranchie, A. (2018). Headteachers' professional management needs and concerns: Evidence from an educational district in Ghana. *African Educational Research Journal*, 6(1), 20–29.
- Suharyanto, A., Sihombing, M., Ridho, H., & Kusmanto, H. (2022). Public service management for art activists at the North Sumatra Cultural Park. [*Journal name not provided*].
- Sun, J., & Leithwood, K. (2015). Leadership effects on student learning mediated by teacher emotions. *Societies*, 5(3), 566–582. <https://doi.org/10.3390/soc5030566>



- Tambe Ebot, T. (2018). *Investigating teacher leadership in Cameroon secondary education: A case of two public schools* [Master's thesis, University not specified].
- Teixeira, J., Amoroso, J., & Gresham, J. (2017, October 3). *Améliorer les infrastructures scolaires afin que les élèves apprennent mieux*.
- Tsolka, A. (2020). Contingency and situational approaches to educational leadership. In *Oxford Research Encyclopedia of Education*.
- UNICEF, & others. (2021). *The state of the global education crisis: A path to recovery: A joint UNESCO, UNICEF and World Bank report*. UNESCO.
- S. Mirza, M. (2021). Realizing quality school education in Pakistan through prioritizing on quality teachers. *Pakistan Journal of Educational Research and Evaluation (PJERE)*, 1(1), xx–xx.
- Uzunlar, N., Aktunç, H., Tavukçuoğlu, H., Öznacar, B., & others. (2023). An investigation into management styles and creative leadership characteristics of school administrators. [*Journal name missing*].
- Vallina, A. S., & Guerrero, R. F. (2018). The human side of leadership: Exploring the relationship between servant leadership, organisational facilitators and happiness at work. *International Journal of Environment and Health*, 9(2), 131–150.
- Van Loon, N. M. (2017). Does context matter for the type of performance-related behavior of public service motivated employees? *Review of Public Personnel Administration*, 37(4), 405–429.



- Vandenabeele, W., & Breugh, J. (2024). It takes two to tango: Concepts and evidence of further integration of public service motivation theory and self-determination theory. *International Public Management Journal*, 1–20.
- Verger, A., Fontdevila, C., & Parcerisa, L. (2019). Reforming governance through policy instruments: How and to what extent standards, tests and accountability in education spread worldwide. *Discourse: Studies in the Cultural Politics of Education*, 40(2), 248–270.
- Vostal, M. (2020). Collegial Trust for School Improvement: A Case Study of K-12 General and Special Education Teachers. Bowling Green State University.
- Wahlstrom, K., Seashore, K., Leithwood, K., & Anderson, S. (2010). *Investigating the links to improved student learning: Executive summary of research findings*. Wallace Foundation.
- Wang, W., Lv, Q., Yu, W., Hong, W., Qi, J., Wang, Y., ... & Tang, J. (2024). CogVLM: Visual expert for pretrained language models. *Advances in Neural Information Processing Systems*, 37, 121475–121499.
- Waweru, P. N., & Orodho, J. A. (2014). Management practices and students' academic performance in national examinations in public secondary schools in Kiambu County, Kenya. *International Journal of Recent Scientific Research*, 5(8), 1226–1232.
- Wendy, S. T. (2021). *The impact of training and development practices on employee performance at Inyatsi Construction, Swaziland* [Master's thesis, University not specified].



- Whitney, C. K. (2021). *Principals' perceptions of instructional leadership behaviors and student achievement in Kansas secondary schools* [Doctoral dissertation, Baker University].
- Willmott, L., White, B., Feeney, R., Chambaere, K., Yates, P., Mitchell, G., & Piper, D. (2022). Collecting data on end-of-life decision-making: Questionnaire translation, adaptation and validity assessment. *Progress in Palliative Care*, 30(2), 83-93.
- Yavuz, O., & Gulmez, G. (2018). Preparing perform and impact-ready school leaders for improving urban school success. *Research in Educational Administration and Leadership*, 3(1), 88–120.
- Yim, J. M. J., & Schwartz-Shea, P. (2022). Composite actors as participant protection: Methodological opportunities for ethnographers. *Journal of Organizational Ethnography*, 11(3), 228–242.
- Zawawi, B. F. (2019). *Designing and evaluating the effects of a technology-mediated learning environment that integrates formal and informal learning activities to advance students' knowledge and skills of instructional design: A design-based research study* [Doctoral dissertation, George Mason University].
- Zhang, H., Zhu, J., Wei, L., & Zhang, W. (2021). A comparison between the psychological benefits of giving money vs. giving time. *Journal of Happiness Studies*, 1–25.
- Zuure, D. N. (2016). Children's right to education: Examination of the role of headteachers in effective instructional time management in junior high schools in Ghana. *International Journal*, 2(4).



APPENDIX I

INTRODUCTORY LETTER

Dear Respondent,

I am a postgraduate student pursuing a Master of Philosophy in Educational Management and Planning at the University for Development Studies. As part of the requirements for the successful completion of my program, I am conducting a research study titled:

“Contribution of Headteachers’ Management Practices on Basic Schools Students’ Academic Performance in Some Selected Junior High Schools in Tamale Metropolis.”

This study aims to examine the management practices employed by headteachers, assess how these practices contribute to students' academic performance, and identify the challenges headteachers face in implementing effective school management strategies.

Your honest responses as a [Headteacher / Teacher / Parent] are very important for this study. Please complete the attached questionnaire. It will take approximately 15 minutes of your time. Participation is voluntary and your responses will remain strictly confidential and used solely for academic purposes. You may withdraw from the study at any time without any consequences.

Thank you for your time and cooperation.

Yours faithfully,
Sayibu Abdul-Karimu
Postgraduate Student
University for Development Studies



APPENDIX II

QUESTIONNAIRE

Title:

Contribution of Headteachers' Management Practices on Students' Academic Performance in Junior High Schools in the Tamale Metropolis.

Instructions:

Please answer all sections. For Sections B, C, and D, tick (✓) the box that best represents your opinion using the following Likert scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

SECTION A: DEMOGRAPHIC INFORMATION

1. Role in the School

Headteacher Teacher Parent

2. Gender

Male Female

3. Age Group

25–34 years 35–44 years 45 and above

4. Highest Educational Qualification

Diploma Bachelor's Degree Master's Degree

5. Years of Teaching Experience (if applicable)

1–6 years 7–12 years 13–18 years 19 and above

SECTION B: MANAGEMENT PRACTICES OF HEADTEACHERS

(Objective 1: To examine the specific management practices employed by headteachers)

Statement	1	2	3	4	5
• The headteacher monitors and supervises teaching and learning effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regular staff meetings are organized to address performance and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





• The headteacher delegates responsibilities among staff appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Opportunities for in-service training or professional development are provided by the headteacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The headteacher ensures the provision of adequate teaching and learning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discipline among students is actively and fairly maintained by the headteacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The PTA is involved in school decision-making and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C: CONTRIBUTION OF MANAGEMENT TO STUDENTS' ACADEMIC PERFORMANCE

(Objective 2: To assess the contribution of management practices to academic performance)

Statement	1	2	3	4	5
• The headteacher's leadership has led to improvement in students' academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitoring and supervision by the headteacher enhance academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional development for teachers improves teaching and learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Involvement of parents through the PTA supports academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Setting of clear academic goals by the headteacher improves students' focus and results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: CHALLENGES IN IMPLEMENTING MANAGEMENT PRACTICES

(Objective 3: To identify challenges headteachers face in managing schools effectively)

Statement	1	2	3	4	5
• Inadequate resources (materials, funds, infrastructure) hinder effective school management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Lack of teacher cooperation limits implementation of school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Low parental involvement weakens support for school management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Teacher absenteeism is a recurring challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Headteachers need more training and support to manage schools effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Closing Statement:

Thank you for completing this questionnaire. Your views will contribute meaningfully to improving educational leadership and student academic outcomes in the Tamale Metropolis.



APPENDIX III

INTERVIEW GUIDE FOR HEADTEACHERS

Preamble:

Dear Respondent,

This interview is part of a research study titled “**Contribution of Headteachers’ Management Practices on Basic Schools Students’ Academic Performance in Some Selected Junior High Schools in Tamale Metropolis.**” The purpose of this study is to examine the specific management practices employed by headteachers, assess how these practices contribute to students' academic performance, and explore the challenges faced in implementing effective school leadership strategies.

As a headteacher, your insights and experiences are crucial to understanding how school management influences student learning outcomes. The interview will involve a series of open-ended questions, allowing you to share your professional views and experiences freely. Please be assured that your responses will be treated with the highest level of confidentiality and used solely for academic purposes.

Your participation is voluntary, and you may choose to withdraw at any point without any consequences. Thank you for your time and valuable contribution to this research.

Section A: Background Information

1. How long have you been a headteacher?
2. What is your current academic and professional qualification?
3. How many years of teaching experience did you have before becoming a headteacher?



Section B: Specific Management Practices Employed

(Objective 1: To examine the specific management practices employed by public headteachers)

4. What are some of the key leadership and management practices you apply in running your school?
5. How do you ensure teacher accountability and instructional quality?
6. How frequently do you organize staff meetings, and what are the typical agenda items?
7. In what ways do you involve your teaching staff in decision-making?
8. How do you delegate responsibilities to teachers and non-teaching staff?
9. What measures do you take to provide or manage teaching and learning materials?
10. How do you handle issues related to student discipline?
11. In what ways do you involve the PTA in school decision-making and development?

Section C: Contributions of Management Practices to Student Performance

(Objective 2: To assess the contribution of the management practices to the academic performance of students)

12. In your experience, how have your management practices affected students' academic performance?
13. Can you describe specific cases where your leadership decisions directly impacted student outcomes?



14. How do you track or assess students' academic performance over time?
15. Have there been improvements in performance since you implemented certain strategies?

Section D: Challenges Faced in Management

(Objective 3: To identify the challenges headteachers face in implementing effective management practices)

16. What are the main challenges you face in applying effective school management practices?
17. Are there resource constraints that limit your ability to lead effectively? If yes, please explain.
18. How supportive are stakeholders (such as parents, GES officers, or community leaders) in your leadership role?
19. What support do you think is needed to improve your ability to manage the school effectively?

Section E: Closing

20. Do you have any additional thoughts or suggestions on how headteachers can better support student academic performance through improved management practices?



APPENDIX IV

OBSERVATION CHECKLIST

Preamble

This observation checklist was used as a non-intrusive instrument to systematically record evidence of headteachers' management practices in selected public Junior High Schools in the Tamale Metropolis. The checklist focused on observable leadership behaviours, administrative routines, teacher supervision, availability of instructional resources, and signs of academic performance management. The aim was to complement the responses from questionnaires and interviews by capturing live school dynamics that reflect actual leadership practices.

Observation was carried out during school hours, and care was taken not to interfere with normal school operations. Items on the checklist were directly linked to the study's first and second objectives: examining specific management practices and assessing their contribution to student academic outcomes.

Observation Checklist Table

Area of Observation	Indicators to Observe	Observed (✓/✗)	Comments
1. Staff Involvement in Decision-Making	Teachers consulted in planning, meetings held, evidence of delegation		
2. Supervision and Monitoring of Teaching	Headteacher observing classes, reviewing lesson notes, giving feedback		
3. Regular Staff Meetings	Records/minutes of staff meetings available, meetings in progress or recently held		
4. Delegation of Duties	Subject heads or coordinators actively involved in operations		
5. Teacher Professional Development Initiatives	Workshops, INSET sessions, mentoring observed or scheduled		



Area of Observation	Indicators to Observe	Observed (√/X)	Comments
6. Provision of Teaching and Learning Materials	Textbooks, teaching aids, equipment available and in use		
7. Student Discipline Management	Structured routines, rules visibly posted, teacher-student interactions monitored		
8. PTA Engagement in School Activities	PTA meeting records, parent visit logbook, noticeboards with PTA announcements		
9. Academic Performance Monitoring	Terminal reports displayed, student performance charts, remedial schedules		
10. General School Environment	Cleanliness, classroom arrangement, evidence of conducive learning atmosphere		



SCHOLARLY EDITING AND PROOFREADING SERVICES

Tel: +233244201511 P. O. Box GP 13109
Email: scholarlyeditingservices@gmail.com
Website: <https://scholaredit.com> Ghana



Accra

Our Ref:

Your Ref:.....
6, 2025

Date...October

To whom it may concern

PROOFREADING OF THESIS

An MPhil thesis titled “Contribution of Headteachers’ Management Practices to the Academic

Performance of Basic School Learners in some Selected Schools in the Tamale Metropolis”, by Sayibu Abdul-Karim was submitted to the Scholarly Editing and Proofreading Services, Ghana for proofreading, which was undertaken and completed on September 4, 2025.



Alhaj I. K. Antwi

Editor-in-Chief

