

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT  
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP  
DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**MANAGEMENT PRACTICES OF HEADTEACHERS IN JUNIOR HIGH  
SCHOOLS IN THE BULSA SOUTH DISTRICT OF THE UPPER EAST  
REGION OF GHANA**

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**7201770081**

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**(AAMUSTED)**

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**A PROJECT WORK SUBMITTED TO THE SCHOOL OF GRADUATE  
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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP.**

**2023**

**DECLARATION**

**STUDENT'S DECLARATION**

I, **HARUNA FATAH SEINU**, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature: .....

Date: .....

**HARUNA FATAH SEINU**

**SUPERVISOR'S DECLARATION**

I declare that this dissertation was written under my supervision and that the candidate has been consistent in his interaction with me for guidance and directions.

Signature: .....

Date: .....

.....

## **DEDICATION**

I dedicate to my late mother, Madam Haruna Hazara, Fatah Ruwaida and the entire Seinu family.

## **ACKNOWLEDGEMENT**

I wish to thank the Almighty Allah for giving me the strength and guiding me throughout my years of study. I would like to acknowledge the efforts of my supervisor Dr. Theresa D. Lawer for her immense help and guidance in shaping this work to perfection. And to all friends and loved ones who in diverse ways helped me throughout my schooling.

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## **ABSTRACT**

The purpose of the study was to look into the management strategies used by junior high school headteachers in Ghana's Upper East Region's Builsa South District. The study aimed to find out headteachers' management practices, identify obstacles they encounter in managing junior high schools, and analyse strategies for enhancing headteachers' management practices in junior high schools located in the Builsa South District. Descriptive survey design using quantitative approach was adopted. All junior high school headteachers and assistant headteachers and teachers were the target population. The 46 headteachers and assistant headteachers and the 23 teachers made up the accessible population. The schools and each of the 46 headteachers and assistant headteachers were chosen through the use of census sampling. A closed-ended questionnaire was used by the researcher. Cronbach Alpha was found to be 0.86 in the reliability test. Frequencies and percentages were used in the analysis of the data. The results of the study showed that headteachers fostered a supportive environment in which educators were encouraged to reach their full potential in order to impart knowledge to students and, when needed, assign tasks to other educators. Managing junior high schools also presented difficulties due to a lack of finance, inadequate educational facilities, and an unsustainable workload. Enhancing junior high school headteachers administration can be achieved through offering rewards such as gift and citation, giving frequent feedback, and showing respect for each individual employee. To address the numerous issues facing headteachers in Builsa South District, it is recommended that the Ghana Education Service and the Builsa South District Directorate of Education should collaborate to equip headteachers of junior high school with good management practices and skills

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

In Ghana, a middle-income nation, education is crucial to the country's quest for social and economic advancement. The foundation of any nation's economy is its educational system. In Ghana, basic education is the very least that the state is required to provide for its people. A school-age youngster learns the fundamentals of reading, math, and problem-solving in addition to creativity and healthy living skills. Thus, all Ghanaian children have a right to a basic education. Every child in Ghana is entitled to a free, compulsory, universal, high-quality basic education as stipulated by the Republic of Ghana's Constitution. Three years of junior high school, six years of primary school, and two years of kindergarten used to make up Ghana's basic education programme (Edusah, 2009). However, it is currently being suggested that basic education begin in kindergarten and continue until senior high school.

The need of efficient management and administration for the smooth operation of educational institution management has grown recently (Bush, 2013). Because human resources management and development is the art of leadership that applies to all facets of life, sound management practices are essential to the management and administration of educational institutions. According to Northouse (2012), management practice is the process of persuading people of what needs to be done and how to do it, as well as assisting both individual and group efforts to achieve organisational objectives. In order to attain organisational goals, management practices are perceived as a process of persuading a group of people, with the leader being the one with the most influence over others and has supervisory power (Robbins, 2015).

The leaders in education are seen as the cornerstones of the system and as the primary facilitators of school efficacy. Since leaders in the educational institutions are trained to develop and improve these practices, educational management methods are consequently applied to school administration that seeks to bring about positive change in educational policies and procedures.

Basic school headteachers serve as a vital link between the school, the community, and education authorities. They are the primary facilitators and managers of school improvement, regularly planning for the progress of their institutions. In large part, the degree to which school headteachers successfully fulfil their leadership roles determines the maintenance of quality and standards in the educational system. According to Ibukun (2014), school headteachers are accountable for all that occurs within their respective establishments and are regarded as the main executives.

All that occurs in the educational institutions is the responsibility of the head instructors. School headteachers delegate certain tasks to other employees who carry them out. Ibukun (2014) went on to say that all outward manifestations of the responsibilities of school administration reflect the function of the school headteachers. Headteachers convene educators, parents, students, and other relevant parties to deliberate on strategies for enhancing students' academic achievements. In addition, headteachers need to be knowledgeable and skilled in leadership in order to use their power to implement policies that support the efficient operation of educational establishments. The headteacher is a leader and administrator who decides whether or not pupils in educational institutions succeed. Educational leaders are crucial to the operation of their institutions because they oversee the management of both human and material resources to the extent that, without them, these institutions could not exist (Ibukun, 2014).

In academic settings, leaders are viewed as managers, supervisors, creators of school cultures, and agents of change. In Ghana, headteachers are the leaders of the basic education system. The most senior instructor and leader in a school is the headteacher. In addition to overseeing staff management and school policy, the headteacher is in charge of all students' education. By assigning tasks, establishing goals and expectations, and measuring employees' progress towards those goals, headteachers inspire, lead, and oversee their teams. They have pastoral and administration responsibilities in larger schools. They assist in planning school-sponsored events, deal with disruptive kids, and compile reports from all instructors to the headteacher. Assuring that academic and school objectives are met is the responsibility of headteachers.

The techniques and inventions used by managers, or headteachers, to increase the efficiency of work processes are known as management practices (Ibukun, 2014). Empowering employees, educating employees, implementing quality-improvement initiatives, and introducing various new technologies are examples of common management techniques. To accomplish organisational objectives, managers or leaders of educational institutions must think strategically and intellectually. The goal of the study was to look into the headteachers' management strategies in the research region.

## **1.2 Statement of the Problem**

A robust correlation exists between enhanced student achievement and effective management techniques. All of these demonstrate that a school's headteacher, who serves as its leader, can be fired. The headteacher has a major impact on the school's success or failure. The headteacher, who is in charge of both the administrative and academic aspects of the school,

must be capable for it to succeed. The schools lack proper facilities and are subject to several restrictions. The headteacher is the one who must lead the school efficiently, particularly when certain facilities are lacking and there are other limitations. The ability of a competent school headteacher is demonstrated by their ability to manage such schools in such a situation.

Despite the massive investments made by governments in the education sector, there are numerous issues that plague the field, leading to low student performance, particularly at the elementary level (Afful-Broni, 2012). Numerous elements, including the student-teacher ratio, teachers' lack of enthusiasm, parents' views, students' attitudes towards learning, ineffective headteachers, and many more, have been identified as the causes (Robbins, 2015). This is the reason why several programmes were added to the core curriculum of elementary schools (Afful-Broni, 2012). Unfortunately, the well-intentioned efforts did not provide the desired outcome. Because teacher's student's ratio is high and student attitudes to learning is still poor

Headteachers manage a variety of obstacles that frequently go unseen, but how a headteacher approaches addressing these obstacles is what makes an effective leader in a school context. The administration of junior high school headteachers has drawn more public attention in recent times, and the researcher has participated in Parent Association meetings where poor performance of student was discussed. The primary challenge junior high school headteachers today face is how to successfully manage the school to improve learners academic performance, according to an informal talk with a few of them. Mankoe (2007) brought up the issue of residential housing in a few sub-Saharan African nations, including Ghana and specifically the junior high schools in the Builsa South District. According to Bush (2013), teachers who were denied institutional housing were forced to find housing elsewhere, which demoralises them and makes it harder for them to do their jobs well, which in turn impacts the head teacher's role

as the school's leader. It appears that challenges such as poor learner attitude to learning, inadequate teaching and learning materials and student teacher ratio in school at Builsa South District management still exist despite numerous attempts by the Ghanaian government, through the Ghana Education Service, to enhance the quality of education delivery in schools through various training workshops for headteachers and teachers. The knowledge needed to manage the school effectively seems to be lacking because Ghana Education Service lack the resources to train new appointed headteacher.

Questions that come up are: In junior high schools, what management practices do some headteachers apply in managing their schools? What difficulties do headteachers have when running junior high schools? These and other questions must have answers. These served as the researcher's driving force behind his investigation on the management styles used by junior high school headteachers in Ghana's Upper East Region's Builsa South District.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate management practices of headteachers of Junior High School in the Builsa South District of the Upper East Region of Ghana.

### **1.4 Objectives of the Study**

The study sought to:

1. Find out the management practices of headteachers in Junior High Schools in the Builsa South District
2. Examine challenges Headteachers face in the management of in Junior High Schools in the Builsa South District

3. Discuss ways to improve headteachers management practices in Junior High Schools in the Builsa South District

### **1.5 Research Question**

1. What are the management practices of headteachers in Junior High Schools to improve student academic performance in the Builsa South District?
2. What challenges do headteachers face in the management of Junior High Schools in the Builsa South District?
3. What are the ways to improve headteachers management practices in Junior High Schools in the Builsa South District?

### **1.6 Significance of the Study**

The study's conclusions will broaden our understanding of headteacher management techniques in junior high schools and the body of literature already in existence.

The study's conclusions will be a source of information for researchers who wish to carry out related work in the future. The Ghana Education Service will use the study's conclusions as a roadmap to help headteachers apply the best management techniques to support junior high school administration. Researchers and other academicians would be able to access the study's findings as a database regarding the difficulties in headteachers' management techniques. The study's conclusions will assist headteachers in using a variety of strategies to enhance their junior high school management techniques.

### **1.7. Delimitations of the Study**

The focus of the study was on the junior high school headteachers' management strategies in the Builsa South District. Only public junior high schools in the Builsa South District were included in the study. The study uses just headteachers, associate headteachers, and teachers. Topics including junior high school management issues, how to improve learners academic performance and to foster good relationship among teachers headteacher management techniques, and strategies for enhancing headteacher management were discussed.

### **1.8 Limitations of the Study**

For the study, the researcher used a cross-sectional survey approach. The study uses a questionnaire to collect data, and because of this, it is not possible to delve deeper for a more thorough explanation. Each of these could have an impact on the reliability of the results or recommendations. As a result, one should exercise caution when extrapolating the study's conclusions.

### **1.9 Organization of the Study**

This study is organized into five chapters. Chapter one dealt with the introduction which comprised the background to the study, the problem statement, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitation and organization of the study. Chapter two covered the review of literature related to the topic under study. Chapter three captured the methodology comprising the research design, the population, sample and sampling technique, research instrument, validity and reliability of the instrument, the data collecting procedure, data analysis procedure and ethical consideration. Chapter four

also focused on results and discussions of data collected while Chapter five presented the summary of findings, conclusions, recommendations of the study and suggestion for further study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter contains literature on the management practices of headteachers in junior high schools. The review is done under the following sub-headings: concept of management practices, basic education in Ghana, the role of Headteachers of Basic Schools in Ghana, performance appraisal, leadership and academic performance, challenges leaders encounter in managing schools among others.

#### **2.1 Concept of Management Practices**

Different researchers from various fields define management from various angles. Economists view management in the same category as resources such as land, labour, capital, and organisation. The bureaucrats see it as a structure of power to accomplish corporate objectives. Sociologists view managers as belonging to society's class elite. In order to achieve predetermined objectives, "management is a distinct process consisting of planning, organising, actuating, and controlling; utilising in each both science and art," according to Terry (2010, p. 25). According to Drucker (2011), management is a multifunctional organ that oversees employees, supervisors, and corporate operations. Park (2013) asserts that management is the art of using people to accomplish goals.

The roles of management include the following: Planning is the initial task of management. In this, the manager drafts a thorough action plan with an organisational objective in mind. Creating a solid action plan is the most difficult of the five managerial tasks. The entire organisation must take an active role in this. In terms of timing and execution, planning needs

to be connected to and arranged across several levels. The organization's people flexibility and available resources must be taken into account during planning, as this will ensure continuity. Planning is a continuous process that can be very specialised depending on the objectives of the department, division, organisation, and team (Park, 2013).

Organising is a further managerial task. Managers must decide how to allocate resources and arrange staff members in accordance with the plan in order to do this. An organisation can only operate effectively if it has enough personnel, raw materials, and capital. A well-designed organisational structure that assigns duties and responsibilities to different departments is essential. Managers must recognise various responsibilities and allocate the appropriate staff to carry out the plan by assigning tasks, distributing authority, and guiding the team towards the organization's objectives without creating obstacles. Park (2013)

Leading is one of management's other roles. In order to do this, managers must invest time in developing a personal connection with staff members. This goes beyond only assigning and receiving work; it also entails speaking with, inspiring, and encouraging staff members to reach greater productivity levels (Afful-Broni, 2012). Workers freely follow a leader's instructions because they are motivated by them, not because they have to obey a manager's orders (Darling Hammond, 2015).

Coordinating requires positive behaviour modification of personnel. Thus, the goal of coordination is to foster discipline and motivation within the dynamics of the group, which calls for effective leadership and clear communication. Controlling involves confirming that the actions taken align with the plan. There are four steps in the control process: Create performance standards based on the goals of the organisation; track and report on actual performance; compare outcomes to performance and standards; and take appropriate corrective or preventive

action. It begins with the creation of an organization's environmental analysis and concludes with an assessment of the solution's performance.

## **2.2 Basic School Education in Ghana**

There have been numerous modifications to the Ghanaian educational system. Two (2) years of kindergarten, six (6) years of primary school, and three (3) years of junior high school (JHS) make up the eleven (11) years of universal basic education, according to Edusah (2009). In Ghana, basic education ends in the last year of junior high school, when all students take the West African Examinations Council's Basic Education Certificate Examinations (BECE) (WAEC). A student can enter a Senior High School (SHS) or a Technical/Vocational school for higher education if they receive an aggregate score of thirty or fewer in six core and elective topics. The success or failure rate of junior high school pupils is based on the total number of graduates from the school who pass the BECE with an aggregate score of 30 or higher. This is the standard by which Ghanaian basic school students' academic performance is measured.

The primary goal of basic education in Ghana is to assist students in acquiring basic literacy and numeracy, as stated in the Ministry of Education's syllabus for all basic education levels. Through skill training, these will support the growth of students' aptitudes and capacities (Edusah (2009)). The goal of formal education in Ghana is emphasised in the aforementioned statement, which was first stated in the 1951 and 1961 Ghana Accelerated Development Plans for Education and education Act of 1961. The Education for All Projects of UNESCO (2008), which recognised education as the catalyst for the country's social, cultural, economic, scientific, and technical advancement, echoed this educational purpose in Ghana's subsequent education reforms. Since 1951, the government has carried out a variety of education reform

initiatives through the Ghana Education Service and the Ministry of Education in order to achieve these objectives. The Free Compulsory and Universal Basic Education (FCUBE) programme was noteworthy among them (Edusah, 2009).

### **2.3 The Role of Headteachers of Basic Schools**

Headteachers of Basic schools in Ghana are essential to the development of teachers and perform a variety of roles in fostering a positive learning environment for students. According to Darling Hammond (2015), school headteachers are expected to be visionaries for education, leaders in curriculum and instruction, specialists in assessment, disciplinarians, community builders, experts in public relations and communications, budget analysts, facility managers, administrators of special programmes, and defenders of various legal, contractual, and policy mandates and initiatives.

The headteachers carry out a number of tasks to guarantee that the fundamental goal of teaching and learning is accomplished, including the following: admission of students: the head teacher admits students and ensures that their information is correctly recorded in the admission register; accepting instructors who have been assigned to the school and entering their information in the teachers' record book; teacher classification: teachers are assigned to courses by the headteacher. assigns subjects, teaching periods, and schedules (co-curricular activities) to teachers in the junior high school context; supply of materials to teachers, including student textbooks, work sheets, teaching lesson notes, reference books, stationery, school-based assessment records, and exercise books; the assignment of classrooms, the review of the lesson plans and work schedules by the teachers; maintaining regular attendance and punctuality of both students and teachers by using staff attendance books and class registers; supervising and

conducting demonstration lessons for teachers on occasion; planning in-service training for teachers; and inspecting class continuous assessment records to ensure that teachers make accurate entries by comparing the entries against marks recorded in students' exercise books (Afful-Broni, 2012).

Headteachers at basic schools in Ghana are in charge of managing the school's finances. School headteachers need to possess a variety of competences in order to lead their schools effectively. According to Leithwood and Riehl (2010), there are three (3) categories of fundamental management practices:

1. Developing individuals by allowing educators and other staff members to carry out their duties efficiently, by providing intellectual stimulation and support to advance, and by offering role models and other forms of support.

2. Establishing the organization's direction, which includes creating common objectives, keeping an eye on performance, and encouraging good communication.

3. Redesigning the organisation by establishing collaborative processes, changing organisational structures that impede work, and developing a positive school culture (Afful-Broni, 2012).

The performance, dedication, and competency of the head teacher are the primary determinants of effective school administration practices. A performance is an action, a product, or a process that can be defined, evaluated, and weighted appropriately in the cognitive, psychomotor, and emotional domains for the intended use. Performances depend on knowledge, abilities, and skills to be delivered. In addition to attitude and professional demeanour as shown by the employee's approach to finishing work assignments, it is the achievement of work assignments and contributions to the organisational goals (Afful-Broni, 2012). Performance

consists of two parts: behaviour as the means and behaviour as the result as the goal. Put differently, performance is the fulfilment of obligations and influences behaviour, interpersonal connection skills, a professional demeanour, and institutional objectives.

"The individual in the group given the task of directing and coordinating task relevant group activities" is how Fullan (2011) defines a leader. Fullan emphasised that key elements like instructional, managerial, and leadership skills can be used to evaluate a head teacher. Human relations, communication, and leadership abilities were considered to be the most important competences for effective leadership.

According to Leithwood and Riehl (2010), there was a shift in attitude encouraging teacher evaluation of headteachers, and headteachers had a positive opinion of the external assessors. They maintained that teacher opinions of headteachers as leaders point to a crucial factor that should be taken into account when evaluating a leader's aptitude, which is very essential and offers proof that school leadership can be improved. According to Sweeney (2006), these opinions will also affect how well the school performs. According to Josephson's (2003) research, teachers' opinions about headteachers may assist them become better leaders and that the knowledge may encourage systemic change in the school.

Headteachers of basic schools are responsible for overseeing the administrative and scholastic operations of the institution and communicating with the local community and higher authorities. The efficacy and progress of schools are significantly impacted by the leadership attributes of headteachers. The objectives of an organisation can be changed or accomplished through leadership. To optimise the efficacy and efficiency of the academic unit, for instance, the head of a school is in charge of assigning staff responsibilities such as teaching, research, administration, consulting, and continuing education (Blase & Blase, 1998). The authority to

assign staff responsibilities differently in order to maintain the institution's productivity is consistent with this duty.

Robbins (2015) asserts that the head of any organisation serves as the main point of contact for the students. He contends that they have an impact on the level of student accomplishment, the effectiveness of individual teacher instruction, and the degree of internal and external school functioning efficiency. Robbins (2015) observed that excellent human resource management and interpersonal and communication skills of headteachers have a beneficial impact on school effectiveness and improvement. Beach and Reinhartz (2004) discovered in another study that the headteacher's function is essential to creating a positive school climate and inspiring teachers. Finding out what qualities and behaviours administrators have that teachers find useful in their work to support learning, as well as how teachers perceive the administrators who assisted them in promoting learning, is crucial. According to Robbins (2015), successful headteachers never stop helping people grow, improving connections within the school and between the school and the community, and keeping an eye on the goals and coherence of the programme.

## **2.4 Management and Leadership Theories**

The following theories, among others, were explained by Robbins and De Cenzo (2014): trait theories, behavioural theories, transactional theories, transformational theories, contingency theories, and situational theories.

### **Trait Theory**

successful leaders are born with particular attributes. The traits that set many leaders apart from non-leaders form the foundation of the trait model of leadership. Physical stature,

looks, social class, emotional stability, verbal fluency, and friendliness were a few of the characteristics that were examined. According to Robbins and De Cenzo (2014), there are seven characteristics that have been linked to successful leadership: intelligence, drive, extraversion, honesty and integrity, self-confidence, and expertise relevant to the work.

### **Behavioral Theory**

Behavioural theory examines what leaders really do as opposed to searching for innate qualities. Three main categories of leadership styles exist: According to Robbins & De Cenzo (2014), an autocratic leader is one who sets rules for the workplace, acts alone in making decisions, and restricts employee engagement. Because authoritarian school leaders adopt severe leadership methods that are deeply disliked by their subordinates, they result in subpar academic performance.

According to Robbins and De Cenzo (2014), a leader that adopts a democratic approach engaged subordinates, delegated authority, encouraged involvement, and used employee feedback as a coaching opportunity. The literature made clear that administrators' functions, particularly those of institutional headteachers, are critical to a school's efficacy. The bright individuals who work in schools contribute ideas that are vital to the daily operations of the institution. Prefects, teachers, and students are able to provide insightful advice on academic issues in the school. It is impossible to overlook their efforts and ideas.

Lastly, Robbins & De Cenzo (2014) defined the laissez-faire leadership style as a leader who delegated authority to the group so that they may carry out the task anyway they saw fit. When head instructors adopt a laissez-faire leadership style, their subordinates' performance suffers because they don't follow up on their assignments. They entrust everything to their subordinates, some of whom might not have the knowledge and abilities needed to complete

the task. Some people might prefer not to work on the project unless they are closely monitored. Laissez-faire leadership is not the ideal management style for the structure of the school since total delegating without any kind of oversight could lead to issues with performance that could negatively impact the efficacy of the institution. According to Robbins and De Cenzo (2014), laissez-faire leadership is linked to the greatest rates of truancy and delinquency as well as the slowest performance adjustments, which result in unproductive attitudes and the disempowerment of subordinates.

Another theory of behaviour examines starting a structure and taking consideration. Initiating structure described the degree to which leaders were task-oriented, arranging their employees' work activities towards the achievement of formal goals. Consideration structure was used to measure the extent to which leaders showed concern for the well-being of their subordinates, motivating and consulting them, and showing appreciation. Employee-centered leaders, also known as consideration structure leaders, are always focused on the welfare of their staff members, including them in decision-making processes and providing on-the-job coaching to enhance performance. Therefore, it is appropriate for the head teacher of JHS to demonstrate concern and gratitude to the teachers by providing them with opportunities for continued education, financial rewards, and praise. By doing this, the teachers feel valued and see themselves as collaborators in achieving the organization's goals, which in turn leads to high performance (Robbins & De Cenzo, 2014).

Task-oriented or structure-initiating leaders are more concerned with the output of their workforce than with those who will help them achieve it. The researcher believes that headteachers ought to be concerned with the number and calibre of teachers as well as the

outcomes and functioning of the school. Good results and performance can be achieved when teachers and students are motivated and treated appropriately (Robbins & De Cenzo, 2014).

Two theories are presented by (Fullan, 2011) to describe human nature and behaviour in the workplace. According to Fullan, a manager's or leader's attitude towards people and their presumptions about their nature and behaviour determine the style of management practice. Two hypotheses are referred to by Fullan as theories X and Y. According to Theory X, most individuals need to be coerced, directed, and threatened with penalty in order to make the necessary effort since they detest their jobs and will do anything to avoid them. On the other hand, Theory Y is predicated on the ideas that, under the correct circumstances, the typical worker may learn to embrace and actively seek responsibility, and that individuals will demonstrate self-direction and self-control when working towards goals to which they are dedicated. The incentives linked to accomplishments influence an individual's commitment to their goals. The ideas underscore the importance of transparent management, the utilisation of penalties, rewards, and incentives to shape human conduct, and the necessity of combining the objectives of the individual and the organisation (Fullan, 2011).

### **Contingency Theory**

According to this notion, different situations call for different attributes and actions from management practices. Situational, follower, and leader variables all affect effectiveness (Leithwood & Riehl, 2010). The several contingencies in the form of task, group, and subordinate variables determine the leader's success. The demands placed on a leader by the circumstances determine how effective a particular pattern of behaviour will be (Fullan, 2011). Several models of contingency leadership have been established, including the Fidler model, Hersey and Blanchard's situational theory, and Robbins (2015)'s road gold theory. A different

facet of leadership behaviour is emphasised in each of these ideas. The degree to which a leader's style is relationship- or task-oriented forms the basis of Fidler's hypothesis.

While a task-oriented leader concentrates on work completion, gives clear instructions, and establishes performance standards, a relationship-oriented leader is concerned with people developing mutual trust and respect and listens to employee needs (Darling Hammond, 2015). These connections have resemblance to the initial structure and consideration outlined in the behavioural theories. Fidler's model highlights several crucial components that may or may not be advantageous to a leader, including the organisation of tasks or occupations, the leader's position and authority, and the relationships between the leader and members/workers. There is no one ideal method of leadership, according to the contingency theory, which is a key takeaway. Numerous elements, including the traits of the leader and the group members, as well as the organization's structure, ideals, and kind, are necessary for successful leadership (Fullan, 2011).

The pedagogical implication is that all headteachers should be aware that being a good leader requires more than just having specific qualities. Lastly, headteachers should remember that there is no one right approach to lead people. You need to understand the dynamics of the group you will be working with, as well as their likes and dislikes. You also need to ask for funding to build structures that will support teaching and learning. Numerous things influence every headteacher's achievement. If performance is to be expected, this is the primary reason why individuals possessing the necessary leadership attributes should be appointed to head junior high schools (Darling Hammond, 2015).

## **Democratic Leadership Style**

According to Darling Hammond's (2015) theory, a democratic leader is one who includes employees or subordinates in the decision-making process. But ultimately, the leader gets to make the call. It should be noted that a democratic leadership style is a show of strength that your subordinates will appreciate, not a sign of weakness on your behalf. A democratic style fosters cooperation between the leader and followers and strong morale. Democratic leadership ensures complete dedication to the organisation and boosts performance and happiness among subordinates, according to Northouse (2012). One of the main components of a democratic style is involvement. It implies that each individual inside the organisation participates in the process that culminates in the choice that the company makes. An company that adopts a democratic style fosters freedom and creativity (Northouse, 2012).

Lastly, according to Northouse (2012), vision is one of the characteristic of a leader. It follows that a leader needs to have a long-term perspective. However, a democratic leadership style can also make followers sluggish and prone to taking things for granted. Due to the leader's need to obtain approval from the entire group, decision-making processes may take too long (Northouse, 2012).

## **Transformational Theory**

According to Cunningham and Cordeiro (2009), transformational leadership happens when followers and leaders work together to achieve higher order common goals and when one or more people interact with others in a way that elevates morals and motivation in both groups. This suggests that a leader-follower connection occurs when the goals of the two merge to form a single, cohesive purpose. The leader fosters in followers the ability to generate higher level commitment to organisational goals and inspires them to work for transcendental goals rather

than short-term self-interest, achievement, and self-actualization rather than safety and security (Cunningham & Cordeiro, 2009).

A transformational leader encourages and motivates subordinates to accomplish remarkable feats (Robbins & De Cenzo, 2014). Transformational leaders, according to Leithwood and Riehl (2010), concentrate on the potential of the relationship between the leader and the followers. This leader uses followers' motivations to further both parties' objectives. Transactional leaders, on the other hand, place a strong emphasis on trading one item for another, such as a job for a vote or a favour. This kind of leadership approach emphasises how transformational leaders may change their surroundings to achieve their objectives. Transformational leaders are stated to base goal attainment on communication, with an emphasis on the desired outcome in the end. Cunningham and Cordeiro (2009) emphasise the value of communication and point out that a leader's style of communication can have a greater impact than the message's content. The correct things are done in a school setting by transformational school leaders who support educational innovation and restructuring, concentrate on creating a vision, encourage teamwork, and elevate the position of followers to that of leaders (Cunningham & Cordeiro, 2009).

### **Distributed Leadership Style**

According to Cunningham and Cordeiro (2009), distributed leadership is defined as a style of leadership that encompasses all the various forms of teamwork that the principle, instructors, and members of the school's improvement team have encountered while spearheading the institution's growth. According to Fullan (2011), distributed leadership across school staff members is necessary for long-lasting change to occur in schools. According to Fullan (2011), more scholars have acknowledged that changes brought about by distributed

leadership must be accepted and controlled by the educators who are responsible for putting such changes into practice in the classroom. Day & Harris (2012) contend that instead of looking for a formal position or role, distributed leadership concentrates on utilising knowledge inside the business. This suggests that organisation members provide their thoughts, expertise, abilities, and experience to the management of the organisation. In light of this, Cobbold (2014) claimed that distributed leadership is not centred on a single charismatic, hero-like individual who commands obedience from others. Since the current wave of leadership requires collaboration among all parties involved in the school business, approaches to leadership should not be limited to principals alone. Rather, everyone should share in these approaches, as many believe that principals alone cannot accomplish what they set out to do. Distributed leadership undoubtedly builds internal capacity for school development and aids in school improvement (Day & Harris, 2012). Cobbold (2014) provided empirical support for this by determining that instructors, despite the opinions of others, believed that the distributed leadership style improved school performance.

## **2.5 Management Practices and School Performance**

Much of the success of school leaders in building high performance depends on how well these leaders interact with the larger social and organizational context in which they find themselves.

"People," "structures and social system," and "purpose" are some of the categories of leader practice that Day and Harris (2012) identified. In the field of industrial and organisational psychology, management practices are without a doubt one of the most extensively studied subjects. Different terms have been used to characterise management methods, including

personality, influence, conduct, goal achievement, and attribution. In organisational contexts, management practice is a social force whose consequences are either directly related to or indirectly affect the accomplishment of organisational objectives. According to Day and Harris (2012), management practice is defined as the influence interaction between leaders and employees who want to see tangible results that represent their common goals.

A respectful demeanour and selfless dedication to staff members and the company are the cornerstones of successful management practices (Clark, 2007). It was said by Kouzes and Posner (2012) that excellent. The foundation of good management practice is setting an example, motivating a common goal, questioning the status quo, empowering others to take action, and uplifting spirits. To achieve positive outcomes, the headteacher must start the process and offer the required direction and mentoring. Good performance is achievable if the head teacher sets an example for instructors, motivates them, and institutionalises Prize Given Day, which encourages teachers and pupils to compete for rewards. This encourages them to put out their best effort.

According to Kouzes and Posner (2012), people are motivated to achieve goals that they find personally fascinating, hard, but attainable. Good management practices help employees create, shared, and understandings about the institution and its activities, goals, purpose, or vision. Setting clear expectations, developing and communicating a vision, encouraging acceptance of group objectives, and setting high performance standards are all considered managerial strategies, according to Leithwood and Riehl (2010). Encouraging efficient communication among team members and keeping an eye on organisational performance help to foster common goals.

Members' work-related motives are largely influenced by organisational directions, however they are not the only prerequisites. Furthermore, these orientations don't help members develop the skills they frequently need to proceed in those directions in an effective manner. Both the organisational environment in which individuals work and the firsthand encounters that members of the organisation have with those holding leadership positions have an impact on these motivations and capacities. Teachers who grow intellectually are more likely to contribute creditably to the achievement of the institution's objectives (Leithwood & Riehl, 2010). The following are some of the leadership techniques that have a major and beneficial impact on these first-hand experiences: Providing intellectual stimulation, giving personalised help, and setting a suitable example of best practices and core values for the organisation.

According to Leithwood and Riehl (2010), one leadership technique that can raise academic achievement is a leader's capacity for personal growth. The "technical core" of education—that is, what is needed to raise the bar for instruction and learning—is one factor that determines how feasible this is. Leithwood and Riehl (2010) went on to say that emotional intelligence is demonstrated by a leader by showing personal attention to a worker and by making use of the worker's abilities, which uplifts the worker's enthusiasm and optimism, lessens frustration, conveys a feeling of mission, and inadvertently improves performance. Thus, leadership at work in educational institutions is a dynamic process in which a person actively seeks out the cooperation and commitment of every group member to achieve group goals in a given setting, in addition to being accountable for the group's activities (Kouzes & Posner, 2012).

Effective performance in schools is sought after by leadership because it looks beyond the tasks that need to be completed and the people who carry them out, but also looks to

incorporate more reinforcing elements like reward, terms of service and morale-boosting, coercion, and compensation (Kouzes & Posner, 2012). It includes both the task's completion, which is an organisational criterion, and workers' contentment, which is a human resource requirement. Okumbe (2008). Maicibi (2003) believes that in modern school environments, successful performance is impossible to achieve without a suitable leadership style. If teachers are not properly prepared to lead students' utilisation of these resources or if the school lacks the necessary financial resources, it will be hard to maximise their use even with all the necessary instructional materials and resources.

According to Armstrong (2010), leadership is the ability to successfully transform an organisation by directing its most valuable resource—its people capital—into achieving its goals. Leadership is also defined as having influence, power, and lawful authority. This can be achieved by clearly communicating the organization's vision and mission at all times, and by encouraging staff members to recognise their own ability to spread this vision.

Sashkin and Sashkin (2010) also refer to this as visionary leadership. Sashkin & Sashkin added, nonetheless, that the idea of leadership that counts depends on a leader's particular qualities rather than being restricted to those at the top of the company, like the CEO or the principal/head teacher. It encompasses much more than just the personality of the leader; in this sense, leadership is primarily about changing followers in order to accomplish objectives (Sashkin & Sashkin, 2010). Being more and doing less is the commitment of good leadership. In any secondary school, achieving well should be valued on more than just one level. A strong performance in secondary education should not only be measured by academic rigour but also by other educational domains such as the emotive and psychomotor domains. Every leader in a school like this should have this as their goal, not only for the academic rigour but also for other

areas of education such as the emotive and psychomotor domains. Every leader in a school like this should have this as their common vision, and the school's activities, structures, and core values might all be directed towards realising it. Leadership, according to Day and Harris (2012), is "inspiring people to perform." If an institution's leadership fails to inspire individuals to complete their jobs efficiently, even with all the financial resources at its disposal, it could fail miserably.

## **2.6 Challenges Headteachers Face in the Management of schools**

Headteachers deal on a daily basis with a tough blend of well-adjusted kids from secure and productive home circumstances, drug-addled teenagers, young people with severe mental illnesses, teenage drunks, and snifters on the rampage. They interact on a daily basis with the future leaders of politics, culture, the arts, and sports, but they also deal with the day-to-day complexities of drains, toilet blocks, uncontrollable safety issues, and threats to pupils from criminals, the wilderness, and major roadways. There are deficiencies in the professional development of headteachers. This suggests that they might lack the necessary experience to carry out the lesson plan in the classroom. According to Cobbold (2014), Ghana is confronted with a leadership dilemma concerning the professional development of headteachers. Headteachers have financial obstacles when implementing the curriculum.

Cobbold (2014) posited that administrative stress among principals was caused by insufficient money, inadequate school facilities, work overload, and unsatisfactory service conditions. If educational leaders are to successfully improve teaching and learning, nearly all educational institutions must address two common issues. A prevalent catalyst for change encountered by nearly all educational leaders is the vast array of state regulations aimed at

increasing school accountability (Leithwood & Riehl, 2010). Finding the aspects of the school that the head may easily change is the second problem. These conditions have an impact on the quality of teaching and learning that takes place there. Other authors stated that in the increasingly complicated world of academic leadership, collaboration around a shared vision is essential (Day & Harris, 2012). However, it is not simple to cultivate the kind of strategic interaction that may strengthen unity of purpose in a setting where agendas, backgrounds, skill sets, and knowledge bases may differ. However, the work is worthwhile. According to Fullan (2011), the identification of numerous paradigms is not as interesting as the intricacy in the interplay of different approaches, paradigms, and overlapping impacts in education leadership.

Armstrong (2010) listed seven challenges that some leaders face, including: low academic achievement, particularly for low-income and minority students; a history of internal political conflict, factionalism, and a lack of focus on student achievement; a high percentage of inexperienced teachers in schools, compounded by frequent turnover and challenging working conditions, resulting in disparities in the capacity of teaching staffs and schools serving different student populations; low expectations and a lack of demanding curriculum for these students. Further, lack of instructional coherence and programming within and between schools, which contributes to weak alignment with state standards and district support fragmentation; high student mobility, which creates problems for learning continuity; inadequate business operations, including difficulties for teachers and administrators in obtaining the necessities to run classrooms and schools; and promotion practices that prioritise seniority and politics over qualifications and dedication to system efforts to improve education quality (Armstrong, 2010).

## **2.7 Strategies to Improve Management Practices of Headteachers**

Leithwood and Riehl (2010) proposed several tactics aimed at enhancing management practices, including creating financial incentives for executives across all organisational levels. The primary focus of management should be on financial incentives at the senior level. It is imperative to provide meaningful incentives to lower-level personnel to encourage their commitment to the success of the institution. This will be quite expensive; a programme needs to be well designed, and payouts should be commensurate with clearly stated revenue or profit goals. Leithwood and Riehl went on to say that organisations ought to routinely offer insightful criticism in a positive way.

A fundamental management skill is the capacity to provide employees constructive criticism on a regular basis in a way that motivates them rather than deters them. This ability is the cornerstone of successful management. Respect workers for who they are as people in addition to the work they accomplish. Just as its disagreeable twin, disrespect, has the opposite effect, respect is a potent motivator. Employees are far more willing to "go the extra mile" to support a company's success when they believe that they are truly respected (provided that it is always justified). Ensure that management has received the necessary training at all organisational levels. Most of the institutions place a great deal of emphasis on leadership development, but they pay far less attention to intermediate and supervisory managers. As a result, the institutions would fail to meet their goals. Employee help should only be given when it is truly required. Valued assistance can take many different forms, such as flexible support for a decent degree of work-life balance, emotional support in the face of unjust criticism, and equipment when the current is antiquated or inefficient. Support from management during difficult times fosters employee loyalty and goodwill, and senior leadership sets an example of

behaviour that makes the lower ranks of the organisation happy to be a part of it. These are all methods of encouragement that raise teacher morale by utilising the headteacher's skillful managerial techniques. So what motivates teachers?

## **2.8 Teacher Motivation**

Bennell (2014) defines work motivation as the psychological processes that affect an individual's conduct in relation to achieving tasks and goals at work. Yet, because these psychological processes are not readily visible and because achieving goals might be hampered by a variety of organisational and environmental factors, quantifying the causes and effects of work motivation is a challenging task. The two main, interconnected components of motivation are "can-do" and "will-do." "Will-do" motivation is the degree to which a person has embraced the aims and objectives of the organisation. On the other side, "can-do" motivation is more concerned with the elements that affect people's ability to achieve organisational objectives. Even while a teacher is really dedicated to helping the school meet its learning objectives, it's possible that they lack the skills needed to do so, which demotivates and demoralises their students in the end. Occupational psychologists generally agree that "pay on its own does not increase motivation." However, in nations where compensation and other material advantages are insufficient to meet the needs of individuals and households to survive, financial motivations are likely to predominate among instructors. "Higher-order" wants the cornerstones of genuine job satisfaction can only be achieved once these fundamental demands have been satisfied (Bennell, 2014). Therefore, a crucial empirical study is required to determine the scope of this issue.

Regarding teacher motivation, there are many different points of view in Ghana and throughout Africa. Nonetheless, there seem to be growing worries that an intolerably high percentage of educators employed in public school systems in numerous developing nations lack motivation as a result of a confluence of low morale and job satisfaction, inadequate controls and other behavioural sanctions, and poor incentives. For example, low teacher motivation is a major issue that is greatly exacerbated by political meddling, according to the 2000 Education for All EFA Country Assessment for Pakistan. It is commonly believed that declining standards of professional conduct, such as major misconduct (both within and outside of the workplace), and subpar professional performance, are indicators of low teacher motivation. Unacceptably high and rising teacher absenteeism, low and declining time on task, and a strong dependence on traditional teacher-centered techniques describe instructional methods. Less and less time is being spent by teachers on extracurricular activities, lesson planning, and marking.

These worries regarding teachers are succinctly summed up in the 2014 World Development Report. In certain contexts, there are alarmingly frequent instances of teacher misconduct: teachers may show up intoxicated, engage in physical abuse, or take no action at all. This isn't poor instruction; rather, it's not instruction at all (World Bank, 2014). It is still the case that these opinions and claims about teacher motivation in developing nations are not well-supported by data. The prevalence of negative stereotyping of teachers (particularly by the media) in many countries could lead to a major exaggeration of the incidence of misbehaviour and low teacher motivation in the lack of sufficient information. When educators and administrators have been questioned directly about teacher motivation on the few instances that it has happened, morale has typically been regarded as being fairly strong. Representative

groups of primary and secondary school teachers in Botswana, Malawi, and Uganda were questioned if they agreed with the statement that teacher morale at this school is good as part of a study on the effects of the AIDS epidemic on education. While there seems to be greater reason for concern in Malawi, particularly at basic schools, morale in Botswana and Uganda was very high (Bennell, Hyde & Swainson, 2012).

Teachers' morale is unexpectedly strong, according to another study on the effects of AIDS in Tanzania, Mozambique, Kenya, and Uganda (Carr-Hill Chaudhury, Hammer, Kremer, Mularidharan, & Rogers, 2013). According to a recent Ghanaian poll, teacher morale is likewise comparatively high (Bennell & Acheampong, 2007). While almost one-third of teacher respondents said they had no intention of staying in the field, just 13% of them said they did not enjoy teaching.

## **2.9 The Nature of Motivation in the Public Service**

In public sector management, public service motivation is common (Maertz, Stevens, & Campion, 2011). Early in the 1990s, a robust body of research particularly demonstrating the behavioural differences between public and private employees led to the definition of public sector management (Buelens & Van den, 2007). These were established with the intention of impartially advancing public values (Maertz, Stevens, & Campion, 2011).

The goal of improving society and promoting the welfare of others serves as the driving force behind public service management motivation (Maertz, Stevens, & Campion, 2011). They pointed out that these incentives have their roots in a variety of elements that act as recommendations for behaviour. Sociologists define "altruism" as having the desire to serve the

needs of others or of a community rather than our own. Scholars studying organisational behaviour define "pro-social behaviour" as voluntary actions taken by staff members for the benefit of individuals or groups without anticipating compensation. It is noteworthy to emphasise that economic analysis also exhibits this type of disinterested motivation (Fehr & Fischbacher, 2003).

The following types of motivation in the public sector have a big impact on the worker assigned to a specific task at a given moment in time. These show that people are not wholly selfish, in opposition to the Rational Choice Perspective, since they can exert effort into a task without anticipating receiving immediate and material benefit. These people also look for employment that benefits an organisation bigger than themselves. Scholars examining the selfless and philanthropic drive of public workers employed certain national notions to characterise their unique dedication to the public domain.

The definition of the will to support public motivation has been approached from a variety of angles based on its goals and historical evolution. According to Maertz, Stevens, and Campion (2011), Perry defines public service as "an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organisations." This definition addresses the authors' desire to make it easier to identify and hire those who are expected to work in the American public service. Conversely, a more institutional definition is now contesting this individualistic, narrow definition. To fill in disciplinary gaps and broaden the definition's application, "Belief, values, and attitudes that go beyond self-interest and organisational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate" is how Vandenabeele (2007) characterised

public service (Vandenabeele, 2007 p. 547). In order to strengthen its connections with the theory of motivation in terms of internal and/or external influences creating induction, the direction, the intensity, and the persistence of conduct, this definition of public service incorporates additional definitions of pro-social behaviour held in the public domain.

This perspective ignores the unique person and concentrates on the ideals established by organisations. According to the institutional theory developed by March and Olsen in 1989 and referenced by Vandenabeele (2007), an individual's behaviour is determined by two main factors: a logic of consequence, which is based on a more reasonable expectation of the outcomes of an action, or a logic of appropriateness, which relates to "beliefs, paradigms, codes, culture." Since public service motivated action refers to the realisation of specific institutional values rather than self-interest, it can be viewed under the public service management theory as conforming to a logic of appropriateness (Vandenabeele, 2007).

In their article "The Motivational Bases of Public Service," Maertz, Stevens, and Campion (2011) introduced the notion of public service management to the academic world after identifying a number of motivational variables that are exclusive to the public sector. Three general and analytical types of motives rational, normative, and affective are discussed in this essay with reference to public service. As a result, the author proposed that the public service management system have six dimensions: self-sacrifice, civic responsibility, social justice, attractiveness to policy making, and devotion to the public interest.

Even with the current surge in study, there are still a lot of unknowns, gaps, and ambiguities in our knowledge of public service motivation (PSM). One can distinguish the two streams of a PSM research agenda (Perry & Hondeghem, 2008). In order to fill in knowledge gaps regarding

PSM and vice versa, the first track examines how studies of other-regarding orientations in disciplines other than public management and administration are conducted. PSM research brings up broad questions that apply to all fields that study employee motivation in businesses. This study track's key questions are: how may public motives interact with other motives? how can individual differences be taken into account? how stable or malleable is PSM? and how is public motivation related to related constructs?

## **2.10 Motivational Strategies**

Owing to the intricacies involved in employee motivation, including understanding, tools, strategy, objective, and requirement for diverse workers, institution management employs various motivation strategies at different periods. The following motivational tactics are being examined for the purposes of this study: effective communication, job environment and workload, training and development, participative management, career development, and promotion. Others include financial packages, remuneration, and empowerment.

### **2.10.1 Recognition of Employees' Good Work Done**

According to Robbins (2015), one tactic used by employers to inspire staff members is to acknowledge them for the work they have done. He goes on to say that employee recognition initiatives can be tailored to specific individuals or groups and serve as a means of expressing gratitude and approval for a job well done. Employees that demonstrate exceptional work effort on the job and are nominated by peers and management are eligible for monthly or annual awards. Giving a private congrats to a worker for a job well done or recognising good work done by staff members with a handwritten note, email, or voicemail are examples of recognition. Workers that have a high need for social approval demand that their manager acknowledge their

achievements in public. The organisation can plan a team celebration for a goal achieved to increase motivation and group cohesion. Robbins cautions that extravagant recognition programmes might not be beneficial in the current competitive environment when resources are getting harder to come by. On the other hand, the application of recommendation systems is among the most popular and extensively utilised recognition techniques.

### **2.10.2 Training and Development**

According to Wan (2007), organisations can only significantly increase employee productivity and retention by optimising their personnel through extensive training and development initiatives. Organisations will need to commit significant resources to this project in order to guarantee that workers have the knowledge, abilities, and competences necessary to function well in a complex and quickly evolving workplace. Therefore, Wan (2007) contends that it is critical for businesses to make investments in their human resources or human capital development, which is, broadly speaking, the act of assisting staff members in improving their job performance, knowledge, and experiences, as well as adding value to their own lives. The primary means of accomplishing this are development, instruction, and training. Training is defined as "a planned process to modify attitudes, knowledge, or skill behaviour through learning experience to achieve effective performance in an activity or range of activities" by Smith (1997), as referenced in Wan (2007, p. 298).

Many businesses also use training and development to increase employee motivation. One of the things that drives employees within a business is the provision of opportunity for training and development. Technological advancements, organisational changes, and the understanding that employee skills and abilities are critical to success have all contributed to

the demand for training. This has been further highlighted by the growth of human resource management, which places a strong focus on the value of people and the abilities they possess to improve organisational effectiveness. Human resource ideas like "commitment to the company" and the rise of "quality movements" have made senior management teams recognise how crucial it is to provide employees with training and create a system of lifelong learning. Gaps in knowledge and skills between present performance and desired performance are used to identify training needs (Robbins, 2015).

The performance gaps between present performance and what will be needed for future jobs determine what has to be developed. Formal classroom instruction, on-the-job training, coaching, mentoring programmes, temporary assignments, shadow assignments, project team assignments for learning, and business management programmes are some of the training techniques that are employed. Increased job satisfaction among employees is one of the advantages of training and development, as it boosts motivation. Employee performance can be improved by training that imparts new knowledge, abilities, and attitudes. Employees are motivated to work even harder when they receive favourable feedback on their good performance as a result of training (Robbins, 2015).

There are several forms of training, including off-the-job and on-the-job approaches. Mentoring, self-learning, and assigning an employee to acquire a new skill under a superior or colleague are examples of on-the-job (internal) training strategies. Additionally, organisations plan internal training sessions for their staff members, during which they receive specialised instruction on job requirements unique to the business. Techniques for off-the-job (external) training include lectures, seminars, workshops, and case studies that take place off the

organization's property. Many companies encourage their staff members to further their education by granting paid or unpaid study leaves, as well as by allowing them to pursue part-time studies. Higher education institutes typically run these kinds of programmes. Robbins (2015) asserts that inadequate training leads to elevated staff attrition whereas adequate training fosters employee retention.

### **2.10.3 Participatory Management**

Participatory management has frequently been marketed as the answer to high morale and great production, claims Robbins (2015). According to Robbins, participative management gives employees the opportunity to significantly increase their level of decision-making authority with their managers. This includes a wide range of tasks like creating goals, solving problems, actively participating in workplace decisions, joining consulting committees, serving on policy-making bodies, and choosing new employees. By satiating the desire for socialisation and self-esteem, employee participation in management decision-making can affect both job happiness and performance. When workers participate in decision-making, they believe that the choices they make are their own, and they also feel accountable for implementing those decisions. Another popular employee involvement strategy in businesses is teamwork. They stress that teams can consist of seven, 10, or even more members, and that in order for employees, managers, and team leaders to have the necessary abilities for them to operate effectively, they must receive training (Robbins, 2015).

#### **2.10.4 Work Environment and Workload**

The working conditions of teachers are a major factor in a school's capacity to draw in, keep, and motivate qualified educators, which is why teacher turnover occurs. Regarding the aforementioned, Day and Harris (2012) proposed that the physical and psychological aspects of a job, together with other working conditions, differ in their significance as a motivator. In the event that these components are absent, employees in this case, teachers will leave. An environment at work that is secure and supportive fosters motivation. Motivation is enhanced in an atmosphere that is free of health concerns and is clean. Employee security will come from a risk-free workplace. As a result, the organisations make sure that workers are in a setting that supports their performance. Ensuring job security for employees is a crucial aspect of maintaining a secure workplace. Employee concentration and optimal work performance are contingent upon their perception of job security and safety (Armstrong, 2010).

Teachers perceive their demanding and heavy task as a source of stress. They lack the time necessary to attain the desired levels of instruction and learning (Day & Harris, 2012). When teachers were forced to administer extensive and onerous recordkeeping in large portfolios, the situation deteriorated rapidly. It's thought that bringing down the workload for teachers to a manageable level will increase motivation, job satisfaction, retention, and fraternal spirit. The Ghanaian Education Roadmap notes that the teacher-to-student ratio has significantly improved to 35:1. However, these statistics are mostly found in papers, as teacher-to-student ratios and class sizes are determined by the socioeconomic status and geographic location of schools. Teacher-to-student ratios were formerly lower in socioeconomically advantaged schools, primarily in urban and suburban regions, but this has radically altered. In contrast, rural and similarly underprivileged schools have historically struggled with class numbers of forty-

five or more students. The difficulties instructors face in these kinds of schools are frequently insurmountable and have a detrimental effect on both their and the students' performance (Cobbold, 2014).

### **2.10.5 Effective Communication**

Organisations also use efficient lines of communication to raise employee motivation. The process of exchanging information, whether on purpose or accidentally, between people is called communication. It is, in particular, the interpretation and transmission of meaning. Control, emotional expression, information, and motivation are the four main purposes of communication. By instructing people to adhere to company regulations and job specifications, communication manages employees. Working groups rely heavily on communication as a vital tool for members to express their emotions, let go of holding back, and achieve social objectives. By obtaining and disseminating the information required for decision-making by both people and organisations, communication also aids in decision-making. More importantly, communication increases employee motivation in the workplace by making clear to them what has to be done, how to do it, and what they can do to raise performance levels (Robbins, 2015).

According to Armstrong (2010), management employs communication within the company to accomplish three goals. The first step is to explain to staff what the management plans to do that will impact them and seek their approval. Secondly, to secure staff members' dedication to the goals, strategies, and principles of the company. Thirdly, to assist staff members in better understanding how their contributions to the success of the business would benefit them personally. According to Graham and Bennett (1998), communication is important from a psychological perspective in ways that go beyond just sending and receiving information.

### **2.10.6 Career Growth and Opportunities**

Career-minded workers believe that advancement in their career is a critical factor in determining whether or not they will stay with a company. Employees depart for alternative jobs when they cannot be assured of career advancement and development. According to Choo and Bowley (2007), offering internal job possibilities to staff members is a way to show that they can achieve their professional objectives within the company as opposed to outside of it. Choo and Bowley (2007) go on to say that career advancement enables workers to better prepare for the future and acquire the skills they need to stay competitive. Employee satisfaction is influenced by opportunities for internal mobility within a business. When opportunities become available, staff members should be given equal consideration and encouraged to apply with outside applicants for more senior roles within the company.

Employees who have the chance to advance prefer to structure their careers around the company because they believe they can accomplish their professional objectives there, which may influence their decision to stay. Additionally, managers ought to prioritise assisting staff members in advancing in their careers and supporting their professional growth. Young, inexperienced workers who struggle in their positions are prone to quit the company in search of better opportunities elsewhere. The organisation would suffer a loss in this situation because these young workers might eventually contribute significantly to the organisation (Cobbold, 2014).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the techniques used to collect information in order to look into the management styles of junior high school headteachers in the Upper East Region's Builsa South District. The research design, population, sample and sampling procedures, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis plan, and ethical considerations are the subheadings under which the chapter is organised.

#### **3.1 Research Design**

A crucial component of research is its design, which essentially needs to be the best in order to collect the data necessary to draw a reliable conclusion and measure the things that need to be measured (Creswell & Creswell, 2018). Utilising a quantitative technique, the researcher employed a descriptive survey design to gather data for the study. According to Creswell (2018), a descriptive survey design integrates, synthesises, and interprets data to highlight the study's implications. This design was chosen by the researcher because the study will take place in a natural setting, explain phenomena from the perspective of the subject, and generate descriptive data from the written or spoken words of the responder. When a researcher wants to describe certain characteristics of a population, a descriptive survey design is appropriate, wherein unbiased samples are chosen and requested to participate in exams, interviews, and questionnaires. One benefit of using a descriptive survey design is that it gathers more data from a larger sample size.

### **3.2 Population**

According to Kusi (2012), a population is a collection of individuals or people who have similar traits and are of interest to the researcher. It is also known as the study of a broad field of interest for which a research study is pertinent and useful.

All of the junior high school headteachers and assistant headteachers and teachers in the Builsa South District were the target population. There are 23 public junior high schools in the District, 46 headteachers and assistant headteachers, and 23 teachers who serve as secretaries to staff meetings in each of the junior high schools in the District, according to statistics from the office of the District Directorate of Education, Builsa South for the 2022 academic year. All 46 headteachers, assistant headteachers, and 23 teachers who serve as staff meeting secretaries in the 23 public junior high schools in the Builsa South District 1 headteacher, 1 assistant headteacher and 1 teacher from each school were the accessible population three teachers were selected from each school.

### **3.3 Sample and Sampling Technique**

The sample size is the quantity or size of the intended population used in a research study and analysis (Kusi, 2012). The process of choosing a specific number of study subjects from a target population to serve as a representative sample is known as sampling (Creswell, 2012).

<b>No.</b>	<b>LIST OF THE 23 JUNIOR HIGH SCHOOLS IN THE BUILSA SOUTH DISTRICT OF THE UPPER EAST REGION</b>
1	Fumbisi E/A JHS
2	Fumbisi JHS
3	Fumbisi Preparatory JHS
4	Fumbisi Girls Model JHS
5	Fumbisi Ss Peter & Paul JHS
6	Weisi JHS
7	Kanjarga Junior High School
8	Luisa/Vundema JHS
9	Jeninga JHS
10	Gbedema JHS
11	Kunkwak JHS
12	Zeng JHS
13	Balerinsa JHS
14	Jagso Guuta JHS
15	Doninga JHS
16	Bachongsa JHS
17	Kasiesa JHS
18	Naadema JHS
19	Uwasi JHS
20	Zamsa JHS

21	Chansa JHS
22	Amaachab JHS
23	Gbedembilisi JHS

The 23 public junior high schools in the Builsa South District were chosen through census sampling, along with all 69 headteachers, assistant headteachers, and 23 secretarial teachers. According to Creswell (2012), census sampling is utilised in schools to learn what respondents think about potential difficulties. The process covers the entire population and expands the sample. The method used for random sampling is completely representative and impartial. The survey included all 69 headteachers, assistant headteachers, and teachers who serve as staff meeting secretaries. Because they were actively involved in the administration of the school and were thus familiar with administrative procedures, the headteachers, assistant headteachers, and teachers were selected as a sample.

### **3.4 Data Collection Instrument**

The questionnaire was the tool utilised to gather data for this investigation. According to Bell (2005), a questionnaire is a tool used in research to gather information for decision-making. A closed-ended questionnaire was used by the researcher. There were four sections in the structured questionnaire.

Respondents were asked to provide background information in Section A, discuss headteachers' management techniques in Section B, share their thoughts on the challenges headteachers face in managing schools in Section C, and discuss strategies for overcoming those

challenges in Section D. The majority of the questions used a Likert-type scale. Sarankos (2005) claims that the Likert scale is simple to create and enables response to be rated.

It is simple to distribute a questionnaire to a big number of people. In addition, questionnaires are less expensive and time-consuming than focus groups and interviews, for example. Nonetheless, they do not allow for self-expression and are restricted to the topics included in the questionnaires. The method of retrieving each completed questionnaire is an additional drawback of using the survey.

### **3.5. Pre-Testing of the Instrument**

Pre-testing, according to Bell (2008), is done to ensure that there are no bugs in the instrument and that respondents in the study area would not have any trouble completing it. It also allows for a preliminary analysis to determine whether the questions' wording and format are appropriate. To ensure the validity and reliability of the study tools, a pre-testing was carried out. Pre-testing was done in order to provide the researcher the opportunity to adjust items that were inappropriate and to gauge the degree of ambiguity in the questions in order to make the required corrections.

### **3.6. Validity of the instrument**

The extent to which a test captures what it is intended to capture is known as its validity. The questionnaire's face and content validity were both examined by the researcher (Bell, 2008). The supervisor was given the questionnaire to determine whether the items assessed the intended purpose in order to achieve faced validity. When the supervisor ascertained whether the instrument sufficiently addressed each study question, content validity was attained. The

manager ascertained if the items assess particular constructs. The researcher was able to reframe and remove any elements that were determined to be misleading or confusing.

### **3.7 Reliability**

The degree to which a research instrument produces consistent data or outcomes after multiple trials is known as its reliability (Bell, 2008). The degree to which the same groups of people are consistently scored by the same measuring devices under the same circumstances on multiple occasions is known as reliability. First, the reliability was confirmed by using particular standards in the creation of likert-type scale items and multiple choice questions. Within a period of two weeks between the first and second test, the instruments were pre-tested on thirty respondents who were chosen at random from junior high schools in the Builsa South District, which shares characteristics with the main study area. Data gathered from the responses of the two tests were computed and correlated to determine the coefficient of reliability.

### **3.8 Data Collection Procedure**

Once the research topic was approved by the university, the researcher approached the Builsa South District Director of Education for permission to conduct the study. The departmental head of educational management and leadership of the university sent an introduction letter once the supervisor had approved the study idea. The director of education for Builsa South District was consulted in order for the researcher to proceed with the study and write the introduction. This provided the researcher entry into the educational institutions. The study's purpose was communicated to the headteachers upon communication. To help the headteachers feel comfortable filling out the questionnaire, the researcher also built a

connection with them. After then, the respondents received the questionnaire. The questionnaires were collected after the respondents have had a week to complete them.

### **3.9 Data Analysis Plan**

The purpose of cleaning the data was to find mistakes or errors that were made, as well as any blank spots that were not filled in. To document the answer, a codebook was created for the survey. The Statistical Package for Social Sciences (SPSS) software package, version 24.0, was used to compute the data. To address each study topic, the obtained data was analysed using basic descriptive statistics like percentages and frequencies.

### **3.10. Ethical Considerations**

In order to prevent mistakes and inaccuracies in their answers, the respondents were given plenty of time to answer the questions that were presented to them. Additionally, any information provided by the respondents was used purposely for academic purposes and handled with the highest level of secrecy. The respondents were made aware of their rights to voluntarily accept or decline participation, as well as their freedom to revoke their consent at any moment and without consequence. The goal of the study was fully disclosed to the responders, who were also reassured that there are no expenses or any hazards associated with taking part in it.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.0 Introduction

The study's results are presented and discussed in this chapter. Descriptive statistics were used to analyse data from the closed-ended questionnaire that was given to teachers, assistant teachers, and headteachers. The initial data analysis for the categories of sex, age, education, and teaching experience is covered in this chapter. In order to answer the research questions, the primary data are also presented, analysed, and discussed.

#### 4.1 Demographic Characteristics of Respondents

The demographic data of the respondents is presented in Table 4.1.

**Table 4.1 Demographic Characteristic of Respondents**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	32	46%
Male	37	54%
<b>Total</b>	<b>69</b>	<b>100%</b>

*Source: Responses from questionnaire 2023*

54% of respondents were men and 46% of respondents were women, according to Table 4.1. This indicates that a higher proportion of men than women took part in the research.

### **Age range of respondents**

Respondents age was also analyzed. This was to find out the ages of respondents used in the study. Table 4.2 presents the result.

**Table 4.2: Age range**

Length of Service	Frequency	Percentage (%)
21-30 years	12	17%
31-40 years	24	35%
41-50 years	18	26%
51-60 years	15	22%
Total	69	100%

*Source: Responses from questionnaire 2023*

Based on Table 4.2, it can be observed that 17% of the participants were aged between 21 and 30, 35% were aged between 31 and 40, 26% were aged between 41 and 50, and 22% were aged between 51 and 60. According to the results, the age range of the majority of respondents was between 31 and 40.

### **Highest Educational Qualification (teachers)**

The highest educational qualification of respondents was also examined. This was to find out respondents' educational level achieved. Table 4.3 shows the result.

**Table 4.3: Highest Educational Qualification**

Qualification	Frequency	Percentage (%)
Diploma	21	30%
Bachelor's Degree	35	51%
Master's Degree	13	19%
Total	69	100%

Source: Responses from questionnaire 2023

As can be seen in Table 4.3, 30% of respondents held a diploma, 51% had a bachelor's degree, and 19% had a master's. According to the findings, the majority of respondents had bachelor's degrees, which means they meet the requirements to be considered professionals and can take part in the survey.

#### **Teaching Experience of teachers**

The length of service of respondents was also examined. This was to find out how long respondents have been teaching. Table 4.4 presents the result.

**Table 4.4: Teaching Experience of teachers**

Length of Service	Frequency	Percentage (%)
1-5 years	10	14%
6-10 years	14	20%
11-15 years	28	41%
16 years and above	17	25%
Total	69	100%

Source: Responses from questionnaire 2023.

14% of respondents had been teaching for one to five years, 20% had been teaching for six to ten years, 41% had been teaching for eleven to fifteen years, and 25% had been teaching for sixteen years or more, according to Table 4.4. According to the results, the majority of respondents had been teachers for eleven to fifteen years.

## 4.2. Analysis of Main Data

### Research Question 1: What are the management practices of headteachers in Junior High Schools of the Builsa South District?

The headteachers and their assistants were asked to indicate their agreement or disagreement on the following statements on management practices of headteachers. The result is presented in Table 4.5.

**Table 4.5: Management Practices of Headteachers (N=46)**

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N (%)
I create supportive environment that enables teachers to teach to the understanding of students.	18(39)	12(26)	10(22)	6(13)
I create a productive atmosphere for teaching and learning that promotes teacher and student success.	16(35)	14(30)	12(26)	4(9)
I conduct appraisal and give feedback for teachers to enable them build self-confidence.	22(48)	10(22)	8(17)	6(13)

I create an environment that help build teachers' instructional capacity to deliver successfully.	24(52)	18(39)	4(9)	-
I support and motivate teachers to enhance their confidence level to improve self performance	18(39)	16(35)	12(26)	-
I delegate responsibilities to other teachers when necessary	22(48)	20(43)	4(9)	-
I organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	18(39)	14(30)	10(22)	4(9)
I encourage teachers who maintain high standard of performance in their duties	18(39)	16(35)	12(26)	-
I take personal interest in the promotion and continuous development of teachers	21(46)	11(24)	8(17)	6(13)
I openly praise those teachers who are punctual and hardworking	19(41)	18(39)	9(20)	-

Source: Responses from questionnaire, 2023

According to Table 4.5, 26% of headteachers and assistant headteachers agreed, 22% disagreed, and 13% strongly disagreed that they created a supportive environment that encouraged teachers to maximise their potential to be able to teach to the understanding of students in the management of junior high schools. According to the findings, headteachers should foster a supportive environment wherein educators are encouraged to reach their full potential in order to manage junior high schools and effectively instruct kids. The findings are consistent with Day and Harris's (2012) findings that the physical and psychological aspects of

a teacher's work environment have varying degrees of value as a motivator. In the event that these components are absent, employees, (i.e instructors) will leave. An environment at work that is secure and supportive fosters motivation. Employee security will come from a risk-free workplace. As a result, organisations make sure that workers are in a setting that supports their performance.

Furthermore, when it came to managing junior high schools, 35% of headteachers and assistant headteachers strongly agreed that they fostered a positive environment for teaching and learning and supported the success of both teachers and students. By contrast, 26% of headteachers and assistant headteachers disagreed, and 9% of respondents strongly disagreed. The outcome suggests that junior high school headteachers fostered teacher and student achievement and established a positive environment for teaching and learning. The outcome is consistent with Afful-Broni (2012), who leads redesign educational institutions by establishing collaborative methods, a safe and supportive school climate, and organisational structures that don't support the task.

Once again, 48% of headteachers and assistant headteachers strongly agreed that they helped teachers develop their confidence in their ability to manage junior high schools by providing them with appraisals and feedback. 22% of headteachers and assistant headteachers agreed, 17% disagreed, and 13% strongly disagreed. The outcome suggests that headteachers evaluate and provide feedback to teachers based on their confidence in their ability to run junior high schools. The outcome supports Leithwood and Riehl's (2010) assertion that organisations ought to routinely offer insightful criticism in a positive way. A fundamental management skill is the capacity to provide employees constructive criticism on a regular basis in a way that

motivates them rather than deters them. This ability is the cornerstone of successful management.

Furthermore, 52% of headteachers and assistant headteachers strongly agreed that they had created an environment that enhances teachers' ability to deliver instruction successfully in junior high school management. Of them, 39% agreed and 22% disagreed that such an environment had been created to support teachers' ability to deliver instruction successfully in junior high school management. This outcome is consistent with Balunywa's (2000) assertion that leadership aims to incorporate more reinforcing elements, such as recognition, conditions of service and morale building, coercion, and compensation, in order to achieve successful performance in schools (Balunywa, 2000). It includes both the task's completion, which is an organisational criterion, and workers' contentment, which is a human resource requirement. Okumbe (2008). Effective performance in contemporary school settings cannot be achieved without a suitable leadership style in management, according to Maicibi (2003).

Additionally, 39% of headteachers and assistant headteachers strongly agreed that they encouraged and supported teachers to increase their self-efficacy confidence in order to improve performance in junior high school management. By contrast, 26% of headteachers and assistant headteachers disagreed. The finding suggests that headteachers should encourage and assist instructors in raising their degree of self-efficacy in order to better their effectiveness in running junior high schools.

In addition, 48% of headteachers and assistant headteachers strongly agreed that they assigned tasks to other teachers when needed. When it came to junior high school administration, 43% of headteachers and assistant headteachers agreed and 9% disagreed. The

conclusion suggests that when overseeing junior high schools, headteachers assign tasks to other educators. The outcome supports the assertion made by Robbins and De Cenzo (2014) that democratic leaders involve their subordinates, delegate authority, promote involvement, and use feedback as a chance to instruct staff members or educators.

Once more, when it came to the management practices of junior high schools, 39% of headteachers and assistant headteachers strongly agreed that they scheduled staff meetings on a regular basis and made sure that there was constant communication between the office and the staff. In contrast, 30% of headteachers and assistant headteachers agreed, 22% disagreed, and 9% strongly disagreed. The outcome suggests that in order to effectively manage junior high schools, headteachers schedule staff meetings on a regular basis and make sure that there is constant communication between the staff and the office. The outcome is consistent with Armstrong's (2010) observation that management uses communication to help staff members better understand and accept changes that will impact them, to gain staff members' commitment to the organization's goals, plans, and values, and to help staff members see how their contributions will benefit the organisation as a whole.

Furthermore, 39% of headteachers and assistant headteachers strongly agreed that they supported teachers who upheld high performance standards in their roles managing junior high schools; 35% of headteachers and assistant headteachers agreed, while 26% disagreed. The conclusion suggests that headteachers support educators who uphold high performance standards in carrying out their managerial responsibilities for junior high schools. The outcome is consistent with Maicibi's (2003) assertion that effective performance in schools is the goal of leadership and that task accomplishment, which satisfies both organisational requirements and

staff satisfaction is incorporated. Maicibi (2003) went on to say that in current school environments, successful performance is impossible to achieve without an acceptable leadership style in management.

Moreover, 46% of headteachers and assistant headteachers strongly agreed that they personally cared about the advancement and ongoing professional development of teachers in junior high school management. This was followed by 24% of headteachers and assistant headteachers who agreed, 17% who disagreed, and 13% who strongly disagreed. The outcome suggests that headteachers personally care about their colleagues' advancement and ongoing professional growth when it comes to running junior high schools. The findings support Cobbold's (2014) assertion that when workers, such as teachers, have the chance to advance, they often plan their careers around the company because they believe it will enable them to meet their professional objectives. Additionally, headteachers ought to prioritise supporting staff members' (teachers') professional growth and career advancement.

Additionally, among headteachers and assistant headteachers, 41% strongly agreed that they publicly commend teachers who manage junior high schools by being on time and working hard; 39% of headteachers and assistant headteachers agreed, while 20% disagreed. The outcome suggests that headteachers publicly commend instructors who manage junior high schools with diligence and punctuality. The findings support the findings of Robbins and De Cenzo (2014), who claimed that headteachers can motivate teachers to perform well by providing them with opportunities for professional growth, financial incentives, and praise. By doing this, teachers feel supported and see themselves as collaborators in achieving the organization's goals, which in turn leads to high performance.

The researcher also asked teachers' views on the management practices exhibited their headteachers in the school. Table 4.6 shows the result.

**Table 4.6: Management Practices of Headteachers (N=23)**

<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>My Headteachers</b>	<b>Agree</b>			<b>Disagree</b>
	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>
creates supportive environment that enables teachers to maximize their potential to be able to teach	9(39)	8(35)	4(17)	2(9)
creates a productive atmosphere for teaching and learning that promote teacher and student success.	10(43)	6(26)	5(22)	2(9)
provides appraisal and feedback for teachers self-confidence	8(35)	8(35)	7(30)	-
through in-service training, teachers gain the confident and ability to instruct students successfully	11(48)	10(43)	2(9)	-
supports and motivates teachers to enhance their confidence level in self-efficacy to improve performance	9(39)	5(22)	5(22)	4(17)
delegates responsibilities to other teachers when necessary	12(52)	5(22)	2(9)	4(17)
organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	9(39)	8(35)	6(26)	-

encourages teachers who maintain high standard of performance in their duties	11(48)	7(30)	5(22)	-
takes personal interest in the promotion and continuous development of teachers	8(35)	8(35)	7(30)	-
openly praises those teachers who are punctual and hardworking	9(39)	8(35)	6(26)	-

Source: Responses from questionnaire, 2023

Table 4.6 shows that 39% of teachers strongly agreed, 35% agreed, 17% disagreed, and 9% strongly disagreed that their headteachers created a supportive environment that allowed teachers to maximise their potential to be able to teach to the understanding of students in the management of junior high schools. The outcome indicates that educators attest to the fact that their headteachers foster a climate of support that encourages educators to reach every student's level of comprehension. The outcome is consistent with Day and Harris's (2012) findings that working conditions for teachers, which comprise both psychological and physical aspects of the job, differ in their significance as a motivator. In the event that these variables are absent, employees in this example, teachers will leave. An environment at work that is secure and supportive fosters motivation.

In addition, 43% of teachers strongly agreed that their headteachers fostered a positive learning environment and supported the success of both teachers and students in running junior high schools. 36% of teachers agreed, 22% disagreed, and 9% strongly disagreed. The outcome suggests that headteachers fostered teacher and student success and established a positive environment for teaching and learning. The outcome is consistent with Afful-Broni's (2012) redesign of educational institutions, which focuses on fostering a collaborative work

environment, a positive school culture, safe work environments, and changes to organisational structures that impede productivity.

Once more, 35% of teachers strongly agreed that their headteachers gave them feedback and assessments to help them feel confident in their ability to manage junior high schools. However, 30% of teachers strongly disagreed. The outcome suggests that headteachers give teachers feedback and appraisals that support their self-confidence-building. The outcome supports Leithwood and Riehl's (2010) assertion that organisations ought to routinely offer insightful criticism in a positive way. A fundamental management skill is the capacity to provide employees constructive criticism on a regular basis in a way that motivates them rather than deters them. This ability is the cornerstone of successful management.

Furthermore, 48% of teachers strongly agreed that their headteachers give teachers the confidence and skills they need to successfully instruct students in junior high school administration through in-service training; 43% of teachers agreed with this statement, while 9% disagreed. The outcome suggests that headteachers acquire the confidence and skills necessary to properly instruct pupils through in-service training. The outcome is consistent with Balunywa's (2000) assertion that leadership aims to incorporate more reinforcing elements, such as recognition, conditions of service and morale building, coercion, and compensation, in order to achieve successful performance in schools (Balunywa, 2000). Effective performance in contemporary school settings cannot be achieved without a suitable leadership style in management, according to Maicibi (2003).

Furthermore, while 22% of teachers agreed, 22% disagreed, and 17% strongly disagreed, 39% of teachers strongly agreed that their headteachers encouraged and supported them to increase their level of self-efficacy to improve performance in the management of junior

high schools. The outcome suggests that headteachers encourage and support their staff members to increase their self-efficacy and confidence in order to perform better when running junior high schools.

More specifically, 52% of teachers strongly agreed that their headteachers assigned duties to other teachers in junior high school management as appropriate. 22% of teachers agreed, 9% disagreed, and 17% disagreed. The conclusion suggests that when overseeing junior high schools, headteachers assign tasks to other educators. The outcome supports Robbins and De Cenzo's (2014) assertion that democratic leaders utilise feedback as a chance to coach staff members or educators, involve subordinates, delegate authority, and promote involvement.

Additionally, 39% of teachers strongly agreed that their headteachers scheduled staff meetings on a regular basis and made sure that there was constant communication between the staff and the office when it came to junior high school management. In contrast, 26% of teachers disagreed. The outcome suggests that in order to effectively manage junior high schools, headteachers schedule staff meetings on a regular basis and make sure that there is constant communication between the staff and the office. The outcome is consistent with Armstrong's (2010) assertion that management uses communication to help staff members comprehend and accept changes that will impact them, to win staff members' commitment to the goals, strategies, and core values of the company, and to help staff members see more clearly how their contributions will benefit the company and how they can contribute to its success.

Once more, 48% of teachers strongly agreed that their headteachers supported teachers who upheld high performance standards in their roles managing junior high schools; 22% disagreed. 30% of teachers agreed. The outcome suggests that headteachers support educators

who uphold high performance standards in carrying out their managerial responsibilities in junior high schools. The outcome is consistent with Maicibi's (2003) assertion that effective performance in modern school settings is impossible to achieve without an acceptable leadership style in management.

Additionally, 35% of teachers strongly agreed compared to 30% of teachers who disagreed that their headteachers showed a personal interest in their professional advancement and ongoing growth as part of the administration of junior high schools. The outcome suggests that headteachers have a personal stake in the advancement and ongoing professional growth of educators in junior high school administration. The outcome supports Cobbold's (2014) assertion that supervisors should prioritise assisting staff members (teachers) in advancing their careers and supporting their professional growth.

Last but not least, 39% of teachers strongly agreed that their headteachers publicly commend teachers who are reliable and diligent in running junior high schools; 35% of teachers agreed, while 26% disagreed. The outcome suggests that headteachers publicly commend instructors who manage junior high schools with diligence and punctuality. The findings support the findings of Robbins and De Cenzo (2014), who claimed that headteachers can motivate teachers to perform well by providing them with opportunities for professional growth, financial incentives, and praise. By doing this, teachers feel supported and see themselves as collaborators in achieving the organization's goals, which in turn leads to high performance.

Regarding headteachers' management techniques in junior high schools, the headteachers' and teachers' views were consistent, with over 60% of the respondents indicating

strong agreement or agreement with the claims made. This indicates that headteachers employ every management strategy mentioned, which is really praiseworthy.

**Research Question 2: What challenges do headteachers face in the management of Junior High Schools in the Builsa South District?**

The headteachers, assistant headteachers and teachers were asked to indicate their agreement or disagreement on the following statements on challenges headteachers face in the management. The result is presented in Table 4.7.

**Table 4.7: Challenges Headteachers Face in Managing Schools (N=69)**

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Inadequate funding	32(46)	20(29)	17(25)	-
Inadequate school facilities	42(61)	16(23)	11(16)	-
Excessive work overload	24(35)	34(49)	7(10)	4(6)
Poor condition of service	30(43)	22(32)	17(25)	-
Poor school environment	30(43)	18(26)	15(22)	6(9)
Inadequate teaching and learning materials	29(42)	28(41)	12(17)	-
Lack of residential accommodation	29(42)	23(33)	17(25)	-
Frequent and compulsory transfers	26(38)	22(32)	12(17)	9(13)
Ineffective communication	29(42)	20(29)	14(20)	6(9)
Teacher's resistance to change	25(36)	28(41)	16(23)	-

Source: Responses from questionnaire, 2023

According to Table 4.7, 46% of respondents strongly agreed that one of the difficulties headteachers have in running their schools is a lack of funds, while 29% of respondents agreed

and 25% disagreed. As a result, one of the difficulties headteachers have in running their schools is insufficient financing. The outcome is consistent with Cobbold's (2014) assertion that insufficient financing presents a leadership challenge for headteachers.

Furthermore, 61% of respondents strongly agreed that one of the difficulties headteachers encounter in running their schools is providing subpar facilities; 23% of respondents agreed, while 16% disagreed. As a result, managing schools can be difficult for headteachers due to poor facilities. The outcome is consistent with Cobbold's (2014) assertion that one of the difficulties faced by headteachers in overseeing schools is the lack of proper facilities.

Once more, 35% of respondents strongly agreed that one of the difficulties headteachers have in running their schools is an overwhelming workload; 49% of respondents agreed, 10% disagreed, and 6% strongly disagreed. As a result, managing schools might be difficult for headteachers who have an excessive workload. The outcome supports Cobbold's (2014) assertion that one of the difficulties headteachers encounter in running schools is an overwhelming amount of work.

In addition, 43% of respondents strongly agreed that one of the difficulties headteachers have in running their schools is low service quality; 32% of respondents agreed, and 25% disagreed. As a result, managing schools might be difficult for headteachers due to condition of service. The outcome is consistent with Cobbold's (2014) findings that headteachers experienced administrative stress as a result of condition of service.

Once more, 43% of respondents strongly agreed that one of the difficulties headteachers have in managing schools is a bad school atmosphere. 26% of respondents agreed, 22%

disagreed, and 9% strongly disagreed. As a result, managing schools in an unfavourable environment is a challenge for headteachers. The outcome is consistent with Day and Harris's (2012) finding that motivation is increased in a clean, safe-from-health risks setting. Ensuring job security for employees is a crucial aspect of maintaining a secure workplace. Employee concentration and optimal work performance are contingent upon their perception of job security and safety (Armstrong, 2010).

Additionally, 41% of respondents agreed and 17% disagreed that one of the difficulties headteachers encounter in running their schools is the lack of proper teaching and learning resources. Of those surveyed, 42% strongly agreed with this statement. As a result, one of the difficulties headteachers have in running their schools is providing insufficient teaching and learning resources. The findings support Armstrong's (2010) assertion that one of the biggest obstacles faced by headteachers is obtaining the supplies they need to run their schools and classrooms, such as teaching materials.

Furthermore, 42% of respondents strongly agreed, 33% agreed, and 27% disagreed that one of the difficulties headteachers have in running their schools is the absence of residential accommodations. As a result, one of the difficulties headteachers have in running their schools is the shortage of residential housing. The outcome aligns with Bush's (2013) opinion that educators who were denied institutional housing had to seek housing elsewhere. This, in turn, demoralises teachers to work efficiently, which in turn impacts the headteacher's role as the school's leader.

Furthermore, 38% of the respondents strongly agreed that frequent and compulsory transfers was one of the challenges headteachers face in managing schools, 32% of the

respondents agreed, 17% of the respondents disagreed while 13% of the respondents strongly disagreed. The result means that frequent and compulsory transfers are a challenge headteachers face in managing schools.

In addition, of those surveyed, 42% strongly agreed, 29% agreed, 20% disagreed, and 9% strongly disagreed that one of the difficulties faced by headteachers in overseeing schools is inadequate communication. As a result, one of the difficulties headteachers have in running their schools is poor communication. The outcome supports Robbins' (2015) assertion that organisations use efficient communication channels to raise employee motivation. Headteachers face the difficulty of ineffective communication, which encourages motivation in the workplace by making clear to staff what has to be done, how it should be done, and what can be done to improve performance in the workplace.

Once more, 36% of respondents strongly agreed that one of the difficulties headteachers encounter in running their schools is teachers' resistance to change; 41% of respondents agreed, while 23% disagreed. As a result, one of the difficulties headteachers encounter in running their schools is teachers' resistance to change. The outcome is consistent with Bush's (2013) assertion that one of the leadership and management difficulties faced by headteachers of educational institutions is the resistance to change among teachers.

**Research Question 3: What are the ways to improve headteachers management practices in Junior High Schools in the Builsa South District?**

The headteachers, assistant headteachers and teachers were asked to indicate their agreement or disagreement on the following statements on ways to improve headteachers management practices. The result is presented in Table 4.8.

**Table 4.8: Ways to Improve Headteachers Management Practices (N=69)**

Statements	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
	N (%)	N (%)	N (%)	N (%)
Provision of incentives	26(38)	27(39)	16(23)	-
Provision of regular feedback	30(44)	14(20)	14(20)	11(16)
Respect for individual employee	26(38)	19(27)	16(23)	8(12)
Provision of adequate training	30(44)	27(39)	12(17)	-
Provision of needed support	30(44)	25(36)	14(20)	-
Effective communication	29(42)	28(41)	12(17)	-
Prompt payment of salaries	28(41)	16(43)	14(20)	11(16)
Provision of adequate teaching and learning resources	30(44)	27(39)	12(17)	-
Recognition of employee performance	28(41)	20(29)	12(17)	9(13)

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Provision of conducive working environment	33(48)	25(36)	11(16)	-
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Source: Responses from questionnaire, 2023

According to Table 4.8, 38% of respondents strongly agreed that offering incentives was one approach to enhance headteachers' management techniques in schools. Of those surveyed, 39% agreed and 23% disagreed. The conclusion is that one method to enhance headteachers' management strategies in schools is to offer rewards. The outcome is consistent with the recommendations made by Leithwood and Riehl (2010), who stated that creating financial incentives for executives at all organisational levels is one way to enhance management practices. The primary focus of management should be on financial incentives at the senior level. It is imperative to provide meaningful incentives to lower-level personnel to encourage their commitment to the success of the institution. This would be excessively expensive; payouts must reflect precisely specified revenue or earnings targets, and a programme must be well designed.

Furthermore, of the respondents, 44% strongly agreed that one strategy to enhance headteachers' management practices in schools was to provide regular feedback. Of the respondents, 20% agreed, 20% disagreed, and 16% strongly disagreed. As a result, giving regular feedback to headteachers is one method to enhance their management strategies in the classroom. The outcome, when combined with Leithwood and Riehl (2010), indicated that organisations ought to regularly offer insightful criticism in a positive way. A fundamental management skill is the capacity to provide employees constructive criticism on a regular basis in a way that motivates them rather than deters them. This ability is the cornerstone of successful management.

Once more, respect for each individual employee was strongly agreed with by 38% of respondents, 27% agreed, 23% disagreed, and 12% strongly disagreed that improving headteacher management techniques in schools was one approach to achieve this. As a result, treating each employee with respect can help headteachers in schools manage their staff more effectively. Along with Leithwood and Riehl (2010), the outcome indicated that headteachers have to value instructors as individuals in addition to the work they accomplish. Just as its disagreeable twin, disrespect, has the opposite effect, respect is a potent motivator. Employees are far more inclined to "go the extra mile" to support a company when they feel legitimately respected (assuming that respect is always due).

Additionally, while 39% of respondents agreed and 17% disagreed, 44% of respondents strongly agreed that one approach to enhance headteachers' management techniques in schools was to provide proper training. The upshot is that improving headteachers' management techniques in schools could be achieved through the provision of sufficient training. The outcome, along with Leithwood and Riehl (2010), indicated that educational authorities ought to guarantee that management, regardless of level, is suitably trained. Most of the institutions placed a great deal of emphasis on leadership development, but they paid far less attention to intermediate and supervisory managers. As a result, the institutions would fail to meet their goals.

Additionally, 44% of respondents strongly agreed that one strategy to enhance headteachers' management practices in schools was to provide the necessary support; 36% of respondents agreed, and 20% disagreed. The outcome indicates that one strategy to enhance headteachers' management strategies in schools is to provide the necessary support. The

outcome is consistent with Leithwood and Riehl's (2010) assertion that management need to offer assistance to staff members only when it is truly required. Support from management during difficult times fosters employee loyalty and goodwill, and senior leadership sets an example of behaviour that makes the lower ranks of the organisation happy to be a part of it.

Furthermore, 41% of respondents agreed and 17% disagreed that improving headteachers' management practices in schools could be achieved through good communication, a view that 42% of respondents strongly agreed with. The upshot is that managing headteachers in schools can be enhanced through good communication. The outcome supports Robbins' (2015) assertion that organisations use efficient communication channels to raise employee motivation. The process of exchanging information, whether on purpose or accidentally, between people is called communication. Control, emotional expression, information, and motivation are the four main purposes of communication. By instructing workers to adhere to company regulations and job specifications, communication manages staff members.

Once more, 41% of respondents strongly agreed that paying salaries on time is one approach to strengthen the management techniques used by headteachers in schools. 43% of respondents agreed, 20% disagreed, and 16% strongly disagreed. As a result, paying salaries on time could help headteachers in schools manage their staff more effectively. According to Balunywa (2000), leadership aims to incorporate more reinforcing features, such as conditions of service and compensation, in order to achieve successful performance in schools.

Furthermore, 44% of respondents strongly agreed, 39% agreed, and 17% disagreed that one method to enhance headteachers' management techniques in schools was to provide enough

teaching and learning tools. As a result, one strategy to enhance headteachers' management techniques in schools is to provide sufficient resources for instruction and learning. The outcome supports the findings of Leithwood and Riehl (2010), who found that better employee performance is achieved when necessary resources are provided.

In addition, 41% of respondents strongly agreed that one strategy to enhance headteachers' management practices in schools was to recognise employee achievement. 29% of respondents agreed, 17% disagreed, and a further 13% strongly disagreed. This indicates that one method to enhance headteachers' management strategies in schools is to recognise employee performance. The outcome supports the claim made by Balunywa (2000) that leadership aims to incorporate more reinforcing elements, such as reward, conditions of service and morale-boosting, coercion, and compensation, in order to achieve successful performance in schools (Balunywa, 2000).

Furthermore, an encouraging work atmosphere is one way to enhance headteachers' management strategies in schools, according to 48% of respondents who strongly agreed with this statement; 36% of respondents agreed, and 16% disagreed. This suggests that one method to enhance headteachers' management strategies in schools is to create a favourable work environment. According to Day and Harris (2012), providing a secure workplace free from threats may help employees feel comfortable. This outcome is consistent with their theory. Hence, educational establishments ought to guarantee that staff members work in a setting that supports their ability to do their jobs effectively.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter entails the summary of findings of the study, conclusions, recommendations, and suggestions for further study.

#### **5.1 Summary**

The purpose of the study was to look into the management practices used by junior high school headteachers in Ghana's Upper East Region's Builsa South District. The study's goals were to ascertain the management strategies used by junior high school headteachers, identify the difficulties they encounter in managing these institutions, and devise strategies for enhancing these strategies in junior high schools located in the Builsa South District.

Utilising a quantitative technique, the researcher employed a descriptive survey design to gather data for the study. All of the junior high school headteachers and assistant headteachers and teachers in the Builsa South District were the target population. The 46 headteachers and assistant headteachers, and the 23 teachers of public junior high schools in the Builsa South District made up the accessible population. The 23 public junior high schools in the Builsa South District, as well as all 46 of its headteachers and assistant headteachers, were chosen using random sampling. A closed-ended questionnaire was used by the researcher. Cronbach Alpha for the dependability test came back at 0.86. To address each research question, the data was examined using basic descriptive statistics like percentages and frequencies.

## 5.2 Main Findings

According to the study, headteachers provided teachers with the capacity and skills to successfully instruct students, encouraged and supported them to increase their level of self-efficacy to improve performance, assigned tasks to other teachers when needed, and created a supportive environment that allowed teachers to reach their full potential as educators.

Additionally, headteachers set up frequent staff meetings, made sure that there was constant communication between the staff and the office, supported teachers who carried out their jobs to a high standard, showed a personal interest in their advancement and ongoing professional development, and publicly acknowledged teachers who managed junior high schools with diligence and punctuality.

The study also found that managing junior high schools presents a number of challenges, including insufficient funding, inadequate school facilities, excessive workloads, poor service quality, a poor school environment, inadequate teaching and learning resources, a lack of residential housing, frequent and mandatory transfers, ineffective communication, and teachers' resistance to change.

The study again showed that some strategies for improving junior high school head management included offering incentives, providing regular feedback, respecting each individual employee, offering adequate training and support, having effective communication, paying salaries on time, providing adequate teaching and learning resources, recognising employee performance, and creating a positive work environment.

### **5.3 Conclusions**

The study came to a conclusion based on the findings that the headteachers and their assistants in the study area implemented a variety of management practices in order to create a supportive environment that encouraged teachers to maximise their potential in order to be able to teach to students' understanding, to create a successful learning environment that supports the success of both teachers and students, and to provide teachers with the tools they need to successfully instruct students.

The management of schools presents headteachers with a number of obstacles, such as insufficient financing, inadequate facilities, excessive workloads, subpar service, unfavourable school environments, subpar teaching and learning resources, and a dearth of residential housing. It follows that these difficulties would prevent headteachers' management techniques from being as successful as planned.

Additionally, it is concluded that headteachers' management of schools can be greatly enhanced by a variety of strategies, such as offering incentives, providing regular feedback, respecting each employee individually, providing adequate training, and delegating tasks to other teachers when necessary, provided those strategies are followed.

## **5.4 Recommendations**

Based on the study's findings and conclusions, the following suggestions are offered.

1. The Builsa South District Directorate of Education should make sure that all headteachers under its supervision receive management practices training so they may be adequately skilled managers and carry out their tasks more effectively. This is required because, despite the fact that it was widely believed that the headteachers engaged in a variety of admirable management techniques, some of them had different opinions.

2. To address the different issues that headteachers have in running their schools, the Ghana Education Service and the Builsa South District Directorate of Education should collaborate to find long-term solutions.

3. The study findings about enhancing management practices of junior high school should be implemented by the Builsa South District Directorate of Education so that headteachers may administer schools in an efficient manner.

## **5.5 Suggestion for Further Study**

The purpose of the study was to look into the management strategies used by junior high school headteachers in Ghana's Upper East Region's Builsa South District. Consequently, additional research ought to be done to look into the management strategies used by junior high school headteachers in the other metropolises, municipalities, and districts in the Upper East Region.

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## APPENDIX

### QUESTIONNAIRE FOR RESPONDENTS

I am a graduate student carrying out a survey to investigate headteachers management practices in Junior High Schools in the Builsa South District in partial fulfillment for the award of the Master of Arts Degree in Educational Leadership. I would therefore be very grateful if you could complete the attached questionnaire which is being used to collect the needed information for the study. Please be informed that your participation is voluntary and that the responses that you would give would be treated with utmost confidentiality and would be used for only academic purpose only.

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [] the appropriate box for your answer.

1. What is your gender?

a). Male [  ]

b). Female [  ]

3. What is your highest educational qualification?

a). Diploma [  ]

b). Bachelor's Degree [  ]

c). Master's Degree [  ]

4. For how many years have you been teaching?

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16 years and above

**SECTION B: MANAGEMENT PRACTICES OF HEADTEACHERS  
(HEADTEACHERS ONLY)**

The following are the statements on your management practices. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

No.	Statements	1	2	3	4
1	I create supportive environment that enable teachers to teach to the understanding of students				
2	I create a productive atmosphere for teaching and learning and promote teacher and student success.				
3	I conduct appraisal and feedback for teachers to enable them self-confidence				
4	I create an environment that help build teachers instructional capacity to deliver successfully				
5	I support and motivate teachers to enhance their confidence level in self-efficacy to improve performance				
6	I delegate responsibilities to other teachers when necessary				

7	I organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
8	I encourage teachers who maintain high standard of performance in their duties				
9	I take personal interest in the promotion and continuous development of teachers				
10	I openly praise those teachers who are punctual and hardworking				

## MANAGEMENT PRACTICES OF HEADTEACHERS (TEACHERS ONLY)

The following are the statements on management practices of your headteacher. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

No.	Statements	1	2	3	4
	<b>My Headteacher.....</b>				
1	creates supportive environment that promote teachers to maximize their potential to be able to teach to the				
2	creates a productive atmosphere for teaching and learning and promote teacher and student success.				
3	provides feedback and appraisal for teachers self-confidence				
4	through in-service training, teachers gain the confident and ability to instruct student successfully				
5	supports and motivate teachers to enhance their confidence level in self-efficacy to improve performance				
6	delegates responsibilities to other teachers when necessary				

7	organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
8	encourages teachers who maintain high standard of performance in their duties				
9	takes personal interest in the promotion and continuous development of teachers				
10	openly praises those teachers who are punctual and hardworking				

**SECTION C: CHALLENGES HEADTEACHERS FACE IN MANAGING SCHOOLS  
(HEADTEACHERS AND TEACHERS)**

The following are the statements on challenges headteachers face in managing schools. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

No.	Statements	1	2	3	4
1	Inadequate funding				
2	Inadequate school facilities				
3	Excessive work overload				
4	Poor condition of service				
5	Poor school environment				
6	Inadequate teaching and learning materials				
7	Lack of residential accommodation				
8	Frequent and compulsory transfers				
9	Ineffective communication				
10	Teacher's resistance to change				

## **SECTION D: WAYS TO IMPROVE HEADTEACHERS MANAGEMENT**

### **PRACTICES (HEADTEACHERS AND TEACHERS)**

The following are the statements on ways to improve headteachers management practices. Read each statement carefully and indicate your agreement or disagreement. Tick [] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

<b>No.</b>	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Provision of incentives				
2	Provision of regular feedback				
3	Respect for individual employee				
4	Provision of adequate training				
5	Provision of needed support				
6	Effective communication				
7	Prompt payment of salaries				
8	Provision of adequate teaching and learning resources				
9	Recognition of employee performance				
10	Provision of conducive working environment				