

An Investigation into the Administrative Practices of Headteachers of First Cycle Institutions in Ghana



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ABSTRACT: This study investigated the administrative practices of headteachers of first cycle institutions within the Tamale Metropolis of the Northern Region of Ghana, grounded in Transformational Leadership and Organizational Theory. Employing a cross-sectional research design and utilizing a quantitative research approach, the study involved 500 headteachers (76 females, 424 males) selected through census sampling. Data collection involved closed-ended questionnaires, and methods of analysis included frequencies, percentages, means, and standard deviations. Results indicated that headteachers' administrative practices encompassed various responsibilities, such as ensuring effective academic work, maintaining discipline, classroom teaching, supervising and monitoring instruction, as well as providing guidance and counseling services. The study also identified challenges faced by headteachers, including the protection of undisciplined teachers by education officers, inadequate teacher accommodations leading to tardiness, and widespread absenteeism, particularly in rural areas. Based on these findings, recommendations were made, emphasizing the need for in-service or on-the-job training for headteachers to enhance their administrative skills. Additionally, headteachers should wield the prerogative power to address teachers' indiscipline and unprofessional conduct without interference from officers. The Metropolitan Education Directorate is urged to take proactive measures in addressing the challenges identified in headteachers' administrative practices.

KEYWORDS: investigation, administrative, challenges, headteachers, and practices

INTRODUCTION

Universally, headteachers are recognized as pivotal instructional leaders crucial for effective school supervision. The leadership they provide is acknowledged as vital for school success, requiring administrative skills to achieve set targets ((Baffour-Awuah, 2011; Edwards & Aboagye, 2015). Literature highlights the integral role of headteachers in improving school conditions, teacher supervision, and students' learning (Louis et al., 2010). School management, involving administration, governance, decision-making, and organization, is crucial for individual and societal benefits (Abreh, 2017). Effective school management significantly influences student learning outcomes (Sebastian et al, 2019), emphasizing the importance of quality leadership provided by headteachers. According to Ali and Abdalla (2017), the quality of education depends more on how schools are managed than on resource abundance. The headteacher's leadership is a key factor in improving teaching and learning, affecting overall academic performance. Both developed and developing countries acknowledge the impact of effective school administration on student outcomes (Ndung'u, 2015). In developing countries like Pakistan, school administrators often have a limited role in teaching and learning, attributed to organizational culture (Kayiwa, 2011). In Ghana, headteachers play a critical role in practical education delivery, overseeing administrative duties to ensure effective teaching, learning, and achieving educational objectives (Baffour-Awuah, 2011).

The success or failure of basic schools in Ghana is greatly dependent on headteachers who perform various administrative duties (Ghana Education Service, 2010a, 2010b). These include planning, financial administration, record keeping, and ensuring effective school-community relationships. Headteachers are expected to possess competencies to achieve educational goals and standards (Esia-Donkoh, 2019). According to Amenu et al. (2021), basic school headteachers in Ghana set goals, ensure policy adherence, and support teacher professional development. Quality and standards in education delivery depend on how headteachers effectively undertake their administrative responsibilities, requiring essential qualities such as professional training, leadership, interpersonal skills, organizational ability, and effective communication (Sidhu, 2011). As the study delves into the administrative practices of headteachers, it recognizes the pivotal role they play in shaping the educational landscape. The ensuing exploration contributed to the existing body of knowledge by shedding light on the specific competencies, challenges, associated with the administrative practices of headteachers.

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STATEMENT OF THE PROBLEM

The efficacy of school leadership, particularly the role of headteachers, has been consistently linked to student achievement and overall school improvement (Baffour-Awuah, 2011). School heads are acknowledged for their pivotal influence on educational programs, teacher professional growth, and school climate. Abreh (2017) posits that effective school management, encompassing administration, governance, and decision-making, is deemed essential for positive student-learning outcomes. Despite the acknowledged importance of resource materials, Sarpong and Kusi (2019) suggest that the quality of education is primarily influenced by the management of schools, particularly the leadership provided by headteachers.

In Ghana, where such leaders are designated as headteachers, they are mandated to ensure the effective administration of schools at the primary and junior high school levels. Previous research conducted on educational leadership and administration in Ghana has largely focused on national-level policies and general perspectives. Limited studies have specifically investigated the administrative practices of headteachers in different regions of Ghana. Therefore, this study fills an important research gap by examining the administrative practices of headteachers in the Tamale Metropolis of the Northern Region of Ghana.

Purpose of the Study

This study sought to investigate the administrative practices of headteachers of first cycle institutions in the Tamale Metropolis of the Northern Region of Ghana.

Research Questions

The study sought to address the following questions.

1. What are the administrative practices of headteachers of first cycle institutions in the Tamale Metropolis?
2. What are the challenges faced by headteachers of first cycle institutions in the Tamale Metropolis?

Hypothesis

Ho1: There is no statistically significant relationship between the administrative practices of headteachers of first cycle institutions and the challenges faced in the Tamale Metropolis.

Significance of the Study

Investigating the administrative practices of headteachers in the Tamale Metropolis is of great significance. It would provide an opportunity to comprehend the specific challenges faced by headteachers in this setting and explore the strategies they adopt to overcome these challenges. Moreover, exploring the administrative practices in the region would inform educational policymakers and administrators about the need for contextually relevant interventions and support systems. Overall, studying the administrative practices of headteachers in first cycle institutions in the Tamale Metropolis is essential for improving the quality of education in this specific setting, as it would help to identify challenges, highlight effective strategies, and provide a contextually relevant understanding of educational administration in the Northern Region of Ghana. By addressing these issues, this study aims to contribute to the enhancement of educational practices and student outcomes in the Tamale Metropolis.

THEORETICAL FRAMEWORK

The theoretical underpinnings of this study is the Organizational theory. The Organizational theory emphasizes the role of leaders in inspiring and motivating followers, fostering a positive organizational culture, and driving positive change. It is therefore relevant for understanding how headteachers lead and influence their schools. The Organizational Theory examines how organizations function, including their structures, processes, and interactions. This theory provides insights into the administrative practices of headteachers in managing resources, addressing challenges, and maintaining effective school operations.

METHODOLOGY

The research design chosen for this study is the cross-sectional research design, a type of observational study where the investigator measures both the outcome and exposures simultaneously in the study participants (Setia, 2016). This design allows for the collection of data from a population at a specific point in time (Wang & Cheng, 2020). The cross-sectional approach was selected due to its efficiency, cost-effectiveness, absence of ethical difficulties, and the ability to study multiple outcomes and exposures, generating hypotheses for in-depth research. The population under investigation consists of headteachers of first cycle institutions in the Tamale Metropolis, with a sample size of 45 headteachers, comprising 76 females (15%) and 424 males (85%). Data were collected through the census method, ensuring a high degree of accuracy, and a Likert scale Closed-ended questionnaire was employed. The questionnaire underwent pilot testing for face and content validity, with a reliability coefficient of 0.82. Data analysis involved frequency, percentage, means, standard deviation, and Spearman's rank correlation. Ethical considerations, including informant consent, confidentiality, and anonymity, were carefully observed throughout the research process. On setting, the Tamale Metropolis, as the setting of this study, presents a distinct educational context within Ghana. Located in the Northern Region, Tamale is characterized by cultural diversity, socioeconomic challenges, and geographical constraints. Schools in this region are faced with specific obstacles related to poverty, gender disparities, ethnic tensions, and inadequate infrastructure.

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RESULTS

This section shows the demographic data on respondents' gender, and age. Respectively, Figure 1 and Figure 2 show the sex and age distribution of respondents.

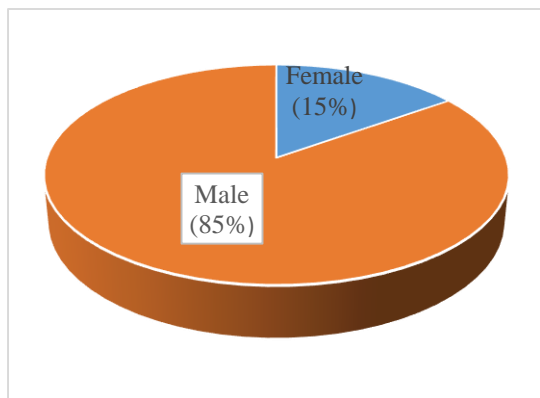


Figure 1: Sex Distribution of Respondents

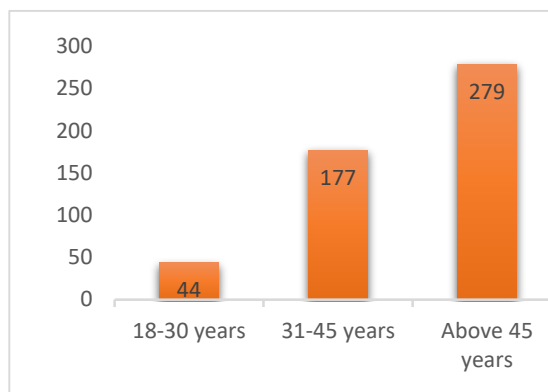


Figure 2: Age Distribution of Respondents

Figure 1 presents results of the number of males and females headteachers who participated in the study. The results show that, out five hundred (500) respondents, 76 (15.2%) were females while 424 (84.8%) were males. The results implies that majority of the respondents who participated in the study were males. This is not surprising because underrepresentation of women in school leadership has been a challenge in Ghana. More research is needed around gender and school leadership to identify the multiple and intersecting barriers to women's entry into leadership positions and to inform policy in this area.

Figure 2 shows the results of the age distribution of students. The result shows that 44 (8.8%) of the respondents were within the age range of 18-30 years, 177 (35.4%) of them were within the age range of 31-45 years and 279 (55.8%) of them were above 45 years. This implies that majority of the students who participated in the study were above 45 years.

Research Question 1: What are the administrative practices of headteachers of first cycle institutions in the Tamale Metropolis?

This research question sought to ascertain the administrative practices of headteachers of first cycle institutions in the Tamale Metropolis. The data was analyzed using mean and standard deviation. The analysis was done under three separate indicators of administrative practice. These are policy based, school based and community based. The results are presented on Tables 1, 2, and 3.

Table 1: Policy Based Administrative Practices

Statement	M	SD
I organize teachers and students for academic work	4.6	0.59
I enforce discipline in the school to achieve the academic objectives	4.2	0.66
I do classroom teaching and monitoring	4.4	0.77
I offer guidance and counselling services to both teachers and students of the school	3.1	0.34
I write official correspondence (letters, reports, queries, petitions & memos), flag letters/circulars and keep/manage school records	3.3	0.57
I enrol new students and registering student for the BECE examinations.	3.7	0.81
I am responsible for the financial and business administration/management of the school.	3.4	0.73
Mean of Means/ Standard Deviation	3.81	0.62

Source: Field Data (2023).

Table 1 presents the results of the collected data on policy-based administrative practices among headteachers of first cycle institutions in the Tamale Metropolis. The findings indicate that respondents generally agreed (M = 4.6, SD = 0.59) with organizing teachers and students for academic work, showing a homogeneous distribution of responses, as evidenced by the standard deviation of 0.59. Similarly, respondents generally agreed (M = 4.2, SD = 0.66) with enforcing discipline in the school to achieve academic objectives, demonstrating homogeneity in responses with a standard deviation of 0.66. Furthermore, there was a general agreement (M = 4.4, SD = 0.77) with engaging in classroom teaching and monitoring, and a standard deviation of 0.77 indicated homogeneous responses. Regarding the provision of guidance and counseling services to both teachers and students, respondents generally agreed

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($M = 3.1$, $SD = 0.34$), demonstrating similar and homogeneous responses ($SD = 0.34$). Additionally, there was a general agreement ($M = 3.3$, $SD = 0.57$) with handling official correspondence, flag letters/circulars, and managing school records, with a standard deviation of 0.57 indicating homogeneity. For the statement about enrolling new students and registering students for the BECE examinations, the mean was 3.7, and the standard deviation was 0.81, suggesting similar responses. Finally, there was a general agreement ($M = 3.4$, $SD = 0.73$) that headteachers are responsible for the financial and business administration/management of the school, with mean values of 3.81 and a standard deviation of 0.62.

Table 2: School Based Administrative Practices

Variables	M	SD
I organized staff meetings and orientations for new teachers and new school prefects	4.1	0.35
I provide conducive learning environment and provide instructional leadership and developing the objectives of the school	4.5	1.01
I monitor and supervises the teachers and students of the school	4.4	0.57
The management of the physical facilities (School Plant/facilities) and Educational Materials of the school is my responsibility	4.6	0.89
Mean of Means/ Standard Deviation	4.4	0.71

Source: Field Data (2023).

Table 2 presents the results of school-based administrative practices as reported by the respondents. The findings reveal that the majority of the respondents agreed ($M = 4.1$, $SD = 0.35$) with organizing staff meetings and orientations for new teachers and new school prefects, indicating similar responses with a standard deviation of 0.35. Similarly, the majority of the respondents agreed ($M = 4.5$, $SD = 1.01$) that they provide a conducive learning environment, offer instructional leadership, and develop the objectives of the school. However, the higher standard deviation of 1.01 suggests some heterogeneity in responses. In response to the statement “I monitor and supervise the teachers and students of the school” the majority of the respondents agreed ($M = 4.4$, $SD = 0.57$), with a standard deviation indicating homogeneous responses. For the statement “The management of the physical facilities (School Plant/facilities) and Educational Materials of the school is my responsibility,” the mean and standard deviation were 4.6 and 0.89, respectively, suggesting similarity in the responses. The mean of means and the mean standard deviation were 4.4 and 0.71, respectively.

Table 3: Community Based Administrative Practices

Statement	M	SD
I maintain effective school-community relationship	4.1	0.72
I organize PTA/SMC meetings	4.6	0.81
I represent the school during community durbars, festivals and other occasions	4.4	0.55
I in collaboration with PTA/SMC organizing speech and prize giving days	3.7	0.39
Mean of Means/ Standard Deviation	4.2	0.62

Source: Field Data (2023).

Table 3 presents the results of community-based administrative practices among the respondents. It is evident that respondents generally agreed ($M = 4.1$, $SD = 0.72$) with maintaining an effective school-community relationship, indicating similar responses with a standard deviation of 0.72. Additionally, respondents expressed agreement ($M = 4.6$, $SD = 0.81$) in organizing PTA/SMC meetings, with the standard deviation of 0.81 suggesting consistent responses. In response to the statement “I represent the school during community durbars, festivals, and other occasions,” respondents generally agreed ($M = 4.4$, $SD = 0.55$), and the standard deviation of 0.55 indicates homogeneous responses. Furthermore, respondents generally agreed ($M = 3.7$, $SD = 0.39$) that they collaborate with PTA/SMC in organizing speech and prize-giving days, with the standard deviation of 0.39 suggesting consistent responses. The mean of means and the mean standard deviation were 4.2 and 0.62, respectively.

Research Question 2: What are the challenges faced by headteachers of first cycle institutions in their administrative practices in the Tamale Metropolis?

This research question sought to find out the challenges faced headteachers of first cycle institutions in their administrative practices in the Tamale Metropolis. Just as the analysis of research question 1, research question 2 was also analyzed under three separate challenge indicators of administrative practice. There is policy based administrative challenges, school based administrative challenges and community based administrative challenges. The results are presented on Tables 4, 5 and 6.

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Table 4: Policy Based Administrative Challenges

Variables	M	SD
Students' indiscipline is a challenge facing public junior high schools	4.1	0.58
I am faced with the challenge of inadequate funding to run the schools	4.7	0.67
I am torn apart between administrative duties and classroom work because they have to teach and also manage the school	2.6	0.36
I am also faced with the issue of lack of teaching and learning resources for the implementation of the curriculum (TLMs, textbooks etc)	4.6	0.34
I am not given administrative/management training prior to the assumption of office	3.3	0.77
Too much political interference in the work my work due to the frequent educational reforms and curriculum changes without proper orientation.	3.7	0.41
No importance is attached to assessment (CA & BECE) promoting laziness among students	2.4	1.0
Mean of Means/ Standard Deviation	3.6	0.54

Source: Field Data (2023).

Table 4 presents the results of policy-based administrative challenges faced by headteachers of first cycle institutions in the Tamale Metropolis. The findings indicate that respondents generally agreed ($M = 4.1$, $SD = 0.58$) that students' indiscipline poses a challenge to public junior high schools, with a homogeneous set of responses indicated by the standard deviation of 0.58. Similarly, respondents agreed ($M = 4.7$, $SD = 0.67$) that inadequate funding is a challenge, with a standard deviation of 0.67 suggesting consistent responses. On the other hand, respondents generally disagreed ($M = 2.6$, $SD = 0.36$) with being torn between administrative duties and classroom work due to the need to teach and manage the school, as evidenced by the standard deviation of 0.36. The mean and standard deviation for the statement "I am also faced with the issue of lack of teaching and learning resources for the implementation of the curriculum (TLMs, textbooks, etc.)" were 4.6 and 0.34, respectively, indicating homogeneous responses. Respondents generally agreed ($M = 3.3$, $SD = 0.77$) that they are not given administrative/management training before assuming office, with the standard deviation of 0.77 suggesting similar responses. Moreover, the majority of respondents agreed ($M = 3.7$, $SD = 0.41$) that there is too much political interference due to frequent educational reforms and curriculum changes without proper orientation, with a standard deviation of 0.41 indicating homogeneous responses. However, respondents generally disagreed ($M = 2.4$, $SD = 1.0$) with the statement "No importance is attached to assessment (CA & BECE), promoting laziness among students, which affects academic performance and, to a large extent, administrative practices," as evidenced by the standard deviation of 1.0, indicating varied responses. The mean of means and mean standard deviations were 3.6 and 0.54, respectively.

Table 5: School Based Administrative Challenges

Variables	M	SD
Lateness and truancy of students because the JHS pupils are not fed under the school feeding programme	2.3	0.67
The uncooperative nature of some teachers because of district officers' support is another problem headteachers face	2.2	0.71
Inadequate infrastructural facilities in schools	4.4	0.27
Thwarting the efforts of headteachers by shielding indiscipline and unprofessional teachers by officers	3.2	0.68
Mean of Means/ Standard Deviation	3.0	0.58

Source: Field Data (2023).

Table 5 presents the results of school based administrative challenges of the respondents. The results show that majority of the respondents disagreed ($M = 2.3$, $SD = 0.67$) that lateness and truancy of students because the JHS students are not fed under the school feeding programme. The standard deviation of 0.67 shows that the responses were homogeneous. It can also be observed that the respondents generally disagreed ($M = 2.2$, $SD = 0.71$) that the uncooperative nature of some teachers because they have some officers at the district office supporting/shielding them is another problem headteachers face. The standard deviation of 0.72 shows that the responses were similar. Furthermore, the results indicate the respondents agreed ($M = 4.4$, $SD = 0.27$) that there is inadequate infrastructural facilities in the school. The homogeneity of responses is evident in the standard deviation of 0.27. Responding to the statement, "Some officers at the district education office thwart the efforts of headteachers by shielding

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indiscipline and unprofessional teachers”, the respondents indicated their agreement ($M = 3.2$, $SD = 0.68$). The mean of means and mean of standard deviation were 3.0 and 0.58 respectively.

Table 6: Community Based Administrative Challenges

Variables	N	M	SD
The non-resident nature of most teachers because of the unavailability of teachers’ accommodations occasioning lateness to school and rampant absenteeism among teachers especially at the rural areas	45	4.3	0.39
Some parents at the rural communities send their wards to the farm during the farming season causing absenteeism	45	4.7	0.52
Mean of Means/ Standard Deviation		4.5	0.46

Source: Field Data (2023).

Table 6 presents the result of community based administrative challenges of the respondents. The result show that the respondents agreed ($M = 4.3$, $SD = 0.39$) that the non-resident nature of most teachers because of the unavailability of teachers’ accommodations occasioning lateness to school and rampant absenteeism among teachers especially at the rural areas. The standard deviation of 0.39 shows that the responses were similar. Also, the results indicate that the respondents agreed ($M = 4.7$, $SD = 0.52$) that some parents at the rural communities send their wards to the farm during the farming season causing absenteeism. The standard deviation of 0.39 show that the responses were similar. The mean of means and mean standard deviation were 4.5 and 0.46 respectively.

Hypothesis

Ho1: There is no statistically significant relationship between the administrative practices headteachers of first cycle institutions and the administrative challenges they encounter in the Tamale Metropolis.

The hypothesis posits that there exists no statistically significant relationship between the administrative practices of headteachers of first cycle institutions and the challenges they encounter in the Tamale Metropolis. The analysis aimed to ascertain whether variations in administrative practices are statistically linked to the challenges experienced by headteachers, shedding light on potential correlations in this educational setting. The results are presented in Table 7.

Table 7: Relationship between administrative practices and administrative challenges

Variable	N	Mean	Sd	R	R ²	P
Administrative Practices	500	61.1	9.8			
				-.918	0.843	0.000
Administrative Challenges	500	46.5	7.4			

** . Correlation is significant at the 0.05 level (2-tailed).

The results of the analysis revealed a significant negative correlation (inverse relationship) between the administrative practices ($M = 4.1$, $SD = 0.7$) of public junior high school headteachers and the administrative challenges ($M = 46.5$, $SD = 7.4$) they face in the Tamale Metropolis of the Northern Region of Ghana. The correlation coefficient was found to be $-.918$, indicating a strong relationship. The large R-squared value ($R^2 = 0.843$) suggests that approximately 84.3% of the variability in administrative challenges is explained by variations in administrative practices. The correlation was statistically significant at the 0.05 level (2-tailed), $p = 0.000$. Based on the findings ($p \leq 0.05$), the null hypothesis which stated that there exists no statistically significant relationship between administrative practices of headteachers of first cycle institutions and the challenges they encounter in the Tamale Metropolis was rejected.

RESULTS DISCUSSIONS

The first research question was aimed at finding out the administrative practices of headteachers of first cycle institutions in the Tamale Metropolis. The data analysis and findings indicated that majority of the respondents are ensuring policy based, school based and community based administrative practices. However, the results show that majority of respondents were ensuring school based administrative practices the most, followed by community based administrative practices and policy based administrative practice at the latter. Specifically, the administrative practices of headteachers as revealed in this study include ensuring effective

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academic work, enforcing discipline, classroom teaching, supervision and monitoring, and offering guidance and counselling services to both teachers and students. The findings show that headteachers write official correspondence (letters, reports, queries, petitions & memos), flag letters/circulars and keep/manage school records and responsible for the financial and business administration/management of the school. Also, the findings provide evidence to suggest that headteachers organize staff meetings and orientations for new teachers and new school prefects, maintain effective school-community relationship through PTA/SMC and speech and prize giving days. This implies that school heads play a crucial role in establishing an effective, secure, and conducive learning environment for the students under their care. Amenu et al. (2021) highlight that headteachers motivate and support teachers by providing essential resources and fostering an environment that enhances instructional delivery, prioritizes safety for both teachers and students, and offers guidance and counseling services. These findings align with the assertions of Ojo and Olanyan (2008), who argue that school heads are responsible for selecting and placing students in appropriate classes while also providing guidance and counseling services. Additionally, the results indicate that headteachers ensure the meticulous adherence to policies, processes, and procedures. This aligns with the views of Amenu et al. (2021), who emphasize that headteachers collaborate with teachers, School Management Committees, Parent-Teacher Associations, the Ghana Education Service within the District, Municipality, or Metropolis of the school, and other stakeholders to set goals and standards for achievement.

The second research question sought to ascertain the administrative challenges of headteachers of first cycle institutions in the Tamale Metropolis. The findings show that Students' indiscipline, inadequate funding to run the schools, lack of teaching and learning resources (TLMs, textbooks etc), lack of training to administrative/management prior to the assumption of office and frequent educational reforms and curriculum changes without proper orientation of headteachers were some challenges of administrative practice. Others include shielding indiscipline and unprofessional teachers by officers, unavailability of teachers' accommodations occasioning lateness to school and rampant absenteeism among teachers especially at the rural areas. The results align with a study conducted by Lonyian and Kuranchie (2018), indicating that headteachers lacked awareness of the managerial skills necessary for effective school management. Similar challenges were identified, such as a deficiency in pre-headship training, inadequate needs assessment preceding in-service training programs, insufficient continuous professional development initiatives, and a lack of authority to address staff issues. These findings support the perspective of Bush (2008), who argued that the processes involved in appointing, training, inducting, and in-servicing headteachers are inappropriate in many developing countries, particularly in African nations, despite the pivotal role of headship in schools.

The correlation was statistically significant at the 0.05 level (2-tailed), $p = 0.000$. Based on the findings ($p \leq 0.05$), the null hypothesis which stated that there exists no statistically significant relationship between the administrative practices of headteachers in public junior high schools and the challenges they encounter in the Tamale Metropolis was rejected. These findings align with the assertion of Leithwood and Jantzi (2005) which suggests that effective leadership practices positively impact the overall organizational effectiveness of schools. The negative correlation indicate that better administrative practices are associated with fewer administrative challenges. For this reason, Heck and Hallinger (2009) emphasize the role of leadership behaviors in addressing challenges within schools. These results underscore the substantial impact of effective administrative practices on mitigating challenges faced by headteachers in the educational context of the Tamale Metropolis.

KEY FINDINGS

The findings of the study revealed the following:

1. Administrative practices of headteachers include ensuring effective academic work, enforcing discipline, classroom teaching, supervision and monitoring of instruction, and offering guidance and counselling services to both teachers and students. In addition, they write official correspondence (letters, reports, queries, petitions & memos), flag letters/circulars and keep/manage school records and responsible for the financial and business administration/management of the school. They also organize staff meetings and orientations for new teachers and new school prefects, maintain effective school-community relationship through PTA/SMC and speech and prize giving days.
2. Some challenges of headteachers' administrative practice. Students' indiscipline, inadequate funding to run the schools, lack of teaching and learning resources (TLMs, textbooks etc), lack of training to administrative/management prior to the assumption of office and frequent educational reforms and curriculum changes without proper orientation of headteachers. Others include shielding indiscipline and unprofessional teachers by officers, unavailability of teachers' accommodations occasioning lateness to school and rampant absenteeism among teachers especially at the rural areas.

CONCLUSIONS AND RECOMMENDATIONS

The study on headteachers of first cycle institutions in the Tamale Metropolis in the Northern Region of Ghana, reveals their commitment to effective administrative practices despite numerous challenges. The identified responsibilities encompass ensuring academic excellence, discipline enforcement, classroom teaching, supervision, guidance and counseling, as well as managing official correspondence and financial matters. Challenges include students' indiscipline, insufficient funding, lack of resources and

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training, and interference in administrative issues. Proposed solutions involve non-interference in finances, sanctions for teachers' indiscipline, specialized training for new headteachers, and in-service or on-the-job training opportunities, highlighting the multifaceted nature of headteachers' roles and the need for tailored support to address challenges effectively. Based on the findings, the following recommendations are made:

1. Professional development workshops and seminars should be organized for headteachers as a means of developing their administrative skills. Also, headteachers should perform only administrative duties and should not teach. In-service or on-the-job training should be given to headteachers to enhance their administrative practices.
2. Teachers' indiscipline and unprofessional conduct should be sanctioned under the prerogative power of headteachers without interference by education officers. Ghana Education Service should take steps to address the challenges faced by headteachers in line with their administrative practices. Accommodation facilities should be made available to teachers and the needed teaching and learning resources should be provided.

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