UNIVERSITY OF CAPE COAST

CHALLENGES FACING FEMALE ADMINISTRATORS IN SENIOR HIGH

SCHOOLS IN THE ACCRA METROPOLIS

GLADYS ANEWU

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SCHOOLS IN THE ACCRA METROPOLIS

BY

GLADYS ANEWU

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

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

Name: Gladys Anewu

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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

Name: Prof. A. Amuzu-Kpeglo

ABSTRACT

The study was to find out the challenges confronting women in educational administration in the country, particularly in the Greater Accra Region, where a sizeable number of them are found.

It sought to investigate whether (i) female administrators in education are discriminated against, (ii) how they do manage their career and families and (iii) whether there are any effective support services provided for them to enhance their effectiveness, among others.

The study was necessary due to the high level of concern for the issue of women in leadership positions, in recent times, in all fields, including education interviews, questionnaires and examination of official documents were used as the main instrument to collect data. Data was then subjected to both quantitative and non-quantitative analysis. One finding is that women face a myriad of challenges in managing schools that are entrusted to them.

Among such challenges are abject discriminations based on traditional norms and practices or gender/stereotyped roles for women continue to militate against female administrators in education.

It was recommended that gender advocacy groups such as churches and statutory bodies carry out seminars, workshops and other public awareness, campaigns to help eliminate the discrimination against women. Also special support mechanisms should be put in place to cushion women in leadership positions especially in education to enhance their effectiveness; this can be done in areas, such as provision of accommodation around duty point and provision of in-service training among others.

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated (post-humously) to my father, Cephas Anewu, my mother, Catherine Kasu, and   my husband, Nelson Kwami Adjadi.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Leadership has been the central focus of studies in the field of educational administration. Most studies have largely been based on the experience of white males (Copper, 1993; Glazier, 1991) in the field of school administration. Throughout history, leadership roles were held by men (Sloan, 1999). This social attitude or 'injustice' has made women reluctant to pursue educational and administrative leadership positions (Epp, 1993).

In many fields, research has shown that women fare differently from men in terms of their career patterns. Usually, women experience higher levels of attrition than do their male counterparts. This unequal situation is compounded by the fact that women also tend to receive less compensation than their male counterparts; their rate of advancement in an organization is slower; and generally interrupts their professional careers in order to devote time to raising a family (Gupton & Slick, 1996)

There is a general agreement that the administrative leadership of a school is the key element to the effectiveness of the school (Wallace, 1992; Short & Greer, 1997). Similarly, other writers and scholars (Thomas, 1988; Day & Lord, 1988) see leadership as a key concept in understanding and improving

organizations such as schools. As Roberts (1985) puts it, educational leadership does have substantial impact on school organizations. Therefore, it is essential that schools have effective, quality leaders.

In reference to women's capacity to serve as school leaders, some researchers held the view that males and females have different leadership styles (Nogay and Beebe, 1997; Irby and Brown, 1995).

In contrast, "Women lack confidence and suffer from negative self-image, which has linked them into expressive role rather than instrumental (initiative or decision- making) roles." Here, the requisite qualifications and capabilities of the female to occupy high administrative positions are consumed by an assumption. Others assert women themselves are responsible for this menace. Veraciously, such discernible cultural barriers would hinder female entrance into these administrative ranks. Fisher (1999) confirmed in a more profound way when he wrote:

"… Sociologists, anthropologists, psychologists, even business analysts have extremely described this multifaceted gender difference: women's interest in personal contacts, their drive to achieve interpersonal harmony, and their tendency to work and play in egalitarian teams versus men's sensitivity to social dominance and their need to achieve rank in real or perceived hierarchies." (P.29)

Women are capable of performing duties and functions, as men would do. They have talents and competencies to contribute effectively to nation building. Deborah in the Old Testament of the Holy Bible; and Joan of Arc who

led the French army to war (Addo, 1992) are all examples of what female can do. In the modern era, we know of females who held Prime Ministers positions in their nations. Prominent are Golder Meier in Israel, India Ghandi in India, Benazir Bhutto in Pakistan and Margaret Thatcher in Great Britain. Queen Elizabeth II of England continues to be one of the most prestigious and longest serving monarchs in this modern era. In Ghana, Dr. (Mrs.) Esther Ocloo cannot be forgotten as one of the world's leading female industrialists.

Given equal opportunities and co-operation, women's leadership styles tend to be more transformative and inclusive than that of their male counterpart. This makes females more capable of adopting collaborative management approach than men (Grogan, 1996; Aburden & Naisbett, 1992). They added that this style is the preferable one for today's schools.

In disagreement, some researchers assert that females and males do not differ significantly in the ways in which they lead (Astin & Leland, 1991; Dobbins & Platz, 1986; Eagly & Johnson, 1990). However, research has revealed the fact that females are at least as effective in their leadership roles as men (Shakeshaft, 1990). Hence, there is no apparent reason why women should not fill high decision-making positions in proportion to their presence in the educational field.

In the Ghanaian society, there are few females who hold the administrative ranks of principalship in Senior Secondary Schools. Generally, only 10% of Ghanaian women are found in leadership positions despite the fact that women are 51% of the total population of the country. Ninety one percent

(91%) of Ghanaian women are found in the informal sector, and are largely concentrated in non-managerial positions. About eight (8%) percent are economically active in the wage earning formal sector in the country (The *Mirror,* March 25, 2000. p.19; The Ghana Statistical Service, 1995). It has been stated that the presence of women need to be in numbers large enough to make a visible impact on the style and content of decisions. There is the absence of unequivocal commitment to gender equity on the part of governments and resistance within the civil society in many countries. It would however be misleading to assume that the Government and other organizations have made no effort to ensure that women occupy leadership positions where they can influence decision and policies in Ghana. Progress is being made but it is rather far from being enough, as the expected impacts are not seen, as the ratio is still high in favour of the male counterpart. Women representation in high leadership positions in the country as a whole and educational administration in particular, leaves much to be desired.

Women's participation in the labour force has increased in almost all regions of the world. However, even in the same sector of work and with the same level of qualification, women are lower-paid, given lower-status, and have higher unemployment rates than their male counterparts. The majority of Ghanaian women are relegated while the men occupy the top educational management positions. This whole issue of majority rule seems to be covering up this social menace. While some highly qualify, able professional women adhered to the challenges of leadership, and School leadership in particular,

majority fret for personal or cultural reasons. Only few women are found at the top of the management ladder of Ghana Education Service (GES). Definitely, male dominance, and the spectre of male interference would be high and consistent in a society as Ghana. It is, therefore, educative as a way of encouraging females who qualify to come out in their numbers with a united front to vie for decision-making positions at all level of leadership and educational leadership in particular.

In making sure that the necessary changes take place for a better national development, some researches (Asamoah, 1996; Acheampong, 1999) have been done to examine those factors that account for low female occupation of high leadership positions in the country, especially in educational management. However, this study is championing the same course by investigating the challenges facing those few female administrators in education who occupy high leadership positions with respect to Senior High Schools (SHS) in the Accra Metropolis. In Accra, for instance, there are a sizeable number of female administrators in Senior High Schools compared to other parts of the country. Ghana Education Service (GES, 1999) revealed that out of the 52 Senior High Schools in the Brong Ahafo Region only four of them are managed by females who happen to be Catholic Reverend Sisters. Of the three Teacher Training Colleges in the region only one is managed by a female. Out of the 13 District Directorates of Education in the region only one is managed by a female. Recently, the first ever female Deputy Regional Director of Education in the region has been appointed. There were 26 teachers as schedule

heads at the Regional Education Directorate out of which only six were females. There were 442 schedule heads at the District Education levels out of which 52 were females.

This immeasurably, considerable effort by female heads of Senior High Schools in the Accra Metropolis needs to be encouraged throughout Ghana for an equitable number of female managers in the educational sector. It is against this background, therefore, that the researcher felt the urge to study the administrative challenges of these females who appear to be the pace setters or role models for other competent or qualified Ghanaian women to emulate.

Statement of the Problem

In the *Republic* (as cited by Amuzu-Kpeglo, 2005), Plato warned that the only way to preserve the natural relation of the sexes is when there is the agreement that men and women are to have a common way of life, common education, common children; and they watch over the citizens in common whether abiding in the city or going out to war. This confirms God's original plan whereby the female and male are partners in progress (Genesis 5:2). They are blessed with specific talents, which when nurtured, can be used to bring about development in a nation.

Education is key to human resource development, a prerequisite to the advancement of any human being regardless of sex. Yet, in Ghana, females are lagging behind in all aspects of the formal education system except in adult education programmes. Recent research by Prof. Miranda Greenstreet revealed

that Senior High School representation of females is not above 30%, whereas that of the male is between 65-70%. At the tertiary level of education, female-male ratio dropped by 20% (The *Mirror*, 2000, p.6). The number of educated females to hold high positions in society is not balanced at this level of education.

Coupled with the above are prejudices against female and the consistency of male dominance at the top level in society. Culturally, it is tantamount to a taboo for females to form an integral part of the council of elders to make decisions for the way forward in almost every town and village. Male dominance, and the spectre of male interference, continues to be high and eminent even in this modern Ghana, where democracy is becoming an idol. Despite these hindrances, some courageous females in the society have taken up the mantle to occupy high leadership positions. This study seeks to investigate the challenges faced by these female administrators of Senior High Schools within the Accra Metropolis.

Purpose of the Study

The study is to mainly investigate the challenges facing female administrators of Senior High Schools in the Accra Metropolis. Specifically, the study would try to find out the constraints of these female administrators as they play their educational leadership roles; discriminations, ways they are being supported internally and externally; relationship between family and career; role conflicts and their leadership qualities and styles among others.

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Research Questions

Five questions were designed to serve as a guide for this study, which categorised strategic leadership areas. These questions were:

1) To what extent are female administrators of Senior High Schools in Accra Metropolis discriminated against?

2) How are female administrators of Senior High Schools within the Accra Metropolis managing both family and career?

3) Do these female administrators of Senior High School in the Accra Metropolis experience role conflicts?

4) What effective support services are provided for female administrators of Senior High Schools in the Metropolis to enhance their performance?

5) How effective are the leadership styles and qualities of female administrators of Senior High Schools in the Accra Metropolis?

Significance of the Study

This study will be useful in so many ways, but here are a few reasons. The first importance or benefit of this study is that the findings will contribute to knowledge immensely, especially to the body of literature on women and their involvement in educational leadership or management in Ghana.

The second value obtained by this study is that recommendations and suggestions made could supplement efforts made to eradicate the gender disparities that exist in the occupation of high decision-making positions in the country, particularly in the field of education.

The study would serve as a guide or directive to future researchers who are bent on doing the same study in other parts of the country.

Finally, this study will unearths models of female administrators, especially in educational management for the many females of this nation who do not know or have not heard that females can also manage at a higher level various institutions for national development. It will also encourage potential females who qualified for higher decision-making positions but are constrained by cultural, stereotype information among others.

Delimitation

The scope of this study encompasses female administration in Senior High Schools in the Accra Metropolis. It would have been ideal to cover the whole of the Greater Accra Region or perhaps the whole of Ghana. However, it is worth noting that the findings and recommendations from this study could be adapted by areas of similar characteristics in the region and outside the region for the purposes of decision-making.

Limitations

There was scarcity of literature on women in educational administration compared to other fields of study. There was also no readily available sample for constructing the research instruments. Hence, the research instruments used in the collection of data were designed by the researcher. Hence, the research instruments used in collection of data were designed by the researcher.

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Definition of Terms

The following words have been used in the study together with their operational meanings as indicated below:

Breadwinner refers to the person who caters for the basic needs of others. In most African societies, this word denotes a male responsibility.

Educational management refers to administration of educational institutions as well as the profession itself.

Gender refers to any learned cultural behaviours and understandings. It applies to all created ideas as to the appropriate roles for females and males in society. It has to do with the social origins of the subjective identification of women and men.

Gender stereotype refers to the routine roles of females or males in every day life, which are derived from cultural understanding of what a woman or man is to do, and not what they are capable of doing.

Male dominance refers to the population of male workers outnumbering the population of female workers in the educational institutions.

Normative or Traditional roles of women refer to the cultural responsibilities that have been imposed on the woman, often by a council consisting of only men, in the society.

Traditional beliefs refer to the social norms that exist in the society.

Assistant Administrators are perceived as having the same authority and qualities as their Heads by the study. They are heads in respective areas of the administration.

Organization of the Study

The organization of the study was done in five (5) chapters. The first chapter contains the background to the study, statement of the study, purpose of the study, significance of the study, research questions and so forth.

Chapter Two is all about the literature review. It includes both published and unpublished materials, books, journals, and newspapers that were reviewed.

Chapter Three consists of the methodology, which has to do with the population and sample, instruments used in the collection of data, the respective procedures and analysis of the collected data. The fourth chapter focuses on data presentation and analysis.

Chapter Five contains the research findings, recommendations and conclusion of the analysed data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter constitutes the review of related literature to serve as a guide to the study. This includes works done on leadership of women in life in general and education in particular. This section has been organized into sub-headings which relate to the study.

Discrimination against Female Administrators

Gender roles are found in every society. These roles spell out certain kinds of behaviour as appropriate, and others as inappropriate for women and men. Maccobby and Jackling (1974) pointed out that women as well as men learn to belong to society through the process of socialization which begins from infancy. Such socialization process entails both verbal and non-verbal forms of communication. Learning to be male or female is therefore learnt from infancy as the infants interact with their family members and their care-takers.

Most cultures worldwide have advocated the traditional homemakers' roles of female and the parallel traditional breadwinner role for males. The female traditional role depicts that she cannot pursue higher education or a career. It is very difficult to find support for a desire to secure an advanced

degree or to commit oneself to a career in a social context in which being a female means taking care of a home and family.

Lauer (1998) asserted that neither in the developing nor the most developed nations do women have equality with men in workplace. It was further explained that the extent of the discrimination varies, but the consequences are similar. (p. 294)

Davidson and Cooper (1992) also said that a centered culture puts value in males. Males, according to them, always have at the back of their mind that women are wives, mothers and mostly, secretaries. This stereotype is not by men alone. The women themselves believe that their ascension to higher positions is due to luck. The writers also alluded to the point that most women in top management positions got there without planning their career strategies.

Nukunya (1998) identified that in Ghana, there is the belief that a woman is never independent. Women are therefore to be under the control and guidance of a man. Before marriage that man is the father and during marriage, the father hands her over to the man to continue the guidance. The responsibility of guidance is thus transferred to husband.

Some religions have come to terms with these cultural dispositions about male and female roles in the society. Stromquist (1989) observed that embedded within culture and religion are some values that affect the participation of females in management. The practice of giving girls to early marriages would mean their withdrawal from school. This is the case because the parents of such children see education as conflicting with marriage. The smaller number of

women in leadership positions is due to economic conditions, cultural norms and religious beliefs which allow women to enroll in traditionally feminine fields. To avert this trend, it was realized that there was the need to terminate such outmoded practices.

These stereotyped roles disparities have gone a long way to affect the career choices of females. Al Khalifa (1992) also stressed that there is the belief that men are capable of manning and holding higher positions than their female counterparts. Females who are seen in management positions were generally thought to have some male qualities such as strong task direction, toughness critical analysis and detachment. In some instances, women themselves believe and accept the traditional stance that women are incapable of manning higher positions. These females perceived their holding of higher positions as mere luck. Darkling (1991) confirmed this assertion when he wrote that women managers in Scotland thought that luck had much influence on the career than planning.

In the educational sector, gender disparities have caused the long absence of females in managerial positions. Shakeshaft (1989) on the other hand, noted that there has been an exclusion of women from the management of institutions for a very long time. It was further stated that such exclusions over time have been given a measure of legitimacy by several cultural practices and attitudes that have created the impression that the roles of women are different from men. He further argued that the traditions and beliefs of society have

divided labour among men and women based on the sex. Male tasks are said to be more valued than that of females.

The situation concerning gender stereotype roles begun to experience a rebirth in modern society when some women subjected themselves to the emancipation of mental slavery. Lowe, Hughes and Watt (1989) declared that early study has revealed that the earlier a woman has sexual experience, marries, and become pregnant, the lower her educational attainment is likely to be. The status of women however tends to rise as a nation modernizes. Most women's aspirations suggest that females be treated in the same way as males. And it has to begin with parents who should hold similar expectations for their girls and boys and encourage them equally.

Female Administrators Management of both Family and Career

The issue of females opting for multiple roles demands understanding in view of women's aspirations. Whereas other writers think the ability of females to opt for multiple roles is crucial, because it conflicts with other roles obligations, some do not think so. Multiple roles not only promote well-being like physical health, but lengthen a woman's life (Moen, Dempster-McClean, and Williams, 1992). Working can be a kind of psychological salvation for many women.

On the other hand, some authorities are of the view that for females to opt for multiple roles, it must be in concordance between husband and wife. Ross et al (1983) explained that the experience becomes fantastic for both

husband and wife who cast off the traditional notions about sex roles and arrange to assist each other in life. It is when the man is willing to assume some of the traditional female responsibilities and the woman assumes some of the traditional male responsibilities. Study has shown that it is very difficult for one person to assume responsibility for the home as well as for work; the strain that results has broken up marriage of many highly educated female professionals (House-Knecht, Vanghan, and Macke, 1984).

For most women, having jobs outside the home means "in addition to" the house responsibilities. Hochschild (1989) describes it as a "second shift". However, the fact remains that traditional obligations are not easily cast off even when non-traditional ones are assumed. The women are likely to continue doing the washing, cooking, housecleaning, and so on.

Female Administrators and Role Conflicts

It is a confirmed assertion in many Ghanaian societies that women are never independent, and that it is the man who has to protect the woman. Administration is also considered to be a masculine field (Schein 1995 & Nukunya 1998).

In this modern era, the structuring of the schools as an organization, the top-down hierarchy, favours men. Authorization of leadership is most often the pattern for school administration (Logan, 1998). Even the public strongly agrees that men are better able to handle discipline than women. In fact, an ancient and pervasive belief in Western thought is that women lack reason and is governed

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by emotions (Jordanova, 1980). A different view was expressed by some writers. Noteworthy is Kottis (1993) who asserted that the need for women to participate in the management of schools is very crucial to the effective development of educational institutions.

The situation has not changed that much in the modern world, but it has seen considerable improvement over the years. Yet, inside and outside the family women are viewed as subordinates. At the workplaces they are expected to fill subordinate occupational roles, which are defined as an extension of women's domestic roles. This rationale has been used to justify and determine the payment of workers (Kessler-Harris, 1982). Women are being paid less than the men for doing comparable work (Rebore, 2001: 248). The "natural" male dominance also depicts how women are rarely hired in positions of authority (Wolf and Fligstein, 1979).

Female Administrators and Support Services

It is a well-known fact that every organization needs qualified, potential human and material resources to achieve its goals. It is in this light that every organization is expected to make a little investment into the professional development of the individuals, which is in their best interest (Heller, 1999). Hence, the emphasis on training staff or developing their abilities at all organizational levels is vital. In-service training programmes should be an administrative policy. Training affects the quality of productivity and

performance. Ukeje et al., (1992) warned that professionals who cease to study cease to be effective professionally.

It has been recognized that managers as well as their subordinates need management and support. The world is dynamic, and so, there is a need to be abreast with time through periodic in-service training.

The issue of accommodation is another proper investment which can enhance performance more. Leaders who live not too far from their workplaces are able to sacrifice time and energy to perform beyond the required. Supervision of work coupled with regularity and punctuality will be evident. Dedication which every organization desires will be visible.

Another issue of much concern here is motivation at workplaces. Heads of institutions or organizations need to be stimulated or influenced to come out with their best in meeting desired goals. Certo (1980) was critical about the motivational process or the steps to be taken. The working conditions, human relations and pay are some critical issues that need to be satisfied. Like teachers, headmistresses and headmasters morale become low when the environment for learning and working conditions are not conducive. Bame (1991) reiterated that job satisfaction has a positive relationship to the degree of commitment to work. Incentives, rewards and credit facilities should be made available as motivating factors. The respect of any manager or worker in a society goes with the condition of service and provision of incentives they have in place for them. The welfare of workers, whether head or not, should be prioritized by in recent times.

The availability and accessibility of equipments and relevant teaching and learning materials need not be low as in the case of today in Ghana Education Service (GES). The presence of up-to-date textbooks and syllabuses, constant supply of stationery, and a well-equipment office space are the little improvement headmistresses and headmasters are yearning for.

Quality interpersonal relationships can bring about high performance in any organization, and the school is not left out. Spouses, subordinates, associations and friends of female administrators of Senior High Schools need to extend both professional and moral support. The benevolence of relatives, individuals and associations can boost performance.

Female Administrator Leadership Qualities and Styles

A. Leadership Concept

There have been many different opinions by authorities in the field of management on the concept of leadership. Some of these authorities include Koontze and O'Donnell (1972) who defined leadership "as interpersonal influence, exercised in situation and directed, through the communication process toward the attainment of a specific goals or goals." (p.484)

Knezevich (1976) conceived leadership from three perspectives. Leadership is envisaged as:

1. An attribute of personality: - This is referred to as symbolic leadership, whereby "leaders are born not made".

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2. A status, titles, or position recognized in a formal leadership. Here, the person and position become confused as this recognition may disappear when he or she vacated the status, title, position or office.

3. A function or role performed in an organized group: This is also referred to as functional leadership. Here, leadership is not viewed as existing in isolation but as related to interpersonal relations and group operations. Leadership, therefore, comes out as a group phenomenon. Thus the fundamental issues in leadership are what the leader does to help the group define its goals, achieve its objectives or maintain its strength as a body.

The authoritative source of leadership and research, the *Handbook of Leadership* defines leadership as:

"An interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group." (p. 21)

This definition depicts that the use of influence and interpersonal relationships are included in leadership, which will affect people's behavior and performance in achieving organization's goals.

Musaazi (1985) conceives leadership as a process whereby everyone in the group and the prevailing circumstances need to be understood by the leaders. He says, "The nature of leadership is largely determined by the nature

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of the followers and that of the society or situation in which the leader is operating." (p.53)

Some writers talk about the voluntary aspect of the response to leadership to differentiate between authority and power. This is why Katz and Kahn (1978) wrote, "the influential increment over and above mechanical compliance with routine directives of the organization." (p.528) People are influenced to act on their own volition. Neither is it required of them nor because of the fear of the consequences of non-compliance.

B. Leadership Qualities

High moral standards and exemplary characters (Afful-Broni, 2001) should be the hallmark of an effective leader. He further asserted that school leadership preparation should include moral and ethical formation. Every leader needs to possess personal and professional qualities as well.

Moore (1997) revealed there have been times when the search for school leader placed great emphasis on character as a required ingredient.

Leadership should be able to foster the process of growth, renewal and progress within the community [or organization] (Deal & Peterson, 1999). To do this, unique qualities are needed on the part of the leaders. Every community or organization needs to grow from one level to another; and be renewed from strength to strength.

Starrat (1995) emphasized, "A leader needs the eyes to see, the ears to hear and the mind to know what is. This depicts that every leader should have

vision or be a forecaster; be a good listener; and a good thinker.

Another writer or scholar talks about how formal education or training or knowledge should be part of the leader. A leader would need to integrate his [or her] knowledge of what is, with what he [or she] believes to be the essentials of what ought to be. (Sergiovanni, 1993)

Leaders must necessarily be creative, flexible and open to the changing times and needs [of the organization]. Each leader should be conversant with the dynamics of the society or organization he or she governs. Possible adjustments or changes have to be made when and where necessary.

In light of the above stipulation, modern scholars of the study of administration have revealed that effective administration is best done in a collective, co-operative, collaborative manner (Covey, 1990; Starrrat, 1996; Whitehead & Whitehead, 1991).

Categorically, Purpel (1985) argued that schools are not shops or offices that require clever and ingenious bits of engineering and scientific inputs to increase productivity and morale, but major social institutions where wisdom and courage are required to infuse practice with our highest hopes. Leaders need to understand group dynamics and have the ability to go through unpleasant times in the life of the organization.

Effective leaders are constantly finding new and more meaningful ways of saying, "I hear you" to their membership--communication needs to be sound and solid; and tolerance has to exist within organizational climate. The absence of this builds needless tensions, which would be counter-productive to the

establishment of the community or school. (Blasé et al., 1995). By this leaders would make their attitude clear to their staff; maintain definite standards of performance; work out plans with them; let staff know what is expected of them, and so forth.

It is justifiable to reiterate that organizations exist to provide valuable services for the people. The otherwise makes it superficial. Since leadership occurs in a cultural context, leaders can help shape the culture of an organization by what they pay attention to and reward. Leaders infuse a common set of values, ideals, and principles in their schools. (Hoy et al., 1991). It is therefore obvious that leadership is more than the technical and interpersonal aspects of efficient management. It has a symbolic side. It rests upon meanings as well as actions. Thus, every school or organization has a culture that has to be built, which involves the leadership directly.

It is educative to conclude with this assertion from one renowned writer on leadership: "The effective functioning of social systems from the local PTA to the United States of America is assumed to be dependent on the quality of their leadership." [Vroom]. And if quality works have to be done quality leaders have to lead.

C. Leadership Styles

Early research had indicated that leadership could be characterized under three styles. They are: autocratic, democratic and laissez fare or anarchic leadership [Okumbe, 1998: 87, 97; Akabogu et al., 1992: 100]

According to Owens (1970), five major leadership styles can be identified in any human organization. They include the democratic, autocratic, laissez- fare, bureaucratic and charismatic styles.

However, Sisk (1977) asserted that leaders have a particular way or set of ways of acting and reacting to fulfill as organization's objectives. Leadership styles, therefore, refers to a particular behavior applied by a leader to enthuse his or her subordinates to work toward an organization objectives.

A brief discussion of the various leadership styles is imperative at this moment.

The *democratic leadership style* is where the leader delegates responsibilities to his or her subordinates and ensure that their views are considered in decision-making. There is a balance in the downward and upward trends of communication between the leader and subordinates. The organization functions effectively whether the leader is present or absent. Democratic leadership promotes greater group productivity, and personalities shaped in by this type of leadership are said to be more mature, more capable of objectivity, and less aggressive. A higher degree of staff morale is always promoted with this kind of leadership.

The *autocratic leadership tile* involves the use of force, especially when subordinates grumble about the leader's actions or orders. Group-inspired decisions are not allowed under this style of leadership. The leader alone determines policy and assigns responsibilities to subordinates without consultation. Commonly known as coercive leadership or dictatorship, it is

often imposed on the organization. For the autocratic leader, the world is essentially friendless; and therefore strives for power and toughness, become rigid in dealing with people. One best way to do this is to withhold vital information from the group about how to accomplish task.

Another leadership style, the *laissez-fare,* is the kind of leadership where there are practically no rules in the organization. Subordinates are free to do what they want at the detriment of what the organization wishes to achieve.

The *bureaucratic leadership style* refers to a leader whose style of leading an organization combine characteristics of autocratic, democratic and laissez-fare styles of leadership. (Owen, 1970)

The *charismatic leadership* is another renowned leadership style in the modern era. Shamir et al., (1998) stipulated in the *Academy of Management Journal* that there is no definitive answer to what constitutes charismatic leadership behavior.

Gibson et al (1982) agreed that charismatic leaders have supernatural gift and attractive powers which followers enjoy, because they feel inspired, correct, and important (p.309)

Though such leaders have gifts or power that couldn't be explained by logical means (Schein, 1995), their effects on their followers are unusually high (House, 1971; pp.189-207). House also wrote that such leaders have extremely high confidence, dominance and strong convictions in his or her beliefs. Their characteristics sometimes portray them as being radicals.

On the other hand, Conger and Kanungo (1987) study revealed that charismatic leaders are idealist with a strong personal commitment to their goal. This leadership has more to do with ideological approach rather than administrative approach. Usually, these leaders articulate the status quo as unacceptable and their vision as the best alternative. They are very sensitive to constituents' needs.

Some authorities have approached the issue from another outlook altogether. They assert that leadership behavior have gender peculiarity. Powell (1993) is of the view that "women and men do not differ in their effectiveness as leaders; although some situations favor women and others favor men.

Gray (1993) has observed that the styles of management must show that there is no single "masculinity" or "femininity" in being a leader and no single gender model for managerial behavior. He elaborated that to be a woman or a man is distinct personality without regard to sex stereotyping.

However, studies by Gray and Shein depicts that women in leadership position are more democratic and willing to share while male executives are more autocratic and directive.

The Expected Roles of the School Head by Ghana Education Service (GES)

In educational management, the school head is an administrator or leader. The school head determines the success or failure of the school as an organization. In keeping with the goals of the school, there are certain duties or

administrative tasks (Campbell et al., 1977) the school head has to perform. The duties of the school head can be classified under the following headings:

School-community relationship: this task requires the school head to define the community in which the school is located. School heads should find out about the occupational practices, values aspirations and norms of the community. This will help in the formulation of educational policies, goals and strategies for the education of the pupils. Learning and teaching materials are derived from the community; therefore, school heads need a thorough knowledge about the community for future transformation as well.

The school head should 'market' the school to the community through the Parent-Teacher Associations (PTA). There are other agencies like the churches, home, public libraries, the mass media, and so on, in the community that the school head has to work with to shape students behavior. Asiedu-Akrofi (1978) once declared that if our modern school is to fulfill the roles that Africans expect, our educational administrators, teachers, supervisors and all people concerned with running it should be made good students of our society.

Curriculum, instruction and appraisal: this includes all activities that are planned, implemented, supervised and evaluated by the school workers. The school head is obligated to secure the appropriate syllabuses for teachers. He or she is to ensure that timetables, course contents and textbooks are available for use. The head of school also has to ensure that the curriculum is developed through the appraisal of instruction. Teachers' knowledge has to be updated or upgraded, and their work supervised systematically.

Pupil personnel service: this includes the keeping of registers and controlling pupil behavior. Education should be wholistic. Therefore, entertainments and sporting activities for pupils should be organized to meet their mental and physical health needs without neglecting the spiritual. Discipline in the school has to be maintained. The head is duty bound to seek students' cooperation through their leadership.

Staff personnel service: this is the management of both teaching and non-teaching staffs. The school head has to attract, select, motivate, supervise and maintain all staff. It is imperative for the head to be conversant with the "Terms and Conditions of Service for Teachers" and the "Code of Ethics" as well. The congenial atmosphere of work should be created, and where promotion is due. The school head should develop his or her staff professionally. Staff should be involved in the decision-making process.

Physical facilities and educational materials: this has to do with the school plan, school grounds and equipment needed for teaching. The head of school is to expand for use the school plant and grounds as well as ensuring its safety, neatness, and attractiveness and in readiness for use. Also, all teaching and learning materials should be procured and maintained by the school head.

Financial and business management: this duty entails the provision and disbursement of funds for the attainment of educational goals. He or she has to ensure that the school estimates and expenditures are well organized--that all monetary activities proceed according to fiscal policies. In view of this, it is

imperative to emphasize that heads are duty bound to keep proper financial records on quarterly basis.

*General tasks***:** the school head performs other duties as organizing and attending conferences; responding to correspondence, preparing reports for local and district school boards, publicizing the work of the school, and scheduling school programs.

What is important to note is that the school head does not have to perform all these tasks alone. Responsible staff members should be delegated to assist.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research procedures used in conducting this investigation. The population and the selected sample and sampling procedure are also described in this chapter. The development and design of the instrument, details of the methods of administration of the interview guide and questionnaire including the pilot testing are also described here. The statistical tests that were employed in the analysis of the data are also described in this chapter.

Research Design

The research design that was used for this study is the descriptive sample survey. According to Gay (1992), the descriptive sample survey entails the collection of data in order to test hypotheses or to answer questions concerning the present status of a subject under study. It is aimed at determining the nature of a phenomenon at the time of the study. The descriptive survey identifies present conditions and points out to recent needs.

According to Osuala (1987), descriptive surveys interpret, synthesize, and put together data, point to implications and relationships. Gay (1992)

explained that, a descriptive survey method is useful for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, conditions and procedures. Descriptive data are usually collected through questionnaires, interviews or observations.

According to Pilot and Hungler (1995), a descriptive survey aims primarily at describing, observing and documenting aspects of a situation as it occurs rather than explaining them. A descriptive survey involves asking a large number of individuals the same set of questions either by mail, telephone or in person. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples who are asked to complete questionnaires, interviews and tests. The advantage of the descriptive survey design is that it provides a lot of information from quite a large number of individuals.

The use of questionnaires requires respondents who can articulate their thoughts well and sometimes even put such thoughts into writing. The questionnaire is, therefore, limited by illiteracy. Another weakness of the descriptive survey design is getting an adequate number of questionnaires completed and returned so that meaningful analysis could be made.

In spite of these identified weaknesses, the descriptive survey design was considered the most suitable for investigating the challenges of female administrators of Senior High Schools within the Accra Metropolis. It helped to determine the opinions and attitudes of the respondents on the variables under study using questionnaires and interview schedules. The descriptive sample

survey helped in acquiring the much needed information from the chosen sample and the result was used to generalize for the entire population.

The identification of the challenges was made through the administration of questionnaire for assistant female heads of Senior High Schools. Interviews were held for female administrators of Senior High Schools.

Population

The Accra Metropolis is made up of 26 assisted Senior High Schools. The population from which the sample was taken was made up of all Senior High Schools headed by females and assistant female headmistresses in the Accra Metropolis. According to the statistics available, 17 Senior High Schools were either headed by females or headed by males with female assistants.

Sample and Sampling Procedure

Out of the 26 Senior High Schools in the Accra Metropolis, females are either heads or assistant heads of 17 of them. This was done to obtain a fair representation of the population. The list of all Senior High Schools headed by females was obtained from the Greater Accra Regional Branch of the National Conference of Heads of Assisted High Schools.

Therefore, if a random sampling technique was applied for the study, the researcher could have ended up having only schools with male heads and this would not have given a true representation of views. A deliberate or purposive selection was therefore applied to select schools headed by females and assisted

by female heads in the Accra metropolis was done. A total number of 17 Senior High Schools were used for the study.

All the 17 Senior High Schools in the Accra Metropolis headed by females and with female assistants were used for the study. They are:

1. Accra Academy

2. Accra Girls'

3. Achimota School

4. Amasaman Technical

5. Armed Forces Technical

6. Christian Methodist High School.

7. Dansoman High School

8. O'reilly High. School

9. Osu Presec

10. Teshie Presec

11. St. John's Grammar School

12. St. Mary's High School

13. Holy Trinity Catholic School

14. Kimbu Technical

15. Labone High School

16. Odorgonno High School

17. Our Lady of Mercy High School.

A sample size of 25 respondents comprising ten female heads of Senior High Schools and fifteen assistant female heads. Some of the schools were

fortified with two assistant female heads. The respondents were people who had worked as female heads or assistant female heads for over two years.

The purposive sampling method was used to select respondents in cases where they were very few and obvious. Again, the simple random sampling technique, or any other in this case, could not be used. However, every member of the population had an equal and independent chance of being represented in the sampling.

Development of the Instrument

Interview Guide for Female Administrators

The interview guide was constructed to solicit information from female administrators of Senior High Schools in the Accra Metropolis about their leadership challenges. There were seven sections (A to G) to this instrument. Section A considered the personal data of each respondent, and it had four items. Section B was about gathering data on the educational and professional background of these heads. The composition was seven items in all. Section C was made of five items, and it sought information on the discrimination against women in relation to female administrators.

In the area of the relationship between family and career, four items were constructed to measure how these female administrators combined activities at home and work. These are contained in Section D. The next was Section E, which focused on the area of role conflicts. It was made up of five items altogether. In establishing how these female administrators felt in the

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area of support services, eight items were carved out of the related literature. They are contained in Section F.

Section G had seven items and it focused on the area of leadership qualities and styles. This is the last aspect of the interview guide, which had fourty items in all. These items were constructed to be both opened and closed ended questions.

Questionnaire for Assistant Female Administrators

In trying to ascertain the details concerning the challenges facing female administrators of Senior High Schools in the Accra Metropolis, a questionnaire was designed for their assistants in the field. Noteworthy is the fact that the questionnaire was constructed in the same way as the interview guide for female heads. It also contained forty items –opened and closed ended.

There were seven sections: A, B, C, D, E, F, and G. Since the study considered female administrators of Senior High Schools and their assistants as the same entity, there was no need to design the questionnaire in a way far different from the interview guide. There features were familiar and similar. All the seven sections had the same organization style and number of items, but with different headings. (Refer to Appendix B)

Pre -Testing of Research Instrument

A pilot study was carried out in the Ho Municipal to make sure the research instruments were valid and reliable. This was done in October 2007.

Three Senior High Schools headed by females were simple randomly selected. There were three Female Heads and six Assistant Female Heads of Senior High Schools given the total of nine respondents. Their selection was purposive in this situation. The retrieval rate was 100% but not without many lessons to learn.

There were many benefits through this pilot testing exercise. The first has to do with the reduction in items from 47 to 41. Many open-ended were needed to capture the intent of respondents. The items were later rearranged and titles well structured.

The second benefit was in the area of establishing personal rapport with the sample group rather than rely on the fact that an Introductory Letter from the Institution was given to the boss. Personal contact with respondents derived much trust and easy release of information required than a general announcement from the top.

The third thing was involving the authority in the retrieval of questionnaire to ascertain a very high of retrieval. Hence, all questionnaires were to be deposited with the Female Heads.

Procedure for Data Collection

Before embarking on the data collection exercise in November 2007, contacts with the selected schools were made through mates and friends from the area. Permission was sought from the heads of the institutions concerned before the instrument was administered and the interview conducted.

A letter of introduction obtained from the Head of Department, Institute of Educational Planning and Administration (IEPA), University of Cape Coast was sent to the schools. A covering letter was attached to the questionnaire to explain the objective of the study and the data needed.

The researcher met with the Female Administrators of each school and discussed the instrument with them after which they were given one week to respond. To ensure high rate of return, the instrument was personally taken to the schools by the researcher and she went back to collect them after the number of days agreed on with the respondents. Completed questionnaire was to be given to the Female Administrators and then to the researcher on the next visit. This made retrieving the questionnaire a bit easy and simple.

The data was collected between November and December 2007, thus two months. The interview was conducted for Female Administrators alongside the collection of the questionnaires. The researcher used two months to collect the data. The return rate was 100%.

Data Analysis Plan

The completed questionnaires were easily identified because the name of the schools were indicated, and were finally scored and tabulated. The same scores were given items with the response strongly agree, agree, disagree and strongly disagree and items with the response always, often, sometimes and never respectively. For ease of analysis, the responses of strongly agree and

agree were combined and strongly disagree and disagree were also combined. Items with "yes" and "no" responses were scored 2 and 1 respectively.

Since the study was purely descriptive, descriptive analysis was used. The main statistical tool that was used for analyzing the data was simple percentages and frequencies. The percentages were used to analyze all the responses. Frequency and percentage tables were used to describe the data that were collected from respondents. The frequency and percentage tables enabled the researcher to have an over all view of the findings, to identify the trends and to display the relationship between parts of the findings (Sarantakos, 1998).

CHAPTER FOUR

RESULTS AND DISCUSSION

The study investigated the Challenges of Female Heads of Senior High Schools in the Accra Metropolis. This chapter deals with the analysis and discussion of the data collected from the female administrators of these schools. The views of respondents are presented as follows.

The Results

It was necessary that the research sought the age distribution of respondents. The age ranges were four with intervals of ten years. The age ranges correspond to the general working population in Ghana, and this will help in analyzing their various opinions. The age distribution is presented in Table 1

Table 1

Age Distribution of Respondents

Age Range	Number	Percentage
20—29	--	--
30—39	--	--
40—49	7	28
50—59	18	72
Total	25	100

The collected data revealed in Table One show that most of the female Administrators of Senior High Schools at the time of the research were within the age range of 50—59 (72%) respectively. The rest of the respondents (28%) fell within the age range of 40—49. The emphasis here is that the opinions of respondents would be credible or reliable enough for such descriptive study due to their experiences and maturity. It also indicates that these leaders have challenges which need to be tackled for effective leadership in the schools they head.

It was imperative to establish the marital status of these female heads of Senior High Schools in the Metropolis as one crucial area a female are likely to have problems with respect to their careers. Table 2 represents what was found out by the study.

Table 2

Respondents' Marital Status

Marital Status	Number	Percentage
Single parent	--	--
Single without children	--	--
Married with children	19	76
Married without children	--	--
Divorced/Separated	--	--
Widowed	6	24
No Response	--	--
Total	25	100

A total of 19 (76%) respondents were married with children, while 6 (24%) were widows according to the data collected and compiled in Table Two. This information ascertained the expected dual responsibilities of most female educators. It also means that these female administrators had some maturity in management prior to their career appointment, and that they were better prepared for heading these schools.

The academic qualifications of these female administrators of Senior Secondary Schools were sought. It was to ensure the mode of their appointment and intellectual abilities. Information about their academic qualification is contained in Table 3.

Table 3

Academic Qualification

Academic	Number	Percentage
GCE "O" Level	--	--
GCE "A" Level	--	--
Diploma	--	--
BA, B.Ed or B. Sc.	23	92
No Response	2	8
Total	25	100

The greater number of respondents 23 (92%) had first degrees qualification. It means that they were well trained and qualified for the post they are occupying. About 2 (8%) did not respond to this item. However, the position they hold at this level in the Ghana Education Service demands some higher qualification. Based on this fact, it is possible to conclude that they also met the standards before their appointments.

The survey sought professional qualification of respondents as presented in Table 4 below. It was necessary to establish whether respondents had professional training.

Table 4

Professional Qualification

Professional	Number	Percentage
Cert "A" (Post Sec)	--	--
Specialist	--	--
Diploma	--	--
BA/B. Ed/B. Sc.	23	92
P. G. D. E.	2	8
MA/ M. Ed/ M. Sc	--	--
No Response	--	--
Total	25	100

The above data shown in Table 4 revealed that all the female heads of Senior Secondary Schools in the Metropolis were inclined professionally. The majority of 23 (92%) respondents had first degrees. The remaining 2 (8%) had acquired knowledge up to the postgraduate level, which confirmed the proposition concerning the 8% who could not respond when the academic qualifications were being sought.

The study on the ranks of respondents was to ensure that standards were ahead to in the education service. Table 5 show what have been gathered on the field.

Table 5

Rank of Respondents

Rank		Number	Percentage
Assistant Director	II	6	24
Assistant Director	I	18	72
Deputy Director		1	2
Director	II	--	--
Director	I	--	--
No Rank		--	--
Total		25	100

Most of the heads under study were of senior ranks indicated by the Ghana Education Service (GES). The above table shows that the majority of 18 respondents (72%) were ranked as Assistant Director I, while 6 (24%) of them were Assistant Directors II. 1 (4%) held the rank of Deputy Director. This is a confirmation of what is expected at the secondary school level of education in the country. It also indicated that the appointment of these Female Administrators is based on the fact that they qualified for the position.

Table 6 shows the respondents personal experience stereotype gender roles.

Table 6

Experience of stereotype gender roles

Respondents	Number	Percentage
Often	5	80
Sometimes	20	20
Seldom	--	--
Never	--	--
No response	--	--
Total	25	100

Like most females in the society, these female heads of Senior Secondary Schools in the Metropolis often experience stereotype gender roles. Out of the 25 (100%) respondents 20 (80%) disclosed this ancient fact. 5 (20%) of them agreed to this item except that they differ at the rate in which it is done. It is very evident that this cultural barrier is still practiced in this modern era even by those who are considered the educated people in society.

The survey found out whether these female heads fell into the temptation of conforming to some of these stereotyped roles. Their views were put together and shown in Table 7 below.

Table 7

Conforming to any stereotype gender roles

Response	Number	Percentage
Yes	20	80
No	--	--
No response	5	20
Total	25	100

Most of the female heads attested to bowing down in some way to these stereotype gender roles in their life as administrators. 20 (80%) of them disclosed this fact, while 5 (20%) of them declined any response on the matter. To get the ball rolling majority of these respondents had to conform to some gender disparities. It also indicates that female administrators often have very serious challenges that have to do with their person. This will impact negatively on their competences or capabilities societies as ours.

To ascertain what may be derived from Tables 6 and 7, it was necessary to gather information on the impact of traditional beliefs and practices on the leadership of these female administrators of Senior Secondary Schools in the area under study. What was found out have been compiled in Table 8.

Table 8

Traditional beliefs and practices that adversely affect their leadership

Views	Number	Percentage
To a large extent	9	36
To a very large extent	16	64
Very little	--	--
Not at all	--	--
No response	--	--
Total	25	100

The majority of 16 (64%) respondents agreed to the fact that traditional beliefs and practices adversely impact their leadership today to a very large extent. 9 (36%) of them had agreed to a large extent. Indeed, it is obvious that there are already made traditional beliefs and practices which do not only hamper the entry of females in higher position in the society, but also consistently militates against their performances daily.

The study sought to establish the emotional attachments between female heads and their male counterparts. This is very significant considering the fact that the study seeks to unearth those strategic areas where these female heads are highly challenged in their administration. It is also very important as performance heavily has to do with people relationships. Table 9 gives responses to whether males find it hard to work with the female equal.

Table 9

Male find it hard to work with females as equals

Views	Number	Percentage
Often	19	76
Sometimes	6	24
Seldom	--	--
Never	--	--
No response	--	--
Total	25	100

It has been revealed in Table 9 that males often find it hard to work with these female heads as equals. The majority of 19 (76%) respondents revealed this fact. 6 (24%) respondents agreed to the assertion but think it is not frequent comparatively. The implication is that the working environment of these female heads of schools is not an enabling one; and that they would not find it easy performing their duties. This could simply lead to these female heads being bossy or stiff-necked.

The research sought to find out whether males find it difficult to work under these female heads of schools. This item was to establish the level of professionalism in schools head by females in the midst of some rigid traditional norms. The findings are contained in Table 10 below.

Table 10

Males find it difficult to work under females

Views	Number	Percentage
Often	23	92
Sometimes	--	**--**
Seldom	--	--
Never	--	--
No response	2	8
Total	25	100

Out of the total of 25 (100%) respondents, 23 (92%) of them made it known that males often find it difficult to work under females in this capacity. 2 (8%) respondents decided to be quiet on the matter. This is a confirmation of what was found out in Table 9. It implies that the performance of these female heads is very crucial in cultural situations as these. As long as the male perceptions of the female are wrong, it would show in their dealings. It means to a very large extent that our modern society is schooled but yet illiterate.

The second most important area of interest in this study begin from Table 11, which is the dual role of managing the home and their careers as Female Administrators of Senior Secondary Schools in the Accra Metropolis. The study sought to find out how these female heads are managing their career and the home.

The data presented below shows the respondents' views on how time spent with their families' impact on their work. It has been shown in Table 11.

Table 11

Time with family affect work

Views	Number	Percentage
Often	--	--
Sometimes	7	28
Seldom	--	--
Never	18	72
No response	--	--
Total	25	100

From the above table, the majority of 18 (72%) respondents claimed time spent with their family at home never affected their work in any way. 7 (28%) of them agreed the time spent with their family at home sometimes affected their work. One can deduce that good managerial organization has been done as to how these female heads apportion themselves at home and work. Those situations that sometimes facilitate conflict of interest and role conflict are very extreme cases. It shows their leadership qualities, skills and abilities in managing multiple roles with little or no major problems at all.

They survey wanted to establish whether these female heads have experienced any role conflict as a parent and as heads of Senior Secondary Schools. Their views are contained in Table 12 below.

Table 12

Experience role conflict as a parent and headmistress

Views	Number	Percentage
Often	--	--
Sometimes	25	100
Seldom	--	--
Never	--	--
Total	25	100

All (100%) the respondents revealed that they sometimes experience role conflict being a parent and head of schools at the same time. Generally, this is a normal situation whereby there will be coincidences here and there in any dual roles undertaken by the same person. In their cases, the fact that it is not a recurring situation means it poses not threats whatsoever to the effective performance of these female heads.

It would not be a mistake to reiterate the fact that the female heads under study had what it takes to be a good leader, because they understood very well these questions and answered accordingly. Beyond all doubt, females made it very clear that being a parent or a married person does change the circumstances. They all (100%) declared their stand or position that they

sometimes experience role conflict in multiple roles. The emphasis is that they are able to control such situations as they occur.

The survey sought the views of respondents about any difficulty faced by them with respect to the relationship between their families and career. Compiled and presented as Table 13 are the views of these respondents concerning the issue?

Table 13

Difficulties faced by the administrator in relation to family and career

Views	Number	Percentage
Often	--	--
Sometimes	25	100
Seldom	--	--
Never	--	--
No response	3	12
Total	25	100

The display of their intellectual and leadership abilities is admirable of these female heads of Senior Secondary Schools in the Accra Metropolis. A majority of 17 (68%) revealed the relationship between the family and career sometimes faces difficulties. This is relevant to the views presented in Table 12 above. Since they are able to deal with this situation, it does not appear as a serous challenge to them. However, 5 (20%) of the respondent thought the relationship between their family and career is often difficult, 3 (12%) of them

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declined any response. It means that these female heads have difficulties relating to the family and career as in any normal situation.

The survey sought to establish the kind of support rendered to these female heads in the Metropolis. Several items were put forth in order to ascertain what may constitute the facts. Table 14 below is first of these items.

It was necessary to find out how the family or home supported their mothers in their careers or professions, and the views of these female heads are represented in Table 14 below.

Table 14

Professional and moral support from spouse

Views	Number	Percentage
To a large extent	--	--
To a very large extent	--	--
Very little	15	60
Not at all	--	--
No response	10	40
Total	25	100

It has been revealed from Table 14 above that most of the spouses of these female heads accord them very little or no professional or moral support in their career. This was the declaration of the majority of 15 (60%) respondents, whereas 10 (40%) did not give any answer to this item.

Actually, it is confirmation of the extent to which females are under pressure

in societies as these. But it is also a demonstration of the hard working abilities of these female heads amidst disappointments and rejections from all works of life. In the entire study, this was the first highest number of respondents who declined to express their views on any item. Basically, it was for the sole purpose of respect and tolerance that they remained preserved. Already, the difficult has been confirmed in previous responses that the relationship between the family and career is not without difficulties sometimes.

The study also tried to find out how the attitude of people who these female administrators work with affects their output as well as their effectiveness in their leadership roles. The purpose was to find out which group of persons among whom the female administrators work brought them strong resentment in their work. Table 15 is the compilation of their views.

Table 15

Often experience strong resentment from some group of persons

Officers	Number	Percentage
Female superiors	--	--
Male superiors	5	20
Female colleagues	--	--
Male colleagues	14	56
Female subordinates	--	--
Male subordinates	6	24
Others	--	--
Total	25	100

14 (56%) of the respondents revealed that they often experience strong resentment from their male colleagues. 5 (20%) said it was rather the male superiors who resented them strongly, and 6 (24%) claimed should attitude was the doing of the male subordinates. What it means is that the male counterparts of these female administrators posed very serious challenges to their administration from all levels of the hierarchy.

There was the need to find out which gender group makes these female heads comfortable in their work environment. This is what Table 16 was all about.

Table 16

Accepted in social gatherings by female colleagues

Views	Number	Percentage
Often	21	84
Sometimes	4	16
Seldom	--	--
Never	--	--
No response	--	--
Total	25	100

It was revealed from the above data collected that these female heads were often accepted in social gatherings by their female colleagues. This is another emphasis per the gender disparities that exist against female administrators in education in the society. It also means that females are very

supportive of their colleague leadership. 21 (84%) respondents were of this notion. Yet in agreement but on different frequency, the remaining 4 (16%) respondents stated that they were sometimes accepted in social gatherings by their female colleagues.

The study had to also ensure that there was a balanced view concerning the gender groups which make the working environment a sound place for these female heads to perform well. This is shown in Table 17

Table 17

Accepted in social gatherings by male colleagues

Views	Number	Percentage
Often	--	--
Sometimes	17	68
Seldom	8	32
Never	--	--
No response	--	--
Total	25	100

It was found out that male colleagues sometimes accepted these female heads in social gatherings. About 17 (68%) of respondents carried this view. Against this view were 8 (32%) of respondents who stated that they were seldom accepted in social gathering by their male counterparts. It is worth noting that male colleagues found it difficult to accept these female heads of Senior Secondary Schools in the Accra Metropolis.

The study needed to make sure of the level of opposition faced by these female heads internally. Table 18 contains the findings on this item.

Table 18

Staff members openly oppose their decisions

Views	Number	Percentage
Often	9	36
Sometimes	16	64
Seldom	--	--
Never	--	--
No response	--	--
Total	25	100

It was found out that staff members sometimes openly oppose the decisions made by these female heads. 16 (64%) agreed to the above view, while 9 (36%) said staff members often oppose their decisions openly. In their explanation, this was mainly done by their male subordinates. It implies that strenuous opposition in their administration of the schools comes from their male subordinates.

The survey sought to establish a premise as to which caliber of staff openly opposed these female heads of schools. The details are compiled in Table 19 below.

Table 19

Are there teachers with higher qualifications under you

Views	Number	Percentage
Yes	4	16
No	21	84
No response	--	--
Total	25	100

It turned out that only a few staff member had higher qualification under these female heads. About 4 (16%) of respondents, whereas the majority of 21 (84%) did not have higher qualification compared to these female heads. What it means is that the attitude of those who openly opposed the decisions of these female heads has traditional basis rather than anything professional. It also means that the 16% of the staff with higher qualifications compared to the female heads, which in fact were all male, are among those who openly seek to bring to nothing the efforts of these female heads.

The survey also sought to establish the kind of services found in these Senior Secondary Schools headed by females in the Accra metropolis as a motivating fact for effective performance. Table 20 is the first of a series of items towards establishing the reality on ground.

Table 20

Support services found in your school to ensure effectiveness

Support Services	Number	Percentage
Medical refund	5	20
Professional development	12	48
Accommodation	16	64
Child support fund	--	--
Financial aid (loan)	8	32
School clinic	2	8
Transportation	10	40
Others	--	--

Details of the benefits these female heads have been provided are recorded in Table 20 above. 16 (64%) respondents declared the availability of accommodation facilities to them. Through the assistance of Parents-Teachers Associations (PTA) and some past students associations coupled with the GETFUND, on-campus lodging facilities have been provided in these schools.

Professional development opportunities were also highly available next to accommodation. 12 (48%) of the respondents said they attended courses, workshops and seminars outside the school to upgrade themselves. There is a policy which also allowed them go for further studies, especially during vacations.

5 (20%) out of 25 respondents stated that they enjoyed some medical refund. It became known during the studies that Ghana Education Service (GES) instituted a policy of 25,000 cedis medical refund package in place for teachers. However, there had been no evidence whatever whether headmistresses and headmasters were enjoying such opportunity. Eight percent of the respondents claimed they first aid from the available school clinic. It was revealed that most of these female heads had their private medications, but it was not establish whether they enjoyed any incentives from GES in this area. Noteworthy is the fact that most of these female heads were healthy and active at work. Spending quality hours at medical centers due to poor health and minor illnesses instead of being at the workplace was not happening here at the time of the survey.

10 (40%) respondents said they benefited from transportation facilities provided to their school. This percentage was not convincing in study as this one. There were no child support facilities whatsoever available to these female heads in the Accra Metropolis. Finally, and most importantly, it was not cleared which financial support was made available to these female heads to perform their duties. However, 8 (32%) respondents said they benefited from some financial support. Most of these schools had established for themselves Teachers' Welfare Fund and the Credit Union, whereby they could access personal loans to increase their inadequate salaries for developmental purposes. These female heads may have being benefiting from this workplace financial facilities as well. There was nothing about financial support being provided to

aid these leaders by GES. The PTA and other alumni associations' financial support were laudable during the survey.

The issue of inadequacy transcended all the aforementioned available support services in the schools. The issue of ensuring financial adequacy remained the greatest challenge faced by these female heads. It includes the money given by government to manage the schools.

The survey needed to ascertain whether there were incentives and rewards available in practical terms to these female administrators of Senior Secondary Schools in the Accra Metropolis. Information gathered was compiled in Table 21 below.

Table 21

Enjoyment of any kind of meaningful incentives and rewards

Responses	Number	Percentage
Yes	4	16
No	8	32
No response	13	52
Total	25	100

It came to light that there are some forms of incentives and rewards which ought to be available in these schools. However, it very true to conclude that these females heads do not enjoy any kind of meaningful incentives and rewards thereof. 8 (32%) said so, which 13 (52%) declined any response on the issue. Usually, and as it is typical of most females, they preferred accept

negative situations rather than go against authorities. The implication here is that those who declined any response know that the issues of incentives and reward are a very sensitive area in their leadership. Though they do not enjoy any incentives, they better don't say it openly so that they would not be seen as reporting or exposing others. On the other hand, the available incentives and rewards may not make any difference to their well-being that they are motivated to give out their best.

There was the need for the study to ascertain the school environment and the work of these female heads in terms of performance enhancement and productivity. The response they gave is what constituted Table 22.

Table 22

The school environment and work

Views	Number	Percentage
Poor	--	--
Acceptable	25	100
Highly acceptable	--	--
Very poor	--	--
No response	--	--
Total	25	100

All the 25 (100%) respondents said the school environment in line with their work was acceptable. Situated within the capital Accra, it is true that these Senior Secondary Schools have certain urban advantages compared to

their rural counterparts. Many social amenities are available to improve the performances of these female heads who in fact are involved in multiple roles. The setting of the schools rather than the school itself influences their responses from what have been gathered so far. As long as the appointment is not in a remote village where there are no basic facilities it is not a bad thing at all for these female heads. The emphasis is not on the schools, but where they are located.

The study sought to establish whether available teaching and learning materials in these schools were adequate to promote quality education. The details are what constitute Table 23 as below.

Table 23

Adequacy of Teaching and Learning Materials

Views	Number	Percentage
Adequate	--	--
Very adequate	--	--
Fairly adequate	10	40
Not adequate	15	60
No response	--	--
Total	25	100

Teaching and learning materials were said to be inadequate according to 15 (60%) of the respondents. About 10 (40%) of respondents said teaching and

learning materials were fairly adequate. These are the contents of Table 23 above. The fact here is that Ghana Education Service has not been able to handle this ancient problem facing education in the country.

In trying to find out whether these female heads were exerting the kind of leadership control they are expected to per their appointments, it came to light that all of them do have control over the school each of them was heading. Table 24 contains the results.

Table 24

Do you have control over the school

Responses	Number	Percentages
Yes	25	100
No	--	--
No response	--	--
Total	25	100

From the above table, 25(100%) of the respondents stated that they had control over their school. Their response is an indication of their total involvement in managing the institutions under their care. It is also a frank display of their abilities, willingness and capability to improve the nation through quality education. Whether opposed or not they are able to make sound decisions on a daily basis to improve their schools.

It was necessary to have an idea of some of the leadership qualities and styles of these female heads. Therefore, the survey sought to establish whether the female heads delegated responsibilities to those who were making their work more cumbersome. Details of the findings are the content of Table 25 below.

Table 25

Do you delegate authority where possible to a staff who opposes you

Responses	Number	Percentages
Often	8	32
Sometimes	17	68
Seldom	--	--
Never	--	--
Total	25	100

The majority of 17 (68%) respondents revealed that they sometimes delegated authority where the situation demands to staff who opposed her vehemently. 8 (32%) of them stated that they often delegated authority to staff that even opposed them. These female heads are no doubt emphasizing the democratic and transformation leadership style, which results in growth.

The survey found out whether these female heads were accused of favoritism in any way by those working under them. The details were compiled and presented as Table 26.

Table 26

Accused of displaying favoritism by the staff

Views	Number	Percentage
Often	--	--
Sometimes	12	48
Seldom	9	36
Never	4	16
No response	--	--
Total	25	100

The majority of 12 (48%) respondents said they were sometimes accused by their staff of favoritism. 9 (36%) respondents said that they were seldom accused of displaying favoritism by some staff members. The remaining 4 (16%) respondents said they were never accused by any staff member of displaying favoritism. It is noteworthy that there are certain people who will never see eye things the way you do. The situation is one that is normal. It should be emphasized that staff under these female heads rarely accuse them of any kind of favoritism. This serves as a confirmation of the kind of leadership qualities they possess which were detailed in Table 25.

They study deemed it necessary to find out how subordinates perceived these female heads in terms of their leadership characteristics. The data organized in Table 27 were the results from the field work.

Table 27

Do some staff members perceive you as being bossy

Responses	Numbers	Percentages
Yes	19	76
No	--	--
No response	6	24
Total	25	100

About 76%, numbering a total of 19 respondents, said that some staff members do perceive them as being bossy sometimes. Meanwhile, the remaining 6 (24%) respondents declined to give any response concerning the issue. The emphasis here is that, indeed, these female heads were in control of affairs as leaders as it was established earlier in Table 24. Usually, those who fall short or are not in agreement of one's leadership tactics are likely to think otherwise. This appeared to be one of such situations.

The study sought to establish the general attitude of female subordinates towards the headship of their fellow women. It turned out that females working under these female heads did not make their work more dangerous as it were with the males. This is a proof of the gradual but conscious gender awareness campaigns to sensitize females of how able and effective they can be to occupy any higher position in society provided the qualify for it. Table 28 shows the responses for general attitudes of female teachers toward the heads

Table 28

General attitude of female teachers towards work

Views	Number	Percentage
Helpful	16	64
Very helpful	9	36
Fairly helpful	--	--
Not helpful	--	--
No response	--	--
Total	25	100

It was therefore revealed from the above table all the respondents said the general attitude of female teacher towards their work was positive. 16 (64%) respondents said the general attitude of female teachers was helpful towards ensuring effective leadership in these schools, whereas 9 (36%) of respondents asserted they were very helpful. In certain cases whereby females would prefer the leadership of male to their female counterparts, this one is different and positively balanced. The emphasis is that good performance of any task is linked to knowledge, skills and attitude in relation to that task, and not the sex of the one to perform the task.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATONS

Summary of the Study

This study attempted to find out the challenges of women in educational administration in relation to Female Administrators of Senior High Schools in the Accra Metropolis in the Greater Region of Ghana in order that suggestions to improve the situation are made. Five general areas of leadership were explored leading to the development of five research questions that include:

1) To what extent are female administrators of Senior High Schools in Accra Metropolis discriminated against?

2) How are female administrators of Senior High Schools within the Accra Metropolis managing both family and career?

3) Do these female administrators of Senior High School in the Accra Metropolis experience role conflicts?

4) What effective support services are provided for female administrators of Senior High Schools in the Metropolis to enhance their performance?

5) How effective are the leadership styles and qualities of female administrators of Senior High Schools in the Accra Metropolis

Design of the Study

The study was a descriptive survey of the challenges facing Female Heads (Administrators) of Senior High Schools in the Accra Metropolis. About 17 schools were involved in the study. There were 26 female administrators in all—10 Headmistresses and 16 Assistant Headmistresses. The 10 Headmistresses were selected using the purposive method, while 15 out of the 16 Assistant Headmistresses were selected using the simple random method. Some of these schools were having two Assistant Headmistresses. The total of 25 respondents was obtained for the study.

An interview guide with both opened and closed ended items was designed for the Headmistresses. A questionnaire for Assistant Headmistresses was designed in the same way as the interview guide. For the study, there were no peculiar differences between the Headmistresses and Assistant Headmistresses. These instruments were developed by the researcher herself, though it was not done in isolation. For the purpose of ensuring that the instruments were valid and revised accurately, a pre-test was carried out in the Ho Municipal. This location appeared to have had similar features of the Accra Metropolis.

The ten Headmistresses received interview guide, and the 15 Assistant Headmistresses were given questionnaire. The retrieval rate was hundred percent (100%) for both research instruments, which was highly motivating. Simple percentages were used to analyze the collected data.

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Summary of Research Findings

Discriminations against Female Administrators

In relations to Female Heads (Administrators) of Senior High Schools in the Accra Metropolis, the study found out that there were discriminations against women in educational headship in this modern era. This is seen as one major challenge facing these heads in the Metropolis. It has twofold effects which include failure on the part of male superiors to appointment or promote women to higher positions or frustrate their every effort after they have been appointed to a higher position as Female Administrators.

A significant number of these female heads (80%) have often experienced stereotype gender roles, and 80% had committed to it. Hundred percent of respondents confirmed that traditional beliefs and practices have affect their leadership to a very large extent. Seventy six percent of the respondents revealed males often find it hard to work with female as equals, whereas 92% stated that male often found it difficult to work under female heads.

Female Administrators Management of both Family and Career

Sixty eight percents of respondents of respondents disclosed that relationship between their family and career is sometimes difficult, especially when it comes to their husbands. They asserted that spent on household chores, caring for the children and the activities involved with their headship were well apportioned. This situation is seen as normal by these respectable female

administrators. It was clearly stated that some husband or spouses who were well educated were not encouraging.

Apart from what has come out concerning some spouses, a significant number of these Female Administrators in Accra Metropolis do not have major challenges in this aspect of their administrative life. The urbanization of the place where they work may have provided the privilege for them to combine activities of and career without or with little stress. For female administrators in the Metropolis, doing multiple works is not a major challenge.

Female Administrators and Support Services

Certain support services to ensure effective leadership in the schools were found available but inadequate. Accommodation and transportation were not seen as a major challenge. Opportunities for professional development were remarkable. Financial inadequacy was revealed as one of the most outstanding major challenges confronting Female Administrators in Accra Metropolis. About 52% declined any response after being asked about any kind of meaningful incentives and rewards. It was revealed that GES did not make available any financial facility to cater for the personal needs of these female administrators. The issue of low salary incomes has inflammed the situation.

The school environment was 100% declared acceptable by the respondents to enhance their performance. Teaching and learning materials (TLMs) were available but inadequate at stated by 60% of the respondents.

There was nothing like medical refund for female administrators, but the survey revealed that GES had put in place a 25,000 cedis medical refund for teachers.

The overwhelming supporting efforts of the Parents-Teachers Association (PTA) came out clearly in this study. Some alumni year groups were also commended for their support in kind and cash.

On another front, most spouses were not seen as being supportive professionally and morally to their wives in their multiple roles. Generally, the study has revealed that Female Administrators of Senior High Schools in the Accra Metropolis were accorded inadequate support services for them to function as expected.

Female Administrators and Role Conflicts

The study revealed that female administrators in the Accra Metropolis have had experiences of role conflicts, but they did not declare this aspect of their leadership as a major challenge. Although they have been recognized by these female heads, role conflicts were reviewed as inevitable part of any human institution. About 76% of respondents said that male colleagues often resented them strongly. It was revealed by the respondents (56%) that role conflicts often had to do with their male counterparts. All the respondents (100%) sometimes experience role conflicts as wives and leaders.

Female Administrators, Leadership Qualities and Styles

The leadership qualities and styles of Female Administrators of Senior High Schools in Accra Metropolis did not come out as a major challenge facing them. Hundred percent (25) of respondents revealed they had control over their schools. This could buttress why 76% of respondents said they were seen as being bossy by their subordinates. On the other hand, many thought these heads were practicing favouritism as revealed by 48% of respondents. Sixty eight of respondents revealed that they sometimes delegated authority when it was necessary indicating a democratic leadership style.

Conclusions

Female Administrators of Senior High Schools in the Accra Metropolis have two major challenges which demand prompt interventions or solutions. These include discriminations or gender inequalities by males which is simply based on traditional beliefs and practices, and the poor support services, especially the financial support.

Contrary to the above, these female administrators have no serious challenges in combining domestic activities or their home and family and their career. The male dominance in all aspects of social lives, which has resulted into discrimination against women in leadership, was not seen as a major threat to these heads. This is because most of them have worked to acquire the requisite qualifications and experiences to attain such heights in their careers.

Recommendations

The following recommendations were derived for consideration, based on the findings and conclusions of the research, for improvement in Female headship in Senior High Schools in Accra Metropolis.

1) There is a need for the awareness on gender equality to be taken to the chiefs palaces and learning institutions within the country by the statutory bodies and gender advocacy groups. Special seminar on gender balance for husbands or spouses of females in higher leadership positions in the country by statutory bodies and the various churches in an effort to defeat the traditional mindset that domestic activities are the preserve of women.

2) "Modern men" need to undergo special education as to the benefits of women involvement in multiple occupations, especially in a world as complex and full of challenges as ours. Credible religious organizations such as the Christian Council of Ghana can carry out best practices in this area as well.

3) The GES should put in place some financial facility or reactivate any existing facility of such to cater for the financial needs of Female Administrators. In line with this, proper records should be kept for the information of the general public.

4) The Government in collaboration with the GES should endeavour to provide a kind of personal transportation vehicle for Female heads to

enable them to effectively and efficiently carry out responsibilities at home and school.

5)   Accommodation or housing programme for Female Administrators nearer the school environment would go a long way in helping them perform to the best of their ability. They spend longer hours in the offices working especially in the night. The Government through the GES should put money in this area to ensure that all things are equal for the female administrators to give out their best.

6)   Policies concerning the procurement of teaching and learn materials have to be revised by the GES to solve this ancient problem of inadequate materials. It about time that the Universities of Cape Coast and Winneba were involved in the construction of teaching and learning materials for Basic and Secondary Schools of the country. Leaving this business at mercy of Curriculum Research and Development Division (CRDD) alone has never been the best so far.

7)   The implementations of laws that deal with discrimination of females especially in speech at the workplace need a radical application. This would deal heavily with those who have resolved not to move with the times but plunge themselves into the traditional make-up of the roles of female and male. Gender groups should take up this matter with the GES and the Ministry of Education.

8)   A policy to compel Female Administrators to participate in the opportunities provided for further studies by the Government needs to be

put in place or reactivated. There is the need for professional refreshment for all female administrators of educational institutions in the country. There is the need for Government to ensure through GES that this privilege to upgrade is seized.

9)   The solidarity which was found among female colleagues in these schools should be encouraged as motivating factor to most Female Heads.

10) The need for a reasonable quantity of high academic achievements among females in the educational sector. This would ensure that females' appointments to leadership position are without any blemish. Therefore, the 'noise' on the Girl Child Education must increase, especially in the rural terrains.

Suggestions for Further Studies

The research has revealed certain important matters that need to critically investigate. It is expedient to carry out studies on these issues. Here are some of them:

1)   Research into the challenges facing Female Administrators in other parts of the country, especially those in rural areas.

2)   Conduct a comparative study on the specific managerial practices being used by Female Administrators in Accra Metropolis to bring about the sanity between family and career.

3) Conduct a comparative study into female and male administration of Senior High Schools in the country.

4) Research into the impact of female solidarity on female administration of Senior High Schools in any part of the country.

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UNIVERSITY OF CAPE COAST

Interview guide for Female Administrators

INSTRUCTIONS: Kindly fill in the blanks or tick (√) the box with the correct answer.

Section A: Personal Data

1. Name of institution: _____

2. Gender: ☐ Female

3. Age: ☐ 20—29   ☐ 50—55
          ☐ 30—39   ☐ 56—60
          ☐ 40—49

4. Marital Status: ☐ Single without children   ☐ Single parent
                    ☐ Married without children   ☐ Married with children
                    ☐ Divorced/ Separated   ☐ Widow

5. What is your nuclear family size? If any:_____.

6. What is your highest academic or professional qualification? _____

Section B: Assessment of Leadership

7. Your present rank in Ghana Education Service (GES):
   ☐ Superintendent   ☐ Senior Superintendent
   ☐ Principal Superintendent   ☐ Director
   ☐ Assistant Director   ☐ Other (please specify): _____

8. I occupied this position through:
   ☐ Application and appointment
   ☐ Appointment without application
   Other (please specify): _____.

9. How long have you been in this present position? _____

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10. There are how many teaching staffs under your leadership? _____

How many are female? _____

11. What is the total student population? _____

KEY: A= Rarely or almost never   **B=** Sometimes but infrequently

C= Occasionally

 D= Very often   **E=** True for all or most of the period

	A	B	C	D	E
13. Has clear notions of duties	☐	☐	☐	☐	☐
14. Careful and regular	☐	☐	☐	☐	☐
15. Performs duties even when not watched	☐	☐	☐	☐	☐
16. Maintains good relationship with others, does not flop authority	☐	☐	☐	☐	☐
17. Tries to understand best other's point of view.	☐	☐	☐	☐	☐
18. Takes interest in organizing school activities.	☐	☐	☐	☐	☐
19. Very co-operative	☐	☐	☐	☐	☐
20. Health was constant during period in school.	☐	☐	☐	☐	☐
21. Display no favoritism	☐	☐	☐	☐	☐
22. Effectively supervises work of subordinates	☐	☐	☐	☐	☐
23. Delegates authority where necessary	☐	☐	☐	☐	☐
24. Assigns duties and tasks clearly	☐	☐	☐	☐	☐
25. Always provide information on time	☐	☐	☐	☐	☐

26. Involves others in decision that affects them   ☐ ☐ ☐   ☐ ☐

27. Careful about making flippant comments   ☐ ☐ ☐   ☐ ☐

28. Very confident   ☐   ☐   ☐   ☐ ☐

29. Makes sure teaching/learning material are provided adequately

    ☐   ☐   ☐   ☐ ☐

30. Promotes staff welfare   ☐ ☐ ☐   ☐ ☐

31. Promotes teaching staff professional development (e.g. INSET)

    ☐   ☐ ☐   ☐ ☐

32. What are your main responsibilities as Head of School?

    i). _____

    ii). _____

    iii). _____

    iv). _____

33. Have you had any educational management-training course that helps you to perform your official duties? ☐ Yes   ☐ No

34. Do you partake in workshops or seminars on educational leadership?

    Rarely or almost never   ☐

    Sometimes but infrequently   ☐

    Occasionally   ☐

    Very often   ☐

    True for all or most of the period   ☐

35. How would you describe your leadership so far as Head of school?

    ☐ Excellent   ☐ Good   ☐ Average   ☐ Poor   ☐ Unsatisfactory

Section C: Support mechanisms

36. How are you supported internally for the smooth running of the school?

   i). _____

   ii). _____

   iii). _____

 37. How are you supported externally for the smooth running of the school?
   i). _____

   ii). _____

   iii). _____

 Section D: Challenges or constrains

38. Do you experience role conflict between being a parent and an

   administrator?

   ☐ always   ☐ sometimes ☐ seldom   ☐ never   ☐ not a parent

39. All of these made me feel resented *except*:

   ☐ male subordinates   ☐ female subordinates

   ☐ female workers   ☐ male workers

   ☐ female superiors   ☐ male superiors

    ☐ other (please specify): _____

40. Do you think your leadership is being undermined somehow? ☐ Yes   ☐ No

41. If "yes", please explain: _____

   _____

   _____

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42. What suggestions do you have in view of "Female and High Decision-

making Positions" in educational institutions?

   i). _____

  ii). _____

  iii). _____

UNIVERSITY OF CAPE COAST

Questionnaire for Assistant Female Administrators

INSTRUCTIONS: Kindly fill in the blanks with the preferred answer or tick (√) the correct answers.

Section A: Personal Data

1. Name of institution: _____

2. Gender: ☐ Female

3. Age: ☐ 20—29   ☐ 50—55
       ☐ 30—39   ☐ 56—60
       ☐ 40—49

4. Marital Status: ☐ Single without children   ☐ Single parent
              ☐ Married without children ☐ Married with children
              ☐ Divorced/ Separated   ☐ Widow

5. What is your nuclear family size? If any: _____.

6. What is your highest academic or professional qualification? _____

Section B: Assessment of Leadership

7. Your present rank in Ghana Education Service (GES):
   ☐ Superintendent   ☐ Senior Superintendent
   ☐ Principal Superintendent   ☐ Director
   ☐ Assistant Director   ☐ Other (please specify): _____

8. I occupied this position through:
   ☐ Application and appointment
   ☐ Appointment without application
   Other (please specify): _____.

9. How long have you been in this present position? _____

10. You are in charge of:

    Administration   ☐
    Academic   ☐
    Domestic   ☐

11. There are how many teaching staffs in the school? _____

12. How many are female? _____

13. What is the total student population? _____

KEY: A= Rarely or almost never   **B=** Sometimes but infrequently

C= Occasionally   **D=** Very often   **E=** True for all or most of the period

	A	B	C	D	E
14. has clear notions of duties	☐	☐	☐	☐	☐
15. careful and regular	☐	☐	☐	☐	☐
16. performs duties even when not watched	☐	☐	☐	☐	☐
16. maintains good relationship with others, does not flop authority	☐	☐	☐	☐	☐
17. tries to understand best other's point of view.	☐	☐	☐	☐	☐
18. takes interest in organizing school activities.	☐	☐	☐	☐	☐
19. very co-operative	☐	☐	☐	☐	☐
20. health was constant during period in school.	☐	☐	☐	☐	☐
21. display no favoritism	☐	☐	☐	☐	☐
22. effectively supervises work of subordinates	☐	☐	☐	☐	☐
23. delegates authority where necessary	☐	☐	☐	☐	☐

24. assigns duties and tasks clearly ☐ ☐ ☐ ☐ ☐

25. always provide information on time ☐ ☐ ☐ ☐ ☐

26. involves others in decision that affects them ☐ ☐ ☐ ☐☐

27. careful about making flippant comments ☐ ☐ ☐ ☐☐

28. very confident ☐ ☐ ☐ ☐☐

29. makes sure teaching/learning material are provided adequately

☐ ☐ ☐ ☐☐

30. promotes staff welfare ☐ ☐ ☐ ☐ ☐

30. promotes teaching staff professional development (e.g. INSET)

☐ ☐ ☐ ☐ ☐

29. How would you describe your relationship with the [teaching] staff?

☐ normal   ☐ cordial   ☐ poor   ☐ needs improvement

30. What are your main responsibilities?

i). _____

ii). _____

iii). _____

iv). _____

v). _____

31. Do you partake in workshops or seminars on educational leadership?
Rarely or almost never   ☐
Sometimes but infrequently   ☐
Occasionally   ☐
Very often   ☐
True for all or most of the period   ☐

32. How would you describe your leadership so far as Assistant Headmistress?

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Unsatisfactory

Section C: Support mechanisms

33. How are you supported internally for the smooth running of the school?

i). _____

ii). _____

iii). _____

34. How are you supported externally for the smooth running of the school?

i). _____

ii). _____

iii). _____

Section D: Challenges or constrains

35. Do you perceive any role conflict between being a parent and your work?

☐ always ☐ sometimes ☐ seldom ☐ never ☐ not a parent

36. Do you experience any role conflicts with male subordinates? ☐ Yes ☐ No

37. Do you experience any role conflicts with male superiors? ☐ Yes ☐ No

38. Do you feel your leadership is being undermined in any way? ☐ Yes ☐ No

39. If "yes", please explain: _____

_____

_____

_____

40. What are those things you feel you can do better if given the support and opportunity?

_____

_____

_____

_____

_____