

UNIVERSITY OF CAPE COAST

ASSESSING THE PERFORMANCE OF FEMALE HEADS OF SENIOR HIGH
SCHOOLS IN SEKONDI – TAKORADI METROPOLIS

FANNY DONKOH

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SCHOOLS IN SEKONDI - TAKORADI METROPOLIS

BY

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Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration.

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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.

Signature of Candidate:..... Date:.....

Name: Fanny Donkoh

Supervisor's Declaration

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

Signature of Supervisor:..... Date:.....

Name: Prof. Yaw A. Ankomah

ABSTRACT

The study sought to find out how female heads perform their duties as administrators of Senior High schools to improve teaching and learning in the Sekondi-Takoradi Metropolis. Descriptive research design was used to conduct the study. The population for the study consisted of heads of Senior High School as well as teaching and non-teaching staffs. Questionnaire was designed and used to collect data for the study. Purposive and simple random sampling techniques were used to select a total sample size of 205 which included female heads and teaching and non-teaching staffs. Statistical Product for Service Solution was used to analyse the data. Percentages, means and standard deviations were used to summarise the data.

The study revealed that female heads in the Sekondi-Takoradi Metropolis made use of effective leadership styles to manage their schools. They related very well with their subordinates and managed funds properly in their schools. They assigned tasks and duties to their subordinates and effectively supervised the tasks to ensure that they were properly carried out.

The conditions in the institutions were found to be very conducive and allowed for effective management of the schools resulting in enhanced teaching and learning. It was recommended that Regional, District Directors of education and schools' Board of Governors should use platforms provided by Parent Teacher Associations (PTAs) to educate the staff and parents that the female heads are not bossy and autocratic as they may think.

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DEDICATION

To my dear husband Mr. Christian Danso Donkoh and my children: Ann,
Pius and Krys.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The last of God's creation according to the Good Book of the Christians (Bible) was a woman who was to perform a function of a helping partner to the man. Many people therefore hold to the fact that females of age are capable of performing several administrative roles and function effectively and efficiently just as their male counterparts. To them, females have been naturally endowed with the needed capabilities and abilities of contributing to effective nation building if they are given the chance. Women's contributions to the growth and development of several fields of human endeavours cannot be overestimated (Gyekye, Aryeetey, Bontei-Doku, Tsikata, & Wilson, 1997).

The growth and development of a nation are basically the results of a deliberately planned investment in human beings and this involves giving formal education to the individual being a male or female. Education is said to aim at preparing the individual's minds to become internally consistent and harmonious with him or herself. The end result of every education as an investment in the human is to produce the right type of personality which is needed by the society (Borcelle, 1985). The future of the world and for that matter the life of the individual is of many uncertainties and hence proper planning should be put in

place so that it may be better than the past and the present situations. Well structured education therefore equips the individual with requisite knowledge, skills, attitudes and values so as to bring meaningful changes in the society he or she finds himself or herself. To achieve such goals, there is the need for effective and efficient management in schools which can be performed by anyone be it a man or woman.

The urgent need for formal schooling and training has been demonstrated by the nation because she has come to the realisation that the development of human resources is of paramount importance for nation building. Since Ghana's Independence in 1957, successive governments, realising the importance of education as a tool for social and economic development have made attempts with varying degrees of success to provide basic education for all children of school – going age irrespective of sex (Jackson, Salisbury, & Spencer, 1969). The various educational reforms in the country since colonial era all aimed at improving the standard of education in the country to produce competent and potential leaders to manage our schools and other public institutions (Campel, Bridges, Nystrad, & Raphael, 1977).

Reports from the late Dr. Kwame Nkrumah's 1951 Accelerated Development Plan (ADP) and the Educational Act of 1961, among others addressed seriously the issue of a free–interim and compulsory elementary education for all Ghanaian children between the ages of six and twelve (Asiedu-Akrofi, 1978). The 1961 Educational Act, for example, specifically stated that every child who has attained the age of five (5) years or six (6) years shall receive

formal education as determined by the Ministry of Education (MOE) and categorically warned that any parent who in one way or the other fails to comply with the directive would be taken to court and fined to pay an amount of money. The 1987 educational reform that implemented 1997 Reforms of the Free, compulsory Universal Basic Education (fCUBE) and the Anamuah Mensah's Reforms of 2004 have all added several recommendations to restructure the educational system in Ghana with special attention given to formal education for all school – going age children in Ghana with no special emphasis on a particular sex - education for all (Ministry of Education, 2008).

The fact still stands that, the social, economic, political and cultural development of a nation depend largely on the quality and quantity of education given to the individual citizens in the country. This assertion can be made from the findings of Evans and Ranin (as cited in Opare, 1999) who observed that the advancement of countries like Japan, Hong Kong, Korea, Singapore as Economic giants have all been attributed to the degree of educational investments these countries made in their citizens.

It is therefore, a common practice that most regional, districts and the nations as a whole, today invest so much in the education of the youth because they strongly believe that education is the “control board” of the individual as well as national development.

Considering the fact that education is the backbone of a nation's development and that effective leadership leads to the achievement of educational goals and objectives, the school administrator has a hard nut to crack in executing

his or her duties (Bage, 2000). As a head of the school, he or she acts as the instructional leader of the teaching and learning process in the school. The head is expected by all standards to be the central decision maker of the school with emphasis on planning, problem solving and the implementation of innovations in the educational system. According to Hall (1996), professional success in education cannot be measured exclusively in terms of career success, but in terms of successful outcomes of the student's education. The ability to have values about the central purpose of the educational enterprise makes one a successful leader.

This is undoubtedly, the situation the female administrator finds herself. It normally becomes a great task for her, over the years; the administrative role of our educational institutions has been considered the preserved role of men. However, statistics now show that there is even representation of females in senior positions in the educational set up, thereby contributing to the view of educational administration as the task for both men and women. The females are now able to match their male counterparts in terms of numbers in the educational leadership.

In spite of significant programme made in the development of education in Ghana, most especially since 1951, the level of participation of females in education need much to be desired. The gender disparity in educational participation is greatly seen from the Junior High School (JHS) through the Senior High School (SHS) to the tertiary level. It is an obvious fact that the population of the females decreases as they move up on the educational ladder. It has also

become significantly true that even though more boys are enrolled in schools than girls, more girls apparently drop out of school than boys. This situation is being critically looked at by the government through the Ministry of Education (MOE) to ensure that the perceived objectives of the fCUBE programme are accomplished with much attention on girl - child education (Ministry of Education, 2008).

In Ghana today, educated females who find themselves in administrative positions still have the primary role of family responsibilities to play. Their primary duty is to attend to their husbands, care for the children and manage the home. It therefore becomes apparent that her work out of the home is a secondary matter of concern (Oppong, 1993). Thus most women are discouraged from applying for senior positions as their household chores and the inflexibility of most child care arrangements do not allow them to do long hours at the office which is considered to be the part of the administrators load.

Notwithstanding, however, women have been playing significant roles in the various fields of human endeavours of late. We have female leaders such as President Saleaf Johnson of Liberia, President Merkel Georgina of Germany, Her Ladyship Justice Theodora Georgina Woode, as the Chief Justice of Ghana, National Head of Statistician Dr. Grace Bediako, Miss Joyce Aryee as the Chief Executive Officer (CEO) of Chamber of Mines, first Female Vice Chancellor Professor Jane Naana Opoku Agyeman, University of Cape Coast and many others. In addition, Queen Elizabeth II of Great Britain has been acknowledged as one of the most prestigious and longest serving Monarch in the whole wide

world. The historic brevity of Nana Yaw Asantewaa, the then Queen Mother of Ejisu in the Ashanti Region who in breaking all odds led the Ashanti warriors in a war against their colonial masters, the British, in 1900 cannot be underestimated.

Sweetman (1984) cited examples of great African Women who in one way or the other have helped their people to achieve success in several endeavours. Typical examples can be cited as Kaluna of the Maghreb who held back the Arab invasion of Africa in the 8th Century AD. The Hausas of West Africa are also boastful of their most favoured ruler and greatest woman, Queen Amina, who led the creation of the only Hausa Empire.

Since 1987, the number of elite females has risen to the top of the administrative level of the educational hierarchy in Ghana. Many women of late have been appointed regional directors, district directors as well as heads of educational institutions. It is therefore no wonder that at the time of the research, the Regional Director of Education for Western Region, the region under study, was a female. Female heads dominate at the nursery and Junior High School levels, but the number of females' administrators at the Teacher Training College (TTC) and Polytechnics becomes quite insignificant.

Interestingly, however apart from the Director General of the Ghana Education Service (GES) who is a male, all the Deputy Director Generals for the various sectors of the GES at the national level are females. Six (6) women occupy the ten Regional Directorates of the GES at the moment. In the Sekondi-Takoradi Metropolis, where the study was conducted, five females took the positions as headmistresses out of thirteen Senior High Schools in both mixed and

single sex institutions. It is a prestige that they should be put in administrative positions in our educational institutions to participate and contribute fully to display their divine given talents to enable them become role models to the other females in the society.

Various efforts have been put in place by sectors like the Regional Education Directorate, the District Assemblies, and the National Council on Women Development (NCWD) etc to conscientise and encourage women to learn to the higher levels so as to put them in leadership positions in the various sectors of the job – market that exist. This has been done through regional, district and zonal seminars as well as in–service training programmes. The efforts to raise the image of women in Ghana and particularly in Western Region do not seem to have yielded any remarkable results. Some people still think the female is a weaker sex and therefore cannot perform creditably as compared to their male counterparts in the administration of schools.

Statement of the Problem

It is the responsibility of both men and woman to work hard in whatever position they find themselves to achieve sustainable development and progress. Ghanaian women in particular, have played significant roles in the development, progress and survival of the nation both in the ancient and modern times. Ghana's population census conducted in 2010 shows that women constitute about 51% of the entire population. Some of these women are currently occupying leadership positions within the education set up in the country.

With reference to Sekondi-Takoradi, there are now five female heads of Senior High Schools out of the 13 in the Metropolis. This means that the same number of women in leadership positions in the schools is quiet close to that of men. Most schools are mixed schools. Student performance in schools headed by these women is equally as good as those headed by their male counterparts. It is generally held that student performance is a reflection on the type of leadership qualities demonstrated by the heads. Thus, on the basis of students' performance one might want to conclude that the participation of women in education management in the metropolis is encouraging. However, there is no scientific evidence on how female heads are performing in their respective roles as heads. It is to unravel the uncertainty surrounding the performance of female heads in the Sekondi – Takoradi Metropolis, that an in-depth research has to be conducted.

Purpose of the Study

The main purpose of the study was to find out the performance of female heads in Senior High Schools in the Sekondi-Takoradi metropolis. Specifically, the study sought to:

1. Find out the extent of effectiveness and efficiency of their leadership position.
2. Find out the leadership styles and the management principles adopted by the heads.

Research Questions

On the basis of the background information to the study and the relevant literature reviewed the following questions were raised to guide the study:

1. What leadership styles do female heads in the Sekondi – Takoradi Metropolis use?
2. How do female Heads in the metropolis relate with their subordinates?
3. What management principles do female heads in the metropolis use to make them efficient?
4. What are the challenges faced by the heads as females?
5. How do teachers in the Senior high schools in the Sekondi-Takoradi assess the management performance of their heads?

Significance of the Study

The significance of the study would be four folds. First of all, the findings from the study would contribute to knowledge, especially to the body of literature relating to women and educational management. This would enable other researchers to be aware of how the female heads in the Sekondi-Takoradi Metropolis manage their institutions and the level of effectiveness in the management.

Secondly, it would further enhance quality education with women heading various Senior High Schools because the findings would clearly spell out the challenges they encounter and the pragmatic measures they adopt to mitigate those challenges. By adopting these pragmatic measures it would enable other heads to deal effectively with similar challenges and consequently bring about improvement in our educational system.

Furthermore, the suggestion may be used to supplement efforts made so far to enable more women work effectively and efficiently. Thus, with the

suggestions provided more female would be encouraged to take up responsible positions in the educational sector as well as other sectors in this county. This could result in the training of a lot of manpower resources for the socio-economic development of Ghana. Finally, the findings of the study would also serve as a guide for future researchers in this same field in the region or other regions in Ghana to help improve on education in this country.

Delimitations of the Study

In terms of content, the study was restricted to assessing only the performance of female heads in Senior High Schools in the Sekondi-Takoradi Metropolis so that in-depth assessment could be conducted. The selection of female women in leadership positions was due to the apparent perception that they were ineffective when given management position. Again, the study was restricted to the Sekondi-Takoradi Metropolis due to the fact that there were a number of females in headship positions in the senior high schools.

Limitations of the Study

The study population did not include the parents and other personnel from the District and the Regional Educational Offices especially the District and Regional Directors of Education whom the female heads work closely with. They could have provided vital information to facilitate the assessment of their effectiveness in the management of institutions in the Metropolis. The non-involvement of these other stakeholders of education in the Sekondi-Takoradi metropolis places a limitation on the outcome of the study.

Again, the use of questionnaires had its own limitations as it was not able to probe into respondents' non-verbal responses which could have contributed to the usefulness of the study. Also, some of the respondents were unwilling to answer the questions and even demanded to be paid. The coding of open-ended responses was rather tedious and time consuming. For one set of instruments, the researcher had to go through all responses to a particular item. In spite of the above challenges, I am hopeful the study will bring to the fore the performance of female heads of Senior High Schools in the Sekondi- Takoradi Metropolis.

Organisation of the Rest of the Study

The study was organised into five chapters. The first chapter dealt with aspects such as the background to the study, the statement of the problem, the purpose of the study, research questions. In Chapter Two, the literature review deals with reviews of works of other researchers related to the management of educational institutions. The third chapter is the research methodology. It covers the research design used, the study population, sampling procedure and sample size, research instrument, data collection, and data analysis procedure. Chapter Four describes the results and then the discussion. It is in this section of the study that the research questions which were set to guide the study were answered. Finally, Chapter Five describes the summary, conclusions and the recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews relevant literature on the issue of women and educational management. This brings out what has already been written about women who have some level of education. The literature was discussed under the following headings:

- i. Educational Attainment of Women
- ii. Women in leadership positions
- iii. Challenges faced by women in management positions
- iv. Role conflict of the female managers
- v. Prospects of women leaders in educational management
- vi. Management strategies administrators use
- vii. Leadership styles administrators use

Educational Attainment of Females

Anamuah-Mensah (1995) identifies education as an important tool for pushing women into public offices. To him, several attitudes in the society tend to discourage higher educational attainment among females and ironically as they climb the educational ladder, their participation continues to decline. Dolphyne (1991) stated that females' level of literacy in Ghana on the broader scale is low so the few educated women tend to be more concentrated in certain areas such as

teaching and nursing. She supported the views of the fact that, the gender roles of females conflict with their administrative responsibilities. To Dolphyne, women's education has always been lagging behind that of men in all African societies. She stated that, generally, it is fairly easy for a girl with no formal education to make a living out of retail trade or the sale of snacks to workers. According to her, most parents don't seem it more profitable to invest huge sums of money in the education of a girl-child who was expected to get married and help her look after her children. There is therefore, no wonder that in a decision-making in times of financial constraints which of the two, a girl or a boy to be withdrawn from school to make ends meet, it is always the female who suffers.

Dirasse (1991) also stated that school curricula, as well as career guidance and counselling services in schools tend to channel girls into their respective fields. This is to assert that females are created to fit for certain defined occupations and not for others. He further stated that in recruitment to higher positions and derivation of benefits in the work places, women have faced discrimination because it is assumed that they lack the qualities that are essential for successful administrative careers.

In his contribution to support the above assertion, Davies (1992) observed that a common phenomenon in any sphere of life is the idea of the female being related to "family". He said that male emotional dependence on female and their economic dependence on men creates situations where women's' power in the domestic sphere is difficult to relinquish. Eagly (1987) contended that societal expectation is a central aspect of the socialisation process, in that people behave

according to their expectations about gender role and the expectation that women would be more caring and relationship-oriented than men largely account for different approaches to their educational attainment hence the disparities in their leadership roles. Acker (1995) in his assertion, states that the pattern of differential treatment of the sexes by parents and teachers alike, marginalises the females and further reinforces their positions as second – class individuals.

Women in Leadership Positions

According to Daft (1999), the process most females who have become leaders or heads of organisations or institutions such as a schools, nursing, banks etc. have successfully circumvented the barriers that traditionally were impediment in the way of the Ghanaian woman seeking career advancement. It assumes that leaders are born, not made, and focuses attention on the person in the job rather than job itself. The selection of leaders rather than training for leadership therefore assumes greater importance in the traits approach to leadership. The females who rose to occupy leadership positions in institutions or wherever they found themselves are said to have the requisite leadership qualities or characteristics and take up the positions with the additional possibilities for power and the influence they bring.

Stewart (1979) identified the following characteristics of successful leader who operates in a competitive condition.

- i. Exhibits courage and high tolerance of frustration
- ii. Encourages full participation
- iii. Continually questions him/ herself

- iv. Understands the 'Laws of competitive warfare'
- v. Expresses hostility tactfully
- vi. Accept victory with controlled emotions
- vii. Understands the necessity for units and for unfavourable decisions.
- viii. Identifies himself/ herself with groups, thereby gaining a sense of security and stability.
- ix. Sets goals realistically (Stewart, 1979:112).

According to Carter (1988), females who did enter the professions tended not to get to the top. It is observed that forms the greater percentage, women are significantly under represented among heads of schools and that women academics very seldom become professors. She contended that, the claim that women do not want administrative jobs has often been put forward by employers and can be a convenient excuse for limiting women's opportunities. Carter (1988) further asserted that women have notoriously lacked self confidence and the tendency to underrate their own abilities has clearly inhibited them from competing with men where they feel the odds are against them. Another factor is that, many women have wished to do traditional feminine jobs and few have aspired to get to the top. Surveys of girls' school-leaders and female graduates show clearly that most of them choose to look for clerical or shop work, or at high educational levels for teaching, nursing or social works.

This can be attributed to the fact that, females have tended to be less ambitious than most men. The fact that females are mostly found in the services puts them in the secondary sector, characterised by low salary, insecurity and lack

of opportunities. This means that females have limited opportunities for better professional development which restrict upward mobility to higher jobs (Danglish, 1986).

Akure (1994) stressed that the low percentage representation of females in leadership positions is due to differential specialisation of females and males. Women are socialised to comprehend that paid work is done in addition to work in the house and that men are often more competent than women. These have given them the opportunity and confidence to often move up the administrative ladder. Low advances in education hinder females from getting employed at higher levels. Dapaah (1986), tried to assign some reasons why Ghanaian women rarely get administrative positions. To her, one main constraint is that women who have the advantage to find themselves in leadership positions find that they are supposed to be in a man's world and are therefore confronted with the problem of having to prove themselves worthy. This spirit of phobia makes such female leaders feel that they have to put in extra efforts than their male counterparts. She also observed that there is lack of ambition on the part of many Ghanaian women. To her, once they attained certain level in leadership, where they feel comfortable, they do not want to 'rock the boat'. The explanation is that, such female leaders feel they have already achieved more than enough for a woman. She further emphasised that employers are also not willing to promote women to higher positions which demands more responsibilities because they believe that women, no matter their level of academic qualification cannot cope. She further explained that lack of interest in females pursuing education to higher levels, according to

her, is another constraint as this had in the past been considered the preserve of males.

Though the situation is changing with more and more females getting higher education, gender imbalance is significantly apparent in leadership positions in the Ghana Education Service (GES) in the Western Region the study area as at 2008. Lair (1990), also asserts that despite, the fact that there are gender biases against females, it has been cited that women possess the requisite qualities to make them the superior sex.

According to Henker and Whalem (1989), women live longer, are able to cope with stress better, are sick less often and are more open and expressive hence can occupy administrative positions effectively and efficiently. To Betz and Fitzgerald (1987), women leaders not only maintain feminine features such as warmth and openness, they also exhibit masculine qualities such as rationale, assertiveness and independence which qualify them to lead perfectly.

Challenges Faced By Women in Management Position

Leadership is a universal concept and can be learnt through a diversity of experiences. It is associated with numerous obstacles and discomforts in the work places on a day-to-day as well as long-term basis. The leader, either a male or female must therefore have the competency to face challenges in order to develop leadership abilities to face challenges. This may involve progress through four stages, namely; Unconscious incompetence, Conscious incompetence, Conscious competence and unconscious incompetence. Through training and coaching, a potential leader may become conscious of what is required of leadership-

visioning, term building, strategies thinking etc. to be able to handle the numerous obstacles that comes in the way of the leader most especially females. There is most often competitive atmosphere usually played out most conspicuously in the relationship between female leaders.

Foster (1990) says that women leaders and for that matter administrators usually bring enthusiasm and commitment to their work. He want further to say that sometimes such enthusiastic spirit becomes diluted after many years in the job, but their commitment to doing the job well seems to remain with them.

Pipestone (1999) gave the reasons that female administrators are breaking new ground. They do not come into management as a matter of course as many men do. It is asserted by many women leaders that they have to be twice as good as men in order to get the job. Duran (1989), also assets that women cannot be awful like some male administrators are. Female leaders have to be far better and must often more than not try to face some challenges from their male counterparts.

The Social Science Inspectorate (SSI) (1989), states that women in leadership positions may want to perform all the tasks undertaken by their male counterparts to such an acceptable standard and also offer support and encouragement to large groups of the staff. Females are considered to have no place on the administrative field or in the boardroom. That they should be at home to care for children or play subordinate role in the offices where they would be expected to be receiving visitors and perform secretariat functions (Atta, 2000). It

invariably becomes disheartening to see men looking down upon women and are apparently incapable of relating to women as colleagues.

Maxine (1997), also asserts that women are not given equal opportunities as male counterparts in training else they could have performed marvellously. Nott (1995), also argues that women administrators or leaders are often threatened by male counterparts hence their inefficiency in total performance. Women leaders, in many instances are being accused of abusing power by being too strict, considered incapable of exercising control more especially over the adolescent males and lack of commitment to their job if domestic arrangements intrude into their work. These are the sorts of situation which female administrators are exposed to on a daily basis. To most females, working with men is painful and it hurts to be dismissed, exploited or undermined.

Role Conflict of the Female Manager

Women in educational management, as far as leadership duties are concerned, are often praised for their ability to work more effectively with subordinate, increases their prestige in the family, intensifies their mental stress and aggravates the problems related to child caring and household management. Woode (cited in Roxburg, 1994), contended that multiple roles would be harmful for one's well-being. He tried to develop a linear relationship between the number of roles and the amount of roles strain. To him, the more solid roles an individual plays, the greater the role strain he/ she would experience. Brew and Ekuban (1991) assert that long periods spend on household chores may render a female worker tired and this reduces the time available for other activities. They again

assert that a mother will have to reduce the amount of time used in household duties because of her employment.

According to Neumann and Neumann (1990), work stress is an individual's reactions to the characteristics of the work environment that appears threatening to the individual. They stated that stress results from job demands, constraints and after job related events or situations that may interfere with an individual's role fulfilment. When it happens this way, job performance suffers and other types of activities may emerge such as politicking and even merely sabotage.

Prospects of Women Leaders in Educational Management

Mongella (1995), asserted that females could do a lot in the political front more than men and hence in education. She stated that, females can bring the spirit of serving people which men don't have. According to her, females are used to serving people and so when they are in power, they can use that position to serve and satisfy everybody.

Thus according to Mongella (1995), education for the girl-child would equip them with the needed knowledge and ideas to help transform and re-shape their lives in order to raise their self-esteem and confidence. Comes (1991), shows that employing females in administrative positions as well as council positions can make a big difference to the culture of organisations. Foster (1990), also states that female administrators or leaders usually bring greater enthusiasm and commitment to their work and this goes a long way to improve productivity in the sector.

Management Strategies Leaders Use

Traditionally, the term "management" refers to the set of activities, and often the group of people, involved in four general functions, including planning, organising, leading and coordinating activities (Nicfranz, 2008). The four functions recur throughout the organisation and are highly integrated. Some writers, teachers and practitioners assert that the above view is rather outmoded and that management needs to focus more on leadership skills e.g. establishing vision and goals, communicating the vision and goals, and guiding others to accomplish them. They also assert that leadership must be more facilitative, participative and empowering in how visions and goals are established and carried out. Some people assert that this really isn't a change in the management functions; rather it's re-emphasizing certain aspects of management (Nicfranz, 2008).

According to Horton (1992) supervision is a management activity and supervisors have a management role in the organisation. Supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to the supervisors. In the management of school it is the responsibility of the headmaster /headmistress to supervise the activities of the teaching and non-teaching staff to ensure the efficient achievement of the goals and aspirations of the schools.

Supervision is a key factor in successful administration of educational institutions. It plays a major role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel of the

teaching staff. It is no longer regarded as a mere inspection of the work of the teachers, but as a form of democratic leadership. It is in the scope of supervision to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally. The Educational Act No. 74 of the Philippine Commission failed to draw a demarcation line between school administration and supervision. According to this Educational Act, every administrator is a supervisor and every supervisor participates in administrative affair (Nicfranz, 2008).

In the early days, supervision was largely inspectorial; its purpose was to find the state of affairs and to see to it that every teacher toed the line. The method often used was dictatorial and coercive. Later, as supervisors acquired more professional training, supervision meant the improvement of teaching primarily through the training and guidance of teachers. According to (Nicfranz, 2008:46) supervision is regarded as "an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth" p.46.

Supervision improves teaching-learning situation and evaluating the objectives and its outcomes. Attention in supervision is placed not only in the improvement of the teaching act but in all factors that affect the efficiency of learning (Nicfranz, 2008). Supervision should be a matter of inspiration to the teachers. The criticism of their work should be judicious, fair and constructive rather than destructive. A supervisor can motivate his/her subordinates to do better work.

Organising Meeting for the Staff: It is important for management to meet either frequently or periodically with their subordinates. This ultimately produces more efficient time management and supervision. According to Horton, (1992) meeting helps management and their subordinates to review overall status of work activities, hear how it's going with the supervisor and the employee, exchange feedback and questions about current products and services, and discuss career planning, etc.

Delegation of Authority: The hallmark of good supervision is effective delegation. Effective delegation develops people who are ultimately more fulfilled and productive. Managers become more fulfilled and productive themselves as they learn to count on their staffs and are freed up to attend to more strategic issues (Deal & Kent, 1990).

Delegation is often very difficult for new supervisors, particularly if they have had to scramble to start the organisation or start a major new product or service themselves. Many administrators want to remain comfortable, making the same decisions they have always made. They believe they can do a better job themselves. They don't want to risk losing any of their power and stature. Often, they don't want to risk giving authority to subordinates in case they fail and impair the organization

Decision Making: Decision making is the selection of active form of available alternatives, a process of developing a commitment to some course of action. It is also defined as a sequential process that culminates in single decision or series of choices that stimulate actions. It is central to administration and management. The

success of every organisation depends on how effective and efficient decision taking are. This increases productivity (Deal, 1993).

Developing Appropriate Culture for the School: Stolp and Smith (1994) defined school culture as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community. This system of meaning often shapes what people think and how they act. Researchers have compiled some impressive evidence on school culture. Healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction.

School culture also correlates with teachers' attitudes toward their work. In a study that profiled effective and ineffective organisational cultures, Cheng (1993) found that stronger school cultures had better motivated teachers. In an environment with strong organisational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity.

Fyans and Maehr (1990) looked at the effects of five dimensions of school culture: academic challenges, comparative achievement, recognition for achievement, school community, and perception of school goals. In a survey of 16,310 fourth-, sixth-, eighth-, and tenth-grade students from 820 public schools in Illinois, they found support for the proposition that students are more motivated to learn in schools with strong cultures.

Leadership Styles Administrators Use

Leadership is all about getting things done for the organisation. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. In educational management it is imperative for the heads to adopt certain leadership styles for effective management of the school. There are normally three styles of leadership (Starratt, 1995). These three styles of leadership are: Authoritarian or autocratic; Participative or democratic and Delegative or free reign.

There are a number of different approaches or "styles" to leadership and management that are based on different assumptions and theories. Programme directors and managers can refer to this resource to further their understanding of the manner and approaches used in directing and leading others. The style that individuals use will be based on a combination of their beliefs, values, and preferences, as well as the organisational culture and norms which will encourage some styles and discourage others.

Authoritarian (autocratic): This leadership style is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her followers. Some of the appropriate conditions to use it are when you have all the information to solve the problem, you are short on time, and your employees are well motivated. The authoritarian style should normally only be used on rare occasions. If administrator has the time and want to gain more commitment and motivation from his/her employees, then he/she should use the participative style.

Historically, schools have been run as bureaucracies, emphasising authority and accountability. Hierarchical strategies rely on a top-down approach in which leaders use rational analysis to determine the best course of action and then assert their formal authority to carry it out.

Deal and Kent (1990) refer to this as "technical leadership," in which the principal acts as planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst. Hierarchical strategies provide a straightforward, widely accepted way of managing organisations, offering the promise of efficiency, control, and predictable routines. However, Deal and Kent also point out that hierarchy tends to diminish creativity and commitment, turning the employee-school relationship into a purely economic transaction.

Moreover, the act of teaching doesn't march to administrative drums. Shedd and Bacharach (1991) noted that teachers' roles are extraordinarily complex, requiring instruction, counselling, and supervision of students who are highly variable in their needs and capacities. Teaching involves great unpredictability, calling for sensitive professional judgment by the person on the scene rather than top-down direction by a distant authority.

Participative (democratic): This type of style involves the leader including one or more employees in the decision-making process. However, the leader maintains the final decision-making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your subordinates will respect (Shed, & Bacharach, 1991).

According to Shed and Bacharach (1991), this leadership style is normally used when you have part of the information, and your subordinates have other parts. Note that a leader is not expected to know everything; this is why you employ knowledgeable and skilful employees. Using this style is of mutual benefit-it allows them to become part of the team and allows you to make better decisions.

Conley and Goldman (1994) defined facilitative leadership as "the behaviours that enhance the collective ability of a school to adapt, solve problems, and improve performance." This is accomplished by actively engaging employees in the decision-making process; the leader's role is not to solve problems personally but to see that problems are solved. Like transformational leadership, facilitative strategies invite followers to commit effort and psychic energy to the common cause. But whereas transformational leaders sometimes operate in a top-down manner (Blase, Gary and Sherry, 1995), facilitative strategies offer teachers a daily partnership in bringing the vision to life. The leader works in the background, not at the centre of the stage.

Delegative (free reign): In this leadership style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyse the situation and determine what needs to be done and how to do it. The leader cannot do everything; he/she must set priorities and delegate certain tasks.

Summary of the Review

Research seems to show that women are climbing up on the administrative ladder of educational institutions as compared to their male counterparts even though the whole world wide is calling for gender balance in such key areas. The reason is attributed to them is that they no longer have feelings of vulnerability, unaccommodating spirit, subtleness and above all discrimination among others.

The review showed that women in leadership positions used a variety of leadership styles to ensure effective school management. Female leaders used participatory democratic, authoritarian or autocratic and delegative or free reign approaches in school administration. They exhibited and encouraged high tolerance of frustration, encouraged full participation, set realistic goals and identifies herself with the group. The time has come that women have to be encouraged by their male counterparts to come out of their shells to be able to occupy higher administrative positions because they can really do it and do it better. The public perception that female heads were bossy and strict was highly noted. However, they were noted to have brought a lot of enthusiasm and commitment to their work.

The review shows that female administrators supervise the activities of their subordinates. This allowed them to oversee the productivity and progress of employees who report directly to the supervisors. The school administrator supervises the activities of the teaching and none teaching staff to ensure the efficient use of resources for the achievement of the goals and aspirations of the schools.

Again, an effective school administrator was noted to have organised regular staff meetings where timely information are provided to subordinates to keep abreast with current issues emerging from education. Delegation of authority was the hallmark of effective female heads. Female heads were fond of involving staff members in school decision making processes which was noted to be central to school administration and management. These factors are going to serve as the bench marks for assessing the performance of female heads of Senior High schools in the Sekondi- Takoradi Metropolis.

CHAPTER THREE

METHODOLOGY

This chapter describes the research procedures that the researcher used to conduct the investigation. The population and the sampling procedure for selecting the respondents are also described. The development and the design of the instrument gave details on how the pre-test was conducted. The methods used to administer the questionnaires and the research designs are also described in this section. The statistical tools that were employed to analyse the data are also described.

Research Design

The research design used for this study was the descriptive survey. This was because the focus of the study was to find out the performance of female heads of Senior High Schools. The design was mainly used to assess the performance of female Heads in the Senior High School in Sekondi-Takoradi Metropolis. The assessment was made with the assistance of the administration of questionnaires for female heads and their teaching and Non-teaching staff.

The purpose of descriptive research was to describe, observe and document aspects of a situation as it naturally occurred. The descriptive survey is practical and versatile. It deals with questions concerning what is existing with respect to variables and conditions in a situation (Ary, 1994). This was supported

by Best and Kahn (1998) that descriptive survey involves the collection of data in order to test hypothesis or to answer questions concerning the present status of the object. Descriptive data are usually collected through interviews, questionnaires and observations. It also provides a more accurate picture of events and seek to explain people's perception at a particular time.

Again, it provides a lot of information from quite a large number of individuals. It also helps to determine the opinions of the respondents on the variables under study which was used to generalise the entire population.

Population

The study involved schools in the Sekondi-Takoradi metropolis in the Western Region headed by females. Altogether, the five schools in the metropolis were involved. The total population was about 878. The population for the study comprised headmistresses as well as teaching and non-teaching staff from five Senior High Schools in the Sekondi-Takoradi Metropolis in the Western Region of Ghana. Thus, the population for the study was categorised into two, namely, the headmistress and the teaching and non-teaching staff of the five Senior High schools in the Sekondi-Takoradi in the metropolis.

Sample and Sampling Procedure

The sample for the study was 205. Respondents were selected from the schools headed by females in the Sekondi-Takoradi Metropolis. These respondents were selected because they possess the information needed for the study. The selection of the schools and headmistresses was done using the purposive sampling technique. A simple random sampling technique helped to

select a certain percentage of the population from each school to form the data producing sample. According to Amadahe and Gyimah (2005), the technique was appropriate to use when the population of study was similar in characteristics of interest. This sampling technique ensured that every respondents stood an equal and independent opportunity of being selected and this also conformed to the suggestion made by (Nwadinigwe, 2002).

The lottery method of the simple random sampling procedure was also used to select teaching and non-teaching staff. By simple random sampling, the researcher picked on any teaching and non-teaching staff available at the time of the study. Both sexes were cornered and so there was no need for stratified sampling.

In each school, their names were written on a strip of paper, assigned cardinal numbers (such as 1, 2, 3 + nth...), folded and put in a box. Independent minded persons were invited by the researcher to pick a piece of paper from the box once at a time. The pieces of papers in the box were thoroughly mixed before another person was invited to pick again. The process continued until the desired sample was generated. In all, 40 respondents were selected from each school to add up to the sample. The total number of schools selected was five and that consequently yielded 205 respondents.

Pilot Testing of Instruments

The instrument was pilot-tested at Bompeh Senior High Technical School in Takoradi. The choice of the school was based on its proximity and also since it shares similar characteristics as those in the sample. The trial testing was

conducted on 10 teaching and non-teaching staff and the head. The purpose of the pilot-testing was to ensure the validity and reliability of the instruments used.

The data collected were organized, analysed and interpreted using the appropriate test statistics to answer research. The pilot test unearthed the flaws, in terms of wording, poor choices and ambiguities in the instruments. The corrections made afterwards promoted the reliability and validity of the instruments. My supervisor also brought his wealth of experience to bear on the wording and structure of the instruments. The administration of the questionnaire permitted me to identify misunderstood items and inadequate responses. Afterwards, I went through all items to correct all inconsistencies and clarity of instruments. After the pilot test, the instrument was slightly revised before they were used for the main study.

Data Collection Instrument

Two categories of questionnaire were administered to the two different categories of respondents for the study. The questionnaire for headmistress was made up of 23 items while questionnaire for the teaching and non-teaching staff was also made up of 25. Each set of questionnaire had an introductory statement explaining the purpose of the study to the respondents and assuring them of confidentiality of their responses.

The items were made up of the background information with the necessary questions, the management styles the female heads use, how the female heads relate with their subordinates, the performance of the female heads, and the management principle the female heads use. Each of the questionnaires was

divided into four sections, section 'A', B, C, and D to deal with the various aspects. It was also made up of closed-ended and open-ended questions. The open-ended questions were used to encourage divulging of significant information which might have been concealed by the closed questions. The respondents were required to respond to a Likert scale items. The scale is used to register the extent of agreement or disagreement with a particular statement of attitudes, beliefs or judgment. The scale is made up of statements requiring respondents to express their opinion or particular statement in a particular way. The responses range from "Strongly Agree", "Agree", "Disagree", to "Strongly Disagree". The respondents were expected to indicate their responses of their choice by simply ticking one of them.

Data Collection Procedure

Before embarking on the data collection, I obtained an introductory letter from the Head of Department of the Institute for Educational Planning and Administration, University of Cape Coast. This letter was sent to the Metropolitan Director of Education, requesting permission for me to conduct the study in the Metropolis. The Metropolitan Director of Education subsequently issued a letter to the heads of the selected Senior High Schools to enable me receive the necessary co-operation and support. On reaching each school, I introduce myself and showed the introductory letter to the heads that also made the content known to the staff members. Participants in each school were put together and the purpose of the study was explained to them after which the instrument was administered to them. I was available to explain the meaning of terms which were

not familiar to the respondents. This was to ensure that the right responses were elicited. I embarked on the collection of the questionnaires at the various schools and communities with a movement plan made known to them on the day the questionnaire were given out to the respondents. Collection began two weeks after the questionnaires had been administered to the respondents.

Data Analysis Plan

The data collected were edited and checked for accuracy and authenticity. The completed questionnaire was serially numbered for easy identification. Later, the responses were scored and tabulated. It was analysed using the Statistical Product for Service Solution since the study was the descriptive type. Descriptive statistics were used. The main statistical tools that were used for the analysis were simple percentages and frequencies as well as means and standard deviations. The percentages were used to describe the data that were collected from the respondents. The frequency and percentages enabled the researcher to have an overview of the findings and also to display the relationship between the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of the study on the assessment of the performance of female heads of Senior High Schools in the Sekondi-Takoradi Metropolis in the Western Region of Ghana. It is in two parts, namely, the preliminary data which covers the demographic characteristics of the respondents and the main data which answers the research questions.

Demographic Characteristics of Respondents

The demographic characteristics covered the gender, age, professional qualifications of respondents, marital status and the length of the time the respondents have served in the Ghana Education Service.

Gender of Respondents

Table 1 shows the gender of the respondents. As noted all the heads of the selected Senior High Schools were females. However, for the teaching and non-teaching staff, it was found that 38.6% were females and the remaining 61.4% who were the majority were males. There were more male respondents than females. Assigning reasons to why there are few women in the high institutions, Dapaah (1986) said there is lack of interest in females in pursuing education to higher levels. This could be the reason for the male respondents out-numbering the females.

Table 1: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	102	61.4
Female	64	38.6
Total	166	100.0

Age Distribution of Respondents

From Table 2, it was observed that most of the teaching and non-teaching staffs were between 21 and 30 years of age. This was confirmed by 43.4% of the respondents.

Table 2: Age of Teaching and Non-Teaching Staff

Age	Frequency	Percentage (%)
21-30 Years	72	43.4
31-40 Years	63	37.9
41-50 Years	22	13.3
51-60 Years	9	5.4
Total	166	100.0

About 38% of the remaining respondents were in 31-40 years age group and only 5.4 percent of the teaching and non-teaching staff was between 51- and 60 years. From the results, it was found that most of the teaching and non-teaching staff working under the headmistresses in the selected Senior High School was in the prime of their lives. It is generally known that when workers are in the prime of their lives, they are strong and can work very hard for a long

time. With such workers, it is expected that they can help the heads to achieve the goals and aspirations of their respective institutions.

Marital Status of Respondents

Table 3 shows the marital status of the headmistresses as well as the teaching and non teaching staff. All the female heads of the selected Senior High Schools were married. It was also found that majority (67.5 %) of the teaching and non-teaching staff was also married. Only 27.0% and 6.0% of the teaching and non-teaching staff were single and divorced respectively.

Table 3: Marital Status of Respondents

Marital Status	Female Heads		Teaching and Non-Teaching Staff	
	No.	%	No.	%
Married	5	100.0	112	67.5
Single	-	-	44	26.5
Divorced	-	-	10	6.0
Total	5	100.0	166	100.0

From Table 3, it was found that most of the respondents were married. It is generally known that most of the married couples in Ghana and the world over are normally responsible people because they provide the physical, social, emotional and physiological needs of their families in their various homes. Since they are responsible, it is expected that all things being equal, they could work very hard to assist the female heads to manage their schools effectively. When this is done it would help to achieve the educational objectives and aspirations of the respective schools and help to improve on the academic standards in their schools.

Professional Qualifications

Table 4 shows the professional qualifications of the female heads of Senior High Schools as well as the teaching and non-teaching staff.

Table 4: Professional Qualification

Gender	Female Heads		Teaching and Non Teaching Staff	
	No.	%	No.	%
Certificate A 4 Yr	-	-	1	0.6
Certificate A 3Yr	-	-	5	3.0
Specialist	-	-	1	0.6
Diploma	-	-	24	14.5
First Degree	2	40	121	72.9
Second Degree	3	60	14	8.4
Total	5	100	166	100.0

From Table 4, majority (60%) of female heads have second degrees (Master's Degree) whilst the remaining first degree. It was also found that 72.9% of the teaching and non-teaching staff had Bachelor's Degree in their respective subject areas. Those who have their Master's degree represented 8.4% of the teaching and non-teaching staff.

From the results in Table 4, it was found that most of the respondents have their Bachelor's and Master's Degrees. This implies that most of them have adequate knowledge in their fields of study and are competent to perform their roles effectively to ensure effective management of the schools to achieve good results. The result thus, contradicts the findings by Carter (1988) that females who enter professions tended not to get to the top, and also allays the fears of

(Anamuah-Mensah, 1995 & Dolphyne, 1991) that female attainment in the higher educational level is low.

Present Rank of Heads

The results in Table 5 show that 59.0% of the teaching and non-teaching staffs who were the majority are on the grade of Principal Superintendent. Those who were on the grade of Assistant Director represented 33.1% of the respondents. Only one of the teaching and non-teaching staffs representing 0.6% of the respondents was on the rank of Director of Education which was the highest rank among them.

Table 5: Present Rank in Ghana Education Service

Rank	Frequency	Percentage (%)
Superintendent	3	1.8
Senior superintendent	9	5.4
Principal Superintendent	98	59.0
Assistant Director	55	33.1
Director	1	0.6
Total	166	100.0

It can be seen that most of the teaching and non-teaching staff have higher ranks in the Ghana Education Service. Such group of people are experienced and competent because they have gone through the ranks to their present ranks. Consequently they can bring to bear their rich experiences to help the female heads to manage their schools effectively to ensure smooth administration of the schools.

Number of Years Female Heads Have Served

Table 6 presents the data on the number of years the female heads have been heads of schools. It was observed that 60.0% of them have been heads for 6-10 years. The rest have been heads of schools for not less than 16 years.

Table 6: Number of Years as Head of the School

Period of Time	Frequency	Percentage (%)
6-10 Years	3	60
16-20 Years	2	40
Total	5	100.0

The results show that they have been heads of educational institutions for quite a longer period of time. This implies that they have a lot of rich experiences and are conversant with the rules and regulations governing the management of schools in the Ghana Education Service. They can therefore manage both human and material resources in the schools effectively to achieve the desired results in their schools and consequently improve on the academic standard in schools. All the female heads applied for the post of headmaster/headmistress and attended interview. They were therefore appointed to be heads as a result of their brilliant performance during the interview.

Leadership Styles Female Heads Use

Research Question 1: What Leadership Styles of Female Heads in the Senior High Schools in the Sekondi-Takoradi Metropolis use?

Items 7-11 under section D of the questionnaires was used to obtained information from respondents to answer this research question. Tables 7 and 8

present the responses of the female heads as well as teaching and non-teaching staff in the selected Senior High Schools in the Sekondi-Takoradi Metropolis on the leadership styles used by the heads to manage the schools.

Table 7: Female Heads Responses on Leadership Styles They Use

Item	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Courageously face administrative problems	3	60.0	2	40.0	-	-
Take decision effectively	4	80.0	1	20.0	-	-
Involve staff members in decision making	1	20.0	4	80.0	-	-
Accept constructive criticism	2	40.0	3	60.0	-	-
Supervise staff effectively	4	80.0	1	20.0	-	-

From Table 7, majority (60.0%) of the female heads always face problems pertaining to administration of their schools courageously. The remaining 40% sometimes face the administrative problems courageously. Also 63.3% of the teaching and non-teaching staff indicated that their heads courageously face administrative problems in their schools. Facing the problems pertaining to the administration of their schools courageously is a very important leadership style as far as school administration is concerned.

Table 8: Teaching and Non-Teaching Staff Responses on Leadership Styles Female Heads Use

Item	Strongly Disagree				Agree		Strongly Agree	
	Disagree		Disagree		Agree		Agree	
	No.	%	No.	%	No.	%	No.	%
She is courageous in facing problems	4	2.4	10	6.0	85	51.2	67	40.4
She demonstrates ability to make effective decisions	4	2.4	10	6.0	105	63.3	47	28.3
She involves others in decision making	8	4.8	34	20.5	89	53.6	35	21.1
She works beyond ordinary when necessary	17	10.2	17	10.2	100	60.2	49	29.5
She is receptive to constructive criticism	14	8.4	33	19.9	96	57.8	23	13.9
She supervises subordinates effectively	7	4.2	17	10.2	85	51.2	57	34.3
She calls for staff meetings regularly	6	3.6	12	7.2	83	0.0	65	39.2

As a head, she has to deal with many people, such as pupils, teachers and workers, who have different characters and also the problems that confront the schools are diverse. It takes much courage and tolerance before a leader can effectively deal with diverse problems to ensure effective administration of the school. This implies that the high performance the schools have chalked may be due to the courage and high level of tolerance the heads display. The result clearly

corroborates Stewart's (1979) assertion that successful leaders exhibit courage and high tolerance in the face of frustration to achieve their goals.

On decision making, 80% of the female heads indicated that they always take effective decisions. Similarly, 63.3% of the teaching and non-teaching staffs agreed that the heads always take effective decisions. In the school situation, the heads are always confronted with situations that call for decision making. Their ability to take concrete and effective decisions ensures smooth management of their school to achieve good results.

The result conforms to the findings by Deal (1993) when it was observed that the success of every organisation depends on how effective and efficient decisions are made and this increases productivity. And that successful management depends on effective decision making.

Besides, 80% of the female heads indicated that they sometimes involve the staff members in decision making. Also 53.6% of the teaching and non-teaching staff agreed that their heads sometimes involve them in decision making. Failure for the heads to involve their subordinates always might be due to the type of leadership style they use in their schools. The result implies that the heads used both participatory democratic and autocratic approach in taking decisions in the schools. These heads seems far from using autocratic leadership style, thus the result contradicts the findings by Deal and Kent (1990) when they reported that autocratic leaders tell their subordinates what they want to be done and how they want them done, without getting the advice of their subordinates. They use this

leadership style when they have all the information to solve the problem, they are short on time, and their subordinates are well motivated.

Also, 60.2% of the teaching and non-teaching staff agreed that their heads work beyond ordinary working hours when necessary. This means that the heads sometimes work beyond the normal working hours. It implies that the heads are hard working. There are a number of works that need to be done within a certain period of time and such works should be treated as urgent. For example the Regional or Head Office of the Ghana Education Service might request for certain information like the statistics of the school base on which allocation of resources are made. If it means they have to work even beyond the normal working hours, they would have to do so for the smooth administration of the school. This shows the high level of commitment the female heads display in discharging their duties. The result conforms to observation by Foster (1985) that female leaders and administrators bring enthusiasm to their work and such enthusiastic spirit and commitment of doing the job well remain with them.

In addition, on the issue of accept constructive criticism, it was found that the female heads do accept constructive criticism. This was confirmed by 60.0% and 57.8% of the female heads of schools and teaching and non-teaching staff respectively. It is important for the female heads to accept constructive criticisms sometimes. The heads are human beings and they cannot be perfect all the time. They are sometimes bound to make mistakes in their decisions and certain actions they take in the school. Accepting constructive criticism would help put them on track for the successful administration of the school. Also, if their subordinates

observe that their bosses are ready to accept constructive criticisms they would be prepared to voice out any mistake that occurs to them for the success of the management of the school.

Furthermore, 80% of the female heads indicated that they always supervise their subordinates effectively. Fifty percent of the teaching and non-teaching staff also agreed that their heads effectively supervise their work. the heads supervise the works of students as well as the teaching and non-teaching staffs. Effective supervision enabled the heads to manage the schools successfully which resulted in high academic work. The data indicates that female heads see supervision as a very important exercise in our educational system. The result clearly authenticate the study conducted by Nicfranz (2008) who similarly reported that supervision plays a major role in creating favourable atmosphere in the school system that stimulates the growth of more admirable qualities among the personnel of the teaching staff. It stimulates and inspires the teachers to do creative work and to encourage them to grow professionally. In Ghana, heads that are not able to supervise their subordinates properly and allow things to go on any how are held accountable to the Public Accounts Committee.

Finally, it was also found 50.0% of the teaching and non-teaching staff indicated that female heads call for staff meetings regularly to give information pertaining to the implementation of educational polices or take decisions on pertinent issues concerning the school. Thus, when meetings are held regularly the staff members would be aware of their roles to play in the management of the school. The result upholds the assertion by Deal (1993) that meetings are central

to administration and management and that the success of every organisation depends on how effective and efficient decision taking are.

How Female Heads Relate with their Subordinates

Research Question 2: How do Female Heads Relate with their subordinates?

This research question sought to find out the relationship between female heads of Senior High Schools and their subordinates in the Sekondi Takoradi Metropolis. Items 14-19 of section C of questionnaires were used to obtain information from the respondents. Tables 9 and 10 present the data on relationship between the female heads and their subordinates.

From Table 9, it was found that majority (80%) of the female heads in the Sekondi-Takoradi always created good atmosphere for their subordinates for effective academic work to go on successfully in their institutions. Also, majority of the teaching and non-teaching staff representing 56.6% agreed that their female heads created good atmosphere in their schools for effective academic work. A standard deviation of 0.72 of the teaching and non-teaching staff response shows that there was a variation in their responses.

Table 9: Female Heads Responses on their Relationship with Subordinates

Item	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
There is good atmosphere for work in the institution	4	80.0	1	20.0	-	-
She treats all the individuals with respect	5	100.0	-	-	-	-
There is display of favouritism	-	-	1	20.0	4	80.0
She relates well with male staff	1	20.0	4	80.0	-	-

This implies that the female heads in the metropolis created favourable atmosphere in their schools. The result clearly corroborates Roxburg (1994) who similarly reported that women in educational management position are praised for their ability to work more effectively by creating favourable conditions in their schools. Creation of favourable atmosphere in their institutions at the workplace enables every worker to work very hard because there would be no distractions. This brings about efficiency which is essential for good management and good academic results.

All the female heads always treat their subordinates with respect. Forty-four percent of the teaching and non-teaching staff agreed that their heads always treat them with respect. Also, 32.5% of the remaining teaching and non-teaching staff strongly agreed that their heads treat them always with respect. It is certain

that when workers are treated with respect, it makes them feel that are part of the institution and as a result they do everything possible to support the heads in the administration of the school. This brings about peace and harmony in the institution and every one is ever prepared to contribute his or her quota to the development of the institution to achieve the set goals.

Table 10: Teaching and Non-Teaching Staff Responses on the Relationship between the Female Heads and their Subordinates

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD
	No.	%	No.	%	No.	%	No.	%		
She creates good climate for work	4	2.4	28	16.9	94	56.6	40	24.1	3.02	0.72
She treats others with respect	6	3.6	33	19.9	73	44.0	54	32.5	3.05	0.82
She displays no partiality	8	4.8	39	23.5	85	53.0	31	18.7	2.85	0.78
She gets on well with people	3	1.8	15	9.0	103	62.0	45	27.1	3.15	0.65
She respects diverse opinions	6	3.6	35	21.1	89	53.6	36	21.7	3.14	0.76
She treats female subordinates fairly	13	7.8	81	48.8	28	16.9	44	26.5	2.96	0.84

Furthermore, 80% of the female heads did not show favouritism in the administration of their schools. Similarly, 53.0% of the teaching and non-teaching

staff agreed that their heads did not show favouritism. The implication is that female heads in Sekondi-Takoradi are not partial in discharging their duties. It is very important for the heads to be impartial because partiality brings about division among workers. Eighty percent of the female heads confirmed. The female heads sometimes relate very well with their male subordinates on their staff. This means that they did not always relate very well with male staff. However, 62.0 % of the teaching and non-teaching staff agreed that their heads get on well with the people.

The result corroborates the findings by Roxborg (1994) who praised female educational administrators for working more effectively with subordinates, the results of the study indicates that the female heads in Senior High Schools in the Metropolis relate better with the females than with the males. The reason for the female heads not relating well always with the male staff may be due to the fact that they feel the males may sabotage their efforts in the administration of their schools. The reason sustains a similar one by Nott (1995) who said the women administrators were often threatened by their male counterparts hence their inefficiency in total performance. Finally, 53.6% of the teaching and non-teaching staff agreed that their heads respect diverse opinions and ideas. This means there was participatory democratic engagement in the institutions as far as decision making is concerned. They need ideas and suggestions from their staff members to successfully manage their institutions. Respecting the views of their subordinates will encourage them to contribute willingly and meaningfully rich ideas and experiences to make easy the management of the schools. The finding

conforms to that of Shed and Bacharach (1991) who noted that leaders were not expected to know everything; this is why they employed knowledgeable and skilful employees. Using this style is of mutual benefit and it allows them to become part of the team and allows you to make better decisions.

Management Principles Female Heads Use

Research Question 3: What Management Principles do Female Heads use to make them effective?

Items 20-25 under section D of the questionnaires were used to elude information from respondents. Table 11 presents the responses of the teaching and non-teaching staff on the management principles the female heads use to manage their schools to make the administration of their institutions effective.

From Table 11, it was found that majority (90.9%) of the teaching and non-teaching staff said that their heads assigned duties and tasks to them clearly. There was a variation in their responses ($SD = 0.65$). It is prudent for the female heads to assign duties and tasks to their subordinates. Doing so would help the subordinates to know exactly what to do and do it perfectly.

Table 11: Management Principles Female Heads Use to Make Them Effective

Item	SD		D		A		SA		M	Std
	No.	%	No.	%	No.	%	No.	%		
Assigns duties and tasks clearly	3	1.6	12	7.2	99	60.2	51	30.7	3.20	0.65
Effectively supervises work of subordinates	1	0.6	11	6.6	109	65.7	45	27.1	3.17	0.56
Delegates authority	1	0.6	9	5.4	102	61.4	54	32.5	3.20	0.58
Manages finances properly	4	2.4	40	24.1	82	49.4	40	24.1	2.99	0.75
Provides timely information	8	4.8	20	12.0	93	56.0	45	27.1	3.02	0.76
Involves staff in planning activities	10	6.0	33	19.9	84	50.6	39	23.5	3.01	0.77

Again, 92.8% of the respondents confirmed that their heads effectively supervises the work of the subordinates. These activities were carried out to oversee the progress of work of subordinates in the school. This means supervision which has been found to be an important management activity was the hallmark of the female heads of the selected schools in the Sekondi-Takoradi Metropolis. The data thus clearly conforms to the findings by Horton (1992) that supervisors carried out supervision to oversee progress of work for the purposes of maximizing productivity. Also, 83.1% of the respondents indicated that the

heads provides timely information during supervision and this helps them to enhance and expand their capacity to grow professionally. The results of the study clearly shows that female heads in the Metropolis assigned duties and tasks to their subordinates and effectively supervise their work, effective supervision is a key factor in successful management of schools. The result thus, clearly upholds the assertion made by Nicfranz (2008) that supervision creates favourable atmosphere in the school system and inspires the teachers to do creative work and to encourage them to grow professionally.

On the management of finances, it was found that the female heads of Senior High Schools in the Sekondi -Takoradi Metropolis are very effective. This statement was confirmed by 73.5% of the respondents. With adequate funds, the heads would be in the best position to provide the relevant materials and equipment that subordinate requires for effective execution of their duties.

Furthermore, 93.9% of the respondents indicated that female heads in the Sekondi-Takoradi Metropolis delegate authority to their subordinates when necessary. This freed them up to attend other more strategic issues. Effective delegation develops people who were ultimately more fulfilled and productive. The data thus, corroborates the findings by Deal and Kent (1990) when they found that effective delegation of authority by the heads enabled them to attend to more strategic issues.

The female heads involved all their staff members in the planning of all the day to day activities in the school. This was confirmed by 74.1% of the respondents who indicated that heads involved them in the planning of activities

in the school. The result shows that heads reckon the abilities of the subordinates and thus engaged them in school initiatives and planning of activities. Heads saw the need to be more facilitative and participative in dealing with the staff. This gesture had the potential of harnessing the individual abilities of the total staff for effective performance. The result clearly corroborates the functions as outlined by (Ncfranz, 2008) who indicated that planning was one of the traditional functions of managers.

Challenges Faced by Female Heads

Research Question 4: What are the challenges faced as a female head?

This portion of the study sought to find out the challenges female heads faced in the management of their institutions. Items 21 and 22 of Section D of the questionnaires were used to elicit information from the respondents. The responses of the respondents are shown in Table 12.

Table 12: Challenges Female Heads Face in the Management of Schools

Challenges facing female heads	N	%
Lack of cooperation among the staff members	2	40.0
Pressure from parents	1	20.0
Lazy staff members	1	20.0
People think female heads are bossy and dictators	1	20.0
Total	5	100.0

From Table 12, it was observed that 40.0 % of the female heads identified lack of cooperation as the major challenge facing them in the management of their schools. Cooperation among the members of staff is very vital because it brings

about unity among the staff members. This unity is essential for the achievement of the set goals of the institutions. On the contrary, lack of cooperation brings about division and unfavourable competition among the staff members which adversely affect the management of the school.

Besides, 20.0% of the respondents identified pressure from the parents as a major challenge confronting the female heads in the management of their schools. Parents work hand in hand with the staff to ensure proper education for their children. The female heads cannot work effectively without the cooperation of the parents. It is therefore imperative for them to cooperate with one another for good results to be achieved. However, when there are a lot of pressures from the parents, it makes management of the schools very difficult for the heads. This is because a lot of pressure from parents makes planning and implementation of ideas very difficult. Consequently, it leads to lapses in the management of the schools which lowers the academic performance of the students.

Furthermore, another 20.0% of the remaining female heads indicated that the major challenge she faced in the management of her school was laziness on the part of the staff members. Laziness is a very bad attitude because whenever there is any work to be done, they may not know who should do it. This delays work that needs to be done and the work is usually done haphazardly. Consequently, it makes the management of the schools difficult.

Finally, another 20.0% of the respondents think the female head is bossy and a dictator. Bossy and dictators are known to be people who are always not prepared to take the suggestions and advice from their colleagues. In such case

people feel they need not suggest or bring out any ideas at all. Such people accused the female heads of being too strict and abusing power. These situations were painful and hurting to the sensibilities of the heads which invariably affected their performance. The result corroborates the findings by Nott (1995) that female administrators were often threatened and accused of abusing power by being too strict on subordinates.

How Teachers in SHS Assess Management Performance of their Heads

Research Question 5: How do teachers in the senior high schools in the Sekondi-Takoradi metropolis assess the management performance of their heads?

Table 13: Assessment of the Performance of Female Heads

Level of Performance	Frequency	Percentage (%)
Very Good	2	40.0
Good	3	60.0
Total	5	100.0

Table 13 shows the responses of the female heads of Senior High Schools in the Sekondi Takoradi Metropolis on how the staff assess their performance in the management of their schools. Item 19 of Section D of the questionnaire was used to obtain information from respondents. The results show that they were good in managing their schools. None of them indicated that female heads were either excellent or poor in the management of their schools. This implies that in spite of the constraints that confront them in the management of their schools, they were able to manage their schools very well to enable the schools achieve the set objectives. The result upholds the view expressed by Foster (1990) when he

observed female leaders usually bring enthusiasm and commitment to their work which consequently improve productivity.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study including an overview of the study and the key findings made. It also looks at the conclusions drawn from the findings and the recommendations made for practice.

Summary

Overview of the Study

The study was conducted in the in Sekondi-Takoradi Metropolis to assess the performance of female heads of Senior High schools and how that has improved teaching and learning. Descriptive research design was used to conduct the study. The target population consisted of heads of Senior High School as well as teaching and non-teaching staffs. The total sample size was 205.

Purposive and simple random sampling techniques were used to select the female heads as well as the teaching and non-teaching staffs. Purposive sampling technique was used to sample the schools and the female heads. The simple random sampling on the other hand was used to select the teaching and non-teaching staff. Actual respondents of the study were 171. The return rate of the instrument was 83.4%.

Questionnaire was designed and used to collect data for the study. The items were administered personally by the researcher. The research instruments

were designed with the assistance of my Supervisor. The content of the questionnaires was about the management styles the female heads use, how the female heads relate with their subordinates, the performance of the female heads, and the management principle the female heads use in the Sekondi-Takoradi Metropolis. Data collection lasted for five weeks. The data was edited, coded, presented and analysed using statistical tools such as percentages, frequency tables, mean and standard deviation were used to summarise the data and the results were presented in the form of tables for discussion that aided in answering the specific research questions. Computer programme known as the Statistical Product for Service Solution was used to analyse the data. Even though various recommendation techniques were adopted to reduce the cumulative effects of the limitations on the study, their impacts on the findings were not entirely ruled out.

Key Findings

1. The study showed that majority of heads faced administrative problems courageously. They exhibited courage and high tolerance in the face of frustration to achieve schools goals. The female heads of Senior Secondary adopted a variety of leadership styles to ensure effective administration of their schools. They always take effective decisions in their schools and involved the staff members in decision making.
2. They do accept constructive criticism and supervised their subordinates effectively. Regular staff meetings were held to keep their subordinates abreast with current trends in the educational system and also take vital decisions pertaining to the development of their schools.

3. Female heads created conducive atmosphere in their institutions for effective academic work.
4. They assigned tasks and duties to their subordinates and effectively supervise the tasks to ensure that they were properly carried out.
5. They properly managed funds in their schools and used them for intended projects. And thus, there were no issues of misappropriation and embezzlement of funds.
6. They delegated authorities to their subordinates and also provided them with the needed information on timely basis which were essential for effective administration of their schools. They ensured and used participatory collaborative approach in involving staff members in the planning of all the activities in the school.
7. The female heads faced a number of challenges in the management of their schools. Such challenges include lack of cooperation among the staff members, pressure from the parents and laziness on the part of the staff members and there was a strong perception that female heads were bossy, strict and authoritative.
8. The study showed that assessment by teachers in the Sekondi-Takoradi Metropolis rated the female heads as good in managing their schools.

Conclusions

From the findings it could be concluded that the female heads in the Sekondi-Takoradi Metropolis heads adopted effective leadership styles managing their schools effectively. The variety of administrative leadership styles adopted

by the female heads enable them to be effective and courageously face school administrative challenges. The involvement of staff members in school decisions and activities using participatory facilitative approach enables heads to take effective decisions in the school. This approach ensured that all hands were put to the wheel to achieve schools goals. Progress of schools headed by females can be attributed to the fact that regular staff meetings are organised which also provides platform for sharing of information that feeds subordinates with current issues on the educational front. And this helps in re-equipping, reinvigorating members with new knowledge, skills, values and attitudes for effective performance.

Female heads of Senior High schools relate very well with their subordinates. The relationship between them and their subordinates is very cordial and this facilitates the management of their institutions. The conditions in the institutions are conducive and this creates favourable conditions for effective school management. Female heads use school funds judiciously and avoided misappropriation and embezzlement of institutional allotment. However, due to the fear of committing errors, they sometimes delay in taking urgent financial decisions. Their high level of performance in the management of their schools could be attributed to the effective management principles such as effective supervision of staff, involvement of staff in the planning and decision making processes, proper management of funds and effective delegation of authority they adopt in the management of their schools.

Recommendations

Recommendations for Practice

On the basis of the findings and the conclusion drawn, the following are the recommendations for the study:

1. Female heads should continue to exhibit courage, maintain high tolerance and adopt and adapt varied leadership styles that will suit the exigency of the school situation. The female heads should relate very well always with the male teachers to ensure peaceful co-existence and smooth administration of in their schools.
2. The GES and Ministry of Education should encourage female School heads to continue to supervise subordinates' work effectively for the purposes of ensuring school effectiveness and performance.
3. School Board of Governors should encourage Female heads to continue to create facilitative teaching and learning environment in the institutions for increased academic performance.
4. GES should encourage heads to continue with regular participatory collaborative staff meetings where teachers are encouraged to make inputs and also be re-equipped, reinvigorated with new knowledge, values, skills and attitudes for effective performance.
5. The GES, MOE and school Board of Governors should find appropriate ways of appreciating the effort of female heads who perform well in financial administration at ensuring that school funds were judiciously appropriated.

6. GES should encourage heads to continue to do internal supervision of subordinates to ensure that tasks assigned were being followed. Board of Governors and the GES should encourage female heads to continue to engage teachers in a participatory democratic approach in management's planning activities so that subordinates would feel part and owners of the school processes.
7. The Regional and District Directors of Education and School Board of Governors should use the platform provided during PTA meetings to educate the staff and parents that the female heads are not bossy and autocratic as they may think. When this is effectively done it would enable the parents and staff to cooperate with the female heads for smooth management of the schools.
8. The Regional and District Directors of Education in the region should educate the teaching and non-teaching staff on the need for them to cooperate with one another in the schools to ensure smooth management of the schools and the achievement of the set goals.
9. The Board of Governors, Parent-Teacher Association executives and the heads of institutions should educate the parents on the dangers associated with putting pressure on the heads. When this is done, it would enable the female heads to have a peace of mind to manage their schools effectively.
10. The Regional and District Directors of Education and heads should use staff meetings to advise members to eschew laziness and work hard for the institution to achieve its set goals. Teachers in the Sekondi-Takoradi

Metropolis should continue to appreciate the good leadership styles of their female heads to encourage them (heads) to perform better.

Suggestions for Further Research

Based on the findings of the study, the following topics are proposed for future studies:

1. Challenges female heads faced in the performance of their duties in the Senior high schools.
2. Perception of teaching staff on the leadership styles of female heads in senior high schools.
3. Financial administration practices of female heads in the Senior high schools.

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APPENDICES

APPENDIX A

Questionnaire for Female Heads in Senior High Schools

This questionnaire is designed to find out the performance of female heads of senior high schools in Sekondi - Takoradi Metropolis.

Please respond to the items frankly and objectively. The information you will supply will be treated confidentially. Thank you.

Section A

Personal Data

Please indicate your responses to the following by ticking (✓) beside the appropriate options.

1. Name of institution.....
2. Gender male[] female[]
3. Marital Status: Single parent [] Married [] Single [] Separate/
divorced [] Others (please specify).....
4. Professional Qualifications: Certificate A (four year) [] Certificate A
(post sec) [] Specialist [] Diploma [] First degree [] Second
degree [] Other (please specify).....
5. How long have you been a head? 1– 5 years [] 6 - 10 years [] 11-
15years [] 16-20years [] Others (specify).....

Section B

Leadership Styles

Please, indicate the extent to which you agree to these statements by ticking.

6. Are you courageous in facing problems pertaining to your administration?

Always [] Sometimes [] Never []

7. Do you demonstrate the ability to make effective decisions?

Always [] Sometimes [] Never []

8. Do you involve all members and staff in decision making?

Always [] Sometimes [] Never []

9. Are you receptive to constructive criticism? Always [] Sometimes []

Never []

10. There is effective supervision of your staff. Always [] Sometimes [] Never []

Section C

Relationship with Subordinates

Please, indicate the extent to which you agree to these statements by ticking.

11. There is good atmosphere for work in your institution.

Always [] Sometimes [] Never []

12. Treat all the individuals with respect. Always [] Sometimes [] Never []

13. There is display of favouritism. Always [] Sometimes [] Never []

14. Relates well with male staff than female staff. Always [] Sometimes [] Never []

Section D

Please, indicate the extent to which you agree to these statements.

15. Do you plan activities involving all staff?

Always [] Sometimes [] Never []

16. Will you say that gender roles adversely affect your work as a head?

Always [] Sometimes [] Never []

17. Give reasons for your choice

18. How do your staff members view your administration?

19. Please, what factors do you think affect the performance of female heads in administration?.....

20. Are there any challenges you face as a female head? Yes [] No []

21. If yes, please state some of the challenges.

.....
.....

22. Generally what are some of the reactions towards you as a female head?

.....
.....
.....

APPENDIX B

Questionnaire for Teaching / Non Teaching Staff of Senior High Schools

The purpose of this questionnaire is to conduct a study on the performance of Female Heads of Senior High Schools within Sekondi-Takoradi Metropolis.

You will be contributing immensely towards the research if you will kindly respond to the following items carefully.

The confidentiality of your identity is guaranteed. Thank you.

Section A

Personal Data

Please indicate your responses to the following by ticking the appropriate answer.

1. Name of your school.....

2. Gender: Female [] Male []

3. Age a) 21-30 [] b) 31-40 [] c) 41-50 [] d) 51-60 []

4. Marital status a) Married [] b) Single [] c) Divorced []

5. Professional Qualification:

a) Certificate 'A' Four year [] b) Certificate 'A' Post Sec. [] c) Specialist []

d) Diploma [] e) First degree [] f) Second degree [] g) Others (please specify).....

6. Present rank in the Ghana Educational Service. a) Superintendent [] b)

Senior superintendent [] c) Principal Superintendent [] d) Assistant

Director [] e) Director [] f) Others (please specify).....

Section B

Leadership Styles

This section is about leadership styles used by female heads in the metropolis on a four scale namely: 1=Strongly Agree, 2=Agree, 3=Disagree and 4=Strongly Disagree. Please, indicate the extent to which you agree to these statements by ticking.

s/n	Statement	1	2	3	4
7.	She is courageous in facing problems.				
8.	She demonstrates the ability to make effective decisions.				
.9.	She involves others in decision making				
10.	She willingly works beyond ordinary requirement when necessary.				
11.	She is receptive to constructive criticism.				
12.	She supervises work of subordinates effectively.				
13.	She calls for staff meetings regularly.				

Section C

Relationship with Subordinate

Please indicate the extent to which you agree to these statements by ticking the appropriate option using the scale below.

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

s/n	Statement	1	2	3	4
14.	She treats all individuals with respect.				
15.	She displays no impartiality.				
16.	She gets on well with people.				
17.	She creates good atmosphere for work.				
18.	She respects diverse opinions and ideas.				
19.	She treats female subordinates fairly.				

Section D

Management Principles

Please indicate the extent to which you agree to these statements by ticking the appropriate option using the scale below.

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

s/n	Statement	1	2	3	4
20	She assigns duties and tasks clearly.				
21	She effectively supervises work of subordinates.				
22	She delegates authority where necessary.				
23	She manages finances properly.				
24	She provides information on timely basis.				
25	She plans activities involving all staff members.				