

# Exploring Headteachers' Struggles in Overseeing Kindergarten Education at Basic Schools: An In-Depth Study in Awutu Senya East Municipality

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## ABSTRACT

This study explored the challenges facing headteachers in managing kindergarten schools in the Awutu Senya East Municipality. Using a descriptive survey design, a structured questionnaire was administered to 76 headteachers who were selected through census technique. A five-point Likert scale questionnaire was used to collect data from the respondents. Descriptive statistics (mean and standard deviation) were used to analyse the data obtained. The data highlighted several challenges facing headteachers in managing kindergarten level of basic schools, and these included large class size, inadequate teaching and learning resources, inadequate support from PTA and SMC, lack of professional training in supervision and management for headteachers, lack of co-operation among members of staff among others. It, therefore, recommended that the the Ministry of Education should ensure timely release of capitation grants to support the provision of the needed school resources and upgrade of teaching personnel. Also, there should be a liaison with corporate organisations who as part of the corporate social responsibility can attend to some pertinent needs of the school as identified in the various encountered challenges by headteachers.

*keywords: Challenges, Headteachers, Management, Kindergarten*

## 1. Introduction

Kindergarten education is critical since it provides wide range of timely services that promote the survival, growth, development and protection of the young child. Badu, Agbevivi and Subbey (2022) maintained that early childhood education which is defined to include kindergarten education prepares children to develop across the major concern domains of human development (i.e., physical, cognitive, emotional and social development) Traditionally, Ghanaians have demonstrated devoted attention to child up-bringing (Ministry of Women and Children's Affairs [MOWAC], 2004). Institutionally, however, various Ministries, Departments and Agencies have been responsible for various aspects of early childhood education. Currently, the education policy of Ghana provides children two years of free and compulsory kindergarten in an attempt to ensure that young children are enrolled into school for early

learning (United Nations Children's Fund [UNICEF], 2018). One important figure to ensuring the success of children within the kindergarten setting is the headteacher.

Headteachers of the kindergarten unit of basic schools play major roles in the overseeing and steering the affairs of the kindergarten unit. These roles significantly influence the success of schools, thereby influencing all other aspects of the school's functions with their behaviours and personal characteristics (Amenu, Esia-Donkor & Osei, 2021). As such, they are expected to perform a wide range of administrative and managerial duties to ensure that effective teaching and learning take place in the kindergarten setting to achieve the set objectives and goals (Esia-Donkoh, 2014). Ibukun, Oyewole and Abe (2011) further noted that maintaining quality and standards in basic education depends largely on the extent to which headteachers of schools effectively carry out their leadership responsibilities. Headteachers of basic schools in Ghana are considered the chief executives of their various schools. They are responsible for the daily activities carried out in the school (Esia-Donkor, 2014). A basic school headteacher is a legitimate policy implementer of the Ghana Education Service (GES). Yeng, Woode-Eshun and Badu (2022) further asserts that headteachers proactively directs and supports the teaching staff to give their full commitment and supervises their work on a daily basis to achieve stated goals and objectives.

Basic school headship requires much more than observed experience as a classroom teacher to be successful in running and managing a school whose ultimate goal is to enable the effective and efficient achievement of educational goals (Mbaabu & Orodho, 2014). In the quest to perform their duties for the achievement of the schools' goals, headteachers of basic schools are confronted with numerous challenges especially at the kindergarten level (Lonyian & Kuranchie, 2018). These challenges emanate from teachers (Mupa & Chinooneka, 2015), resources (UNESCO, 2022; Maffea, 2020; Waweru & Orodho, 2014) and the headteachers themselves (Ngithi, 2013). Ghana News Agency [GNA] (2022) posit that kindergarten classrooms in Ghana have high pupil-teacher ratio which is negatively affecting effective teaching and learning. Abdulai (2014) indicated that one of the key challenges headteachers face in managing kindergarten settings is that kindergarten classrooms in Ghana are woefully underfunded and teaching and learning materials are in very short supply. According to Setordjie (2022) the neglect of the kindergarten level of the basic school coupled with the lack of effective leadership has been and continue to be a challenge after kindergarten was made part of the formal basic school system. Countless challenges being encountered by basic school heads at the kindergarten level has been a major factor to the poor performance of pupil's academic performance from primary to the junior high school level in most of our basic schools (Setordjie, 2022).

Managing kindergarten level of basic schools differ greatly and gain importance due to the age bracket of the learners and they are different with regard to physical attributes, teaching methods as well as the resources and the materials used. There have been several discussions about the challenges headteachers face in managing different levels of education with a special attention to the primary and high school levels (Ayikue, 2020; Kumedzro, 2019; Tawiah, 2012; Tudzi E. A. 2021; Ngithi, 2013, Godwyll, Larson & Ahwireng, 2013). However, there has not been any known study on challenges headteachers encounter in managing the kindergarten level of basic schools. It quite important to use scientific methods to put forth the challenges that headteachers face in managing the kindergarten level of basic schools. Understanding the administrative challenges facing headteachers would help in providing appropriate environment that would enable education stakeholders to collaborate to find ways of addressing the challenges for the benefit of learners. The study therefore ascertained the challenges headteachers face in the management of the kindergarten level of basic schools in the Awutu Senya East Municipality.

### **1.1. Purpose of the Study**

The purpose of the study was to ascertain the challenges facing headteachers in managing kindergarten level of basic schools in the Awutu Senya East Municipality.

### **1.2. Research Objectives**

The study sought to found the:

1. Management and administrative related challenges headteachers are encountering in overseeing kindergarten level of basic schools in the Awutu Senya East Municipality.
2. Strategies headteachers adopt to ameliorate the challenges they encounter in overseeing kindergarten level of basic schools in the Awutu Senya East Municipality.

### **1.3. Research Questions**

The following research questions guided the study:

1. What management and administrative related challenges are headteachers encountering in overseeing kindergarten level of basic schools in the Awutu Senya East Municipality?
2. What strategies do headteachers adopt to ameliorate the challenges they encounter in overseeing kindergarten level of basic school in the Awutu Senya East Municipality?

### **1.4. Hypothesis 1**

H<sub>0</sub>: There is no statistically significant difference between sex of headteachers and the challenges they encounter in managing the kindergarten level of basic schools.

H<sub>1</sub>: There is a statistically significant difference between sex of headteachers and the challenges they encounter in managing the kindergarten level of basic schools.

### **1.5. Hypothesis 2**

H<sub>0</sub>: There is no statistically significant difference between years of experience as headteacher and the strategies they adopt to ameliorate the challenges they encounter in managing the kindergarten level of basic schools.

H<sub>1</sub>: There is a statistically significant difference between years of experience as headteacher and the strategies they adopt to ameliorate the challenges they encounter in managing the kindergarten level of basic schools.

## **2. Methodology**

### **2.1. Research Design**

The study adopted the descriptive survey design. In the view of Manjunatha (2019) descriptive survey aims at casting light on current issues or problems through a process of data collection that enable the researcher to describe the situation more completely. The design helped the researcher in gathering information on the current status of the challenges plaguing headteachers in managing the kindergarten-level of basic schools by describing the situation rather than manipulating and exerting control over the phenomena being examined. Again, descriptive survey design was chosen because in considering the purpose of the study and the

research questions, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

## **2.2. Population**

The population for the study comprised seventy-six (76) headteachers and assistant headteachers drawn from thirty-eight public basic schools within the Awutu Senya East Municipality.

## **2.3. Sample and Sampling Technique**

All the seventy-six (76) headteachers and assistant headteachers were used for the study. They were selected using census technique. With this, the researcher obtained information from the entire population. This was because the population was manageable in size. Again, we used census in order to obtain accurate information for many subdivisions of the population.

## **2.4. Instrument for Data Collection**

Self-constructed structured questionnaire was used for data collection in this study. The design of the questionnaire items was based on the issues that were discussed in the literature review and related sources of challenges facing headteachers in managing kindergarten level of basic schools and the strategies adopted to ameliorate the challenges. The questionnaire was closed-ended with 5-point Likert scale which provided check-mark responses. We used 5-point Likert scale because it has high validity and reliability as well as being able to permit respondents to rank their opinions (Sarantakos, 2005).

## **2.5. Validity and Reliability of the Questionnaire**

To ensure face validity of the questionnaire, it was given to colleague lecturers with knowledge on early childhood education to critique and make suggestions for modifications. Their constructive and informative responses were used to improve the questionnaire before the data collection. Again, to establish content validity, the questionnaire was developed under close supervision of some professors in early childhood education. After the questionnaire was designed, they were pre-tested on 20 headteachers within the Effutu Municipality and a reliability co-efficient of 0.891 was realized indicating that the instrument met the threshold to be used for the study (Morera & Stokes, 2016).

## **2.6. Data Processing and Analysis**

Data gathered in the study was analysed using descriptive and inferential analysis. Presentation of analysed data was in a tabular form for reference and further discussion. With the descriptive survey approach, the statistical analysis comprised mainly the determination of frequencies and percentage for major variables. The Statistical Product for Service Solution (SPSS) version 26 was used to analyse the data. Experiences and personal knowledge of the researchers were employed in analyzing the data gathered.

### 3. Results and Discussion

#### 3.1. Demographic Characteristics of Respondents

Table 1 displays the distribution of respondents' background information across five themes. These themes were sex, age, academic qualification, working experience and job position. For the 72 participants who responded to the questionnaire, 61 (80.16%) were male whereas 15 (19.84%) were female. This represents a male domination of respondents in the study. Also, the age bracket of respondents revealed the following; 31-40 years were 17 (22.37%), 41-50 years were 38 (50.00%) and 51-60 years were 21 (27.63%). This suggests that, most of the respondents were in the youthful age bracket and therefore the likelihood that they will serve for a longer duration in the service before retirement. On the academic qualification of respondents, 12 (15.79%) were diploma holders, 46 (60.51%) were holders of bachelor degree, a further 18 (23.68%) were holders of master's degree. The result suggests that, most of the head teachers and assistant head teachers were bachelor degree holders. With regards to the working experience as a headteacher, 31 (40.79%) of respondents were in the 1-5 years bracket, 24 (31.58%) were in the 6-10 years bracket, 9 (11.84%) were in the 11-15 years bracket while 8 (10.53%) were also in the 16-20 years bracket while 4 (5.26%) were above 20 years. This suggests a joint majority of working experience by respondents in the 1-5 years and 6-10 years age brackets. The position respondents occupied revealed that 38 (50.00%) of respondents were headteachers whereas 38 (50%) of respondents were assistant headteachers. This implies that, opinions leading to the outcome of this study were informed by both headteachers and assistant headteachers.

Table 1.

*Distribution of the Respondents based on Demographic Characteristics (n =76)*

Demographic Variable	Frequency	Percentage (%)
<b>Sex:</b>		
Male	61	80.16
Female	15	19.84
<b>Total</b>	<b>76</b>	<b>100</b>
<b>Age:</b>		
31-40 years	17	22.37
41-50 years	38	50.00
51-60 years	21	27.63
<b>Total</b>	<b>76</b>	<b>100</b>
<b>Academic Qualification:</b>		
Diploma	12	15.79
Bachelor's Degree	46	60.51
Master's Degree	18	23.68
<b>Total</b>	<b>76</b>	<b>100</b>
<b>Years of Experience as Headteacher:</b>		
1-5 years	31	40.79
6-10 years	24	31.58
11-15 years	9	11.84
16-20 years	8	10.53
Above 20 years	4	5.26
<b>Total</b>	<b>76</b>	<b>100</b>
<b>Job Position:</b>		
Headteacher	38	50.00
Assistant Headteacher	38	50.00
<b>Total</b>	<b>76</b>	<b>100</b>

**Research Question One:** What management and administrative related challenges are headteachers encountering in overseeing kindergarten level of basic schools in the Awutu Senya East Municipality?

The aim of this research question was to identify management and administrative related challenges headteachers are encountering in managing kindergarten. In view of this, respondents answered nineteen questions relating to the management and administrative on a five-point Likert scale type of measurement as 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree. For the purpose of analysis and discussions, the average mean score for all the responses is 3.0. Hence, a mean value of 3.0 and above suggest an agreement that the statement is a challenging situation they experience. In contrast, a mean score below 3.0 suggests disagreement.

Table 2.

*Management and administrative related challenges headteachers are encountering in managing kindergarten level of basic schools (n =76)*

Statement	M	SD
Frequent transfers of kindergarten teachers	3.87	.98
Teachers unwilling to help on the supervision of learner during outdoor play	4.37	.83
Large class size	4.33	.68
Lack of effective classroom management	4.13	.86
Teachers overloaded with work	4.64	.62
Inadequate teaching and learning resources	4.01	.73
Inadequate funding	4.54	.50
Inadequate teachers trained in early childhood education to hand kindergarten	4.57	.78
Inadequate financial support from PTA and SMC	4.28	1.00
Inadequate material support from PTA and SMC	4.34	.81
Lack of residential accommodation for teachers	4.24	1.07
Lack of support for children with special educational needs	4.09	1.17
Lack of professional training in supervision and management for headteachers	4.14	1.08
Lack of co-operation among members of staff	4.21	1.01
Lack of teacher creativity	4.05	1.15
Lateness of teachers	3.95	1.34
Absenteeism of teachers	4.04	1.14
Teacher's resistance to change	4.32	.93
Wrong perception about kindergarten teachers	4.37	.83

Table 2 displays the details of responses management and administrative related challenges headteachers are encountering in managing kindergarten. The table shows that there are frequent transfers of kindergarten teachers. This was evidenced from the table as the respondents as to the statement indicating frequent transfers of kindergarten teachers (M=3.87, SD=.98). Again, the respondents agreed that teachers are unwilling to help on the supervision of learners during outdoor play (M=4.37, SD=.83). Other challenges reported by the respondents include large class size (M=4.33 SD=.68), Lack of effective classroom management (M=4.13, SD=.86), teachers overloaded with work (M=4.64, SD=.62), inadequate teaching and learning resources (M=4.01, SD=.73), inadequate funding (M=4.54, SD=.50), inadequate teachers trained in early childhood education to handle kindergarten (M=4.57, SD=.78), inadequate financial support from PTA and SMC (M=4.28, SD=1.00), inadequate material support from PTA and SMC (M= 4.34, SD=.81), lack of residential accommodation for teachers (M=4.24, SD=1.07), Lack of support for children with special educational needs (M=4.09, SD=1.17), lack of professional training in supervision and management for headteachers (M=4.14, SD=1.08), lack of co-operation among members of staff (M=4.21, SD=1.01), lack of teacher creativity (M=4.05, SD=1.15), lateness of teachers (M=3.95, SD=1.34), absenteeism of teachers (M=4.04, SD=1.14), teacher's resistance to change



( $M=4.32$ ,  $SD=.93$ ), wrong perception about kindergarten teachers ( $M=4.37$ ,  $SD=.83$ ). Reasoning from the results, it could imply that, headteachers face multiplicity of challenges in the course of discharging their duties at the kindergarten level of basic schools within the Awutu Senya East Municipality. These challenges hinder the learners from receiving quality education as well as obstruct the school from running smoothly.

### 3.2. Hypothesis 1

$H_0$ : There is no statistically significant difference between sex of headteachers and the challenges they encounter in managing the kindergarten level of basic schools.

$H_1$ : There is a statistically significant difference between sex of headteachers and the challenges they encounter in managing the kindergarten level of basic schools.

To test the hypothesis that there is no statistically significant difference between the sex of headteachers and the challenges they encounter in managing the kindergarten level of basic schools, the study used chi-square test of independence. The chi-square test of independence is used to determine if there is a significant association between two categorical variables. In this study, the variables are the sex of headteachers (male or female) and the challenges encountered in managing the kindergarten level of basic schools (encountering lot of challenges or encountering lot of challenges).

Table 3.

*Contingency Table of Distribution of Headteachers' Challenges by Their Gender*

			Challenges		Total
			A lot of Challenges	Few challenges	
Gender of Respondents	Male	Count	22	39	61
		% within Gender	36.1%	63.9%	100.0%
	Female	Count	12	3	15
		% within Gender	80.0%	20.0%	100.0%
Total		Count	34	42	76
		% within Gender	80.3%	19.7%	100.0%

The contingency Table 3 displays the frequency distribution of responses for the variables "challenges in managing kindergarten level of basic schools" and "Gender of respondent." The table allowed us to examine the relationship between these two variables. From the table, the "challenges in managing kindergarten level of basic schools" variable is divided into two categories: "A lot of Challenges" and "Few challenges." The "Gender of respondent" variable has two categories as well: "Male" and "Female" The table provides the count and percentage of respondents in each category of challenges, broken down by gender. The crosstabulation indicate that out of 76 respondents, 61 were male headteachers and 15 were female headteachers. Out of the 61 headteachers, 22 representing 36.1% reported to be facing a lot of challenges in managing kindergarten level of basic school and 39 representing 63.9% reported to be facing few challenges in regards to managing kindergarten level of basic school.

Also, out of the total of 15 respondents who are female heads, 12 representing 80.0% reported to be facing a lot of challenges in managing kindergarten level of basic school and only 3 representing 20.0% reported to be facing few challenges in managing kindergarten level of basic school. This result shows that of the 15 headteachers who are females, a significant number of them (12 out 15) reported to be facing a lot of challenges in managing kindergarten level of basic school. By examining the contingency table, we can observe the distribution of challenges among male and female respondents. It appears that there are more male

respondents in both the "A lot of Challenges" and "Few challenges" categories compared to female respondents.

The study then used chi-square test of independence to determine if there is a significant difference or association the sex of headteachers (male or female) and the challenges encountered in managing the kindergarten level of basic schools (encountering lot of challenges or encountering few challenges). The result of the chi-square test is presented in Table 4.

Table 4.

*Chi-Square Tests*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.897 <sup>a</sup>	4	0.001
Likelihood Ratio	20.433	4	0.000
Linear-by-Linear Association	6.346	1	0.012
N of Valid Cases	76		

The chi-square test results indicate that there is a statistically significant association between the variables "challenges in managing kindergarten level of basic schools" and "Gender of respondent" based on the provided contingency table. The Pearson chi-square statistic is 17.897, with 4 degrees of freedom. The associated p-value is .001, indicating that the observed association between the variables is unlikely to have occurred by chance. Therefore, there is evidence to suggest that there is a significant relationship between challenges in managing kindergarten level of basic schools and gender of headteacher.

The likelihood ratio chi-square statistic is 20.433, also with 4 degrees of freedom. The p-value associated with this statistic is .000, which is even smaller than in the Pearson chi-square test. This further strengthens the evidence for a significant association between the variables. The linear-by-linear association chi-square statistic is 6.346, with 1 degree of freedom. The associated p-value is .012, indicating that there is a significant linear relationship between the variables. This suggests that there is a trend or pattern in the distribution of challenges across gender categories. Based on the chi-square test results, we can conclude that there is a significant association difference between the challenges reported and the gender of the heads of school in the provided contingency table.

The implication of this finding is that sex of heads of basic schools play a role in the challenges faced by headteachers in managing kindergarten-level schools. The significant association suggests that there are distinct patterns or differences in the challenges experienced by male and female headteachers. It indicates that gender may be a factor influencing the nature and magnitude of the challenges encountered in managing kindergarten schools. Understanding these gender-related differences in challenges can have several implications. It may highlight the need for tailored support, resources, or professional development programs that address the specific challenges faced by male and female headteachers. It can also guide policy and decision-making processes in education to ensure equal opportunities and support for both genders in their roles as headteachers.

**Research Question Two:** What strategies do headteachers adopt to ameliorate the challenges they encounter in overseeing kindergarten level of basic school in the Awutu Senya East Municipality?

The aim of this research question was to find out the strategies do headteachers adopt to ameliorate the challenges in managing kindergarten level of basic schools. In view of this, respondents answered nineteen questions relating to the management and administrative on a five-point Likert scale type of measurement as 5=strongly agree, 4=agree, 3=neutral,



2=disagree and 1=strongly disagree. For the purpose of analysis and discussions, the average mean score for all the responses is 3.0. Hence, a mean value of 3.0 and above suggest an agreement that the statement is a challenging situation they experience. In contrast, a mean score below 3.0 suggests disagreement.

Table 5.

*Strategies headteachers adopt to ameliorate the challenges in managing kindergarten level of basic schools (n =76)*

Statement	M	SD
Provision of teaching and learning resources	3.97	.97
Attending professional training on management and administration of schools	4.63	.69
Involve teachers in decision making	4.60	.56
Involve PTA/SMC in decision making	4.32	.68
Provision of in-service training for teachers	3.88	.59
Conduct teacher performance assessment often	4.57	.74
Formatting and conducting of KG specific PTA/SMC meetings	4.53	.51
Encourage teamwork among teachers to achieve targets	4.52	.72
Organisation of school-community forum to encourage interpersonal relationship with teachers, parents, pupils and other stakeholders	4.27	.81
Supplement capitation funds with internally generated funds	4.20	.78

Table 5 gathered data on strategies headteachers adopt to mitigate the challenges in managing kindergarten level of basic schools. the questionnaire attracted a range of mean scores and standard deviation scores from 3.88 to 4.63 and .51 to .97. From the highest to the lowest of the items in the table, the mean and the corresponding standard deviation are as follows; provision of teaching and learning resources (M=3.97, SD=.97), attending professional training on management and administration of schools (M=4.63, SD=.69), involve teachers in decision making (M=4.60, SD=.56), involve PTA/SMC in decision making (M=4.32, SD=.68), provision of in-service training for teachers (M=3.88, SD=.59), conduct teacher performance assessment often (M=4.57, SD=.74), formatting and conducting of KG specific PTA/SMC meetings (M=4.53 SD=.51), encourage teamwork among teachers to achieve targets (M=4.52, SD=.72), organisation of school-community forum to encourage interpersonal relationship with teachers, parents, pupils and other stakeholders (M=4.27, SD=.81), supplement capitation funds with internally generated funds (M=4.20, SD=.78). By inference, managing a kindergarten level of a basic school can be a challenging task for headteachers due to the young age and varying needs of the children. However, headteachers adopts various strategies to alleviate these challenges and create a conducive learning environment for the children.

### 3.3. Hypothesis 2

H<sub>0</sub>: There is no statistically significant difference between years of experience as headteacher and the strategies they adopt to ameliorate the challenges they encounter in managing the kindergarten level of basic schools.

H<sub>1</sub>: There is a statistically significant difference between years of experience as headteacher and the strategies they adopt to ameliorate the challenges they encounter in managing the kindergarten level of basic schools.

To test the hypothesis that there is no statistically significant difference between years of experience as a headteacher and the strategies employed to ameliorate the challenges encountered in managing the kindergarten level of basic schools, the study used analysis of variance (ANOVA). ANOVA is used to compare the means of three or more groups and determine if there are significant differences among them. In this case, the groups are defined by different levels of years of experience as a headteacher, and the dependent variable would

be the strategies adopted to ameliorate challenges. An index is developed for strategies employed to mitigate challenges. Determining whether the difference in mean scores achieves significance is the question at hand. The One-Way ANOVA was used to accomplish this.

ANOVA makes the assumption that all comparison groups have the same variance, which is known as the homogeneity of variance assumption. The F-statistic is used in the ANOVA test. Levene devised the Levene's test in 1960 to determine whether the variance of k samples is equal. Therefore, before using the ANOVA test, the study utilized the Levene's test to see if the assumption of homogeneity of variance is satisfied. Below is a depiction of the test's outcome, according to Levene (1960)

Table 6.

*Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
0.374	4	71	0.826

Table 6 shows the results of the Levene's test, which is a statistical test used to assess the homogeneity of variances. The Levene statistic has a value of 0.374 with a p-value of 0.826. This result suggests that there is no significant evidence to reject the null hypothesis of homogeneity of variances. This means that the assumption of homogeneity of variances holds. Homogeneity of variances is a required assumption to necessitate the use of ANOVA and since this assumption has been met, the study used the one-way ANOVA test to statistically test the significant difference between years of experience as a headteacher and the strategies employed to ameliorate the challenges encountered in managing the kindergarten level of basic schools.

Table 7.

*One-Way ANOVA Results for Hypothesis 2*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	80.363	4	20.091	14.300	0.002
Within Groups	99.781	71	1.405		
Total	180.144	75			

The result from the ANOVA test strongly suggests that there exists significant difference between years of experience as headteacher and the strategies they adopt to ameliorate the challenges they encounter in managing the kindergarten level of basic schools. Based on the ANOVA table, the significant F-value of 14.300 ( $p < 0.05$ ) suggests that there are statistically significant differences in the means of the strategies adopted across the different levels of years of experience. In other words, the level of years of experience appears to have a significant effect on the choice of strategy to ameliorate the challenges faced in managing the kindergarten level of basic schools.

In general, the ANOVA test determines whether there is a significant difference among the means of two or more groups, but it does not indicate which specific pairs of means have significant differences. To address this limitation, a post hoc test was conducted alongside the ANOVA test, as it is a common approach in ANOVA analysis, as stated by scholars like Frost (2020). When the ANOVA test shows statistically significant results, it indicates that not all groups have equal means. However, the ANOVA results alone do not identify which specific pairs of means differ significantly from each other (Frost, 2020). Therefore, a post hoc test is employed to assess the differences between group averages while controlling for the overall experiment-wise error rate."

### 3.4. Multiple Comparisons

Dependent Variable: Strategies used to ameliorate the challenges faced in managing the kindergarten level of basic schools.

Table 8.

*Tukey HSD Test of Multiple Comparison*

Test	P-value (Sig.)	Significant?
1-5 years Vs 6-10 years	0.723	No
1-5 years Vs 11-15 years	0.030	Yes
1-5 years Vs 16-20 years	0.008	Yes
1-5 years Vs Above 20 years	0.000	Yes
6-10 years Vs 11-15 years	0.942	No
6-10 years Vs 16-20 years	0.037	Yes
6-10 years Vs Above 20 years	0.047	Yes
11-15 years vs 16-20 years	0.540	No
11-15 years vs Above 20 years	0.725	No
16-20 years vs Above 20 years	0.999	No

Table 8 presents the results of the Tukey HSD (Honestly Significant Difference) post hoc test, which is commonly used to compare multiple group means following an ANOVA analysis. The test evaluates pairwise comparisons between the different levels or categories of the independent variable (levels of years of experience) to determine if there are significant differences between them.

The post hoc test result in Table 8 shows that mean difference exists between 1-5 years and 16-20 years of experience, 1-5 years and above 20 years of experience, 6-10 years and 16-20 years, 1-5 years and 11-15 years and 6-10 years versus Above 20 years of experience. This is because the respective p-value associated with these comparisons are below 0.05. The result further indicates the p-values for pairs of comparison between 1-5 years vs 6-10 years, 6-10 years vs 11-15 years, 11-15 years vs 16-20 years, 11-15 years vs Above 20 years and 16-20 years vs Above 20 years are greater than 0.05, indicating that there is no statistically significant difference between the means of these pairs of comparison.

It's important to note that the significant comparisons indicate that the means of the strategies used to ameliorate challenges in managing kindergarten level of basic schools differ significantly between those groups. This information provides insights into which specific pairs of means are significantly different from each other.

### 4. Discussion

The findings provide valuable insights into headteachers' challenges in managing kindergarten-level of basic schools in the Awutu Senya East Municipality. Regarding the management and administrative related challenges headteachers are encountering in managing kindergarten level of basic schools, the study revealed that headteachers are faced with multiple challenges which inhibit the smooth running of the school. The challenges reported by the respondents include frequent transfers of kindergarten teachers, teachers unwilling to help with supervision during outdoor play, large class size, lack of effective classroom management of teachers, teachers overloaded with work, inadequate teaching and learning resources, inadequate funding, inadequate professionally trained early childhood education teachers, inadequate financial support from PTA and SMC, inadequate material support from PTA and SMC, lack of residential accommodation for teachers, lack of support for children with special educational needs, lack of professional training in supervision and management for headteachers, lack of co-operation among members of staff, lack of teacher creativity, lateness of teachers,

absenteeism, teacher's resistance to change, and wrong perception about kindergarten teachers. In line with this finding, Abdulai (2014) indicated that headteachers are faced with challenges in managing kindergarten settings and the key challenge is that kindergarten classrooms in Ghana are woefully underfunded and teaching and learning materials are in very short supply. In similar evidence Setordjie (2022) reported that kindergarten level of the basic school in Ghana has been neglected after kindergarten was made part of the basic school. Numerous challenges being encountered by basic school headteachers at the kindergarten level has been a major factor to the poor performance of pupil's academic performance from primary to the junior high school level in most basic schools in Ghana (Setordjie, 2022).

Analysis of the research question two revealed that headteachers within the Awutu Senya East Municipality use several strategies to help them manage the challenges they face at the kindergarten level of basic schools. The strategies adopted by the headteachers include provision of teaching and learning resources, attending professional training on management and administration of schools, involving teachers in decision making, involving PTA/SMC in decision making, provision of in-service training for teachers, conducting teacher performance assessment often, formatting and conducting of KG specific PTA/SMC meetings, encouraging teamwork among teachers to achieve targets, organising of school-community forum to encourage interpersonal relationship with teachers, parents, pupils and other stakeholders and supplementing capitation funds with internally generated funds. The results from the current study lend support to findings of Lonyian and Kuranchie (2018) who posited that headteachers apply several principles and strategies associated with the management of institutions to ensure that the numerous challenges they encounter in their work are minimized in order to be successful. Lonyian and Kuranchie (2018) further noted that, in recent times, headteachers have responsibility to be held responsible if pupils perform poorly in their academics. They must therefore ensure that all stakeholders are brought on board, supervised and motivated to play their role effectively for the objective of the school to be achieved.

#### **4.1. Key Findings**

The following were the main findings of the study:

1. The study revealed that there was existed wrong perception about kindergarten teachers as not playing any vital role in the child's development while they also had to battle with handling large class size of kindergarten pupils. Even though the findings revealed there was wrong perception about kindergarten teachers work output, parents still took their children to the school in huge numbers resulting in large class size to be handled by these few teachers. Thus, parents saw the teachers to be a substitute to leave their children in their care as they attend their work and more pressing needs which has been very challenging for headteachers. Other challenges identified comprised of insufficient teaching and learning skills, financial constraints due to lack of financial support from the regulating bodies and non-governmental organisations. This resulted in the inability of headteachers to offer enough facilities and materials for the learners. There was also inadequate support from PTA and SMC, teacher's handbook and workbooks for learners, and support for children with special educational needs. It can therefore be said that, there was lack of basic amenities that serve as the foundation and supports to make the school function and play its basic role of educating and impacting positive and good values into the pupils.
2. Again, the study revealed the strategies headteachers employed in solving the challenges they face in managing kindergarten level of basic schools. These strategies include formation and conducting of kindergarten specific PTA/SMC meetings,

provision of teaching and learning materials, attending professional training on management and administration of schools, supplementing capitation fund with internally generated funds, provide enough in-service training for teachers, organising of school-community forum to encourage interpersonal relationship with teachers, parents, pupils and other stakeholders, involve teachers, PTA/SMC in decision making process. Employing this strategy will mean all stakeholders are playing their parts to help the purpose and philosophy of education in force.

#### 4.2. Recommendations

1. Based on the findings, the study recommends that measures should be put in place by the Ministry of Education to ensure timely release of capitation grants to support the provision of the needed school resources and upgrade of teaching personnel. Also, there should be a liaison with corporate organisations who as part of the corporate social responsibility can attend to some pertinent needs of the school as identified in the various challenges headteachers encounter.
2. The study also recommends that the Ghana Education Service (GES) should offer continuous training to the headteachers on kindergarten-level management to keep them up-to-date with skills that will assist them to run their schools effectively.
3. Again, headteachers should recognize the contributions of PTAs and SMCs to encourage them to do more for the school. PTAs and SMCs are made up of volunteer parents and other stakeholders of the school who dedicate their time and resources to support the school's activities. To encourage them to continue their support, it is important to recognize and appreciate their contributions. This could be done through simple gestures like thank you notes, certificates of appreciation, or public recognition at school events.

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