

Headteachers lack leadership skills

– Research has revealed

ONLY 45 out of 300 headteachers of public basic schools in six selected regions nationwide, received leadership training, a research conducted by the Institute of Educational Planning and Administration (IEPA), of the University of Cape Coast (UCC) has revealed.

The research indicated that the headteachers use trial and error techniques in addressing challenges which affect quality

Dr George Oduro, announced this at a media briefing here on Wednesday, shed light on findings of a research conducted on the state of basic school leadership and qualitative teaching

quality implementation through school leadership and management and was funded by United Kingdom Department for International Development.

The research, currently in its third phase, is being conducted in 12 districts, and seeks to identify and empower the headteachers to engage in school evaluation which is critical for the achievement of quality education.



Mrs. Angelina Badu-Amissah, Deputy Minister of Education, Science and Sports responsible for Tertiary Education

Schools covered by the research were in the Komenda-Edina-Eguafo-Abrem and Agona districts in the Central Region, Krachi and Atwima Districts in the Volta Region, Techiman and Asutifi South districts in Brong-Ahafo Region, Savelugu and Bimble districts in the Northern

Region, the rest are Sisala East and Sisala West districts in the Upper West Region and Kasena-Nankana and Bolgatanga districts in the Upper East Region.

The research was conducted between May 2007 and July 2008.

Dr Oduro said that 256 teachers admitted that they had not received training in special education needs between 1994 and 2007.

Those who had received training were all teachers in special needs schools such as the school for the deaf visually impaired," he added.

He explained that since public basic schools in the country are opened to all pupils, there was the need to equip the headteachers with knowledge and skills of managing special needs pupils, saying "lack of skills to manage special needs schools is likely to effect the quality of these children".

Dr Oduro therefore stressed the need to make pre-service training in leadership, supervision and management, a con-

ditional requirement for headteachers.

Additionally, he called for a sustained leadership, management capacity and development programmes

headteachers to enable them to function effectively.

of proper supervision by the Ghana Education Service, lack of professional standards and lack of cultural demands as some of the challenges facing the headteachers.

"The practice whereby headteachers

lengthen and are inhibitive factor in quality teaching and learning," he added.

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