



Financial and Management Challenges Affecting Educational Performance in Basic Schools

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ABSTRACT

The study investigated the management challenges encountered by Basic School Heads in the Lambussie District. Drawing on the transformational leadership theory, the study utilized a pragmatist research philosophy, and the mixed methods approach. Data analysis was conducted using a combination of statistical measures such as frequency, percentages, mean, mean of means, and standard deviation, as well as thematic analysis for qualitative data. The findings of the study unveiled a myriad of challenges faced by Basic School Heads, particularly in addressing financial constraints, and mitigating the impact of these challenges on educational performance. Recommendations for the Lanbuisse District Educational Directorate include encouraging advocacy efforts are needed to secure increased funding and resource allocation for basic schools, along with transparent financial management systems and exploring alternative funding sources. Furthermore, investments in teacher support, curriculum alignment, and creating a supportive learning environment are essential to mitigate the impact of management challenges on educational performance.

INTRODUCTION

Education is a cornerstone of societal progress, with school management playing a pivotal role in shaping educational outcomes. It encompasses administrative, instructional, and strategic responsibilities crucial for effective school functioning and achieving learning goals. According to Leithwood and Jantzi (2009), school management involves dynamic leadership, resource allocation, curriculum implementation, teacher development, student support, and community engagement. Effective management provides clear vision and direction, fostering a positive environment for teaching and learning (Addei, 2017; Davies & Nyame, 2018). Proper resource allocation, as emphasized by Brown et al. (2021), optimizes educational materials, infrastructure, and personnel, enhancing instructional quality and student welfare. School management also supports staff development and community involvement, crucial for creating supportive educational environments (Thomson & Martinez, 2023; William, 2017). However, Basic School Heads in the Lambussie District face significant challenges such as inadequate resources and teacher-related issues that impact teaching quality and learning outcomes.

Despite the recognized importance of effective management, there is few empirical studies on the unique financial management challenges faced by these school heads in the Lambussie District. Much of these studies focused on broader management issues spanning various educational levels, often overlooking the financial hurdles faced by Basic School Heads in the Lambussie District. Additionally, there is a scarcity of studies that delve into the impact of these financial management challenges on learning outcomes. Furthermore, most studies available on educational management challenges often relies on qualitative, and quantitative approaches offering limited insights into the lived experiences of Basic School Heads. A comprehensive understanding of the challenges they face and their potential implications for teaching staff demands a mixed-methods approach that combines qualitative perspectives with quantitative data analysis. These research gaps hinder the development of strategies and solutions tailored to the region to address the management challenges faced by Basic School Heads in this distinct geographical and socio-cultural setting. Hence, this study endeavors to bridge these gaps by conducting an in-depth investigation into the financial management challenges encountered by Basic School Heads in the Lambussie District by employing a mixed-methods research approach.

Purpose of the Study

The study sought to identify financial management challenges faced by Basic school heads and its impact on the educational performance of students in the Lambussie District.

Research Objectives

Specifically, the study sought to:

1. Identify financial challenges faced by Basic School Heads in the Lambussie District.
2. Determine the impact of management challenges on educational performance of learners in Basic Schools in Lambussie District.

Research Questions

The research questions were:

1. What financial challenges are confronted by Basic School Heads in Lambussie District?
2. How do management challenges impact on the educational performance of students in Basic Schools in Lambussie District?

THEORETICAL FRAMEWORK

Resource Dependency Theory (RDT), developed by Pfeffer and Salancik (1978), posits that organizations depend on external resources, influencing their behavior and strategies. In the context of financial and management challenges faced by headteachers in the Lambussie District, RDT provides a valuable framework. Headteachers can identify critical resources, develop strategies to acquire and optimize these resources, reduce dependence on external entities, and build alliances to enhance resource sharing. By applying RDT principles, headteachers can better manage resource limitations, improving school operations and educational outcomes despite financial constraints (Pfeffer & Salancik, 1978).

METHODOLOGY

Research Design

The research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way, thereby, ensuring the research problem is effectively addressed; it constitutes the blueprint for the collection, measurement, and analysis of data (Cohen et al., 2018; Walia, 2015). The study employed the concurrent triangulation mixed methods design that uses concurrently and simultaneously the qualitative and quantitative approach. Concurrent triangulation mixed method design is a research approach that involves collecting and analyzing both quantitative and qualitative data concurrently and integrating the findings to provide a comprehensive understanding of a research problem (Cohen et al., 2018). In this study, the researchers collected and analyzes quantitative data and qualitative data separately but simultaneously, with the intention of comparing and contrasting

the results to gain a deeper and more holistic insight into the research issue. Creswell (2012) advocated that this approach is particularly useful for decreasing the implementation time, but presents low flexibility and learning potential regarding the results obtained by the individual execution of each one of them. The rationale for using mixed methods in this study is that employing qualitative research assisted in the interpretation of the quantitative findings. Using the concurrent mixed methods design helped the researchers to leverage the strengths of both qualitative and quantitative research approaches. This design allows for a more comprehensive understanding of the management challenges faced by Basic school heads by capturing both the statistical trends and the contextual nuances associated with the research topic.

Population

Babbie (2015), defined a population as the entire aggregation of cases that meet a designated set of criteria. It is the predominant assortment of pieces that an analyst is intrigued to consider while the example is a subset of a populace (Agyedu et al., 2011). The target population for this study includes all 77 basic school Head Teachers in the Lambussie District. According to Creswell and Creswell (2018), the target population in research is the aggregate of cases about which the researchers would like to make generalization.

Sample and Sampling Techniques

The total sample comprised 77 headteachers, consisting of 44 from primary schools and 33 from Junior High Schools. The census sampling technique, which involves gathering data from every member of the population, was employed to ensure comprehensive representation of headteachers in the district (Cropley, 2019). The decision to include all 77 public school headteachers in the Lambussie District was rooted in the aim of obtaining a holistic understanding of their perspectives on educational leadership. Incorporating both primary school and Junior High School headteachers, the study sought to capture diverse insights that might arise from the unique challenges and dynamics of each educational level. Complementing the quantitative data gathered from the entire population of headteachers, six (9) participants were purposefully selected for in-depth interviews. This qualitative data collection method provided a richer and more nuanced understanding of the headteachers' experiences and perspectives on financial challenges.

Data Collection Instruments

Two data collection instruments were utilized: a closed-ended questionnaire and a semi-structured interview guide. Both instruments were chosen to gather data related to the research objectives and provide insights into management challenges faced by Basic school heads and its effects on staff. The questionnaire items were constructed based on existing literature, research objectives, and the

expertise of the researchers. The closed-ended questionnaire is a survey instrument that consists of a set of predetermined questions with pre-defined response options. It is designed to gather quantitative data in a structured manner. The questionnaire used in this study was carefully constructed to align with the research objectives and focused on specific factors relevant to the study. The closed-ended questionnaire comprised a series of five (5) Likert-scale items. These response options allowed participants to select from pre-determined choices, providing clear and standardized data that could be easily analyzed.

A semi-structured interview guide is a flexible instrument that combines pre-determined questions with room for open-ended responses. It allows for more in-depth exploration of participants' perspectives, experiences, and insights. The semi-structured interview guide used in this study was designed to elicit rich qualitative data. The interview guide consisted of a set of open-ended questions that provided a framework for the interview. Myers (2009) observed that interviewing is necessary when one cannot wholly observe behaviour, perception and feelings or how people interpret the world around them. Alvi (2016) also noted that qualitative researchers believe that participants have lived in communities or socio-cultural context and therefore possess extensive knowledge about the phenomenon under exploration. The instrument also assisted the research in depth or rich data from the participants' rich information. The questions were carefully crafted to cover the financial management challenges faced by Basic school heads and its effects on staff. The semi-structured format allowed the interviewer to probe further and seek clarification or additional details based on the participants' responses. This approach facilitated a deeper understanding of the participants' perspectives on management challenges faced by Basic school and provided an opportunity to uncover nuances and insights that may not have been captured by closed-ended questions alone. The interview guide was used during one-on-one or group interviews with headteachers. The interviews were audio-recorded or documented through note-taking to ensure accurate capture of their responses.

Quality Assurance

Pilot testing of the instruments was done with selected 10 headteachers from Jirapa District as they share similar characteristics with the target population. These teachers were selected because they had similar characteristics as those used for the main study. The validity in this study was ensured by using face and content validity procedures. Content validity of the instrument, the researchers' supervisor examined the questionnaire items and interview questions. According to Creswell and Creswell (2018) expert opinion and judgement is one of the surest ways of ensuring content validity. The suggestions from experts were duly affected before the instrument was administered. The reliability coefficient for the questionnaire for the study was 0.83. This means that the instrument (questionnaire) was 83% reliable. According to Creswell (2016)

posited that a Cronbach alpha coefficient of at least 0.70 is indicative of reliability. The trustworthiness of the interview was ensured through trustworthiness criteria such as credibility, transferability, dependability, and confirmability. Trustworthiness was used to determine the quality of a study located in the interpretivist qualitative framework (Cohen et al. 2018).

Data Analysis Method

Quantitative analysis involved the use of descriptive statistics (frequencies, percentages, mean, and standard deviation). The data were initially coded and processed using version 23 of Statistical Product for Service Solutions (SPSS) software. The data file was reviewed before any analysis is conducted to check for any anomalies. The results were presented according to the four dimensions on which respondents' opinions were evaluated. On the following 5-point Likert scale, the questionnaire items were scored: 1 = Strongly disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, and 5 = Strongly agree. While the demographic variables were analysed using frequency and percentages, the research questions were analysed using mean, and standard deviation.

The qualitative analysis stage was done using thematic analysis. The researchers analysed the interview data manually into themes. Thematic analysis is a process by which themes or trends within the dataset are identified, analysed and reported (Patton, 2002; Taherdoost, 2016). The transcriptions were checked by matching what was transcribed to what was heard on the recordings and making corrections where they were identified. Each interview was transcribed and coded as soon as possible after the interviews when the information presented in the interview was fresh in the evaluator's mind. The researchers first checked and read through the interview schedule to determine those that were not responded to, and those with a lot of missing data. In the description, the researcher stayed close to the data that was originally collected. Where, the researchers departed themselves from the data that was originally collected and makes inferences to complete otherwise important but incomplete statements, or to use language and grammar appropriate for a dissertation. A transcript of recorded interviews was prepared for the analysis, using descriptive language. According to Glesne (2016), descriptive language portrays the contexts in which events transpired. In the analysis, key issues about the study were identified by listening to the interviews over and again. The transcriptions from the interviews were also read over severally to make interpretations. In the interpretation, the researchers transcended factual data and probed into what was to be made of the data. Data were put under themes for analysis, based on the research questions. The researchers constantly sought for configurations in the data that suggested that certain pieces of data belonged together. The researchers also looked for common properties in coding to derive analytical conclusions. Through this process, the researchers were able to identify emerging issues. These emerging issues served as themes for the analysis.

Triangulation

In research, triangulation refers to the use of more than one method to research a phenomenon (Cohen et al., 2018). Triangulation seeks to increase confidence in the results of a study by using two or more different methods to confirm a proposition. According to Cohen et al. (2013), triangulation will make it possible to overcome the limitations of each method by comparing results from different viewpoints on a single research question. In order to address the difficulties of reliability and validity in the data sources, methods, the quantitative and qualitative data collected were triangulated (merged) to provide detailed findings of participants' views analysed, expressed or observed (Babbie, 2015; Morrow, 2005). The results helped address the research questions by guaranteeing credibility, conformability, transferability, and dependability. According to Creswell (2016), triangulation helps the researchers to obtain a variety of knowledge on the same issue; to utilize the strength or power of each method to resolve the limitations of the other; to reach a higher degree of validity and reliability, and to resolve the limitations of single-method studies.

Ethical Considerations

Ethics governs the researchers' conduct regarding the rights of research subjects and those affected by the study (Babbie, 2015). This study adhered to ethical principles by ensuring confidentiality, honesty, openness, and responsibility. Permission was obtained from relevant authorities, fostering trust among participants. Data collection, analysis, and reporting were conducted with ethical responsibility. Participants voluntarily took part, with their rights to information, privacy, and choice respected through confidentiality measures. Personal identifiers were removed from data to protect anonymity. Audio recordings were securely stored and access restricted. Participants were informed of the purpose of the study and given the option to withdraw. Proper referencing prevented plagiarism, and anonymity was maintained through coding of informant data.

Results and Discussion

Research question 1: What financial challenges are confronted by Basic School Heads in Lambussie District?

Research Question 1 aimed to identify the financial challenges faced by Basic School Heads in the Lambussie District. Understanding these financial hurdles is crucial for developing effective strategies to address resource constraints and enhance educational outcomes in the Lambussie District.

Table 1: Financial challenges confronted by Basic School Heads

ITEM	N	M	SD
Limited funding restricts addressing infrastructure and facility needs.	77	4.36	0.26
Insufficient resources hinder implementing beneficial educational programs.	77	4.53	0.19
Managing funds to meet diverse needs presents ongoing challenges.	77	3.82	0.33
Inadequate funding for staff salaries poses retention challenges.	77	4.15	0.27
Rising costs strain available financial resources.	77	3.83	0.31
Securing additional funding for development projects is a constant struggle.	77	4.22	0.42
Ensuring financial transparency and accountability is challenging.	77	4.24	0.39

N= Number of respondents; M =mean score; SD = Standard Deviation.

Table 1 presents an analysis of the financial challenges confronted by Basic School Heads in the Lambussie District. From Table 1, Basic School Heads perceive limited funding as a significant obstacle, with a high mean score of 4.36. The low standard deviation of 0.26 indicates strong agreement among respondents regarding the restriction posed by insufficient funding on addressing infrastructure and facility needs. Insufficient resources to implement educational programs are identified as a considerable challenge, with a high mean score of 4.53. The low standard deviation of 0.19 suggests widespread consensus among respondents regarding the hindrance caused by resource shortages in implementing beneficial programs. Managing funds to meet diverse needs presents ongoing challenges, as indicated by the mean score of 3.82. While this score is slightly lower than others, the low standard deviation of 0.33 suggests a shared understanding among respondents regarding the complexities associated with financial management in schools. Inadequate funding for staff salaries poses retention challenges, with a mean score of 4.15. The low standard deviation of 0.27 indicates a high level of agreement among respondents regarding the impact of inadequate funding on staff retention. Rising costs strain available financial resources, as evidenced by the mean score of 3.83. While this score is relatively lower compared to other items, the low standard deviation of 0.31 suggests a consistent perception among respondents regarding the strain imposed by rising costs. Securing additional funding for development projects is

identified as a constant struggle, with a mean score of 4.22. The moderate standard deviation of 0.42 suggests some variability in respondents' experiences regarding the challenges of securing additional funding. Ensuring financial transparency and accountability is challenging, with a mean score of 4.24. This indicates a significant concern among Basic School Heads regarding the complexities associated with maintaining financial transparency and accountability within schools. The analysis reveals that Basic School Heads in the Lambussie District face significant financial challenges, including limited funding for infrastructure and facilities, insufficient resources for educational programs, and difficulties in ensuring financial transparency and accountability. These challenges underscore the importance of adequate financial support and effective financial management practices in promoting quality education within basic schools.

Qualitative Analysis

Theme 1: Financial Challenges

Financial resources play a critical role in the effective operation and improvement of educational institutions. This theme examines the financial challenges faced by Basic School Heads in the Lambussie District. It examined issues such as limited funding for infrastructure and educational programs, difficulties in managing financial resources effectively, and the impact of financial constraints on the overall functioning of schools.

Sub-theme 1: Advocacy for Increased Funding

"We're constantly struggling with limited funds. Advocating for more resources is essential to ensure that our students have access to quality education." [HT2]

"Without adequate funding, it's hard to maintain our facilities or invest in educational programs that could benefit our students." [HT5]

Sub-theme 2: Implementing Transparent Financial Management Systems

"Transparency in financial management is crucial for building trust with stakeholders. We need to be accountable for how funds are allocated and spent." [HT1]

"Exploring alternative funding sources could help alleviate some of the financial burdens we face. We need to be creative in finding ways to support our schools." [HT6]

Financial challenges emerged as a significant concern for Basic School Heads in Lambussie District. Limited funding for infrastructure and educational

programs was identified as a key issue, underscoring the need for advocacy efforts to secure additional resources. Managing financial resources effectively was another area of concern, emphasizing the importance of transparent financial management systems and strategic resource allocation. The impact of financial constraints on the overall functioning of schools highlighted the need for careful planning and prioritization to ensure that resources are directed towards initiatives that directly benefit students and support educational goals.

Research question 2: How do management challenges impact on the educational performance of students in Basic Schools in Lambussie District?

Research Question 2 sought to examine the impact of management challenges on the educational performance of students in Basic Schools within the Lambussie District. The analysis focused on understanding how various management challenges, including limitations in infrastructure, resource availability, teacher turnover, curriculum delivery consistency, and the overall learning environment, influence students' academic outcomes. Table 5 present the results of the impact of management challenges on educational performance of students.

Table 2: Impact of management challenges on educational performance of students

ITEM	N	M	SD
Management challenges affect teaching and learning quality.	77	4.12	0.33
Limited resources hinder providing necessary educational materials.	77	4.24	0.27
Addressing challenges diverts focus from student needs.	77	3.99	0.31
Teacher turnover disrupts instructional continuity.	77	4.51	0.42
Challenges lead to inconsistent curriculum delivery.	77	4.34	0.39
Challenges detract from creating a positive learning environment.	77	4.55	0.26
Challenges undermine efforts to create a supportive educational environment.	77	4.58	0.19

Source: Field Data, 2023

N= Number of respondents; M =mean score; SD = Standard Deviation.

Table 2 presents an analysis of the impact of management challenges on the educational performance of students in the Lambussie District. Basic School Heads perceive management challenges to have a notable impact on teaching and learning quality, as indicated by the mean score of 4.12. The moderate standard deviation of 0.33 suggests some variability in respondents' experiences regarding the extent of this impact. Limited resources are recognized as a significant obstacle to providing necessary educational materials, with a mean score of 4.24. The low standard deviation of 0.27 indicates strong agreement among respondents regarding the hindrance caused by resource limitations in meeting educational material needs. Addressing challenges is perceived to divert focus from student needs, as evidenced by the mean score of 3.99. While slightly lower than other items, the moderate standard deviation of 0.31 suggests a shared understanding among respondents regarding the impact of management challenges on prioritizing student needs. Turnover is identified as a significant disruptor of instructional continuity, with a high mean score of 4.51. The moderate standard deviation of 0.42 suggests variability in respondents' experiences regarding the extent of disruption caused by teacher turnover. Challenges are perceived to lead to inconsistent curriculum delivery, as indicated by the mean score of 4.34. This suggests a significant impact of management challenges on the consistency of curriculum delivery within basic schools. Management challenges detract from creating a positive learning environment, with a high mean score of 4.55. The low standard deviation of 0.26 suggests strong agreement among respondents regarding the detrimental impact of challenges on the learning environment. Similarly, challenges are perceived to undermine efforts to create a supportive educational environment, with a high mean score of 4.58. The low standard deviation of 0.19 indicates strong consensus among respondents regarding the undermining effect of challenges on creating a supportive environment for students. The analysis reveals that management challenges significantly impact various aspects of educational performance, including teaching and learning quality, provision of necessary materials, instructional continuity, curriculum delivery consistency, and the creation of positive and supportive learning environments. These findings underscore the importance of addressing management challenges effectively to enhance educational outcomes within basic schools.

Qualitative Analysis

Theme 2: Impact on Educational Performance

The performance of students in basic schools is significantly influenced by various factors, including management challenges faced by school heads. This theme investigates how management challenges impact educational performance in the Lambussie District. It explores the effects of challenges such as limited resources, staff turnover, and curriculum inconsistencies on teaching and learning outcomes.

Sub-theme 1: Teacher Support and Professional Development

“Investing in teacher training and development is key to improving educational outcomes. Teachers need the tools and support to meet the diverse needs of our students.”[HT3]

“Creating a supportive learning environment is essential for student success. We need to provide resources and programs that foster a sense of belonging and motivation”. [HT4]

Sub-theme 2: Curriculum Alignment and Creating Supportive Learning Environments

“Aligning the curriculum with educational standards is critical for ensuring that students receive a quality education. We need to regularly review and update our curriculum to meet evolving needs.” [HT5]

“A supportive learning environment can make all the difference in student performance. We need to prioritize initiatives that promote student well-being and engagement in the classroom.” [HT6]

The interviews provided insights into the impact of management challenges on educational performance in Lambussie District. Limited resources, staff turnover, and curriculum inconsistencies were identified as factors contributing to disparities in teaching and learning outcomes among students. Addressing these challenges emerged as crucial for improving educational performance and creating a supportive learning environment.

DISCUSSION OF RESULTS

Financial challenges faced by Basic School Heads

The financial challenges encountered by Basic School Heads in the Lambussie District are multifaceted and pose significant obstacles to effective school management. Both quantitative and qualitative data converge to underscore the pervasive nature of these challenges, highlighting the need for comprehensive strategies to address them. Limited funding for infrastructure and facilities emerges as a pressing concern, with Basic School Heads grappling with inadequate resources to maintain and improve school infrastructure. This finding resonates with research emphasizing the importance of adequate infrastructure in facilitating quality education (UNESCO, 2016). Insufficient resources for educational programs further exacerbate the financial strain, hampering efforts to implement innovative teaching strategies and provide

students with enriching learning experiences (Sayed et al., 2018). Ensuring financial transparency and accountability presents another formidable challenge, with Basic School Heads navigating complex administrative processes and regulatory requirements. Quantitative analysis sheds light on the prevalence of financial management issues, indicating widespread concerns regarding transparency and accountability. Qualitative insights offer deeper understanding, revealing the systemic barriers and resource constraints that hinder effective financial management practices.

Impact of management challenges on educational performance of learners

The impact of management challenges on the educational performance of learners is profound and multifaceted, as evidenced by both quantitative and qualitative data. Quantitative analysis reveals a range of adverse effects, including diminished teaching and learning quality, limited access to necessary educational materials, and disruption of instructional continuity due to teacher turnover. These findings align with existing research highlighting the detrimental consequences of management challenges on educational outcomes (Leithwood & Jantzi, 2009; UNESCO, 2019). Furthermore, qualitative insights provide nuanced understanding, shedding light on the underlying mechanisms through which management challenges exert their influence. For instance, interviews with Basic School Heads elucidate how resource constraints and administrative burdens impede their ability to provide students with a conducive learning environment. Additionally, qualitative data highlight the detrimental effects of teacher turnover on instructional continuity and student engagement, underscoring the importance of stable and supportive leadership (Ingersoll & May, 2011).

The convergence of quantitative and qualitative findings underscores the urgent need for targeted interventions to mitigate the impact of management challenges on educational performance. Implementing professional development programs for teachers can enhance instructional quality and pedagogical practices, mitigating the negative effects of management challenges on teaching and learning outcomes (OECD, 2019). Moreover, investing in curriculum alignment and instructional support initiatives can promote consistency in curriculum delivery and ensure equitable access to educational resources for all students (Hanushek et al., 2017). Creating a positive and supportive learning environment is paramount in mitigating the adverse effects of management challenges on student well-being and academic achievement. Basic School Heads can leverage both quantitative and qualitative insights to develop comprehensive strategies aimed at fostering a culture of collaboration, innovation, and continuous improvement within schools (Fullan, 2014). Addressing the root causes of management challenges and implementing evidence-based interventions informed by the triangulated data, Basic School

Heads can enhance educational performance and promote positive student outcomes in the Lambussie District.

Findings

1. Basic School Heads in Lambussie District face numerous financial challenges, including limited funding for infrastructure and facilities, insufficient resources for educational programs, and difficulties in ensuring financial transparency and accountability.
2. Management challenges significantly impact the educational performance of learners, affecting teaching and learning quality, hindering the provision of necessary educational materials, and disrupting instructional continuity due to teacher turnover. Additionally, these challenges lead to inconsistent curriculum delivery and detract from creating positive and supportive learning environments.

CONCLUSION AND RECOMMENDATIONS

The study delved into the multifaceted challenges faced by Basic School Heads in the Lambussie District, aiming to understand their implications for educational practices and student outcomes. Through a comprehensive analysis of various aspects including parental involvement, staff management, financial constraints, and their impacts on educational performance, several key findings have emerged. Generally, the study provides valuable insights into the complex dynamics of managing basic schools in the Lambussie District. Understanding and addressing the identified challenges, stakeholders can work towards enhancing parental involvement, improving staff management practices, addressing financial constraints, and ultimately, fostering a more conducive learning environment conducive to student success and academic excellence. The study recommends that:

1. Addressing financial challenges requires advocating for increased funding and resource allocation for basic schools. Implementing transparent financial management systems and exploring alternative funding sources can ensure accountability and supplement existing resources.
2. To mitigate the impact of management challenges on educational performance, investing in professional development programs for teachers and developing contingency plans for teacher turnover are crucial. Prioritizing curriculum alignment and creating a supportive learning environment through initiatives such as school counselling services and extracurricular activities can further enhance educational outcomes.

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