

UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL LEADERSHIP ROLES OF SCHOOL HEADS IN PUBLIC
SENIOR HIGH SCHOOLS IN THE WA MUNICIPALITY OF THE UPPER WEST
REGION OF GHANA

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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, DAVID BANIADONA WEKOLI, declare that this project report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSUS MENSAH

SIGNATURE.....

DATE:

ACKNOWLEDGEMENTS

This study benefited from the support and encouragement of a number of people. I am thus indebted to many people without whom this research would not have been possible. Most importantly, I am especially grateful to my supervisor, Professor Francis Owusu Mensah for providing detailed and insightful feedback at every stage of the writing process. My final product would not have been possible without the professional support and critical advice I have received from you. This research study is a statement to your skills and care in provided me with invaluable critiques and suggestions to make this research study a success. It has been a privilege to work under your guidance.

I would also like to thank everyone who participated in the interviews reported in this research and who commented on earlier drafts of this research. This study is based on the collective wisdom of many heads, head of departments and teachers who were observed and interviewed going about their daily tasks. Your approaches to your roles were of great interest to me. To all those who might have helped in one way or the other to bring this work to materialize, I say God bless you for your wonderful support.

DEDICATION

To my father Rev. John W. Tibateni, my mother, Comfort, my wife, Patricia K.

Akara, my son Aristarchus Wendonterah Wekoli and the entire Wekoli household.



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ABSTRACT

The overall performance of senior high schools in Ghana has been of grave concern to all stakeholders in education. Several reasons for this downward trend have been proffered but perhaps without getting to the bottom of the problem. Poor student achievement in the West African Senior Secondary Certificate Examination (WASSCE) in most schools, is experienced every year. The purpose of the study was to examine and explore the instructional leadership roles of the senior high school headmasters towards quality school improvement in Ghanaian schools with specific reference to Wa Municipality. The research methodology that was employed was the qualitative design drawing from case and ethnographic studies to collect data from the participants. A total of ten senior high schools, their heads, and fifty teachers from the same selected schools took part in the study. The research instruments that were used included qualitative document analysis, interviews and qualitative observations. The results indicate that for effective instructional leadership that improve quality of schools, heads needed to exercise both instructional and managerial roles effectively. However, the findings of the study indicated that heads tended to concentrate on managerial roles and performed instructional roles indirectly although these have a direct focus on quality school improvement. As a result, teachers in the study lacked motivation and greatly missed opportunities to be assisted by the headmasters which would translate to teacher growth and development and ultimately, school improvement. Heads attributed their failure to perform instructional tasks to lack of appropriate interventions to improve their leadership roles, too many meetings and too much paper work which they felt needed to be reduced so that they could be able to focus on instructional leadership tasks.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The improvement of quality of education is an issue for both national and international concern. As a result, in most countries, including Ghana, education receives the largest allocation of the national budget (Taylor, 2003). The same writers further point out that there is increasing concern that the fruits of this huge expenditure are not seen in either learner achievement or economic growth. It is true that the government through the Ministry of Education (MoE) in conjunction with the Ghana Education Service (GES) are responsible for schools, but the custodian of the school is the heads of schools. This made school authorities to focus on school leadership after realising that school leaders can make a difference for both teachers and students. This is why it is sometimes argued that the school is as good/bad as its headmaster and yet in the case under study, there is rarely any formal leadership training given to school heads on or prior to their appointment.

Recognition of the importance of school leadership in developed countries has led to increased attention to recruiting and preparing school headmasters as instructional leaders. This has since increased because of the increasing demands that schools leaders be held accountable for students' performance (Hallinger 2003). Mestry (2009) observed that in the United States of America, a teacher is only eligible to apply for the head of school once he/she has completed the Master of Educational Administration Degree. France provides a three month course for teachers appointed to headship or deputy headship posts. Singapore provides a one year full time programme for selected vice headmasters to do a Diploma in Educational Administration before being appointed as headmasters (Mestry, 2009).

Ghana takes much into consideration, the teacher applicants' his/her experience gained through lengthy years in the leadership profession educational qualification. In Ghana heads of schools have no formal leadership training given except that the incumbent should have a first degree plus a minimum of two years' experience as a substantive deputy head. This is deemed sufficient to achieve the aims of education in general and in particular, aims of the school. Simply put, the aims of education are basically achieved through teaching and learning. This then means that in effective schools, major activities evolve around studying teaching and learning, setting common priorities, making decisions regarding resource allocation and assessing the teaching/learning process (Oduro, 2015).

In essence, these activities are instructional activities that are supposed to be carried out by the school head. Flath (1989) posits that instructional leadership (IL) reflects those actions a headmaster takes to promote growth in student learning. The head of school makes instructional quality the top priority of the school and attempts to bring that vision to realisation. Cotton (2003) argues that effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement. Jenkins (2009) view instructional leadership as leading learning communities in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs and take responsibility of what students learn. Lashway (2002) and King (2002) add that the emphasis now seems to be on tangible academic standards and schools to be accountable.

This study focused on examining the instructional leadership roles (ILR) of heads of schools in Ghana, selected for the case considering only public senior high schools in the Wa Municipality of the Upper West Region of Ghana. Stronge (1988),

Simpovitz and Poglinco (2001) appear to agree that there is an apparent gap between what is obtaining in schools and what needs to be happening. As instructional leader, the head is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning.

Contemporary Ghanaian public senior high schools face a challenge of becoming self-managing organisations that deliver high quality teaching and learning. The schools have their own problems, particularly those that serve poor urban and rural communities. These schools are generally less resourced and are struggling to cope with the immensity of change and challenges. Public examination results in these schools are generally poor. The researchers' experience as senior high school teacher show that between 2007 and 2009 several senior high schools in and around Wa recorded less than 10% pass rate at the West Africa Senior Secondary Certificate Examination (WASSCE), while all rural or village schools in the same vicinity recorded 0%. Admittedly, heads of schools seem to have a lot on their plate. In Ghana the school head other than being in charge of the school, is heavily involved in community celebrations activities. In the event of celebrative events such as funerals, weddings, naming ceremonies, to mention but just a few, the head of school plays a pivotal role and yet these are rarely mentioned or talked about when the school's performance goes down. However Fullan (1991) cited by Jenkins (2009) observed that most heads of schools give less emphasis to instructional leadership due to lack of in depth training, lack of time, increased paper work and the community's perception of the headmaster role as that of the manager.

Indeed most school heads seem deeply engaged in management and control

tasks such as attending meetings, attending to visitors and parents queries many of which may not have overt connection with instruction. Flath (1989) is of the view that school heads lack education, training, time for the instructional leadership roles and that leadership activities are being set aside for immediate problems. This seems to suggest that school headmasters are reactive instead of being proactive in their school management roles. In Ghana research studies conducted by Nii (2015), concluded the following among others, that the professional support provided to senior high school teachers was almost non-existent. He also concluded that many teachers had difficulty in interpreting national syllabuses which has necessitated the most popular teaching approaches to be the ‘question and answer’ technique but not the ‘textbook and teacher’ demonstrations. Again, he concluded that curriculum implementation was adversely affected by shortage of textbooks, inadequate resources and heavy teacher workloads. The inferences from research conducted at the time seem to suggest that school heads were not effectively playing their instructional leadership roles and therefore quality school improvement was compromised.

Be that as it may, it must be emphasised that the expectations for the heads of schools have moved from demands of management and control to the demands of an educational leader who can foster staff development, parent involvement and student growth despite the increased challenges faced by schools. Therefore, it becomes pertinent to look at some of the instructional leadership roles of the school headmaster with a view to improving schools.

1.2 Problem Statement

The researcher is a teacher in a senior high school in the Wa Municipality in

Ghana. As teacher of a senior high school, the researcher rarely find head of the school attend to his instructional leadership roles personally. While instructional leadership roles are not definitive, class visits, staff development programmes and discussions centred on curriculum issues are viewed as critical for teacher growth that leads to quality school improvement and high student achievement. In retrospect, the researcher felt that the school head is not doing enough, though not deliberately. The pass rate, at most, of my senior high school where the researcher taught, were generally good but perhaps we could have done much better had the head of the school managed to effectively perform the afore mentioned activities fully. This has prompted the researcher to examine what other school heads are doing in their schools with a view to coming up with informed ways and methods that can be put in place for quality school improvement. The main objectives guiding this study is concerned with the challenge that is faced by head of schools in their provision of leadership as far as instruction is concerned. Therefore the problem statement is structured around the objectives that seek what the instructional leadership roles of school heads are in senior high schools in Ghanaian that are essential in improving teacher effectiveness, learner outcomes and school quality. This becomes the main phenomenon that the study is investigating.

The main question guiding this study is concerned with the challenge that is faced by school headmasters in their provision of leadership as far as instruction is concerned. Therefore the problem statement is structured around the following question: what are the instructional leadership roles of school headmasters in senior high schools in Ghana that are essential in improving teacher effectiveness, learner outcomes and school quality? This becomes the main phenomenon that the study is investigating. There has been the perception of poor instructional leadership of

headmasters of Senior High Schools in the Wa Municipality, hence the motivation for this study

1.3 Research Objectives

The aim of the study was to examine the instructional leadership roles of school principals and the extent to which these roles resulted in quality school improvement. The main focus is on how school principals provide leadership to teachers so that they can in turn improve learner outcomes.

1. To increase understanding and knowledge about instructional leadership roles played by headmasters in the senior high school at the Wa Municipality.
2. To know the instructional leadership roles by heads that improve the quality of student learning
3. To identify the challenges encountered by heads in instructional leadership roles.

1.4 Research Questions

The following are the questions that guided the direction of the research

1. What Instructional Leadership roles do Heads of Senior High Schools play in the Wa Municipality?
2. What challenges do heads face in the instructional leadership roles in the Wa Municipality?
3. What Instructional Leadership strategies adopted by Heads to improve students learning in Senior High Schools in the Wa Municipality?

1.5 Significance of the Study

As such, the significance of this study lies in the fact that, the researcher wanted to find out the importance of the heads' instructional leadership role in

inspiring teachers, learners and parents to ensure that a school achieved quality education that resulted in school improvement. Furthermore, the significance of the study lies in the fact that, the researcher was interested in increasing his understanding and knowledge on the instructional leadership role of the school principal, contributing to our insight of the instructional leadership role of school principals as they led and managed schools in Wa Municipality and possibly the whole country, Ghana, and showing how the study could possibly inform educational policy on how heads of school can adopt a particular model of instructional leadership which would make schools successful and effective (Creswell, 2008). Finally, the significance of the study lies in the fact that, the research was interested in exploring a number of theories of leadership in order to find out which theoretical perspectives could be used to explain the leadership behaviour of school principals in the Ghanaian context.

1.6 Delimitations of the Study

There are many senior high schools in Ghana and this research was not able to cover them all. As a result the case study only focused on examining the instructional leadership roles of heads of senior high schools in the Wa Municipality at the Upper West Region of Ghana. At the time of the study Wa Municipality had six Senior High Schools (SHS). Chosen teachers in the selected senior high schools participated successfully in the study. In total, all the six Senior High School (SHS), their heads and teachers from the participating schools were studied. Thus, the extent to which quality school improvement took place had to be determined by what was seen and gathered from the participating schools and individuals' contributions to the study. The study was thus, confined to the selected senior high schools in Ghana.

1.7 Definition of Terms

For the purpose of this research, the following terms were defined:

Instructional leadership: Greenfield (1987) defined instructional leadership as those actions taken to develop a productive and satisfying work environment for teachers and desirable work conditions and outcomes for children. Keefe and Jenkins (1991) define instructional leadership as the principal's role in providing direction, resources and support to the teachers and students for the improvement of teaching and learning in schools. Budhal (2000:3) adds that "it involves the principal's immersion in the actual teaching and learning programme of the school". Concordia University (2014) maintain that instructional leadership involves setting goals clear, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers to promote student learning and growth. What sticks out clearly from the above definitions is that instructional leadership involves direct, conscious efforts made by the principal to create conditions conducive to effective teaching that promotes achievement of desirable outcomes by learners. The desirable outcomes by learners refer to high student achievement rates. instructional leadership is committed to the core business of teaching, learning and knowledge. Staff members should meet on a regular basis to discuss how to do their jobs better and ultimately help students learn more effectively. Quality of instruction is the top priority for the instructional principal.

Educational quality: The following definitions of quality are cited by Doherty (1994). "The total features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs", "Conformance to requirements which are measurable or definable" and Fitness for purpose. Ability to satisfy needs sound critical considering parental and learners' expectations from schools. Arcaro

(1995:16) puts it more aptly by saying quality refers to “expecting the best from each and every student not just from the top level student.” Quality is therefore, a management process characterised by conformance to requirements, responsiveness, focus on delivery, student satisfaction and continuous improvement.

School Improvement: Blauw (1998) contends that school improvement is a school based approach which is initiated and owned by the community that likes to change the educational process rather than the organisational features. Harris, Jameison and Russ (1996) view school improvement as a systematic, sustained effort aimed at change in one or more schools with the ultimate aim of accomplishing educational goals more effectively. What sticks out clearly in the two definitions is that change has to take place in order for schools to achieve at high levels. This change has to be initiated and sustained by the school principal or head together with the school community.

School Head: The school headmaster is the most senior teacher, leader and manager of a school. This is the person in charge of a school and therefore accountable for everything that happens in the school. He or she is a manager, leader, change agent, father figure, etc. Hence, the role the head or principal plays in a school is crucial. The two terms, principal and head, in this study were taken to mean the same and therefore were used interchangeably.

Role: This refers to a persons’ function, what he/she does for a process to be complete. In the context of this study a “role” will refer to the acutivities of the principal that have a bearing on teacher growth and student achievement in the

school.

Teaching: The Oxford Advanced Learners' Dictionary (2005) defines teaching as giving lessons to students in a school, college, university, etc. It is to show somebody how to do something so that they will be able to do it themselves. In this study, teaching assumed three fronts, namely the teacher, the student and education. Thus, teaching includes all the activities by the teacher, of providing education to students. Closely related to teaching is the concept and practice of instruction.

Instruction: It is a concept, act, practice, or profession of imparting knowledge to students, teaching or educating students at school. It is giving detailed information on how to do something to somebody. The terms teaching and instruction were taken to mean the same in the study and therefore were used interchangeably.

1.8 Organisation of the Study

This study was divided into five chapters. Chapter one began with the introduction and background to the study. The research problem was also stated including the aims of the study, the significance of the study and the confines of the study. Also all critical terms used in the study were defined in the first chapter. Chapter two provided the literature framework to the study. Models for both supervision and staff development were explained since these were viewed as crucial to quality school improvement. A focus on empirical results of research on instructional leadership roles conducted in many countries including Ghana was provided. Chapter three detailed the research methodology that was selected for the study. Issues of validity and ethics were also adequately addressed. Chapter four is

made up of the findings of the research and their interpretation. This was followed by discussion of the findings in relation to the framework. Chapter five focuses on conclusions and recommendations including what may need to be researched further.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A literature review is an evaluative report of studies found in the literature related to one's selected area of study. By going through existing literature related to one's study, the researcher will be able to understand what has been done before, the strength and weaknesses of existing studies and what this might mean. This enables the researcher to build on the scholarship and research of those who have come before us. Shulman (1992) calls this "generativity". He further argues that generativity is the hallmark of scholarship, and that it grants our work integrity and sophistication. Boote and Beile (2005) maintain that a literature review gives a theoretical basis for the research and will help to determine the nature of one's research. The researcher will be able to select a limited number of works that are central and connected to his topic.

2.2 Related Literature on Instructional Leadership

This chapter discusses reviewed literature on educational leadership in general, and school instructional leadership in particular. These terms have evolved over time with the effect that today they are often used synonymously with each other. My research focused on instructional leadership role of the headmaster with a view to improving quality of schooling. Instructional leadership is the most needed leadership at school for school quality improvement. Gupton (2003) observed that the most important function that school heads have to perform is to provide instructional oversight and guidance. There is no doubt that school improvement is an area that requires strong leadership. This view is supported by

Byrnes and Baxter (2006:33) who assert that an excellent organisation has visionary leaders at the helm. Mc Ewan (2003) maintains that effective schools with high achieving students do not just develop by themselves, but are cultivated and thrive under the strong instructional leaders who create an environment that is conducive to effective learning and teaching.

European and USA literature seem to show a consensus that school managers play a crucial role in creating the conditions for improved instruction (Marsh 2002, Spillane 2004, and Taylor 2007). However, what is less understood is how the headmaster contributes. Marks and Printy (2003) posit that school leaders seeking to improve academic performance of their schools often involve teachers in dialogue and decision making.

My research focused on the instructional leadership roles of the senior high school head with a view to improving the quality of schooling. Lashway (2000) argues that while traditional responsibilities of the headmaster still must be met, priorities should be shifting towards instructional issues that impact on classroom instruction and student achievement. Leithwood et al. (2004) indicated that the quality of the headmaster is among school based factors, second only to the quality of the teacher in contributing to what students learn in the classroom. The report makes another important contribution that although headmasters are the central leaders in the school; they are not the only leaders. This view will be explored further later on. According to Bush and Oduro (2006) headmasters in Africa in particular, face the challenge of working in poorly equipped schools with inadequate trained staff, and diminishing resources.

2.2.1 Models of Instructional Leadership under Study

Hallinger and Heck (2002) have a well-developed model of instructional leadership which consists of three sets of leadership dimensions, namely school mission, managing the instructional programme and promoting a positive learning climate. These are said to form core basics of successful leadership. Conger and Kanungo (1998) refer to them as “visioning strategies”, efficacy building strategies”, and context changing strategies. Leithwood et al. (2006) refer to them as setting direction, developing people and redesigning the organisation. Blasé and Blasé (1999) found eleven strategies of effective instructional leadership, grouped around two themes: talking with teachers to promote reflection and promoting professional growth.. The strategies include giving feedback, modelling, using inquiry and soliciting advice and opinions, emphasising the study of teaching and learning, and designing staff development programmes.

Sergiovanni and Starrat (1993) proposed one of the first models of instructional leadership. They identified five leadership forces, namely, technical, human, educational, symbolic and cultural. The technical aspects of instructional leadership deal with traditional practices of management. These include, planning, time management, leadership theory and organisational development. The human component encompasses all of the interpersonal aspects of instructional leadership essential to the communicating, motivating, and facilitating roles of the headmaster. The educational aspects of instructional leadership include teaching, learning, and implementing curriculum. The symbolic and cultural forces derive from the leader’s ability to become the symbol of what is important and purposeful about the school as well as to articulate the values and beliefs of the school over time. Perhaps at this juncture it is imperative to look at leadership per se since Leithwood et al. (2006)

seem to emphasise strong leadership in their instructional leadership model.

Leadership

Leadership may be viewed as the act of inspiring subordinates to perform and engage in achieving a goal. Bush and Glover (2003) put it in greater detail when they maintain that leadership is a process of influence, leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities are geared towards the achievement of this shared vision. This definition appears to perfectly fit into instructional leadership roles of the headmaster which is the subject of this study. According to Leithwood (2003) at the core of most definitions of leadership are two functions: providing direction and exercising influence. The definition has three distinct implications that seem to stand out. These are:

1. Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In schools, the ends are increasingly centred on student learning, including both the development of academic knowledge and skills and learning of important values and dispositions.
2. Leaders primarily work with and through other people. They also help to establish the conditions that enable others to be effective.
3. Leadership is a function more than a role. Although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many

different persons in different roles throughout the school.

Two types of leadership styles that seem to stand out in relation to instructional leadership are transactional leadership and transformational leadership. Burns (1978, cited in Cooper 2003) views transactional leadership as a traditional managerial process in which rules and standards are used to guide leadership behaviour. The approach thrives on the assumption that people are motivated by rewards and punishment. Helms and Cengage (2006) and Straker (2004) concur that transactional leadership theory is an authoritarian form of leadership that begins with a structured, unmistakable chain of command which places the leadership responsibility on satisfying the boss instead of focusing on the needs of the consumer.

The basic assumptions of the approach are that, people perform their best when the chain of command is definite and clear; and workers are motivated by rewards and punishments; Obeying the instructions and commands of the leader is the primary goal of followers and subordinates need to be carefully monitored to ensure that expectations are met. The leader views the relationship that managers and subordinates have as an exchange wherein you give me something for something in return. As a result, when subordinates perform well they receive a reward and when they perform poorly they will be punished. Rules, procedures and standards are critical in transactional leadership.

While authorities like Cooper (2003) advocate for the combination of instructional leadership with transactional and transformational leadership, others such as Leithwood and Jantzi (2006) maintain that transactional leadership does not produce long term commitment to values and vision of the organisation. Coleman and Earley (2005) add that this approach tends to stifle the teachers' professionalism and

in the process affect the values that the school might seek to achieve. Followers are not encouraged to be creative and yet creativity among teachers is a key to the successful execution of tasks that foster student achievement. Also, there seems to be a presumption that transactional leadership works in education systems where strong central control has been retained while transformational leadership seems to work well in systems that are decentralised West et al (2000). The education system in Ghana is not strictly centralised. In view of the foregoing the preferred leadership for this study was the transformational leadership as shall be shown below.

Transformational Leadership

The concept of transformational leadership was initially introduced by leadership expert, James MacGregor Burns. According to Burns (1978) transformational leadership can be seen when “leaders and followers make each other to advance to a higher level of morality and motivation.” Bush (1978) further indicates that transformational leadership enhances the motivation, morale, and performances of followers through a variety of mechanisms. These include connecting the followers’ sense of identity and self, to the project and the collective identity of the organisation, being a role model for followers that inspires them and makes them interested, challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers so the leader can align followers with tasks that enhance their performance. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals. Unlike in the transactional approach, it is not based on a give and take relationship, but on the leader’s personality, traits and ability to make a change through example,

articulation of an energising vision and challenging goals.

When a headmaster engages in transformational behaviours, he can change teachers from being self centred individuals to being committed members of teams. This is achieved by motivating teachers so that they can perform at levels far beyond expectation and increasing their awareness of the importance of the intended outcomes and the means to attain them. The leader works closely and harmoniously with teachers in order to change perceptions that may be contrary to the vision, mission and goals of the school. Transformational leaders are idealised in the sense that they are moral exemplars of working towards the benefit of the team, organisation and or community. Later, research by Bass (1985) expanded upon Burns (1978) and developed what is referred to today as Bass's transformational leadership theory. Bass added to the initial concepts of Burns to help explain how transformational leadership could be measured, as well as how it impacts followers' motivation and performance.

The extent to which a leader is transformational is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader, are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers more than just working for self-gain; they provide followers with an inspiring mission and vision and give them identity. The leader transforms and motivates followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Four elements of transformational leadership were identified as critical by Bass (1985). These are:

1. Individualised consideration: the degree to which the leader attends to each

follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the follower. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.

2. Intellectual stimulation: Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticise them publicly for the mistakes committed by them. The leaders focus on the what, in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found to be ineffective.

3. Inspirational motivation: the degree to which a leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge their followers to leave their comfort zones, communicate optimism about future goals, and provide meaning for the tasks at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities.

4. Idealised influence: This is the degree to which a leader acts as a role model for their followers. Transformational leaders must embody the values that the followers should be learning and mimicking back to others. If the leader gives respect and encourages others to be better, those influenced will then go to others

and repeat the positive behaviour, passing on the leadership qualities for other followers to learn. This will earn the leader more respect and admiration from the followers, putting them at a higher level of influence and importance.

The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. The vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of team work and commitment. Each element is connected because there is a basis for respect, encouragement and influence that is involved in transformational leadership. The personality of the leader has to be genuine because any chance of inconsistency for the followers and all trust is lost and gone, and the leader has failed. This seems to perfectly tally with instructional leadership as propounded by Leithwood et al (2006), and Hallinger and Heck (2003). Leithwood and Jantz (1999:9) provide important dimensions for transformational leadership as they contend that it is about:

“Building school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modelling best practices and important organisational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decisions”. All the above seem to perfectly embrace the facets of instructional leadership and what school headmasters should do with teachers in their schools for the purposes of quality school improvement.

The transformational theory poses serious implications for managers in general, and senior high school heads in particular. Yukl (1994) identified some of

the implications pertinent to school headmasters as transformational leaders as follows:

- The head should develop a challenging and attractive vision together with the employees;
1. That vision must be tied to a strategy for its achievement;
 2. Develop the vision, specify and translate it into actions;
 3. Express confidence, decisiveness and optimism about the vision and its implementation; and
 4. Realise the vision through small planned steps and small successes in the path for its full implementation.

Hallinger (2003) mentions three important distinctions between the instructional leadership and transformational leadership. Instructional leadership is top down, emphasising the headmaster's coordination and control. It seeks to manage and control organisational members to move towards a predetermined set of goals. It influences the conditions that directly impact the quality of curriculum and instruction delivered to students in classrooms.

Transformational leadership on the contrary, focuses on stimulating change through the bottom up participation. It seeks to envision and create the future by synthesising and extending the aspirations of members of the organisational community. It seeks to generate second order effects, increasing the capacity of others in the school to produce first order effects on learning. The ideals of transformational leadership discussed above seem to be summarised by the steps to effective instructional leadership identified by McEwan (2002). These are:

1. Clear instructional goals have to established;
2. The headmaster should be there for your staff;

3. Create a school culture and climate conducive to learning;
4. Vision and mission of your school have to be communicated to all;
5. Develop teacher leaders;
6. Maintain positive attitudes toward students, staff and parents and
7. Set high expectations for both staff and students.

The main outcome of transformational leadership is the “increased capacity of the organisation to continuously improve” Leithwood et al. (1997, p 17). For this reason the researcher considered the approach to be appropriate for the study because it is compatible with instructional leadership which emphasises the behaviours of school headmasters as they engage in activities that directly affect learning and ultimately improve the quality of education and students’ achievements. The lens now shifts to the basics for successful leadership as propounded by Leithwood et al. (2006) as the model that was selected to guide this study.

2.2.2 Basics for successful instructional leadership

2.2.2.1 The school vision and mission

Schools are loosely coupled organisations because most teachers, if not all, enjoy relative autonomy in nearly all essential aspects of their work. This autonomy if not handled carefully may lead to chaos in a school and result in student failure. Therefore the school headmaster, as the pivot needs to have clearly defined school goals and values. Common goals of the school act as the glue that binds the system together. School goals do not rain; a good school head should have a vision. A vision can be defined as an image of the desired future which one seeks to create. This desired future becomes some kind of theme which should be articulated regularly. Karl Weich (1995) asserts that articulating a theme, reminding

people of the theme, and helping people to apply the theme to interpret their work, are major tasks of administrators in loosely coupled systems.

Leithwood, Jants and Steinbach (1998) seem to emphasise the foregoing when they stress that: leadership is a process of influence to the achievement of desired purposes. Successful leaders develop a vision for their school based on personal and professional values. They articulate this vision at every opportunity and influence their staff and activities towards the achievement of the shared vision and other stakeholders to share the vision. While the vision is the cause, the mission is the effect. A mission reflects the core purpose of the school and gives identity to the school. It can be defined as a written declaration of the schools core purpose and focus that normally remains unchanged over time. Properly written mission statements serve as filters to separate what is important from what is not. It clearly states which markets will be served and how and communicates a sense of intended direction to the entire organisation. Successful leaders do not stop with envisioning what they want for the school. They also actively work to realise their vision.

According to Blumberg and Greenfield (1980) “it was this personal commitment to a particular education or organisational ideal, and their willingness to articulate and work for what they believed in and felt was vital to the success of the students and teachers in their school, that distinguish successful headmasters from many of their administrative peers”. School headmasters with an overarching vision of what schools could be are better able to take the initiative in improving instruction. Their ideals prevent them from getting bogged down in administrative trivia. Weber, James R, (1994) maintains that although a vision can provide direction and impetus for instructional leadership, leaders must involve other people in the realisation of these visions. Shared values and a common vision help to focus

the school's staff on teaching and learning Hord (1995) in Huffman and Hipp, (2003:78) emphasises that:

A core characteristic of the professional learning community is an undeviating focus on student learning. Shared values and a common vision play a definitive role in determining the norms for behaviour in a school. These norms manifest in the shared responsibility for student learning, a caring environment, open communication, a balance of personal and common ambitions and a trusting relationship.

Mc Ewan (2002:108) argues that a single school leader can hardly succeed in creating a school culture without the involvement of other members of staff. Dipaola and Hoy (2008) add that this is necessary for headmasters who intend to share and protect their time for instructional leadership. According to Senge (1998) the practice of shared vision involves the skills of unearthing shared pictures that foster genuine commitment and involvement rather than compliance. In mastering this discipline, leaders learn the counter productiveness of trying to dictate a vision, no matter how heartfelt. He further maintains that a vision spreads because of a reinforcement process. Increased clarity, enthusiasm and commitment rub off on others in the organisation. As people talk, the vision grows clearer, as it gets clearer, enthusiasm for its benefits grow.

Thus, the school head should ensure that the vision and mission statement of the school is communicated to all stakeholders. Webster (1994) explains the importance of this communication by making reference to basic functions of leadership namely, the exemplar and the ideologist. The exemplar function entails modelling behaviour and implies that the heads should practice what they preach and demonstrate the expected behaviour to teachers. The ideologist function refers to

translating and interpreting schools traditions, aims and values to all.

Webster (1994) maintains that when the head thoroughly articulates the mission, core values of the school tend to be internalised. When stakeholders internalize core values, they are motivated to contribute to the momentum that turn things around and aim them in the direction that leads to learner growth. In the exemplar role, the head engages in the actual teaching activity aimed at achieving set goals, such a head is likely to enjoy the support of teachers who will view him/her as sharing their experience. Also such a school head can effectively manage curriculum and instruction because he/she is hands on.

2.2.2.2 Managing Curriculum and Instruction

The implementation of a school mission can be seen most clearly in curriculum and instruction. The head as instructional leaders should be able to recognise the instructional options available to teachers and then select with teachers those that best fit the constraints provide by the school environment, bearing in mind the national policy framework. . Stein and Nelson (2003) raise the question as to whether generic studies of leadership suffice in developing our understanding of what it means to lead a school. They argue that without knowledge that connects subject matter, learning and teaching to acts of leadership, leadership float disconnected from the very processes it is designed to govern.

Instructional leaders need to know about instructional methods. This enables them to offer and provide informed advice and communicate priorities for improvement. This is what keeps the school performing and getting it right is no easy battle because teachers resist change. Hence, the instructional leader's knowledge and experience become handy to overcome any pockets of resistance by teachers.

This is reinforced by Onguko, Abadalla and Webber (2008) when they maintain that the execution of leader practice requires a sound knowledge base and leadership skill that enable the headmaster to coach teachers and skills are a prerequisite for one to take a leadership role. This means that heads must share with teachers a common understanding of instructional goals and teaching practices. Thus collegiality becomes imperative. Little (2000) defines collegiality as “recourse to other knowledge and experience and to share work discussion.” Collegiality has profound effect on instructional success.

Budhal (2000) indicates that school heads should update their knowledge of curricular content in order to be able to offer valuable guidance and support. Weber (1994) adds that the headmaster’s knowledge must be credible to teachers. Some of the knowledge areas needed in instructional leadership include, trends in content fields, trends in media and methods and classroom supervision. Hallinger and Heck (2002) identified two basic components of what headmasters need to know: the general processes common to effective teaching and learning and the specific needs and interest of their instruction staff. Heads must understand basic principles of learning: that an example allow concretion of abstract ideas, that students should grasp one concept before moving on to another and that group instruction and individual instruction may meet different needs of learners. However, both Southworth (2002) and Hill (2001) argue that the headmaster’s knowledge is often dated, based on increasingly distant memories of a former life in the classroom.

Budhal (2000) offers the following guidelines for heads:

1. They should read widely and understand the curricular content which is offered at school;

2. They should attend seminars and courses on the latest teaching methodologies;
and
3. They should make available relevant information, journal articles and research findings on issues related to the curriculum of the school.

Thus, the head offers curricular support to ensure a quick resolution of problems which is necessary for continuity of a strong culture of teaching and learning. Where this support is lacking, the educators become frustrated, insecure and helpless. This affects teaching and learning adversely. The ability to engage in practice that help develop people depends, in part, on leader's knowledge of the technical core of schooling:- what is required to improve the quality of teaching and learning. This ability is part of what is now being referred to as leader's emotional intelligence (Coleman, Boyatzis and Mckee 2002). Recent research suggest that emotional intelligence displayed, for example, through a leader's personal attention to employee and through the utilisation of the employee's capacities, increases the employee's enthusiasm and optimism reduces frustration, transmits a sense of mission and indirectly increase performance(Mc Coll- Kennedy and Anderson 2002). This appears to have a bearing on supervision. Supervision is curial in managing the instructional programme in a school. However, it will be dealt with separately later on.

2.2.2.3 Promoting a Positive Learning Climate

Lezotte (2002) defined learning climate as the norms, beliefs and attitudes reflected in institutional patterns and behaviour practice that enhance or impede student learning. This implies that what the school does, and how things are done in

the school by adults, will eventually norm and form beliefs and attitudes that will be seen in student learning and achievement. In studies of effective and ineffective schools, it is clear that the norms for learning come from staff's requirements of students. School climate is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents- the way student and staff feel about being at the school each day.

Davidoff and Lazarus (1997) provide a more comprehensive exhaustive definition when they contend that it refers to beliefs and a value system in which both teachers and students value the process of teaching and learning, where their practice reflects the commitment and where the resources to facilitate learning and teaching are provided. Van Deventure and Kruger (2009) provide a list of characteristics to be found in such a school. These include:- a positive climate, effective instructional leadership, a shared sense of purpose, sound home school relations, availability of resources, high professional standards among teachers, order and discipline, health relationship between all role players, and well maintained buildings and facilities.

Steyn (2002) emphasises the importance of creating a climate where learning is made exciting, where teachers are supported and where there is sense of shared purpose. Kruger (1996) talks about the complex psychological environment within an organisation: - the atmosphere, spirit and basic ambience. The school climate evolves over time and the headmaster is better placed to model and influence the behaviour of followers in order to promote commitment, sense of ownership and effectiveness. Thus relations in the school become pertinent. Robbins and Alvy (2003:45) regard relations as the thread that runs throughout the organisation and affect the culture, personnel practices and every individual who has contact with the

school. Therefore the head as leader should maximize good relations with other people by building trust, creating a climate for teachers to discuss their own classroom practice freely and helping individuals to realise their potential.

Key four aspects of the school climate according to the Best Practice Briefs (2004) is concerned about a physical environment that is welcoming and conducive to learning. Characteristics of such an environment included the following

1. School building contain a limited number of students;
2. Student are and feel safe and comfortable everywhere in the school;
Classrooms are orderly;
3. Classrooms and grounds are clean and well maintained;
4. Noise level is low; Classroom are visible and inviting; and
5. Staff members have sufficient textbooks and supplies.

Chisaka and Mavundutse (2006) mentioned that quality is associated with a beautiful environment. In the same vein, Lethoko, Heystek and Maree (2001) maintain that people tend to value new, good looking and properly maintained facilities and infrastructure. In Ghana vacancy announcement No 2 of 2012 indicates provision and maintenance of physical facilities and school grounds as one of the duties of the school head. This is complimented by vacancy Announcement No.3 of 2010 which required school heads to ensure that school buildings, furniture, equipment and other facilities are maintained in a good state of repair.

However, it must be pointed out that the government of Ghana, for now, only gives funds for the development of the said facilities to government schools only and yet all schools are expected to ensure that there is furniture, good grounds,

good buildings etc. This places the head in a very difficult position as he mobilises the school community through the internally generated funds from, teachers, students, communities and associations like the parents and teachers association, to ensure that these important facilities are in place and properly looked after. For now, even the government schools are not receiving anything due to the difficult economic conditions. Elbot and Fulton (2008) observed that the school's physical space holds together all members of the school community and helps to foster a sense of wellbeing for everyone; a social environment that promotes communication and interaction.

Some of the characteristics of such an environment include the following:-

1. Interaction is encouraged, and teachers and students actively communicate;
2. Parents and teachers are partners in the education process;
3. Decisions are made on site with the participation of teachers;
4. Staff are open to student suggestions and students participate in decision making; and
5. Staff and students are trained to prevent and resolve conflicts.

Furthermore, an effective environment that promotes a sense of belonging and self esteem has the following characteristics:

1. Interaction of teachers and staff with students is caring, responsive, supportive and respectful;
2. Students trust teachers and staff;
3. Morale is high among teachers and staff;
4. Teachers, staff and students feel that they are contributing to the success of the school;

5. The school is respected and valued by teachers, staff and students;
6. Parents perceive the school as warm, inviting and helpful;
7. An academic environment that promotes learning and self fulfilment. This is characterised by the following;
8. An emphasis on academics, but all types of intelligence competence are respected and supported;
9. Teaching methods respect the different ways children learn;
10. Expectations are high for all students;
11. Progress is monitored regularly;
12. Teachers are confident and knowledgeable; and
13. Results of assessment are promptly communicated to students and parents.

Badenhorst (1993) makes reference to a continuum on which organisational climate could be depicted ranging from the open to closed climate. In an open climate there is openness between headmaster and staff members as well as between learners and teachers. A controlled climate is marked by a highly task oriented management style and high staff morale. A paternal climate is characterised by closeness due to the passiveness of the head which leads to a lack of cooperation, lack of involvement of teachers as well as students. Morale is generally low among both teachers and students. Lastly, in a closed climate, there is a high degree of uninvolvement of teachers and students, little job satisfaction and high staff turnover. One is quickly reminded of a major misconception about headship.

According to Mamobolo (2002) one of the major misconception is that the status of the school head automatically ensure the existence of leadership. He further points out that the truth is that leadership requires the school leader to adopt a robust

and dynamic style in order to create a climate of teaching, without such an atmosphere that creates an effective school, characterised by harmony and a well-functioning instructional programme, the dream of quality school improvement remains a myth. This then means that the role of the head as instructional leader is to protect academic instructional time, monitor the quality of instruction and work with teachers in creating a healthy climate of teaching and learning (Dipaola and Hoy 2008). Middlewood, Parker and Beere (2005) maintain that creating a culture where teaching and learning is celebrated and practiced by everyone in the school makes a significant difference. Makombe and Madziyire (2002) add that interpersonal climate needs to be appropriate for effective teaching and learning to take place. Hence schools have to create a climate where positive working relationships operate within a shared ethos of enquiry and healthy critical debate. The focus will now be on some of the specific tasks of the instructional leaders.

2.2.2.4 Relationship between the School and the Community

According to Steyn (2002) effective teaching and learning are promoted through activities such as curriculum supervision, improving instructional programme and building a close relationship with the community. Schools exist in the heart of each community. School community links are a mutually beneficial relationship in which the headmaster can play a leading role. Mitrofanova (2004) observed that school community relationship can interconnect together many resources and strategies to enhance communities that support all youth and their families. They could improve school, strength the neighbourhood and lead to a noticeable reduction in young people's problems.

Unfortunately, in the last few decades a gulf has opened between many

local communities and the schools within their boundaries. The neighbourhood school has often lost its identity. (Charznowski, Rans and Thompson 2010) maintain that strong relationships based upon trust and co-operation amongst teachers, headmasters, parents and community residents can and do play an important role in improving schools and student performance. This view is echoed by Cotton (2003) who sees a significant relationship between parent's active participation in their children's learning and the children's academic performance. As a result instructional leaders in Ghana and elsewhere should strive to maintain harmonious relations with the community for the benefit of learners. When parents and community members are engaged in the life of the school, the resources available for teaching and the learning environment expand.

Albert and Holliday (1988) cited in Gallagher, Bagin and Moore (2005) argue that whether a school system is excellent or mediocre depends on how these people work together, how they communicate, how they relate, are involved, participate and share. A school-community relations programme is aimed at focusing on the relationship of all these people with the overall goal of improving student achievement. The instructional leader is the glue for innovative collaborations at school level. Sheldon and Epstein (2002) posit that: when educators communicate effectively and involve family and community members in activities focused on students behaviours, schools report fewer disciplinary actions with students from one year to the next. It is also a recognised fact that student achievement is higher when parents display interest by being actively involved in their children's education

Buffie (1989) Mitrofanova (2004) and Ballenger (2007) suggest ways in which a headmaster can open the school to community involvement.

- Parents and community groups can be included in decisions that the school makes;
- Invitations can be extended for participants in school activities and parents can be encouraged to assume leadership roles;
- The school can go into the community by composing newsletters, visiting old people's home and clean up activities in the community; and
- Encourage community use of school facilities especially when they are not in use.

Mitrofanova (2004) is of the view that encouraging non profit community groups to use the facilities is not only good use of resources but also provides opportunities for the school to get involved in community projects. It must be pointed out that school buildings sit empty at the end of a school day and more so during school holidays.

- Organising consultation days;
- Open days; and
- Regular meetings with parents that foster student achievement.

An aspect that tends to alienate both the school community and teachers from the head is visibility of the headmaster at the school.

2.2.3 The Instructional Leadership Tasks

Van Niekerk and Van Nierkerk (2009) observed that most of the changes occurring in education centre on the instructional leadership task of the educational leader. In my research, this leader is the headmaster, who is tasked to ensure that effective teaching and learning that leads to quality school improvement takes place in the school. This is so because Glanz (2006) argues that the headmaster is

ultimately responsible for providing top quality instruction and aims to promote the best practice in teaching. This calls for good leadership in the school. Pellicer (2008) posits that leadership involves persuading other people to set their individual concerns aside temporarily in order to pursue a common goal that is important for the responsibilities and welfare of the group. Wildy and Dimmock (1993) and Glickman (2007) seem to agree on these instructional leadership tasks as having capacity to not only improve quality of education in schools but result in high student achievement;- supervision, evaluation of instruction, staff development, curriculum development, group development, action research, positive school climate and school and community relations.

We now turn to a discussion about supervision and evaluation of instruction as aspects that should be employed by school headmasters for quality school improvement.

2.2.3.1 Supervision and Evaluation of Instruction

Leithwood et al. (2006) and Ngware (2010) maintain that teachers may be qualified and trained but still without effective teaching and learning taking place in the classroom. Hoerr (2008) adds that despite theoretical shifts overtime on the role of the headmaster, he or she still needs to be an educational visionary offering direction and expertise to ensure that students learn effectively. The call appears loud and clear that the school head should supervise teachers for effective teaching and learning to take place in the classroom.

Hence it is pertinent to define supervision. Glatthorn (1984) cited in Madziyire (2000:6) view supervision as a process of facilitating the professional

growth of a teacher, primarily by give the teacher feedback about classroom interactions and helping the teachers make use of that feedback in order to make teaching more effective. A definition close to instructional leadership is provided by Burke and Krey (2005:31) who view supervision as instructional leadership that focuses on purposes, relates perspectives to behaviour, contributes to and support organisational action, provides for improvement and maintenance of the instructional programme and assesses goal attainment. What sticks out clearly from the definitions above is the focus on a helping relationship that cultivate the professional growth of the teachers, assisting him to fully make use of feedback from classroom observation interactions to ensure effective teaching and learning. Thus supervision is purposeful, Sergiovanni and Starrat (1993) view the purpose of supervision as:-

- The promotion of pupil growth and eventual improvement of society;
 - To cooperatively develop methods of teaching and learning; and
 - Supply leadership in securing continuity and constant re-adaptation in the educational programme over a period of time.
- What seems to come out clearly from the foregoing purposes of supervision is:
- The improvement of instruction in order to benefit students;
 - Teachers growth and creativity;
 - Effective teaching and learning in the school and Improved attainment rates by the learners.

Moynn et al (1987) suggested that supervisors should assist teachers to plan and teach effectively, and help them to solve their own problems. May I hasten to point out that there is no one best way or method of supervision because there are several models that have been put forward.

2.2.6 Relationship between Instructional Leadership Role and School

Improvement:

The purpose of school improvement is to improve the quality of education. In view of this, this discussion will first focus on quality of education because the idea of improving the quality of education has become increasingly important in Ghana and the world over and then explain school improvement in relation to instructional leadership.

Quality of Education

Terms that quickly come to mind that are associated with quality education are quality control, quality management, quality assurance, total quality management. Frazie (1997) observed that quality is difficult to define and to describe because it is time bound and it is subjective. Time bound in the sense that student preference change from time to time and subjective in the sense that what is quality for you may not be quality for me. Quality may be defined as those standards that meet client needs and satisfaction. However, for our purpose, quality will be taken as a management process characterised by conformance to requirements, responsiveness, integration, focus on delivery, student satisfaction and continuous improvement: These concepts are briefly discussed as follows:

Conformance to requirements

According to West Burnham (1992) conformance to requirements is the heart of quality management. It involves ensuring that the service provided is fit for intended purpose. In the school setting, the principle can be used in these situations:

- Reporting progress to parents;

- Purchasing textbooks that are not only relevant but appropriately written and up to date; and
- Organising classrooms and resources.

Conformance to requirement means that before a change is effected in education, the needs of the learner should be considered first. These identified needs will then inform the process of improving teaching and learning aimed at achieving better learning outcomes. According to West Burnham (1992:36) considering the needs of the learner means focusing on the following:

1. The need to relate teaching strategies to individual ability;
2. The flexible use of time to allow appropriate pacing and integrated units of study;
3. Reviewing the role of the teachers as controller and emphasising the role of the facilitator;
4. Questioning teaching the class when individual outcomes are the determinants of educational success;
5. Ensuring that marking and assessment are formative rather than summative; and
6. Programming options to ensure that individual rather than systems needs are met. This means that if the anticipated outcomes are to be met, every step of the teaching learning process should be given due consideration.

Responsiveness

The term refers to a rapid response to complaints and requests and an open door policy. In other words, how does the school deal with complains that are

received, visitors to the school, suppliers, students in class and even phone calls. The instructional leaders should come up with a policy that ensures prompt reaction to the above. Students' opinions and contributions become pertinent in decision making. The school head should be accessible to those who need him. Responsive leads to integration.

Integration

Stakeholders become integrated in the school when their contributions are taken into account when making decisions. As a result, activities such as consultation days, meetings and open days assist in integration. The parents and teachers' association (PTA) which represents the school community plays a crucial role if meaningful integration is to take root.

Focus on Delivery

In any school the focus should be on teaching and learning. The instructional leader should ensure that all teachers and students are engaged in this serious business of the school. The school head should provide the necessary resources that ensure delivery. The SDA/SDC should pull together with school authorities to ensure delivery. They should be supportive of all teacher/student activities because this results in achieving the intended outcomes of the individual students. West Burnhan (1992) maintains that quality schools centre all resources on those who are in direct contact with the students. This ensures student satisfaction.

Ensuring Students' Satisfaction

A student focused school should be able to not only be able to identify its students but should strive to meet the quality needs of the student. Frazie (1997) maintains

that merely meeting student expectation is not enough but the organisation should find out about unknown needs, in order to delight the student. Schools should continually work towards meeting the needs of the students satisfactorily. It must be pointed out that schools are in competition with each other. Only quality schools in terms of student needs satisfaction will be able to attract both quality teachers and students. Thus, the school head should come up with strategies that make the school competitive enough to be among the top achievers. The efforts by the school head to make the school better are part of school improvement.

School Improvement

School improvement is a complex process by which educational issues such as the curriculum, the school and the behaviour of participants are integrated. Mike Schmok (2009) maintains that school improvement is the single most important business of the school. It is the process that schools use to ensure achieving at high levels. Hopkins, Ainscow and West (1994) defined school improvement as planned educational change that enhances student learning outcomes as well as the school's capacity for managing change. Hopkins (2004) adds that school improvement is about raising student achievement through focusing on the teaching learning process and the conditions that support it. It is about strategies for improving the school's capacity for providing quality education in times of change. The addition of the term "managing" in the definition emphasises the processes and activities that have to be carried out in a school in order to achieve improvement. The strategies that need to be put in place by headmasters that improve quality of school life and enhance student outcomes according to Joyce and showers (1998) include the following:-

1. There should be a focus on specific outcomes which can be related to student learning rather than succumbing to external pressure to identify non specific goals such as improve exam results;
2. Schools must concentrate on formulating strategies, draw on theory and research into practice and the teacher's own experience so that the rationale for the required change is established in the minds of those expected to bring them about;
3. Recognise the importance of staff development, since it is unlikely that development in student learning will occur without development in teacher practice; and
4. Provide for monitoring the impact of policy and strategy on teacher practice and student learning early and regularly, rather than rely on post hoc evaluations.

Creemers and Reezigt (1997) propound that school improvement should be a programme for innovation focusing on change and problem solving in educational practice. Schools have to design and invent their own solutions for specific problems and be able to evaluate as to whether needs have been met. Creemers, Stoll and Reezigt (2007) observed that schools often need some form of external pressure to start improving. This pressure can be beneficial (positive influence) for schools have resources to be able to do that, but can be damaging (negative influence) for schools that do not have the skills and resources to initiate change especially if they do not receive adequate support. This appears to reinforce that the instructional leader remains a driving force in ensuring that every member in the school remains committed to continuous improvement and total transformation.

It is the responsibility of the instructional leader to monitor and work with teachers towards, efficient achievement of curricular goals. Supervisors should provide opportunities to infuse curriculum change, taking into account levels of operation for teachers. Tanner and Tanner (2006) identified three levels of teacher operation namely, the initiative-maintenance level, where the teacher expects a lot of guidance, the meditative level, where the teacher in the level appreciates new ideas but cannot fully improve curriculum and the generative creative level, where the teachers are innovative and do not hesitate to experiment with new ideas.

Teachers in Ghana fall into the three levels identified but what could be interesting is in what numbers considering the exodus of teachers mentioned earlier on. This is where staff development comes in, to bridge the gap but again, as alluded to earlier on 80 percent of the schools in Ghana were manned by acting heads who were inexperienced. This is compounded by the fact that through Director circular No15 of 2013 all promotion posts were frozen with effect from 1 April 2013 (Records of the GES, 2014).

The question of resources again features prominently in school improvement. Resources should be made available. Without resources schools are likely to experience difficulties in their improvement efforts. Resources can be material, but there are also other resources (or support) that may be essential for effective school improvement. Creemers, Stoll and Reezigt (2007) identified these resources as:

1. Autonomy granted to school so that they may be able to source freely;
2. Financial resources and favourable daily working conditions for teachers and schools; and
3. Local support from the community and parents of the school.

The same authorities further assert that: - teachers are considered an essential lever of

change, because change is explicit in their classrooms and their daily practices, but for effective school improvement, individual teacher initiatives are not enough. Teachers can succeed in achieving major changes in their classrooms with strong effects on student outcomes, but they cannot be expected to have a lasting impact on the school as an organisation. Improvement efforts initiated by one teacher will generally disappear (for example when the teacher changes school) unless the school as an organisation sustains the efforts. The message is clear that school improvement should target all teachers in the school or at least teachers in the department.

Perhaps this partly explains why results in some schools go down in a certain subject when a teacher leaves the school. It may be that the improvement was teacher centred and not for the whole school or department. In an effort to concretise school level school improvement, Creemers, Stoll and Reezigt (2007) identified three concepts that should be sufficiently present for improvement to take root namely: improvement culture, improvement processes and improvement outcomes. These three are inter-related and constantly influence each other. The culture influences not only the choice of processes but also the choice of outcomes. The chosen outcomes will influence the processes but their success or failure can also change the culture of the school.

This then means that for sustainable school improvement, the instructional leader should be able to create synergy between a focus on teaching and learning on one hand, and capacity building on the other. It must be emphasised that the ultimate aim of schooling is student achievement and growth. This is well attained when both the teachers and the instructional leadership have a strong concern for success. Teachers should be able to believe that all learners, regardless of prior background

have the ability to succeed and be willing to go above and beyond to teach the students. The head should be able to demonstrate the ability to achieve strong academic results for students through the teachers he manages. The instructional leadership should commit himself or herself to the core business of teaching, learning and knowledge.

The development of an effective school culture that enhances instructional leadership in the school requires that the teacher competences and leader competences need to be fused together so that they can result in student growth and achievement on one hand, and the development of an effective school culture on the other. Building a school culture that enhances the improvement of instructional leadership requires that the school headmaster focuses on driving for results, building relationships, and managing people. The school headmaster needs to adopt an approach to management and leadership that focuses on his or her competences together with those of the teachers and the learners so as to improve on classroom instruction.

2.2.7 Challenges in Instructional Leadership

In general, most school principals the world over and in Ghana in particular are facing difficult, trying and challenging times. Datnow, Hubbard and Mehan (2002) observed that there is a persistent and growing sentiment that public schools are failing to meet societal expectations with regard student achievement. In the case of Zimbabwe, when the nation was reacting to O-Level results for 2012 that had just been received. A plethora of problems were attributed to the poor performance. These included the exodus of teachers between 2000 and 2009 due to economic meltdown and political violence, poor and lack of infrastructure for effective teaching and

learning, poor salaries for both teachers and heads which resulted in low morale among the teaching fraternity, and diminishing resources in most schools. Much as parents would have liked to assist, they were also affected by the economic meltdown. Simon and Newman (2003) noted that in times of social-economic and political pressure for schools to achieve more with less resources and freedom can generate incredible stress and strain on principals and teachers.

This seemed to be true for most schools in Ghana in general, and in particular the schools studied especially rural and farm secondary schools. There was evidence of poor infrastructure, lack of classroom furniture and other important requisites for effective teaching and learning to take place. As alluded to earlier on, the government does not provide funds for infrastructural development to non-government schools, a very unfortunate development. The low morale and poor salaries tended to force teachers to operate private classes after school and other shoddy activities in order to augment their salaries. Furthermore, it can also be argued that in some schools, principals do not practice an effective instructional leadership role as far as curriculum conceptualisation, development and implementation because they did not receive adequate training at the local University and Teachers' Training Colleges.

As if to say this was not enough, school heads generally appeared to have a lot on their plate every day. Cuban (2010) humorously observed this about the school head's job:- "Everyone wants to go to heaven but no one wants to die. Everyone wants principals to be instructional leaders but no one wants to take away anything from the principals". He goes further to indicate that principals like teachers and superintendents have limited hours and energy. They face tensions over what they should choose to do each day. Tensions between managerial and instructional duties of the school head never go away. Seldom mentioned are important political tasks in

working with parents, mobilizing teachers, dealing with community social service issues etc.

Heads of Schools in Ghana are actively involved in the socio political activities of the communities in which they serve. Most developmental activities centre on the school and the headmaster is expected to take a leading role. Important political occasions such as Independence Day, Workers Day and others are presided over by the school head that has to mobilise the community to raise funds for the occasion and read the speech for the day on behalf of the head of state and government. Related activities that seldom happen include taking part in national elections, census, compulsory rallies; etc all put the head in a very difficult position and tends to compromise instructional leadership roles.

Thus, choices become compromises to ease tensions entangled in their teaching, managing and politicking roles. My experience as a former school head, is that I have never been able to do what I had intended to do in a single week, and in worse situations not even in a day, because before you know it, something will have cropped up, and that which crops up will be equally demanding. As a result even school heads who may put a high priority on instructional leadership find that, despite their good intentions, little of their work day may actually be spend on handling matters directly related to teaching and learning. It was hoped it would be interesting to find out in this study the extent to which school heads in the study adhered to their planned work schedules.

As alluded to earlier on, salaries were low, morale in the teaching fraternity was low and most teachers were engaged in activities that gave them the extra dollar that was needed in order to put food on the table. With so much to do, under such difficult and tempting conditions, one wonders whether school principals were

focusing solely on instructional leadership roles for quality school improvement. The researcher's experience as both head and district education officer showed that a number of school principals operated their own businesses in order to raise the much needed US dollar. The businesses included stationary shops, bottle stores, butcheries etc. As a result, once the head left the school on school business or purportedly school business, more often he would come back the next day, thus compromising ILR that improve the quality of the school's results.

Howell (2009) found that at best, elementary principals devote about 30 percent of their time to instructional leadership duties while secondary principals devote only 20 percent on instruction. It must also be considered that not all school heads are able to discharge their duties and responsibilities diligently due to other issues such as lack of skills, training and experience. This may appear quite evident in some African countries like Ghana considering that the minister of education David Coltart indicated that 80 percent of the school heads were in acting capacity. Such heads could be deficient in some if not most areas of instructional leadership. McEwan (2003) cited some deficiencies as a lack of skills and training, a lack of teacher cooperation, a lack of time, a lack of vision and a lack of cooperation from stakeholders. These, impact negatively not only on the performance of one's duties but on the school system as a whole. Cuban (2010) cited one teacher in the United Kingdom who spent 20 years in the classroom and during that period worked with six different heads but none of them ever saw him teaching. In some cases the school head timidly gets into a particular teacher's classroom and sits for a few minutes after which a report is produced for the teacher. The report is never discussed. Cuban (2010) laments that "I hope that one becomes a principal in order to see to it that the building is kept clean, that paper work is completed efficiently, that angry parents are

placated and that the school is well represented in the district political scene.’’ This study attempted to reveal what obtained in the selected cases.

One should not also rule out difficult school communities. Communities that strongly feel that the school literally belongs to them and therefore things ought to be done according to their dictates. The problem becomes more pronounced now than never before in Ghana because the bulk of the money available for use at the school comes from the community. Even teachers’ salaries are arrived at in agreement with the community in the form of incentives. Such communities may cause nightmares for both the school head and teachers at large and this impacts on effective teaching and learning.

2.2.8 Instructional Leadership in Ghana

The researcher did not find literature that focused on the instructional leadership roles of the senior high school head towards quality school improvement per se, but managed to go through several related literatures that was found to be useful to the study. The research study took place at a critical time in Ghana in general, and in education in particular. Various fora had raised concern about the quality of education in the country considering the massive exodus of teachers that took place as a result of the economic meltdown. A study conducted by the Research and Advocacy Unit in 2012 showed that Ghana lost 70,000 teachers due to political violence. The minister of education, also revealed that figures indicated that 20,000 teachers were lost between 2007 and 2008 due to economic crisis.

According to the Ghana Education Act (2004, chapter 25, p.4) all children have the right to education. However, education is not free because learners are required to pay tuition fees, development fees and other fees that the PTA may deem

necessary for the good of the school. Although tuition fees had been generally low and affordable in most government schools, development levies had proved to be an impediment to the provision of free education. The scenario appeared worse in rural and farm senior high schools where communities could hardly afford any form of fees charged especially with the introduction of the US dollar as the national currency.

High costs of fees, books and uniforms had led to high drop outs and low attendance rates in rural and farm schools, thus, compromising the quality of education. Consequently, the president Ghana National Teachers Association (GNAT) and National Graduate Association of Teachers (NAGRAT) warned in 2008 that Ghana may not achieve one of the aims of the declaration to which Ghana is signatory, that is, Education for all by 2015, as a result of the collapsing education system. United Nations Children's Education Fund (UNICEF) asserts that 94 percent of the rural schools serving the majority of the population were closed down in 2008/2009. It also found out that attendance rates plummeted from over 80 percent to 20 percent during the same period. Learning appeared to be taking place in urban areas where teachers' salaries were paid in US dollars by the parents, creating a wide gap between rural and urban schools and this further increased the fleeing of teachers to neighbouring countries.

The fleeing of teachers to neighbouring countries did not only compromise the quality of education but also reversed some of the gains previously achieved in the provision of education. Teachers were going to other countries in search of high salaries and better conditions of service. The GNAT and NAGRAT president, argued that the socio economic status of the teacher in Ghana declined drastically over the years. Thus, schools were failing to attract experienced teachers. In addition, teachers had gone on strike in recent years between 2005 and 2009 over poor salaries

and conditions of service. Politics had further aggravated the situation in terms of effective teaching and learning with a view to quality school improvement. Headmasters of senior high schools who are the instructional leadership were equally affected and one wonders whether those that remained in the system were effectively carrying out their instructional leadership roles in schools. UNICEF noted that while it already provided support to Ministry of Education (MoE), an investment of US \$17 million dollars over the past two years, for classroom construction, school fees assistance to children, textbooks, learning materials, boreholes, toilets in rural schools, the children's agency recognises that teachers remain vital for learning, and support to bring back the teachers in the classroom is requisite. All the issues raised above impacted negatively on the quality of education and it was hoped that this study would reveal the extent of the damage if any. Instructional leadership tasks for the head are provided for in Director's circular minute No. 15 of 2006 which detail the duties and responsibilities of the head as:

1. Design and provision of relevant suitable curriculum;
2. Supervision and staff development of personnel;
3. Determination of school mission goals and objectives;
4. Public relations and communication with stake holders e g parents, students, responsible government ministries, donors etc;
5. Provision and development of co curriculum activities; and
6. Is classroom practitioner.

The identified roles above seemed to be in agreement with what obtains elsewhere, and in particular the frame work selected for the study. Supervision of teachers has been identified as instrumental to effective teaching and learning. In this respect Nyagura and Reece cited in Ndoziya (2002) contend that the purpose of supervision is

that of offering advice, encouragement and support to teachers the new and experienced. It is designed to promote growth of student through goal setting, defining the purpose of schooling, providing resources for learning, supervising and evaluation, co ordinating staff development in the school, creating collegial relationships with and between teachers.

Oduro (2011) looked at the instructional leadership of the school head in creating a culture of teaching and learning. He concluded that having a vision, mission, and clear goals were critical among other things. Good school community relationships were also emphasised. In Ghana, heads of schools are mandated to evaluate teachers for two purposes. These are salary advancement and promotion. This does not mean to say that teachers are not evaluated for professional development and growth, but the two singled out are mandatory and tend to take precedence. When applying for a promotion, the application form should be accompanied by a recent performance appraisal form. As if to confirm that supervision and evaluation is not only meant for the purposes mentioned above, Makombe and Madziyire (2002) identified some major tasks of the head as:

1. Ensure quality teaching and learning;
2. Monitor and advice teachers in professional and academic matters through class visits;
3. Supervise students' work;
4. Lesson plans and assessment guides;
5. Assist teachers in producing schemes of work and provide; and instructional materials and other resources.

These activities are carried out by the instructional leadership with a view to improving the quality of school life. This calls for techniques and skills on the part

of the school head that enhance and improve quality. Madziyire (2000) highlighted some of the characteristics needed in supervisors for quality improvement:

1. Ability to motivate individuals so that they feel empowered to contribute to their school;
2. Ability to promote team work and student satisfaction;
3. Ability to set flexible goals, determine success factors and identify the mission;
4. Ability to create conditions that will foster genuine commitment and greater sense of ownership;
5. Willingness to make things happen and take risks; and
6. Ability to mould a leadership team, which works towards a shared vision, share common values and a repertoire of leadership skills.

The creation of links between the school and the community by the head is equally critical. As a result the government promulgated Statutory Instruments No. 87 of 1992 and No. 379 of 1998. The said statutes saw the establishment of the parents and teachers association (PTA). This is an autonomous bodies that represent parents at school level. The PTA was created in order to not only raise funds for the development of the school but save as a powerful weapon for sound school community relationships. The body levy parents and collect money that is meant to improve schools. The extent to which the money is successfully collected is dependent on the relationship that exists between the schools, in particular, the head and the PTA. This working relationship also determines the extent to which the PTA is able to willingly contribute towards the development of the school. As a result in some schools there is a noticeable gulf between the school and the community. Makombe and Madziyire (2002) caution instructional leadership to keep

in mind that schools belong to the community and that it serves to educate the children of the community. Instructional leaders should work towards maintaining a sound relationship with the community. My experience as a teacher reveal that in Ghana, schools and communities regard each other with a great deal of mistrust. Each has developed a sharp eagle eye for the weaknesses of the other. This mistrust appears to centre on financial issues and seldom on the performance of the school.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology refers to the ways of discovering knowledge, systems and rules for conducting a research study. O'Donaghue (2007) puts it aptly by noting that the research methodology is a strategy, plan of action, the process or design behind the choice and use of methods to reach the desired outcomes. The research method, therefore, is basically a specific procedure or techniques used to generate data. This chapter therefore, focused on the research methodology and design that was used in this study. This chapter also considered the areas concerned with the methods used in the research. These areas include the research design, the procedure for the study, population under study, sample size and sampling procedure, instrument for data collection, procedure for data collection, and the method of data analysis.

3.2 Research Design

A research design entails the determination of a research approach one intends to use in order to provide solutions to the research question. Mouton (2011) maintains that the research design reflects the type of study undertaken to provide acceptable answers to the research problem. Tredoux (1999) further states that the research designs are plans or protocols for a particular piece of research. According to Conrad and Serlin (2006) the research design concerns the assumptions underlying the manner in which the study is constructed to pursue a disciplined inquiry about the phenomenon to be investigated. It is the research design that guides the researcher to determine whether the research questions can be answered adequately by means of certain procedures and methods used to collect the data.

Babbie (2007) observed that research design is about what the researcher is going to observe and analyse, why and how? He identified two major tasks in a research design as follows; specify as clearly as possible what you want to find out; and determine the best way to do it.

The study adopted a case study research design which according to Mcburney (1990) ‘‘is simply to determine how people feel about a particular issue’’ (p.60). Creswell (1994) defines a case study as a single instance of a bounded system, a community, etc. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles (Cohen, Manion & Morrison 2011). Case study research refers to those studies which investigate possible cause and effect relationship by observing an existing condition or state of affairs and then search for plausible causal factors. Cooper and Schindler (2001) define case study research as a method of teasing out possible antecedents of events that have happened and cannot therefore, be controlled, engineered or manipulated by the investigator.

Case studies are popular as they allow the collection of a large amount of data from sizeable population (Saunders, Lewis & Thorn hill, 2007). Using case studies strategy allows the researcher to collect qualitative data and analyzed it using descriptive statistics. The qualitative approach involves an interview and open ended questions because it gathers data at a particular time with the intention of describing the nature of existing condition (Cohen & Manion, 1995). Boas (1943), Lincoln and Guba (1985), LeCompte and Preissle (1993) give a plethora of characteristics of naturalist qualitative research. These include the following among others:

1. Humans actively construct their own meanings of situations;
2. Meaning arises out of social situations and is handled through

interpretive processes

3. To understand a situation researchers need to understand the context because situations affect behaviour and perspectives and vice versa;
4. Research must include thick descriptions not only of detailed observational data but data on meanings, participants' interpretations of situations and unobservable factors;
5. Researchers are the instruments of the research;
6. Studies must be in their natural settings as context is heavily implicated in the social construction of meaning; and
7. Purposive sampling enables the full scope of issues to be explored.

3.3 Population

Creswell (2008) asserts that people or sites that can best help in understanding a researched phenomenon should be selected. Budhal (2000) adds that site selection and sampling processes are used to identify cases that the researcher is going to study. According to McMillan and Schumacher (2010) choosing a site is a negotiated process to obtain freedom of access to a site that is suitable for the research problems and accessible for the researcher in terms of time, mobility, skills and resources. This meant that the researcher had to obtain information in advance about the sites, their suitability, history, routines and social systems. Thus, in this study I chose to investigate into all senior high schools located in Wa Municipality. The schools were accessible to me and had been in existence for at least ten years. The high schools or sites were chosen as follows from Group A, Group B, Urban and Rural senior high schools. Group A schools in the Ghanaian context means that it was a school with the highest grading standards in an urban setting while a Group B

school was a school for also highest grading standards but situated at a dense suburbs. Urban and Rural Senior High Schools are those schools under Group D and Group E with less facilities as compared to their total school population.

3.4 Sampling

Sampling is a critical element of any research. The quality of the piece of research not only stands or fails by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy adopted. Furthermore, Mhlanga and Ncube (2003) observed that “it is often neither possible nor desirable to collect data from the entire population, which may often be infinite”. Trochim (2006) defined sampling as “the process of selecting units (e.g. people, organisations) from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen. “Patton (2002) and Strewing and Stead (2003) maintain that sampling should not be for the sake of having a sample, but should be information rich. Mason (2006) posits that sampling and selecting are principles and procedures used to identify, choose and gain access to relevant data sources from which to generate data using chosen methods. Hence, a sample is a part of a total population. While it is a subset; it is representative of the population and time. My population was made up of high school heads and teachers in Wa Municipality. It is from this population that my sample (unit of analysis) was derived from.

Much as I would have wanted to include other school community members such as students and, HODs in the study, these were left out for a variety of reasons. These include the fact that HODs work very closely, (all things being equal) with the headmaster and the researcher felt that their views and opinions

could be biased in the sense that they would not be able to discuss the head freely because they are part of management. Learners were excluded because as Patton (2002) and Strewing and Stead (2003) maintain, a sample should be information rich and it was felt that learners were not rich enough on issues that relate to the activities of the headmaster.

There are two main methods of sampling (Cohen and Holliday 1996 and Schofield 1996). These are probability sampling (also known as random sample) and non- probability sampling (also known as a purposive sample) Denscombe (2005) and Berg (2004) propound that in qualitative research, non probability sampling (purposive sampling) tends to be the norm. It was against this assertion that purposive sampling was used in this study.

The study used the Purposive sampling techniques to sample out its respondents for the study. McMillan and Schumacher (2010) maintain that purposeful sampling involves choosing samples on the basis of being likely to be knowledgeable and informative regarding a particular phenomenon being investigated. Cohen, Manion and Morrison (2000:56) put it more aptly by saying “in purposive sampling often a feature of qualitative research, researchers hand pick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought”. Babbie (2007) refers to this type of sampling as judgemental sampling. The units to be studied are selected on the basis of the researcher’s judgement about which one will be the most useful or representative. Thus, people were selected deliberately because their views were relevant to the issue concerned. Teddlie and Yu (2007) see the purposes of purposive sampling as:-

1. To achieve representativeness of the activities, events, behaviours, setting and

individuals involved;

2. To enable comparison to be made;
3. To focus on specific, unique, issues or cases; and
4. Generate theory through the gradual accumulation of data from different sources.

For the purpose of this study five teachers from each of the ten selected high schools were chosen to participate in the study. The chosen teachers had to be qualified, and must have taught for at least one year. Heads of Departments (HOD) did not participate in the study. Thus, a total of fifty teachers and ten high school heads were the major focus of the study. However, observations and informal conversation could not be restricted to the fifty teachers. The views of parents that happened to be at the school during my visits were also solicited and incorporated depending on their usefulness. This is referred to as opportunist or emergent sampling, which involves spontaneous decisions to take advantage of situations and opportunities that present themselves during data collection.

3.5 Data Collection Instruments

3.5.1 Observations

Observation is more than just looking. It is looking, (often systematically) and noting systematically, (always) people, events, behaviours, settings, artefacts, routines and so on (Marshall and Rossman (1999), Simpson and Tuson (2003). The distinctive feature of observation is that it offers the researcher the opportunity to gather live data from naturally occurring school situations. Thus, qualitative observation does not only provide a firsthand account of the situation but also yield

more valid data than what one would get while using other methods. Hence I had to carefully watch the actions of the school heads as instructional leaders and what the teachers said were the instructional roles exhibited. Some of the things observed included movement of all the members of the school, punctuality, responsiveness, collegiality amongst staff, discipline, the rapport, to mention but just a few.

The learners, the environment and everything else that had a bearing on teaching and learning was also put under the spotlight. Field notes were made as events unfolded naturally including what I was able to hear from people in the school, including grape vine. Movement of teachers, students and people in general in the school could tell a long story about the school head. Actually, this story could start to unfold as soon as one approached the schools gate, mingling with teachers and students, at the gate as one met the security personnel if any, at the reception and finally in the head's office. Therefore, the story went on as one made regular visits to the schools. It was critical to record events as they unfolded in the school to ensure accuracy of observations. Observations are a purposeful, systematic and selective way of watching and listening to an interaction as it occurs, Conrad and Serlin (2006). Lemmer (1995) indicates the activities to be undertaken during qualitative observation as noting how people perceive reality, their words, feelings and beliefs. It was also imperative to take note of non-verbal behaviour during interviews.

Spending some time in the schools definitely enhanced the quality of observations that were made. This was so because I had become part of the school family, a resident as it were, and the trust, confidence and collegiality I had managed to gain enabled most participants to behave more naturally, thereby gathering useful data which was not simulated. Robson (2002: 310) observed that

“what people do may differ from what they say they do, and observation provides a reality check, observation also enables the researcher to look afresh at everyday behaviour that otherwise might be taken for granted.”

May I hasten to point out that observation can be of facts (Cohen, Manion and Morrison 2011: 456). For example, the number of textbooks available, furniture for students and teachers, presence of the school head at the school, the availability of library, to mention but just a few. In this study all these constituted part of what I observed and these facts had to be recorded because they acted as pointers to the instructional leadership roles of the head and to quality school improvement. In a nut shell, observations enabled the researcher to gather data on:-

- The physical setting (e.g. the physical environment and its organisation);
- The human setting (e.g. the organisation of people, the characteristics and make up of groups or individuals being observed.);
- The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, nonverbal etc); and
- The programme setting (e.g. the resources and their organisation, pedagogic styles, curricula and their organisation). Morrison (1993).

3.5.2 Interviewing

According to Babbie (2007:306) qualitative interview is based on a set of topics to be discussed in depth rather than based on the use of standardised questions. “Its an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry, including the topics to be covered, but not a set of questions that must be asked with particular words and in a particular order.” What is important is that the researcher has to be familiar with the questions

so that the conversation proceeds smoothly and naturally. Thus, the researcher should establish the direction of the conversation, guide and control so that the conversation remains focused on the topics to be covered. Hence, the respondent was the one who did most of the talking as he/she narrated not only experiences in the school but what actually happened in it. Participants did not only narrate their experiences but also opinions, feelings and knowledge about the instructional leadership roles of the head in their schools.

McMillan and Schumacher (2010) view interviews as vocal questionnaires while Berg (2004) defines them as a conversation with the purpose of gathering information. In this respect I conducted the first interviews with heads of schools. Prior arrangements with the head had to be made. Interviews with heads in most cases lasted for at least an hour. These were later followed by interviews for the respective five teachers in each of the schools. Obviously these interviews took time and this meant coming to the school till all the teachers had been covered. Efforts were made not to interfere with teaching and learning of the students, as a result free periods for the teachers were mostly used. Where necessary, follow ups were made with both heads and teachers in order to tie up all the loose ends. The following are the types of interviews that were employed and are described below:

- *Unstructured interview*: The technique was used to collect qualitative data by setting up a situation with the head that allowed the head the time and scope to talk about their opinions on ILR. I had to decide the focus of the interview since I had specific areas that I wanted explored. The idea was to create scenarios that made it easy to understand the head's point of view rather than make generalisations about the behaviour. The technique also used open ended questions suggested by the researcher while other questions arose

naturally during the interview. It was very important to establish rapport with the head so that the interview flowed like an ordinary conversation. Prepared questions were meant to guide and keep focus of the conversation while those that arose were meant for clarity purposes or for digging more information. Berg (2004) and White (2005) maintain that unstructured interview has the potential to elicit from the informants the actual information being researched; and is reasonably objective while permitting more thorough understanding of the respondent's opinion.

- *Informal conversation interview:* In this type of interview, most of the questions are situational, they arise from the immediate context and therefore not predetermined. The data gathered is based on the event, that is, the researcher will be making observations and in the process something emerges which prompts one to engage in an informal conversation. Thus, informal observations are built on and emerge from observations. Informal conversations took place as I visited the selected sites. They were not restricted to a particular place of the school because, I met and conversed with teachers, parents, and even the head where ever in the school such as the staff room, library, and sports field and even by the school gate. These conversations could even occur while conducting an interview. This meant that I had to digress cautiously from the interview and quickly come back before loosing focus. It was not going to be easy to capture everything that took place during these conversations and therefore the conversations were audio taped. The researcher would then play the tapes at convenient times and transfer the information to the correct note books that had been created for each school. These informal conversations increased the salience and relevance of questions and were

matched to individuals and circumstances.

- *Focus group interview:* Babbie (2007) defines a focus group as a group of subjects brought together in a room to engage in a guided discussion of some topic. The group is usually made up of six to twelve people. Morgan (2002) defines a focus group interview as a technique that collects data through interaction on a topic determined by the researcher. Stringer (2009) maintains that a focus group interview provides another means of acquiring information. It allows the researcher to question several individuals systematically and simultaneously. It must be pointed out that the group members interact with each other over an issue posed by the researcher. The interviews were meant to elicit opinions, attitudes, feelings and perceptions about the group on instructional leadership roles and not the individual. In a focus group interview, the interviewer had to develop the skills of a moderator. Controlling the dynamics within the group was a major challenge. Thus, the researcher had to ensure that no one interviewee dominated the group to reduce the problem of group conformity. Both introverts and extroverts were afforded the opportunity to say their views during the deliberations. Thus, all group members had the opportunity to participate fully on all issues brought forward for discussion. The discussions were lively and a lot was going on as teachers could talk freely about what obtained at their respective schools. The researcher had to use the audio tape once more in order to be able to capture what was going on, especially the goings on that seemed informal when someone else was speaking. The data gathered would be decoded at my own time and correctly posted to where it belonged.

3.5.3 Document Analysis

A document may be defined briefly as a record of an event or process (Cohen, Manion Morrison 2011). The records are produced by the individual or group. Schools as institutions of learning do not only produce documents but also maintain them. The documents are usually generated by the head, his deputy, HODs and teachers. Intense, the life of a school can be learned through document analysis. Both personal and professional lives of school personnel can be found in school documents. Common documents found in high schools that the researcher analysed in the study included the school's vision and mission statements, files for teachers, minute books, school policy documents, internal memos, supervision documents, staff development documents, newsletters, performance appraisal forms, learners' exercise books etc. There were also useful documents in schools that were not necessarily generated by schools themselves but came from district, provincial and head offices. These also contained valuable information about what high schools should do or not do in an effort to improve the quality of education.

Best and Khan (2006) maintain that document analysis serve to add knowledge to research and explain certain social events. Thus, all these documents were analysed carefully since they revealed the current nature and state of instructional leadership roles in high schools. However, it was equally important to scrutinise the documents because some of the data contained in documents were not necessarily relevant and could be distorted, especially those generated at school level. The researcher, as a high school teacher is aware that some documents can be manufactured at school level. This is usually done by the head, deputy head and HODS in order to meet official expectations and requirements. Document analysis was found to be useful because it was used to triangulate what the researcher had

come up with during interviews and observations. Gall et al (1996) recommend the triangulation process to eliminate biases that might result from relying exclusively on one data collection strategy, source or theory. A special attempt was made to match all the information gathered through other sources with what the researcher gathered through document analysis. Official documents such as the school's vision and mission statement, code of conduct for teachers and learners, year plan for curricula activities, supervision reports etc were found to be very useful among others. Patton (2002) maintains that document analysis provides a behind the scenes look at the phenomena that may not be directly observable and about which the interviewer might not ask questions without the leads provided through documents. As a result, through documents I was able to see the current and past routines of the schools

3.6 Data Collection Procedures

Creswell (2008) views data collection as identifying and selecting individuals for study, obtain their permission to study them and gathering information by asking people questions or by observing their behaviour. Research data may be categorised as primary and senior high data. Primary data are generated by the researcher using data gathering techniques. Secondary data are those that have been generated by others and are included in data sets, case materials and data bases. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues or to pass information on to others. Through data collection I was able to take note of the frequency of types of behaviours, and or words in the form of responses and opinions as given by the participants. When these were put together some patterns emerged that served as guidelines to answers to

research questions.

In an effort to facilitate and improve data collection a field log was used to provide a detailed account of how time was spent at a research site. Details that relate to the researcher's observations and interviews were also recorded in field note books. Each site was having its own field note book in order to avoid mix ups of information. McMillan and Schumacher (2010) identified five phases for data collection and analysis strategies and these were applied in this study. The phases are as follows:-

Phase 1: This was the planning stage where the researcher analyses the problem and research questions with a view to choosing sites and deciding instruments to be used that would yield valid and reliable information about the study. The selected research instruments had to be tested in a pilot study. Visits were made to all the ten high schools chosen in order to make appointments and for familiarisation purposes before embarking on the study.

Phase 2: At this stage it was critical to establish rapport with participants through informal discussions and visits to the staff room because data gathering was to commence at this stage. Hence sound relationships became essential to kick start the process.

Phase 3: Data collection continued but I was also attempting to make some sense out of the already collected data. Efforts were also made to take note of relationships if any.

Phase 4: Data collection ends in this phase. Final touch ups needed to be done especially taking cognizance of findings that could have arisen. Thus, I focused on not only possible interpretations but also verification of information. It was also critical to talk to every participant before leaving the school in case he had something to say and of course to say good bye.

Phase 5: In this phase all data collection processes were finalized in order to come up with a holistic approach of analysing all data. The different forms of data were analysed with a view to establish the relationships between the different parts and sources that made the whole.

As alluded to earlier on, the qualitative research methodology is able to use a variety of techniques for gathering information. There is no single prescription for which data collection instrument to use, rather the issue here is of “fitness for purpose”. The techniques discussed below were seen as appropriate for this study.

3.7 Ethical Considerations in Data Collection

Ethics is typically associated with morality, that is, matters of right and wrong, good and bad as agreed upon by members of a group. Babbie (2007) says it is conforming to the standards of conduct of a given profession or group. Massiwa and Kabanda (2006) contend that ethics are the principles of right and wrong that can be used by individuals acting as free moral agents to make choices to guide their behaviour. This is critical, especially in qualitative research where the researcher engages in face to face interactions with participants. Issues that need to be considered include privacy, human rights, honesty, fairness, voluntary participation,

confidentiality, anonymity etc. Nolen and Van der Putten (2007) refer to these as respect for participants, informed consent of participants, beneficence and justice. As a researcher, it was imperative to be aware of the general agreements shared by researchers about what is proper and improper in relation to the fore mentioned issues. Some of the ethical issues which were pertinent to this study are discussed below.

3.8 Validity and Reliability of Data

Babbie (2007) views validity as the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. This sounds as if validity only applies to quantitative research. However, McMillan and Schumacher (2010) contend that validity refers to the degree to which the explanations of the phenomena match the realities of the world. Thus, in qualitative research validity can be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and disinterestedness or objectivity of the researcher (Winter 2000). Bell (2005) posits that if an item is unreliable, then it must also lack validity. McMillan and Schumacher (2000) maintain that reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meanings from the data. Lincoln and Guba (1985) suggested the key criteria of validity in qualitative research which were found to be relevant for the study:

1. Credibility (replacing the quantitative concepts of internal validity);
 2. Transferability (replacing the quantitative concepts of external validity);
- Dependability (replacing the quantitative concepts of reliability); and

3. Conformability (replacing the quantitative concepts of objectivity).

Lincoln and Guba (1985) argue that, within these criteria of validity, rigour can be achieved by careful audit trails of evidence, member checking or categorising results, peer debriefing and triangulation. In qualitative research, the common types of validity that were applicable to the study. The researcher employed a descriptive and interpretive validity. According to Maxwell (2000), descriptive validity refers to the factual accuracy of the account that is not made up, selective or distorted (Winter 2000). In this respect validity subsumes reliability; it is akin to Blumenfeld – Jones' (1995) notion of truth in research, what actually happened. In this respect the researcher- tried to ensure that only what happened in the setting under study was reported accurately. Also, according to Maxwell (2000), interpretive validity is the ability of the researcher to grasp meanings, terms, interpretations, intentions that situations and events, present when the participants give information. Johnson and Christensen (2008:277) maintain that interpretive validity refers to the extent, to which the research participants' view points, thoughts, feelings, intentions and experiences are grasped accurately by the researcher and portrayed in the research study. This meant that I had to attempt to put myself in the shoes of the participant and tried to understand everything from where the participant was. It also meant getting to understand the participants' non-verbal actions and feel the way they will have felt. This also called for genuine involvement in the study.

Again, the study employed an internal and external reliability techniques. As noted by Wiersma and Jurs (2005) internal reliability refers to consistency in the research process and relies on the logical analysis of the results as the researcher

develops the description of the phenomena under study. Triangulation was done to assist to achieve internal reliability. There was a need to cross check and verify results from the various techniques employed regularly in order to ensure reliability. With the process of external reliability, the researcher sought to come out with the the degree to which another researcher working in the same site or similar one would be able obtain consistent results. Research findings will be reliable if from the start, the data gathering instruments that were used were bias free. The way the researcher phrases questions can connote some bias. Research bias is a serious threat to the validity of any research. This meant that all questions had to be carefully phrased. According to Johnson and Christensen (2008), research bias means obtaining results that are consistent from selective observations and selective recording of information. It was pertinent to capture all data as said through the use of an audio recorder so that I would not record in a selective manner. Also, validation did not wait, it occurred throughout the study especially during observations, interviews, conversations and recording of data. The following strategies for validating findings suggested by Johnson and Christensen (2008) were applied during the study:

1. Triangulation of different data sources of information by examining evidence from the sources and using it to build coherent justification for themes;
2. Spending an extended period of time in the field of study with the participants in order to cultivate and develop an in depth understanding of each other and the phenomena being studied;
3. Using thick, rich descriptions to convey the findings;
4. Using member checking to determine the accuracy of the findings; and Participant language and verbal accounts should be used.

3.9 Data Analysis

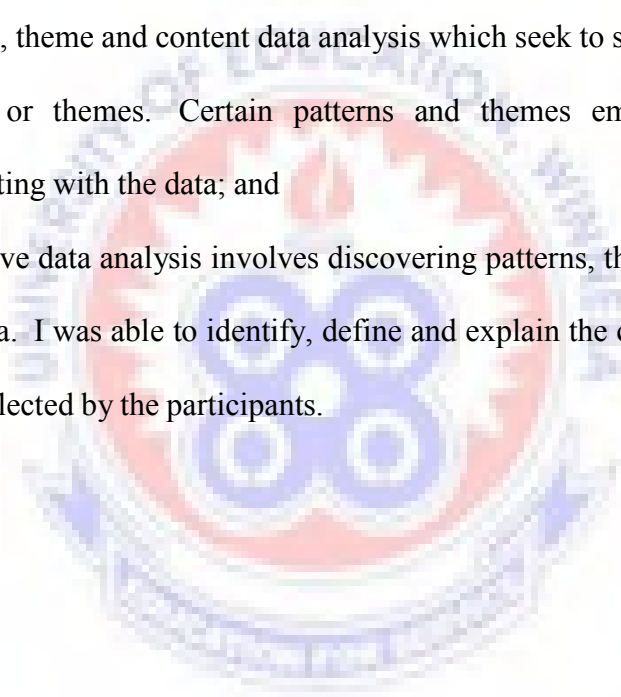
During the study a lot of data was collected through the various data gathering techniques discussed above. This data was subjected to thorough analysis in an effort to make sense out of it. Bodgan and Bilken (2007) contend that data analysis is the process involved in systematically searching and arranging the interview transcripts, field notes, and other materials that are accumulated by the researcher so that he/ she can make the findings. Marshall and Rossman (1999) maintain that data analysis refers to the process of bringing order, structure and interpretation to the large volume of data collected. Creswell (2003) points out that data analysis involves making sense of both the text and images. Data analysis took place in two stages namely during the process of gathering and after completion of the process. When collecting data, analysis was done through checking recurrent themes that came up. Thereafter, Creswell's steps in qualitative data analysis were used. These are:

1. Data collection which involved organising and preparing the data for analysis;
2. Data entry and storage, which involved reading through all the data to get a general sense of the information to reflect on its overall meaning;
3. Segmenting, coding and developing category systems where the researcher embarked on a detailed analysis of the data with a coding process;
4. Identifying relationships between the data collected through the coding process to generate a description of the setting or people including categories or themes which were analysed for each individual;
5. Construction of diagrams, tables etc to convey the findings of the analysis by using figure tables and matrices as adjuncts to the discussion; and
6. Coordinating and validating results.

This meant that I had to search for patterns and relationships in data, breaking it

into small units and sythezising it. This way, the researcher was able to gain understanding of the phenomena being studied. Patton (2002) has the following types of data that are critical in qualitative data analysis most of which were collected by the researcher:

1. Phenomenological data analysis which seeks to group and elucidate the meaning, structure, and essence of the lived experience of a phenomenon, of a person or group of people. This was quite useful because the researcher interacted with the participants over a period of at least four weeks;
2. Pattern, theme and content data analysis which seek to search text for meaning, words or themes. Certain patterns and themes emerged as a result of interacting with the data; and
3. Inductive data analysis involves discovering patterns, themes and categories in the data. I was able to identify, define and explain the categories as developed and reflected by the participants.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on the research findings as provided through the research instruments that were used during the study. It begins with the demographic characteristics and discuss the various research questions. The data was generated through the use of individual interviews, document analysis, and qualitative observation and focus group interviews. The findings were presented systematically with a view to providing answers to research questions. The main objectives of this study was to examine the instructional leadership roles of school heads in selected public senior high schools in the Wa municipality, and its impact on school performance. The research study was treated as a case study because “the research design entailed the detailed and intensive analysis of a single case” (Bryman, 2012).

In presenting the findings of this study, each of the ten senior high schools was described and discussed in terms of school infrastructure and its location. This was followed by profiles of participants that took part in the study. Pass rates of 10 senior high schools studied were also presented. Last but not least, sub questions of the study had to be revisited together with the data obtained. Central themes that emerged from interviews conducted were represented and discussed. It must be noted that interviews were conducted in English, though some responses were given in vernacular and as much as possible the participants’ own words as spoken during the interview were presented verbatim.

4.2 Demographic Characteristics of Study Participants

The demographic characteristics of the Senior High School Headmasters are prescribed in table 4.1.

Table 4.1: Heads of Schools in the Study

Variables	Categories	Frequency	Percentage
Gender	Male	7	
	Female	3	
Highest academic qualification	First Degree	6	
	Postgraduate Certificated in Education	2	
	Masters' Degree in Education	2	
Teaching experience	5-14 years	2	
	15-24 years	4	
	25-34 years	4	
Years as headmaster	5-9 years	5	
	10-14 years	1	
	15-19 years	1	
	20-24 years	3	
Years at present school	2-5 year (s)	6	
	6-10 years	2	
	11-15 years	2	
Additional Lessons Handled	1-5 period (s)	2	
	6-10 periods	2	
	11-15 period	3	
	16-20 periods	3	
Headship Training	Immediately at post	0	0
	Some time after appointment	0	0

As shown in Table 4.1, a total of ten heads were included in the study. Of these, three were females while the remaining were males. This does not in any way suggest that the distribution of heads in the country is similar to what was found in this case study. The study focused on the type of schools not the person in charge. What stood out clearly was that all the heads of schools met the ministry's criteria for appointment as head. They all had at least first degrees and had been deputy heads for at least two years. It was pleasing to note that all of them had ten or

more years of teaching experience and three had more than thirty years of experience. These heads were not only experienced teachers, but also experienced heads as well, since none of them had less than five years in the post. But what could have affected the response of the study was the results shown when the headmasters were asked about the number of years they have spent in their current school. The least number of years as head was six years and the highest was twenty-four years. This shows massive experience of the headmasters. Analysis showed that most of them had been in the school for less than 5 years and then it can be deduced that they are not familiar with their place of headship. It can be viewed from another angle that since all heads have been in their respective schools for at least two years and above, therefore the expectation was that one was not only knowledgeable about the school but also in full of control.

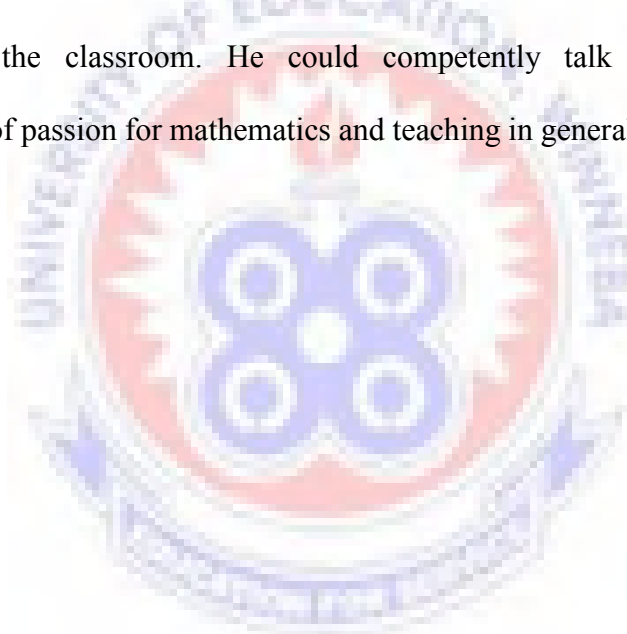
However, it was interesting to note that all the ten heads did not have formal training for the post, even after appointment, none of them was inducted. They all came to their schools with an appointment letter, introduced to the school by a district official and took over the reins just like that. While all the headmasters had attended many workshops and one day meetings with the Ministry of education officials, these did not necessarily touch on what the head should do in order to improve teaching and learning. In other words, the meetings rarely focused on the instructional leadership roles of the head. Heads of schools indicated that the workshops were generally reactive to what will have happened or to be informed about the pending changes in the system. One head had this to say about the meetings

“We are always gathered to explain why the pass rate is low and to indicate corrective measures to be taken by the school. It is assumed that I

perfectly know how to make things right.”

(Headmaster of School D)

Manion and Morrison (2011), stipulates that school heads with less knowledge about their instructional leadership roles, are expected to have teaching loads. Table 4.1, shows that eight of the headmaster had teaching loads of not less than 6 periods hours, handling lessons while six were with 11 to 20 periods were at the senior high schools. I actually found the head of senior high school C in class teaching mathematics to form three students. I asked to sit in the class and he delivered a very good mathematics lesson. This head, I do not doubt has firsthand experience of what obtained in the classroom. He could competently talk about the subject and showed a lot of passion for mathematics and teaching in general.



4.3. Demographics of Senior High School Teachers

Table 4.2: Profiles of Teachers Studied

Variables	Categories	Frequency	Percentage
Gender	Male	26	
	Female	24	
Highest academic qualification	Diploma in Education	5	
	First Degree	22	
	Postgraduate Certificated in Education	18	
	Masters' Degree in Education	5	
Teaching experience	5-9 years	18	
	10-15 years	15	
	16-20 years	10	
	21-25 years	7	
Years at present school	2-5 year (s)	16	
	6-10 years	23	
	11-15 years	8	
	16-22 years	3	

As indicated in Table 4.2, a total of 50 teachers participated in the study through individual interviews and focus group interviews. Out of the 50 teachers, 26 were males while 24 were females. The teachers had relevant teaching experience. The least experienced had five years while the most experienced had twenty-five years. After five years of continuous teaching, the expectation is that one would be a mature teacher. Academic qualifications for teachers varied from the diploma in Education through a first degree a Master's of Education. However, the same table shows that out of the fifty teachers who took part in the study only five did not have degrees but rather, had a diploma in education certificates. While according to ministry requirements this finding make the teachers under study, qualified to teach in senior high schools, although one would have wished if all teachers teaching in senior high schools had at least first degrees. My suspicion is that this may be the pattern across the whole country that we have more teachers with at least first degrees, but still

a very few with diploma in education certificate teaching in senior high schools. A diploma in education is a certificate gained in Ghana, from the teaching training colleges of the universities that are responsible for training teachers in Ghana, such as the University of Education, Winneba (UEW) and the University of Cape Coast (UCC). What was critical is that all the fifty teachers were appropriately qualified to teach at a senior high school. It was also observed that all the teachers were teaching the subject they trained to teach. Only sixteen teachers out of fifty had less than five years at their present schools while the rest of the thirty-four had over ten years. This meant that the majority of the teachers could competently talk about their experiences in the school and the heads.

School results for the schools under study were considered as an important indicator of how the head played his instructional leadership roles.

4.4. Examination Results for the Study Schools

In Ghana, the performance of senior high schools are measured through results produced at West Africa Senior High School Certificate Examinations (WASSCE). It is the results of this WASSCE that will determine whether the school is considered as below average or above average. Actually every year senior high schools are ranked according to results from number one up to the last at district level, provincial and national levels. Rankings of the top twenty or fifty performing senior high schools are sometimes published in newspapers. Table 4.3 shows WASSCE results obtained by senior high schools in the study between 2013 and 2015. The WASSCE results of 2016 was not inclusive in this study, because as at the writing of this project, the 2016 WASSCE results were not yet in. These three current, but consecutive years were deemed sufficient to indicate what the schools were capable of doing academically.

Table 4.3: WASSCE Results of Schools

School Type	Schools	2013	2014	2015
Urban	A	7.8 %	6.9%	5.3%
	B	9.7%	13.6%	11.3%
	C	3.6%	9.1%	13.7%
	D	9.8%	11.7%	9.4%
Group B	E	29%	31.5%	26.7%
	F	31.7%	34.7%	24.3%
Rural	G	0.4%	0.4%	0.3%
	H	0.7%	0.5%	0%
Group A	I	64.8%	68.6%	58.5%
	J	44%	45.2%	42.6%

The WASSCE results in the table obviously indicate that *Group A*, which are boarding schools, though with a day component, performed much better than the rest of the schools under study. The highest pass rate in these schools was 68.6% in 2014, by ‘*School I*’ while the lowest was 42.6% by ‘*School J*’ in 2016. *Group B*, schools came second with the highest pass rate being 34.7% in 2014, by *School F* and the lowest was 24.3% in 2016, by the same *School F*. There was nothing that seemed to separate urban schools in high density suburbs from those in rural areas. The performance in these schools was generally way below average. National average pass rate for 2014 was 18.4% (Records of GES, 2015) and schools A, B, C and D were far from achieving this. The worst case scenario obtained in rural schools were a less than 1% pass rate was the norm in the three years considered. The heads of the two schools blamed both the community and the government for the poor results.

“The government is not serious about these schools. It is a political issue and we are made to suffer. The schools are not registered and therefore cannot get support from the government. The community is living in poverty so what do you expect me to do?”

(Headmaster of School G)

“I will take this opportunity to complain that there was no support from the district and the provincial offices of the ministry since “they had not visited the school for more than five years. All they requested were reports to explain why students failed. I will agree with my teachers that in 2013 the nine students who were supposed to write the WASSCE examinations would not write in order to give them more time to prepare. This then meant that these students would do a four year course in five years with the hope that things would improve.”

(Headmaster of School H)

As a heads in an urban senior high schools I will attribute our performance to largely, our poor salaries coupled with the non-availability of incentives to motivate teachers while those in high density schools blamed the poor results on the quality of students that they enrolled in the schools.

(Headmaster of School A)

Admittedly, the above results are not good especially in urban and rural group senior high schools. However, these results should be viewed in light of the massive unprecedented expansion in education that took place after independence between 1984 and 1990. Many senior high schools were built in both urban and rural areas but the expansion could not be matched with a requisite quality of education, it was merely a quantitative expansion to enable as many people as possible the right to education since this had been denied by the previous regime. Following this expansion, results in senior high schools in general were generally very poor. Most if not all newly established schools recorded pass rates of less than 1% in subsequent years. These schools are mainly in townships and rural areas. This pattern continued

for at least the following ten years and there after pass rates started to pick up. It is for this reason that pass rates of about 15 percent in previously nonexistent schools are commendable though not satisfactory. The focus now is on improving the quality of education in all schools through effective instructional leadership among other things. This position does not obfuscate the current crisis in the education system which has been aggravated by the political and economic challenges of the country. The data above would not adequately show the instructional leadership roles of the head without presenting what the heads and the teachers who participated in the study said. Individual interviews were conducted with the ten heads and fifty teachers (see appendix G and F for questions). This will now be presented using the sub questions of the study raised in the next paragraphs.

4.5 Analysis of Research Questions

Research Question 1: What Instructional Leadership Roles do Heads of Senior High Schools in the Wa Municipality Play?

The head of school A was the most experienced of all the heads included in the study with thirty-four years of experience, twenty-four years as head and ten years at the current school. This was his third school as a head. The school's vision, mission and values were displayed in the head's office and also in the staffroom. When asked on progress being made to attain this, considering the low pass rate the head said

“Teachers do not like to work, they are not supportive when it comes to the implementation of instructional programmes meant to improve results. All they are keen on are incentives and extra lesson”.

(Headmaster of School A)

On supervision he indicated that supervision of teachers was critical for the success of the school. When asked how often he conducted class visits, the head said that his wish was to see every teacher once a term but this had proved extremely difficult as a result he delegated the task to the deputy and the heads of departments. According to his classroom visits timetable, he was supposed to have visited all the teachers by the time of my visit in September. However, he admitted that he had only managed to see two teachers due to lack of time. He indicated that there were too many meetings to be attended such that he had “no time to go into classrooms”. This was the same with checking students’ written work. Not a single exercise book had been seen by the head at the time of my visits. However, the head indicated that he requested Head of Departments (HODs) to submit their class visits reports to him so that he can monitor the frequency of visits by HODs.

On staff development, both the head and the teachers concurred that this was usually done at the beginning of the year when doing ‘Key Result Areas’ and at the end of August when concluding the same exercise. This meant that the only form of staff development that was done in the school was on performance appraisals. The head said that HODs conducted subject based staff development but could not ascertain whether this was taking place.

On procurement of resources, the head indicated that he ensured that all the required stationery was available for as long as funds were available. He further indicated that they sometimes run out of the necessary stationery and resources due to payment of incentives to staff. He then stressed that paying incentives was a priority because

“Teachers are now getting into classrooms and hopefully teaching effectively. In the absence of incentives teachers do not teach”

(Headmaster of School A)

Teachers interviewed at this school confirmed that they had not been visited by their head in the last two years. Only one teacher indicated that he was visited in 2012. They also said that their learners' work had not been checked by the head in the last two years. When asked about supervision, all teachers in school A confirmed that this was the responsibility of the HODs. They concurred that the head did not have time to do this. One teacher said, "He is a very busy man". When asked to elaborate on this he said, "The head leaves the school every day at around 9 o'clock and we know we will see him the next day". The head did not teach any subject.

In senior high school B, the head showed me his timetable for both class visits and checking learners' work but admitted that it was extremely difficult to find time to get to classes. As a result he had not seen a single teacher at the time of my visit and indicated that

"it is now the key duty of the HODs. All I now do is to get reports from HODs on progress made and to inform me about critical situations then I will act". The school vision, mission and values are displayed in the head's office but there was nothing in the staffroom because the teacher don't ask me to place such things there and I also assume they already know"

(Headmaster of School B)

When I asked him what the vision of the school was, he turned his chair and started reading, which to me meant that it had not sunk in him. I was not surprised when all the teachers in the study could not say their school's vision let alone the mission statement. One of the teachers said "ask the headmaster, I cannot remember well, the head once mentioned about it last year)

On school resources, the head said that it was now difficult to provide adequate resources because school funds were being channeled to pay incentive for staff. The head lamented the poor salaries paid to teachers that had reduced teachers to performance.

“We have to sometimes beg the government to pay teachers’ left arrears. Anyway they now understand that if teachers do not get incentives their students will suffer”.

(Headmaster of School B)

The head indicated that teachers had become extremely difficult to work with due to poor salaries that were being received.

He said “teachers now wanted payment for anything they deemed extra, including attending sporting activities.”

(Headmaster of School B)

Teachers interviewed in school B said that they had not been visited by the head. What was interesting was that one of the teachers said, “The head does not come to our classes, it is the responsibility of the HODs. The head only ensures our presence by moving around or standing at the gate as we come for our sessions.” This was indeed true because during my visit, half the time the head was either by the gate or moving around. Perhaps it is management by walking around (MBWA) which may be helpful if done correctly.

On staff development the head appeared at ease to explain what he was doing. To him, staff development was synonymous with staff meetings. For this reason, he explained the main focus of his staff meetings. Staff meetings were being held twice a term, at the beginning and at the end of each term. While staff meetings are extremely important and useful, these do not necessarily constitute staff

development programs.

I had an opportunity to look at the minute book for staff meetings and observed that the meetings were dominated by the head who emphasized on attendance, marking and keeping records, giving learners work to do and professionalism. Teachers confirmed that they did not do staff development programs in their school. One teacher had this to say “Will we get paid for these? This appeared to reinforce that teachers wanted payment for anything they deemed extra work as indicated earlier on by the head. As was the case in school A the headmaster was also not teaching throughout the whole year.

In senior high school D, the head indicated that she had to conduct eight lessons in a week but usually manages to attend at most five in a week due to meetings and attending to parents who may have visited the school. Each time she failed to teach she would either request someone to teach on her behalf, provided that someone was free, or gave the students work to do. She admitted that classes taught by the head usually suffered because the head did not get enough time due to continued absence from the school attending meetings and that was why she preferred non examination classes.

When asked about vision, mission and values of her school the head said that she shared her vision with teachers but, “it was tough going due to the low levels of motivation. Teachers do not want to hear about working hard since we cannot afford incentives”. The head had a well prepared timetable for class visits and checking learners’ work. At the time of my visit she had managed to visit ten teachers once and had checked exercise books for three classes in Science, Mathematics and English subjects. Staff meetings were being done twice a term but no staff development had been conducted. She acknowledges that this was important

but time was the major constraint according to her.

Teachers involved in the study at school D agreed that the head made efforts to see teachers teaching but were not sure of the criteria used in order to be visited. Of the five teachers visited, two had been visited once. Of the three not visited, two of them had not been visited in the previous three years. No wonder why one of them said “the head only visits weak and lazy teachers. I do my work well and therefore there is no need for her to come to my class or collect my learners’ exercise books.

“When I checked with the head the criteria she used to visit teachers she indicated that she targeted new teachers and “of course my usual suspects who always need a push.”

(Headmaster of School D)

Teachers who had been visited said that they had not discussed the supervision reports but got copies to keep. When probed further as to how they benefitted from the supervision by the head, six of them said that it was a useless exercise. One of them said “She does not discuss the report with me so why bother to read it. I know she needs those reports for the district officials to see that she is working”. The head said that she had no time to discuss good reports.

As in school D, the head of senior high school C taught 10 lessons a week and hardly delegates to anyone. As indicated earlier on, the head has a passion for teaching his subject and I actually witnessed this. He also had his timetables to visit teachers and checking exercise books but unfortunately nothing had been done. When asked about why he had failed to do this he replied,

“it was not easy to teach and visit teachers in their classes. I am not saying it is not important but time is the problem. I still hope to do it before the end

of the year”.

(Headmaster of School C)

While the vision and mission statements were available in the office, the head admitted that they rarely talked about it as staff, let alone with the wider school community because “teachers are demotivated”. Teachers involved in the study said that their head had no time to conduct class visits since “he was busy with his own class. He says we should do our work”. However, one of the teachers expressed disappointment that the head did not conduct class visits. This was what he said, “how are we expected to learn, to know our weaknesses. Even HODs here are concentrating on their classes. They rarely visit”. When I asked the head about HODs supervising teachers he said that he seldom checked on this. He indicated that while he may not have time to conduct supervision, the current environment was also not conducive to this. This is what he had to say when probed further,

“The point is teachers are generally demotivated such that following them up would actually worsen things. We cannot afford incentives as the case in towns so I appreciate whatever each one does.”

(Headmaster of School C)

No staff development had been done by the head at the time of the visits. He indicated that they only met to discuss results based management, since the forms were to be submitted to the provincial office at the end of the year. However, staff meetings were being done twice every term. Teachers said that they had not done any staff development programmes “for years now.” One teacher indicated that at his former school, at least two staff development programs were conducted yearly and he had “found them to be very educative “and wondered why they were no longer done.

At senior high school E, as soon as one enters the school gate, one is greeted by a nicely written notice board which clearly shows the school's vision, mission, motto and values. This is again displayed in the head's office and in the staff room. The vision, mission, motto and values were not only clearly written but displayed such that one would not doubt the importance attached to this by the school. I asked the head why they had put so much effort into this and he said, "this is what we believe in as a school, what we believe will take us further and produce useful and responsible citizens for this country. We are committed to ensuring that every student, when leaving this school should be able to earn a living responsibly. The head exuded with confidence and belief as he explained this to me. This should not be surprising because the head had massive experience as both the teacher and head. In fact he was the second most experienced in the study.

All teachers included in the study were not only articulated about the vision and mission but seemed to show belief that what they were saying works and would be achieved. Perhaps this was also reinforced by the fact that both the head and most of the teachers had been at the school for more than ten years.

The head had timetables for both class visits and exercise book inspection but unfortunately none of these had been done at the time of my visits. When asked why he had not done the visits the head said,

"My friend this is a very busy school. I have so much to do such that I do not find time to visit teachers. At the beginning of every term I make the timetable with the hope that I will find time, but I do not. Anywhere, my deputy and HOD take care of this."

(Headmaster of School E)

He then indicated that the deputy had reported to him fortnightly to update him on the visits by HODs. During my visit I noticed that the head seemed to use MBWA because he would spend time outside the classrooms and talking to grounds men. The head is non teaching.

Teachers in the study said they were being observed in class by their respective HOD's and admitted that the head did not have time to do this. They indicated that the HOD's made an effort to observe them teaching at least once every term and also checked student's work.

Staff development was not being done by both the head and the HOD's and the head said

“we have done this so many times in the past and one cannot continue doing the same things considering that my staff is stable.”

(Headmaster of School E)

Teachers at the school involved in the study, said that they missed staff development programmes because it was an opportunity to learn and share with others.” All teachers indicated that all resources for use by both teachers and learners were generally adequate while the head said that incentives were taking the bulk of the money that could have been used to buy more books and equipment. However he expressed satisfaction with the resources he provided for both teachers and learners. The visits I made to the classrooms and the staffroom also confirmed that the school was well resourced.

At senior high school F, the school vision, mission and values were displayed in both the head's office and in the staff room. The head seemed to understand what and where she wanted the school to be as enshrined in the vision. She was very clear

that

“My task is to uplift the girl child who has been neglected for a very long time. I will do everything in my power to ensure that our girls stand up and be honored in our society.”

(Headmaster of School F)

While the teachers in the study were aware of the vision and mission, they seemed to lack the vigor and commitment that I had seen in the head. One male teacher said “she is crazy, she must be pursuing a political agenda and I don’t want to be a part of it.” When asked to elaborate, he refused and requested me to find out from other teachers.

As was the norm in the other schools, the time table for both class visits and checking children’s work were available. At the time of my visit, the head was supposed to have seen all the teachers at least once and checked exercise books for all the teachers. However, only five teachers had been seen out of the possible 60. No students’ work had been checked. When asked why she was not meeting the target as planned she said

“You see the timetables are more like a wish list, we wish we could do or buy so many things but we cannot. Do not forget that the ministry officials ask for time tables when they visit the school. It is my safety valve.”

(Headmaster of School F)

Teachers in the study have not been observed teaching by the head in the last two years. One said “at the beginning of each term, she says she is going to observe all teachers but we now know that she is not going to do it.” Teachers said that the head had too many meetings to attend, “she is in charge of so many things in this

province, so she is always away from school.” The head confirmed that she had so many responsibilities and now relied on HOD’s for effective supervision of teachers. The head is non-teaching like most of the heads in the study.

Staff development had not been done and the head said

“Yes we have not done staff development per se, but I incorporate staff development in my staff meetings because it is not easy to create separate time for the two. After all they are related.”

(Headmaster of School F)

School resources were generally adequate and procured by the head and teachers confirmed that they did not have problems with resources for both teaching and learning. Again this was quite evident in the classrooms that I visited.

The two rural schools were two sides of the coin. There was a thin line separating the two such that it was not worth considering. While the schools had both the mission and the vision for their schools, they were not displayed due to non-availability of a school office and staff room. As a result, the heads had this written in a book. Both heads rarely talked about this because they felt they were more pressing issues in the school than this. Teachers at the school confirmed that they had heard about the mission and vision but still needed to be schooled on this. Both heads were not conducting class visits and checking exercise books because they claimed that they were full time classroom teachers and did not find time to do this. There were no heads of departments in these schools by virtue of their numbers. However, the heads of the schools promised to create time and assist temporary teachers who had come in for two teachers who were on leave. Teachers in the rural schools, particularly the new ones, expressed a desire to be assisted by the head or

any other senior teacher in the schools but this seldom happened. One of them said “It is unfortunate that the head is forever busy, I do not understand what I am supposed to be doing especially when it comes to dealing with slow learners, I cannot assist the.”

The head of senior high *School I*, had the least number of years at the present school as head. While he had 9 years as head, he was 2 years at this school. The vision and mission of this school were displayed in the office but when asked to elaborate on the vision, the head said

“I found these here, I am yet to go through this and see if it needs to be changed or not. At the moment I am still busy with too many challenges at the school.”

(Headmaster of School I)

When asked to explain the challenges he faced, he indicated that they were many and ranged from teachers to students’ discipline and did not elaborate. The head is non-teaching.

Timetables for classroom observations and checking students’ work were available, but no visits had been conducted at the time of the visits. When asked why he was failing to see teachers the head said,

“My plate is full for now; there are issues which need to be sorted out before I create time for observations. I hope the HODs who have been here for a long time are doing this.”

(Headmaster of School I)

Teachers in the study confirmed that they had not been visited and wondered whether they would ever be visited because “he is always in his office, I wonder what’s going on.” However, two of them had been seen by their HODs once but

still hoped that the head would visit one day.

Teachers also indicated that staff development was last done in 2011, first term. They pointed out that it was very important to do staff development programs for staff but unfortunately they were not in charge of anything. Resources for use were fairly adequate as indicated by the teachers and the head said that most of the money was being spent on incentives. The head also said that the incentives which were being paid were a bit on the high, but teachers felt otherwise. They still wanted further payments on boarding duties and even supervising study time. I then realised why the study time was generally noisy in this school.

At senior high school J, the vision and mission were displayed in the office and the head articulated the vision very well. He pointed out that the

“Staff appeared to be reluctant to embrace the vision but insisted that he would continue working hard towards its realisation. Teachers in this school blamed lack of commitment to the vision to autocratic leadership in the school by me, the head.

(Headmaster of School J)

One teacher supported this by saying people were being coerced to do almost everything and threatened by the withdrawal of incentives if they did not toe the line. “We are here because the incentives are satisfactory though not fairly paid. If salaries paid by the government were adequate, I would have left this school three years ago.” All the teachers in the study complained about the head’s leadership and discriminatory tendencies. Another teacher complained that tea which was served in the staff room was different from what was given to the head and his deputy.

Despite the presence of a time table which required the head to have seen all the teachers twice by the time of the visit, only six teachers had been observed teaching, while only three classes had been sampled for checking students' work in different subjects. The head attributed his failure to meet targets to meetings and other commitments while teachers said the head did not observe lessons because he was always in Kumasi, in the Ashanti Region of Ghana, on his personal business. Generally, relationships were strained in this school and it was quite evident. Staff development had also not taken place and teachers blamed the head. In fact, the teachers seemed to blame the head on everything and wished him gone. One teacher had this to say "This school would be much better in all respects without this man."

Research Question 2:

Challenges Heads Face in the Instructional Leadership Roles

The head of senior high school A mourned the lack of financial support from government for effective curriculum implementation. He pointed out that the government had not paid the school money for learners who were meant to benefit under BEAM for the past two years. He said that this was made worse by the fact that Wa Municipality School Examination Council (ZMSEC) demanded examination fees for BEAM students from the school instead of government. As a result, examination fees of the following year would not be accepted by ZIMSEC until they paid what was owed.

The provincial office was criticized for delaying the approval of school levy increases. He said that sometimes it took the whole term if not more to get the approval and this disrupted and upset the school plans since they had to procure school resources and pay incentives for teachers to teach.

The other challenge experienced by the head was that of time. He said “there is so much to be done by the head in a school and yet there is no time for everything”. The head indicated that heads of big schools did not have time to teach and even get into classrooms for lesson observations. He felt that this should be officially delegated to the deputy and HOD’s. He also pointed out that there was need to reduce paper work for heads and unnecessary duplication.

The head said that low motivation among teachers affected effective curriculum implementation. Teachers did not appear to share the same vision and mission with the head especially in vocational subjects. He added that this was evidenced by the number of students who registered to write examinations in vocational subjects at “O” level. The head joked that he no longer needed any training since he was about to retire in a few years to come, but emphasized that the Ministry needed to urgently review the salaries of both teachers and heads.

In senior high B, the head said that it was not possible for heads of schools to teach and conduct lesson observations as stipulated by the Ministry because heads had a lot of administrative work to do for the smooth running of the school. He said “we have told the Ministry at several Nash forums that this was detrimental to good school governance, but this is falling on deaf ears.” He also cited the lack of financial support from the government for both teachers and the general upkeep of its schools. The head said that the heavy reliance by schools on parents in the harsh economic conditions was destroying schools. He expected the government to pay teachers better and to fund E- learning which was being advocated for lately.

The head mentioned that, heads needed some training on how to administer schools on appointment, so that they do run schools on a trial and error basis. He said “I look back to what my former heads used to do in the school and do that as well. A

lot of things have changed and need to be done but one is just thrown into the deep end and expected to swim without any training or induction.”

Inadequate classroom accommodation was cited as another big setback in that not only did the learners have shorter times in class but also attended some of the lessons outside, under the trees. In this respect the head said that the government and the parents should not expect good pass rates under such difficult circumstances.

The head at school C said that much as he wanted his school to be the leading center of academic, sport and cultural excellence in the district, teachers were not committed to this because of poor salaries paid by government and the schools' inability to pay incentives. He admitted that he was rendered powerless in front of teachers because according to him, teachers were suffering and therefore demotivated. He wished if something could be done urgently. He said “it has been five years now and very little is happening in poor schools. We have killed this generation.” He also urged the government to provide basic infrastructure for every school so that learners would be attracted to the schools. He complained that most rural day senior high schools enrolled semi illiterate to illiterate learners because of the poor facilities in the schools. He indicated that all schools had qualified teachers but the quality of students and the available facilities were the major talking point.

It was also pointed out that most teaching heads were not “exemplary.” He said “it is either the classes suffer or the expectations of the head's duties suffer. You cannot win both.” In this respect he suggested that maybe only schools with less than twenty teachers should be expected to teach. He pointed out that the Ministry should also assist heads in their professional development through training. Appropriate training programmes should be designed by the Ministry for heads to develop in their work.

In senior high school D, the head that she desperately needed assistance in financial administration and management. She said “maybe a course like financial management for non finance people would assist me. I am entirely at the mercy of the school bursar.” She also complained that it was extremely difficult to be a classroom teacher and be expected to check students work and conduct lesson observations. The head felt that the government needed to do something about the poor salaries of teachers which had made them to do very little teaching. She said that teachers were disgruntled and tended to vent their anger on the head as if heads had better salaries. She said “I am equally unhappy about my poor salary but then as a leader one is at times forced to pretend that things were fine.” The head also acknowledged that there was too much paper work in schools such that heads were being reduced to some clerical staff and not instructional leaders.

At senior high school E, the head lamented the lack of time to meet all the expectations of his job description. He felt that it was not unreasonable that heads should teach and carry out lesson observations but “the day was just not long enough.” The head indicated that the Ministry needed to appoint second deputy heads in order to lessen the burden on the head and when this was done, maybe heads would be able to find time to teach and check students work. It was also pointed out that the insistence by the district and provincial officials that heads meetings should be strictly attended by heads themselves added to the dilemma because these meetings were held regularly. He said “the officials should come to the schools and support curriculum implementation and not only visit in order to investigate. They were not appointed to investigate but to support teaching and learning.” It was also mentioned that most of the meetings were not worth to be called for since a circular would be able to do precisely the same at an even cheaper cost.

The head indicated that poor salaries for staff had eroded a lot of money generated by parents for developmental purposes. As a result he said that developmental programmes for the school were at a standstill in most schools. According to him, the government had the responsibility to adequately fund education and not parents, and hoped that the situation would improve in the near future.

Another major challenge raised was that of the quality teachers graduating from training colleges. He said “there is something terribly wrong with the training given to these young teachers. They do not know anything from subject content to methodology. T1 teachers used to be the cream of the country and would competently compete with university graduates. This has totally changed.” T1 teachers are teachers that trained to teach in senior high schools at Gweru Teachers’ College before independence. Most of them are now retired. He suggested that something needed to be done soon to upgrade the current crop of teachers so that they could be able to effectively teach our learners.

The issue of poor quality of teachers was also raised in senior high school F. The head in this school did not only blame teachers’ colleges but some universities as well. She said “If I had my way I would not accept teachers from these colleges (names supplied) and also graduates from these universities (names supplied as well) because they lack both content and methodology. They do not even have the proper grooming of a teacher such that I can see as a teacher walks that this one must be from this college or university.”

The head said that school heads needed to be assisted in order to develop them professionally. She felt that many heads were suffering quietly in their schools without knowing what to do in the face of so many challenges. She urged the

government to come up with training programmes meant assist heads in growing their work. It was also hoped that the Ministry would soon realise that “it is not possible for us to teach and do lesson observation. HODs should be empowered and receive a salary.”

School heads at G and H mourned about the lack of support from government to develop infrastructure for the schools. The head of school H said “How can we be here for ten years now without a single classroom block. This is politics and we have been made the sacrificial lambs.” Both indicated that the school committees were equally not interested in the schools because they had been invited to mold bricks for construction to take place but to no avail. The two heads were also worried about the attitudes of the learners themselves whom they said did not want school and preferred farming. They concurred that their schools were totally not viable at all and were likely to continue getting 0% pass rate for as long as things did not change.

Heads in these two schools lamented the absence of training for heads on assumption of the post and thereafter. They expressed that they found it extremely difficult to function in the capacity of head without training. Although they were handling very little money in the schools, they indicated that they had little knowledge about accounting procedures. This was made worse by the fact that the two schools did not have bursars and therefore the heads collected the money themselves. As indicated earlier on, the two heads were not able to supervise their teachers effectively because they were full time classroom teachers and according to them, could not create time for this.

At senior high school I the head said that he desperately needed training in managing school funds. He said that previously he had worked in relatively smaller schools with little money and could hardly cope and now that he was at a big school

the situation was worse. Also he had no confidence in the bursar's ability and hoped that things would work out soon. Uncooperative teachers in the school were an issue of great concern to the head because this disturbed the school's rhythm. He complained that such teachers were not productive and seemed to waste learners' time. He said "if I had my own way, I would transfer a number of teachers in this school because they are a problem and retard progress in the school." The head indicated that meetings called for by the Ministry officials were too frequent such that they impacted negatively on the running of the schools. He suggested that maybe three meetings in a term would suffice, thereby creating time for other duties such as lesson observations. Closely related to this was the issue of teaching which he felt should only be done by heads with less than twenty teachers.

The head of school J was of the view that all heads of boarding schools should be non teaching because the head was always away either attending meetings or sourcing boarding provisions. This meant that the head's classes suffered. It was pointed out that the HODs should be appointed on a salaried scale to supervise teachers in their departments because the heads had a lot of work to do such that they could hardly find time to get into classrooms. Lack of training on appointment and subsequent support for professional development were also cited as impediments to successful implementation of curriculum. He admitted that here and there heads lacked depth about what needed to be done in order to assist teachers. He said "sometimes I do not assist teachers, not because I don't have time but because I don't know how best to do it. I sometimes lack confidence in what I may want to do. In the end I delegate the HOD." The head indicated that teachers in most schools were generally demotivated because of poor salaries and the idea of giving teachers incentives was not sustainable and standards were going down every year. He hoped

that the government would do something soon rather than later.

Research Question 3

What Instructional Leadership Strategies Heads used to improve quality in Senior High Schools in the Wa Municipality.

The head of senior high school A mentioned that he provided resources needed by both teachers and students despite the scarcity of money. He also addressed learners regularly impressing upon them to take their studies seriously.

The head said

“When I address students on these issues, I encourage open communication, students are given an opportunity to say what they think about their teachers and I will in turn talk to the teachers. I normally do this with senior classes.”

(Headmaster of School A)

It was also indicated that the head appointed mentors to less experienced teachers so that they could learn from them and improve their teaching. Both teachers and learners were informed about the minimum requirements in terms of written work per week. Termly awards were also organised in order to motivate all learners. The head said that during these award ceremonies, best students per subject per form were given prizes. Parents were also invited to these occasions.

Teachers involved in the study at the school agreed that the head seldom talked to students but felt that it was some kind of witch hunting. Instead the teachers felt that it was high time the school introduced internet services so that students and teachers could research. One teacher thought ‘the head should engage us on how to assist weak and semi illiterate students in this school since they are so many. This is why our pass rate is always poor.’ Another teacher said that while mentors

were appointed by the head, this was not working because (there is no payment for this). As a result, these appointees were not functional. Incidentally, one of the teachers in the study was one of the mentors and he said ‘‘I am not an HOD. HODs are given extra money and yet I am expected to just help.’’

In school B, the head said that they were in the process of installing internet facilities in the school in order to improve teaching and learning. He said that he was going to use one of the specialist rooms for this purpose. It was hoped that both students and teachers would be able to conduct research. Unfortunately, three teachers in the study were not impressed by the pending development because, according to them, half the teachers in the school were not computer literate, let alone the students.

The head also encouraged students to create study time for themselves and to have a study timetable. Perhaps this explained why several students who would be off session could be seen in the school studying under trees. Teachers were also encouraged to further their studies in order to develop their own knowledge, beliefs and values. It was hoped that this would in turn impact on the students.

Provision of resources was cited as another way of improving student learning by the head but was quick to point out that the money was far stretched to provide adequately. Merit awards were in place and seemed to follow the same pattern as in school A, and parents also attend these occasions.

The head of school C said that it was extremely difficult to improve the learning of students because the funds were not permitting. This was coupled by a large number of his staff who were demotivated and hardly put in a day’s work. However, the head said that he still encouraged students to work hard in order to realize their ambitions. Much as they would have wanted to organize merit awards,

funds did not permit. They could not afford to buy the required prizes. The head emphasized that he ensured that most students came to school every day and would be in class until dismissal time. He also encouraged students to be actively involved in sporting activities in order to kick out drug abuse and other bad habits. He said that he took the students for sporting activities often. This was confirmed by teachers at the school and one teacher joked by saying “Havagoni kutsvaga mari” (He does not know how to make money)

At senior high school D, the picture was similar to that which obtained in school C. The head said “We are going through difficult and trying times, teachers are demotivated, learners appear the same, the parents cannot afford to pay for their children and the government does not pay for learners who are supposed to benefit under Basic Education Assistance Module (BEAM). We don’t know what to do, our hands are tied as heads of schools.” The head pointed out that it seemed like both teachers and students were demotivated despite the effort he put into this.

At school E, the head said that he had installed internet in the school library in one of the computer rooms. As a result he hoped that the learners had no problems with getting information thereby improving learning. He said that he bought many library books each year. A visit to the library showed that several learners were busy on internet and seemed to enjoy this.

Minimum requirements for written work per week were known to all teachers and the head did not doubt that this was being observed because “we pay them well as compared to other schools”. Regular open communication with the students was also a feature of the school according to the head. Competition among both teachers and students was highly encouraged by the head. In this respect merit awards for teachers and students were done monthly. Students would receive prizes

per subject per form while teachers received prizes for teacher of the month per form.

Teachers who participated in the study said that things were generally well organized in the school and that they were happy and motivated. However, one teacher said “The head should conduct demonstration lessons once in a while and should assist us to design assessments that cater for the different learners without compromising the quality of what has to be learnt”.

The head provided time tabled study time supervised by teachers. Students in boarding school had time tabled study time during the weekend and non-boarders were welcome to attend provided they came on time and in school uniforms. The head also invited former students of the school who have done well in life, with responsible positions in society and at the work place to come to the school as motivational speakers. He said that this worked very well for his students. He said “This inspires them so much and raises their hopes of being successful as well”.

Senior high school F, seemed to be a replica of school E because they approved to do precisely the same things. This is understandable because the two are former group A schools situated in town and fairly close to each other. The head in school F emphasized that teachers should continuously develop themselves professionally. She argued that “We have many universities now that provide flexible learning such as Wa Municipality Open University and National university of Science and Technology. Teachers without degrees have no excuse at all and I think the ministry should do something about this”.

When asked to elaborate what she meant, the head said that a few years ago, primary heads without O-level were given a specific time frame to complete the O-level after which those without were retired. She felt that the same could be done with senior high school teachers.

In the rural schools G and H heads were full time teachers and were more concerned about teaching than anything else. They said that they did not have the resources, the parents were poor and the schools were not registered and therefore could not be supported by government for now. They both hoped that the storm would wither one of these good days. The head of the school H quipped “it’s you who put me into this trouble” referring to me.

In senior high school I the head indicated that he wanted to introduce internet services at the school before the end of the year. According to him plans were at an advance stage to have internet facilities. He hoped that this would definitely assist both learners and teachers. Procurement of resources required by both teachers and students was another strategy used to ensure improved learning by students. Closely related to this was his keen interest in facilitating field trips by students. He said “I am a firm believer in practice, seeing for them. I encourage teachers and students to go for field trips especially the upper classes”.

The head also engaged in regular open communication with the students. He said “the meetings were meant to encourage learners to take their studies serious, to aim high in life and to instil discipline among the students”. One such meeting was done during one of my visits and I was allowed to attend as well. I found the meeting to be very educative, inspiring and motivating. What surprised me was the absence of teachers during those meetings. Only the deputy and three other teachers were present. The head said that he invited all the teachers but, “they are still reluctant to attend. I will deal with this”. Merit awards were given yearly.

The head also ensured that there was study time which was time tabled including during the weekends. He hoped that creating study periods would improve the learning of students, but as mentioned earlier on, the study time seemed to lack

adequate supervision

In school J, the head bragged about the internet facilities in the school which he said “have made life and learning very easy for everyone. At the touch of the button, you have all the information you need and now students have no excuse to fail”. He also indicated that he procured adequate resources for use by both teachers who participated in the study saw things otherwise. They felt that the room with internet was very small to accommodate both teachers and students. According to them this was made worse by the fact that the head also came to the same room for internet. As a result, no teacher and perhaps very few students would visit the room in his presence. One teacher also said while the school had internet, power outages were a serious challenge. The school generator was mainly used to power the kitchen and dormitories in the evening. This meant that the access to internet was severely restricted.

The head also met regularly with students to motivate them to work hard and to take their studies seriously. Teachers were encouraged by the head to further their studies considering the increase in the number of universities in the country. He said that this would benefit the students as well. Teachers who participated in the study said that the head should teach and conduct demonstration lessons for teachers to learn from. One teacher said “the head should be a super teacher; he should show us that he can do it instead of blaming our efforts all the time. A head should talk about teaching methods that work”.

Good performance by students was being rewarded termly through merit awards. Prizes per subject perform were given and parents were invited to the occasions to encourage students to up their best.

4.6 Discussion of Research Questions

Research Question 1:

Sergiovanni and Starrat (2006) maintain that effective supervision is embedded in formative clinical supervision which is a people centered approach based on continuous improvement of the teacher's classroom behavior which in turn improves student learning. Teachers who participated in the study confirmed that heads did not visit them in classrooms. What appeared interesting was the fact that all the 10 heads had time tables for conducting class visits and checking student's work and yet these were never adhered to. Statements by some of the heads during interviews seemed to suggest that time tables were meant to impress ministry officials during visits. One head said "when officials come they ask for a time table, so I should have one always." The other head said that it was a wish list and not all wishes were fulfilled. This showed that heads kept supervision time tables in order to fulfil the Ministry of Education (MoE) and the Ghana Education Service (GES) requirement. Also, heads were required to periodically submit supervision reports to the district offices. In view of this it may not be ruled out that heads "cook" supervision reports for submission to higher offices. Obviously such reports are meaningless and would not assist anyone.

Research Question 2

Teachers in the study confirmed during interviews that they wished to be assisted by heads and hoped that their heads would find time to do this. Assistance by heads is crucial because Leithwood et al (2004) maintain that teachers may be qualified and trained but still without effective teaching and learning taking place in the classroom. This is where expertise of the head comes in as he conducts class

visits; supervise students' work, assists teachers in producing schemes of work and lesson plans but as alluded to earlier on, this was not being done.

Closely related to this was the fact that all heads said, that too many meetings were taking a lot of their time. Some heads during interviews said that some of the meetings were not worth it and the information/issues deliberated on in meetings could be circularised thereby saving precious time. Heads indicated that they attended at least two meetings every week called for by various offices. Going by this, it meant that a head who attends the meetings, as most of them did, would not be at the school for 26 days in a term that normally has 12 weeks. By the end of the year this head would have been away from school for 3 months. This is indeed a lot of time. Thus, too many meetings were a challenge to heads of schools included in the study. It must be pointed that when a head is absent on a number of days, visibility is compromised. The head's presence in the school is a motivator on its own and enhances teaching and learning. As a result Andrews (2007) concluded that visible presence is an element of instructional leadership.

Research Question 3

Heads confirmed that they mainly relied on the HODs and teachers and to some extent the deputy for effective curriculum implementation. Thus, teachers were in charge of instructional programme management in the schools involved in the study despite their seemingly lack of capacity to effectively do this. The concept of teachers being in charge of instructional management is also shared by Wildy and Dimmock (1993) who maintain that "curriculum management is the responsibility of senior teachers and there is a tight linkage between both senior teachers and teachers and high quality teachers." Unfortunately, the tight linkage

alluded to by Wildy and Dimmock was evidently missing at the time of the study because teachers in general were demotivated and lacked adequate relevant training to discharge this responsibility.

Schools do not become great because of magnificent buildings but because of magnificent results in public examinations. For this reason all heads preached to their students about academic excellence at every opportunity. Motivational speakers and successful former students of the schools were regularly invited to the schools to preach about academic excellence as well. According to Licata and Harper (1999) academic emphasis is a significant characteristic of effective schools.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to examine the instructional leadership role of the senior high school head in Wa Municipality with a view to establishing how these instructional leadership roles resulted in quality school improvement. The qualitative study was conducted with reference to the aims and objectives of the study as indicated in chapter one which were:

4. To increase understanding and knowledge about instructional leadership roles played by headmasters in the senior high school at the Wa Municipality.
5. To know the instructional leadership roles by heads that improve the quality of student learning
6. To identify the challenges encountered by heads in instructional leadership roles.

In chapter four, the qualitative empirical data was presented, analysed and discussed. The presentation and discussion of findings was supported by what the participants in the study said during interviews. The evidence from qualitative observations and document analysis was also given. This was done in order to defend the conclusions and recommendations that would be reached in this chapter.

5.2 Summary of Findings and Conclusion

Literature reviewed in the study showed that the success of schools rested with a clearly set out vision and mission statements. These needed to be articulated regularly to the school community. According to the research findings, senior high school heads who participated in the study had well written vision and mission

statements displayed in their offices. What appeared to be lacking in most of them was depth and articulation of the statements to all stakeholders in the school so that the vision and mission would become the glue that bound everyone in the school. Involvement of all stakeholders at formulation stage, especially teachers, left a lot to be desired as most teachers seemed to be at sea about the vision and mission of the school. The vision statement should not be in the office to capture the attention of visitors and meet a ministerial requirement. A clear vision and mission formulated in consultation with all stakeholders serves as a guide to all school activities.

Suporvitz and Poglinco (2001) maintain that a concrete vision of instructional quality provides a tangible representation of what effective instructional planning and delivery looks like, provides teachers with an instructional portrait they can work toward, and provides a picture that administrators can measure implementation against. The concrete conception of instruction should serve two purposes for the sake of instructional leadership. First, it should provide them with a concrete vision of instruction against which to benchmark the instruction. Second, the vision should bring serious and challenging work of instructional improvement to the forefront of discussions and work. It should assist heads to articulate a set of expectations. These expectations should become the baseline for academic and non-academic performances in the school. It should become unacceptable for a teacher to profess ignorance about the school vision. Thus, teachers should not be given a choice to participate but should strive towards this vision in their daily work. The vision of the school should be persistently and consistently applied across classrooms and overtime. Expectations should permeate the entire school well beyond academics resulting in expectations for staff behaviour and performance, students' behaviour and performance, appropriate movement between school buildings etc.

5.2.2 Teacher Growth and Professional Development

Literature review showed that it was important for teachers to be assisted to grow on the job in order to improve the quality of instruction in schools. School heads as instructional leadership were identified as critical in playing this role. However, research findings indicated that senior high school heads needed to be involved in academic activities of the school such as supervision of teachers, checking of students' work, conducting staff development and drawing up school plans and policies that guided the instructional programmes. The findings further revealed that most of the activities mentioned above, save for making plans and policies, had been severely neglected by most heads of schools. This in turn impacted negatively on teacher growth and professional development. Teachers needed supervision and staff development for them to develop professionally and turn around the performance of schools. In the absence of this intervention, teachers in the study seemed to rely on strategies with which they were most familiar even if these practices did not address all of their students learning challenges. Real change in education comes through changes in the instructional methods that teachers use. School headmasters are central figures in the way instructional innovation is implemented and communicated to teachers in a particular school (Marks and Nance 2007).

While heads in the study seemed to have neither the time nor the expertise to be instructional leadership in the true sense, they could still exercise instructional leadership just as powerfully through facilitating teachers' learning. The model provided by Barth (1991) is recommended for adoption by heads of schools. Barth proposes that if students are to learn and grow, their teachers must learn and grow too, through collegiality. He discusses four aspects of teachers, namely, teachers talking

together about students, teachers developing curriculum together, teachers observing one another teach, and teachers teaching one another. The researcher would like to add, teachers and the head working together to shape a solution for a problematic situation.

The model is likely to enhance teacher collaboration in the school and result in teacher growth and development. While the focus appears to be on what teachers will mostly do, this requires not only the head's approval but regular support and participation. Furthermore, heads need to eliminate teacher isolation which appeared prevalent in most schools studied, so that discussions about student learning become a collective mission of the school (Senge2006, Elmore 2005). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information. In this respect the researcher would like to advocate for teacher teams. This means that heads should facilitate the creation of teams in the schools because teachers work better in teams as opposed to working individually in isolation in their classrooms.

The process of supervision requires considerable personal contact between the teacher and the head. During this contact time the head monitor instruction and collects useful data which will be used during post observation conference and ultimately for setting targets for improvement. In this respect the researcher recommends the use of clinical supervision as one of the supervision models to be used by heads during supervision for growth and professional development.

Effective supervisors are those who assist teachers to improve teaching and learning creatively. They help teachers to solve problems that arise during the pursuance of their duties and are more concerned with promoting desirable

learning outcomes among students. In an effort to come up with effective staff development programmes that assist teachers, senior high school heads are encouraged to establish staff development committees that are functional. Chigumira (1997) emphasises the creation of a favourable environment by the head as instructional leadership for successful staff development to take place. The staff development committee spear headed by the school head should identify and design training in a variety of skills required by the teachers in the school.

Findings revealed that teachers needed to have sufficient knowledge and skills in the subjects they taught. This was confirmed by empirical data gathered from a head during an interview. She expressed great concern about the quality of teachers produced by some colleges and universities. This showed that teachers needed to be assisted in order to gain the vital knowledge, skills and experience that would enable them to operate confidently and effectively.

However, heads cited lack of time and knowledge as some of the reasons for not doing this, although the same heads still regarded the aspects as instrumental to teacher growth and professional development which in turn would result in effective teaching and learning. As a result these important leadership tasks have been relegated to HODS. In this respect, it is recommended that growth of teachers and professional development be taken more seriously by senior high school heads and incorporated in instructional leadership with a view to improving the quality of education. It is further recommended that senior high school heads should incorporate transformational leadership and clinical supervision models since the two models focus on, not only changing the organisation but also involves the teacher from start to finish with the head inspiring and modelling, thus ensuring quality school improvement.

5.2.3 Motivation of Teachers

Reviewed literature in the study indicated that motivation of teachers was an important aspect for the successful execution of school improvement in the school. According to the findings of the study, the level of motivation among teachers was generally low. Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. It is concerned with goal directed behaviour. Infinedo (2003) adds that a motivated worker is easy to spot by his agility, dedication, enthusiasm, focus, zeal and general performance and contribution to the organisational objectives and goals. What I observed in most schools in the study was precisely the opposite. Teachers in most schools walked lackadaisically as they went about their school duties. This was observed as teachers moved from one classroom to the other. The research findings also confirmed that teachers were generally not happy. Poor job satisfaction and low morale were attributed to low salaries and poor working conditions. The findings indicated that school heads tried their best to motivate teachers through incentives. Findings also showed that in schools where incentives were paid, teachers' morale had considerably improved and effective teaching and learning was taking place while in schools that could not afford paying incentives, teachers were found to be doing very little as was evidenced by the little written work given and comments made by the teachers.

Thus, a lack of incentives was found not only to be a contributory factor to poor performance by teachers but also led to a confrontational attitude between teachers and parents. Teachers in some schools felt that parents should be doing more in terms of incentives while the parents felt that they were being short changed by the teachers. It is therefore recommended that the motivation of teachers and incentives be included into the model of instructional leadership so as to assist

senior high school heads to come up with motivational strategies that could lead to the creation of an enabling environment conducive to effective teaching and learning. This would lead to quality school improvement.

5.2.4 Training for Heads

Training is generally viewed as the acquisition of specific work related skills in order to enable the recipient to function better in his immediate work environment. Literature reviewed has shown that training for headmasters was a prerequisite for appointment as a headmaster in several countries. This would enable the appointees to do the work effectively. Heads perform specific tasks that are different from everyday teaching that require training. Research findings showed that senior high school heads needed to conduct supervision and staff development for teachers. There were constraints of pressure of time and increased paper work that were cited as the reasons for failure to do this. However, some heads in the study confessed that they were not quite sure about how they were supposed to assist teachers for not only effective teaching and learning to take place but also for their professional development. The findings showed that the heads could not mention by name, the methods they used to supervise teachers. The findings also revealed lack of induction on appointment as head and subsequent training thereafter.

In view of this, it is recommended that the Ministry of Education (MoE) and the Ghana Education Service (GES) should seriously consider partnering with the national association of senior high headmaster as a professional body created for the sharpening of work related skills to conduct training and development for heads. Through this partnership a lot could be done to enhance the training and development of most heads. Currently the national association of senior high

headmaster may not be doing enough due to limited funds but if the government comes in with resources, the researcher is convinced that a lot could be achieved. As a former head, the researcher is aware of powerful presentations that have been made to the national association of senior high headmaster at conferences year in year out. If the partnership is in place heads would indicate their training needs to the national association of senior high headmaster so that at these yearly conferences their needs would be met by the powerful presenters that are invited. We are not short of expertise to address issues of supervision and staff development. Thus, the national association of senior high headmaster should not concentrate on sports alone but rather should be a fully-fledged professional body that caters for the needs of its members through funding provided by the Ministry of Education (MoE) and the Ghana Education Service (GES).

Furthermore, it is recommended that the Ministry of Education (MoE) and the Ghana Education Service (GES) should conduct a needs assessment for heads with a view to holding relevant workshops and meetings for heads. It is not like meetings are not held, rather the meetings do not address what heads want and for this reason most heads have found the meetings to be a waste of time.

If these were done, heads of senior high schools would function more effectively and comfortably in the schools. It is therefore recommended that regular training and induction of heads on appointment be included into the model of instructional leadership to assist heads in the discharge of their responsibilities.

5.2.5 School Resources

Availability of both human and material resources in the schools was found to be critical for effective teaching and learning to take place as shown in the reviewed

literature. The study showed that most senior high school heads recognised resources as an important factor in instructional leadership and made efforts to procure them each time funds were permitting. UNICEF had also done a commendable job in all senior high schools by providing textbooks for core six subjects. As a result the ratio of learner to textbook was very good for the six subjects covered by the programme.

Findings also showed that funds generated under school levies were being diverted to pay incentives for teachers. The diverting of school funds meant for material resources toward incentives in a way, resulted in shortages in material resources. Findings showed that the human resource was given preference over the material resources since most of the money was chewed up by incentives paid to teachers. Also, this was evident in the efforts made by heads to ensure an adequate supply of teachers.

Never the less heads acknowledged and prioritised the procurement of resources despite the difficult economic conditions they were operating in. Lack of instructional resources thwarted the head's efforts to improve the quality of education especially in rural and urban schools. Findings in these schools showed that the infrastructure was not good and inadequate. The worst case scenario existed in rural schools where there was virtually nothing. In view of this, it is recommended that school resources and provision of basic infrastructure in senior high schools should be taken seriously by both heads and the Ministry of Education (MoE) and the Ghana Education Service (GES). The Ministry of Education (MoE) and the Ghana Education Service (GES) may need to be reminded that it is the government, not parents that should play a leading role in the provision of quality education to the nation at large. It appears criminal that ten years after the establishment of new rural schools, no noticeable efforts have been made to improve these schools

despite recording less than 1% pass rates year in year out. The ministry should not rush to establish schools before registration because unregistered schools are not funded by government. The rural schools studied were not viable and a complete failure. Costly mistakes as these ought to be avoided.

5.2.6 Empowerment of Heads of Departments

The reviewed literature showed that the headmaster cannot accomplish all instructional leadership roles single handedly. It was shown that leadership needed to be distributed throughout the school for the successful completion of tasks. The findings of the study indicated that schools had HODs who complimented the head in performing instructional leadership role in the schools. Both teachers and the heads acknowledged that the HOD was pivotal in the department as the instructional leader. Findings further revealed that the heads of senior high schools made efforts to create an environment in which teaching and learning could take place optimally through effective supervision by the HODs. This was important because HODs worked directly with the both teachers and learners.

According to the heads, HODs had adequate time to closely supervise teachers in their departments because they were deliberately allocated fewer teaching periods, usually 20, in most schools so as to create time for supervision. HODs were subjects experts in the subjects they were in charge of. In view of this, the researcher recommends that HODs need to be empowered as direct instructional leaders. Empowered HODs would not religiously follow the syllabus given to them by the ministry or the head but would see their positions as a window to experiment and make the teaching areas more relevant to the needs of the students. If HODs were empowered, they would participate effectively in instructional

leadership. It is further recommended that the empowerment of HODs should include making the position a substantive post and not a post of special responsibility as is the position now. This would give HODs the legitimate authority to pursue their tasks with confidence, zeal, dedication, agility and focus on goals attainment in order to improve schools.

Spillane, Havelson and Diamond (2001) maintain that schools should develop a wide leadership base so that the head would not continue to labour under self-imposed omniscience. It is not realistic to expect that heads as instructional leadership can provide a high level of pedagogical content knowledge, including knowledge about students' conceptual misunderstandings of the subject, the problem solving strategies and how they learn in all the subjects. In view of this it is recommended that heads should be able to create other leaders in the school through the selection of competent teachers to lead in school teams, departments and staff development programmes. instructional leadership means communicating a strong theoretical basis of a specific subject to teachers. It means developing in teachers a high level of pedagogical content knowledge. This is easily achieved when heads create other leaders in the school.

5.2.7 Commitment and Level of Responsibility of Teachers

Teacher commitment to the performance of instructional tasks has been described as pivotal for the successful implementation of not only instructional programmes but also school improvement plans. While heads had very high expectations of their teachers, findings showed that most teachers lacked commitment to work especially in schools where incentives were either low or none existent. This made the head as instructional leadership to struggle and put up with

disgruntled and dissatisfied teachers in pursuance of the elusive quality school improvement.

In view of this, the researcher recommends that the Ministry of Education (MoE) and the Ghana Education Service (GES) take decisive bold steps to bring some normalcy in the schools so that heads would be able to do their work effectively. Teachers were expected to work very hard and produce good results even under difficult socio-economic conditions that obtained at the time. Teachers also made life difficult for heads by operating illegal private classes in their homes where students were made to pay for extra lessons. Questions that quickly come to mind are issues of child abuse by teachers, safety of children and similar ills when lessons are done at home.

Although findings revealed that school heads exhibited some courage and discipline to influence teachers to perform their duties responsibly under the obtaining socio-political and economic crises, some teachers continued to do things their own way. Private extra lessons continued to be conducted at homes by several teachers. This lack of commitment was echoed by child parliamentarian Shaline Shauramba in the Daily News of 28 November 2013 when she said “ Teachers are not giving us quality time when they are teaching us during normal times as they are more focused on teaching during extra lessons so they can get more money. This has disadvantaged students from poor families who cannot get money for extra lessons”

In view of this, it is recommended that school heads as instructional leaders should seriously consider coming up with creative methods of protecting the vulnerable children from attending home lessons without creating worse situations in schools. All partners in the education system should put heads together and

provide a workable solution that will make everyone happy.

5.3 Recommendations for the Study

What has been found out is that there is need for senior high school heads to apply all aspects of instructional leadership presented and researched in the study in order to improve the quality of schools. In view of this, it is strongly recommended that the recommendations above be implemented by senior high schools heads in the study. The summary is as follows:

1. Vision and mission statements should serve an instructional purpose in the school and all the teachers must move towards the fulfilment of the vision for quality school improvement;
2. Critical and core instructional activities such as classroom visits, checking learners' work, and staff development that enhance teacher growth and development and quality school improvement should be intensified by all heads regularly;
3. Training that focuses on instructional leadership roles should be made available through the national association of senior high headmaster and the Ministry of Education (MoE) and the Ghana Education Service (GES) so that senior high school heads may be able to assist teachers and learners more effectively for quality school improvement;
4. Incentives should be provided for teacher to improve their commitment level in the teaching and learning process.
5. The post of HODs should be made a substantive post in an effort to not only empower them but create other instructional leadership needed by schools for quality school improvement;

6. There is need to establish schools of excellence in districts and provinces so that these would provide a framework for instruction success from which other schools could learn from; and
7. Instructional leadership at schools should put in place teams of teachers that would work together for the purpose of designing strategies that achieve good results, remove teacher isolation, and allow teachers to grow and mature professionally.

5.4 Recommendation for Further Research

As the study examined instructional leadership role of the school heads with a view to improving the quality of education in the school, there are aspects that can still be explored by researchers. These are,

1. What strategies can be employed by heads of schools as instructional leaders to deal with poor performing teachers and learners?
2. To what extent does the head's personality affect his instructional leadership roles?
3. How can school heads be prepared for them to effectively assume the instructional leadership role?
4. To what extent can instructional leadership in the school be shared and distributed.

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APPENDIX A:

INTERVIEW SCHEDULE FOR HEADMASTERS

School Head's Capacity to Perform Instructional Leadership Roles.

1. How often do you supervise each teacher in a year? Explain how this is done.
2. How often do you conduct staff development programmes for teacher? Explain how this is done.
3. In your opinion, do headmasters have the time and ability to adequately supervise teachers in the school?
4. In your view, what are the main factors which contribute to a school's success or failure? Explain the position of your school in the respect.
5. To what extent are you involved in the procurement of teaching and learning resources?

Knowledge of School Curriculum

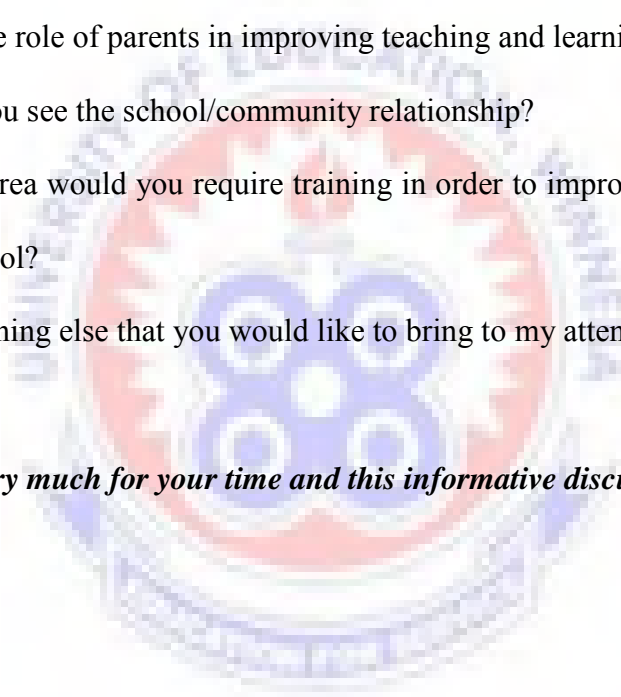
1. What is your role in curriculum implementation in the school?
2. How do you assist teachers in curriculum implementation?
3. What challenges do you encounter when assisting teachers with curriculum issues?
4. What are the key aspects of your duties that enhance teaching and learning? Explain how you apply them to complement teaching and learning.
5. Which aspect of teaching and learning do you emphasise during staff development programmes for teachers?
6. Are there any teaching and learning material other than textbooks that you give your teachers?
7. What are the teaching methods that are commonly used by your teachers? Explain how effective they are?

8. Before and after supervision do you discuss with your teachers? Explain the major focus of the discussion.

Curriculum Evaluation and Improvement

1. In an ideal situation, which should be made available for effective teaching and learning?
2. How adequate are resources for teaching and learning in your school?
3. In what way is your school's vision quality driven? Explain the extent to which teachers share the vision.
4. What is the role of parents in improving teaching and learning in the school?
5. How do you see the school/community relationship?
6. In which area would you require training in order to improve quality of education in the school?
7. Is there anything else that you would like to bring to my attention?

Thank you very much for your time and this informative discussion.



APPENDIX B

INTERVIEW SCHEDULE FOR TEACHERS

School heads' capacity to perform instructional leadership roles

1. How often are you supervised by the principal himself in year? Explain how this is done.
2. How does the principal conduct supervision of teachers?
3. In your opinion, does the head have time to supervise and teachers in the school?
4. How often does the head conduct staff development programmes for teachers?
5. Explain how this done?
6. How is the head involved in the procurement of teaching and learning resources?
7. How do you see the school/community issue?

School head's knowledge about curriculum issues.

1. What aspects of your work are emphasized by the head during supervision?
2. Which aspects of teaching and learning are emphasized by the head during staff development programmes?
3. When you have work related challenges, who assists you the most?
4. In what ways are you assisted by the head in the performance of your work?
5. How knowledgeable is the head about the teaching of your subject?
6. Which teaching and learning material other than text books, did you receive from the head in the last twelve months?
7. Before and after supervision do you discuss with your head? Explain the major focus of the discussion.

Curriculum Evaluation and improvement

1. In an ideal situation, which resources should be made available for effective teaching and learning?
2. How adequate are resources for teaching and learning in the school? Indicate how this can be improved.
3. In what ways would you like to be assisted by the school head?
4. In your opinion what should be done by the head in order to improve teaching and learning.
5. What is the role of parents in improving teaching and learning?
6. In your opinion, is the school's vision aimed at school improvement? Explain the extent to which you share the vision.
7. In which areas would you require training?
8. Is there anything else that you would like to bring to my attention?

Thank you very much for your time and for sharing with me

