UNIVERSITY OF EDUCATION, WINNEBA

PERCEPTION OF INSTRUCTIONAL LEADERSHIP ROLES OF TEACHERS IN

YUSIFUYA ISLAMIC BASIC SCHOOL AT ASOKORE MAMPONG

MUNICIPALITY

DORIS ANSAH

190012615

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 Masters of Arts (Educational Leadership) degree

AUGUST, 2020

DECLARATION

STUDENT'S DECLARATION

I, DORIS ANSAH, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other 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 for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE: …………………………………………

DATE: …………………………………………………

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this thesis to my dearest dad, Mr. Agyei-Ansah Samuel.

TABLE OF CONTENTS

LIST OF TABLES

viii

ABSTRACT

The study investigated teachers' roles as instructional leaders in Yusifuya Islamic Basic School at Asokore Mampong Municipality. The objectives of the study were to examine teachers' perception of instructional leadership roles, identify factors that militate against teachers' instructional leadership roles and to find out ways of enhancing teachers' instructional leadership roles. Descriptive survey design was used for the study. The target population comprised teachers of Basic Schools. The accessible population was 48 teachers of Yusifuya Islamic Basic School. Purposive sampling technique was used to select the Yusifiya Basic School and all the 48 teachers for the study. Questionnaire was used to collect data for the study. The reliability test yielded Cronbach alpha of 0.75. Data were analyzed using descriptive statistics such as percentages and frequencies. The study found among others that lack of professional development training affect teachers instructional leadership roles. Also, lack of financial resources to improvise teaching and learning materials affects teachers' instructional leadership roles. It is recommended based on the findings that the Municipal Director of Education should make sure teachers of Basic Schools are given regular professional development training in order for them to execute their instructional leadership roles better. The Municipal Director of Education should also ensure that some financial resources for teaching and learning materials are provided so as to encourage and sustain teachers' instructional leadership roles.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Teaching, which is regarded as an institutionalized activity requires quality and qualified personnel in order to help achieve the philosophy of education of any country. According to Hadley (1982), effective education can never take place without professional teachers who facilitate the teaching and learning process to realize the set institutionalized goal.

In support, Nyerere (2006) also stressed that a teacher is the only person who is capable of impacting knowledge and shaping people to the widest scope of knowledge. Khumalo (2008) also added that a teacher is an expert who is capable of impacting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. This means that a teacher is a leader and has the capacity to prepare future leaders.

Teachers take this responsibility of educating and become the ultimate builder of a nation. A teacher's instructional leadership roles and personality directly affect learners and learning process. A teacher's instructional role in the classroom plays an important part in the learning and it has a powerful effect on what he or she teaches (Nyerere, 2006). Today, a teacher, who is well trained, well versed in modern methodology, having grip over management and teaching techniques, directly affects learners and learning.

How a teacher teaches, may have as powerful effect, as what he or she teaches. Actions, a teacher takes as a teacher, directly affects what his or her learners learn. For instance, effective teachers always stress skill development of the learners in the classroom and spend considerable time on academic tasks in the classroom. An

1

effective teacher is always confident and work efficiently with supervisors. A successful teacher always stresses academics in the instructional roles and demonstrates good instructional leadership roles. He or she always is optimistic about his learners' abilities to learn. Effective teachers always set high standards before learners for achievement (Cole, 2004).

In addition, effective teachers are always warm, enthusiastic and businesslike. In the classroom, they provide variety of materials and engage learners in different academic activities. They teach with clarity and always use probing questions to follow initial questions. Learners' achievements and learning is also improved when teachers structure their contents well, they provide opportunities to the learners for review and discussion and give learners corrective feedback. When a teacher clarifies incorrect or partially incorrect responses of the learners, it has a positive effect on learning.

Teachers' non-verbal behavior, such as facial expression and eye contact, also sends messages to the learners about their teacher' expectations of the learners' performance. Effective teachers always adopt clear and varied methods of presentation for effective learning. They provide corrective feedback and emphasize academic instruction. They engage learners in academic activities for the most of classroom as efficient learning environment. They implement rules and procedures in their instructional roles and apply smooth pace of instructions (Bush, 2004).

Effective teachers focus on instructional leadership roles and classroom organization techniques which are best for learning. Teachers also make many decisions that promote learning. One of the most important decisions, teachers make, is their choice of model of teaching. Another important decision that teachers make is who controls the learning process, the learner or the teacher. This decision depends

largely on teacher's beliefs about how learners learn. So, it is important for a teacher to begin examining his or her own viewpoints about learning.

Teachers are the agents of social changes, facilitators of desirable learning, counselors of learners, consultants and resource persons of the teaching-learning situation. Teachers are the models of their learners morally, intellectually, emotionally and educationally. A teacher who behaves rightly in the instructional leadership roles does not only act correctly on certain instances but rather throughout any situation (Bush, 2003). The concepts of effectiveness and improvement can assist heads to transform their schools effectively and in so doing, improve the quality of education in Ghana through effective teacher instructional leadership roles and supervision in the classroom. The creation of a supportive culture for leadership opportunities for everyone in schools can encourage teachers to engage in instructional leadership roles (Bush, 2003).

It is crucial, therefore, that heads of schools distribute instructional leadership roles between and among teachers to empower and encourage them to lead. This will directly impact on building a learning organization and a sound culture of teaching and learning (Mitchell, 2001). When instructional leadership role is distributed among and between staff members, teacher instructional leadership is exercised.

As the concept of teacher instructional leadership roles evolves within a school, heads, along with veteran teachers, can help less experienced teachers refine their belief systems and enhance their potential to become part of a collaborative learning community (Phelps, 2008). If this potential is to be recognized, however, it is essential that heads and teachers share a common understanding of how teachers may be empowered in their buildings and what roles they may play hence the need to investigate perception of instructional leadership roles of teachers in basic schools.

1.2   Statement of the Problem

It is an acceptable fact that teachers' instructional leadership roles promote overall goals of schools. Recently, there has been an increasing public concern about teachers' performance and students' achievements. An informal discussions with teachers revealed that the main issue confronting teachers in Yusifiya Islamic basic school is how to effectively carry out their instructional leadership roles in classrooms and in the school as a whole. Teachers' knowledge about instructional leadership roles seem to be lacking.

The question that arise is that how do basic school teachers perceive instructional leadership roles. This and other questions need to be answered.
It appears teacher's perception is the main factor affecting their instructional leadership roles in classroom activities yet these teachers ought to deliver lessons up to expectation. Also, available literature focuses on instructional leadership roles (Fullan, 2002; Harris, 2002; O'Sullivan & Sanders, 2006; Tamakloe, 2007).s

1.3   Purpose of the Study

The purpose of the study was to investigate perception of instructional leadership roles of teachers in Yusifiya Islamic Basic School at Asokore Mampong Municipality.

1.4   Objectives of the Study

The study sought to:

1. examine perception of teachers' instructional leadership roles in Yusifuya Islamic Basic School at Asokore Mampong Municipality.

2. identify factors that affect teachers' instructional leadership roles in Yusifuya Islamic Basic School at Asokore Mampong Municipality.

3. find out ways of enhancing teachers' instructional leadership role in Yusifuya Islamic Basic School at Asokore Mampong Municipality.

1.5 Research Questions

The study was guided by the following questions:

1. What is the perception of teachers' instructional leadership roles in Yusifuya Islamic Basic School at Asokore Mampong Municipality?

2. What factors affect teachers' instructional leadership roles in Yusifuya Islamic Basic School at Asokore Mampong Municipality?

3. In what ways can teachers' instructional leadership roles be enhanced in Yusifuya Islamic Basic School at Asokore Mampong Municipality?

1.6   Significance of the Study

The study will provide in-depth knowledge to teachers of basic schools. The knowledge on instructional leadership roles will help teachers to have positive perception towards instruction. The outcome of the study will contribute to knowledge in the field of teacher instructional leadership roles in basic schools. The findings of the study will also help heads of educational institutes to put in place measures that will lead to effective instructional leadership roles of teachers.

The study will also help policy makers of education to formulate policies to promote effective teachers' instructional leadership roles and classroom activities. The study will again serve as a reference material for future researchers who may conduct similar study on teachers' instructional leadership roles.

1.7   Delimitation of the Study

The study was delimited to only Yusifuya Islamic Basic School at Asokore Mampong. The study was delimited to instructional leadership roles of teachers. Only teachers were used as participants for the study. Areas such as teachers' instructional leadership roles, factors that affect teachers' instructional leadership roles and ways of enhancing teachers' instructional leadership roles were covered in the study.

1.8   Limitations of the Study

There were some problems that the researcher encountered during the research which would have the tendency to affect the result of the study. The study used one basic school and teachers. This shows that the study limited to a smaller sample. Some of the respondents were not prepared to answer the questionnaire which might have affected on the reliability of the result. The use of only questionnaire prevented respondents from providing additional information. This might have affected the result of the study.

1.9   Operational definitions of Terms

Leadership: leadership is the ability to influence others to work to achieve the goals of the school.

Teacher leadership: Teacher leadership is the process by which teacher's influence teaching and learning to promote the success of the school.

Challenges: Factors affecting teachers' instructional leadership roles in the school.

Resource: Teaching and learning materials and other logistic needed to achieve the overall goals of the school.

Perception: The attitude or point of view or opinion of a teacher's instructional leadership roles.

Instructional leadership roles: Giving detailed or intended information about how teachers' should base on teaching and learning in school.

1.10   Organization of the Study

The study is organized into five chapters. Chapter one presents the background to the study. It includes statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, delimitation of the study, limitations of the study, definition of terms and organization of the study.   Chapter two, deals with the review of related literature. Chapter three presents the research methodology. It covers the research design, population, sample and sampling techniques, instrument, pilot testing, data collection procedure, data analysis plan and ethical consideration. Chapter four presents the results and discussions of the findings of the study. Chapter five covers the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter reviewed theoretical literature on instructional leadership roles.

The areas covered included the following:

1. Concept of instructional leadership

2. The contingent theory

3. Instructional leadership roles of teachers

4. Perceptions of instructional leadership roles of teachers

5. Factors affecting teachers instructional leadership roles

6. Factors that enhance teachers instructional leadership roles

7. Empirical literature

8. Summary of literature

2.1. Concept of Instructional Leadership

Instructional leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Instructional leadership in that context pursues effective performance in schools, because it does not only examines tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Thus, instructional leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Maicibi, 2003).

8

According to Northhouse, (2007) instructional leadership is when an individual is able to influence others for a communal goal to be attained. According to Yukl (2002), instructional leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives. Action is the move taken to get to the preferred goal for the organization or the school, mobilization embodies the people in the school to be involved freely to help attain the goal and finally the change is what the school has intended but only conceptualized. This should be reached at the end and this is one of the most important characteristics of instructional leadership.

According to Van Deventer (2003), the role of a successful and effective instructional leadership is to activate, direct, guide, mentor, educate, assist and support all the staff concerned so that they focus on a shared vision, strategy and set of intended aims. Instructional leadership is "about moving forward and having a sense of direction to ensure that the school is progressing and is active in its pursuits of its educational goals."

Teacher instructional leadership offers educators the opportunity to share teaching authority by giving others responsibility and empowering them to participate in decision making to showcase their abilities for the effectiveness of the school. Teacher instructional leadership is a new model in many school leadership systems, and it always focuses on the improvement of teaching and learning situations through its basic principles such as collaboration, distribution, empowerment and participation.

In short, teacher instructional leadership is understood as leadership exercised by teachers regardless of position or designation (Grant & Singh, 2009). Similarly, Gunter (2005) argues that teacher instructional leadership flourishes well in schools where teachers are afforded the opportunity to take instructional leadership activities in and beyond the confines of their classrooms. Thus, teacher instructional leadership works from the premise that leadership of schools cannot be the exclusive task of the head, but needs to be exercised by everyone within a school.

Grant (2008) defines teacher instructional leadership as a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal and formal instructional leadership roles both in the classroom, the school and beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust. Katzenmeyer and Moller (2001, p. 5) also define teacher instructional leadership in the following way: teachers, who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice.

Teacher instructional leadership is about empowerment, change and improvement. It is an approach where the head and the staff members create the opportunities to generate and reflect on ideas together, share perceptions, beliefs and new information together and develop ways of implementing change together.

According to Harris and Muijs (2005, p. 23), teacher instructional leadership is "the ability to encourage colleagues to change, to do things they couldn't ordinarily consider without the influence of the leader". It is thus, has the characteristics of collective instructional leadership in which teachers develop knowledge and

10

experience as a team by working collaboratively and collegially. Like Katzenmeyer and Moller (2001, p. 23), I also would like to emphasize that "teachers instructional leadership can bring of a change beyond their classrooms by accepting more responsibility for helping colleagues to achieve success for all of students and for the total school program".

The concept of teacher instructional leadership can involve teachers working for change in a school by changing classroom practice itself, by working together with other teachers on curriculum issues, by working at a whole school level to bring about change and finally by networking across schools (Grant, 2006). This view is confirmed by Morrisey (2000) cited in Ntuzela (2008) who indicates that in schools where teacher instructional leadership is recognized and developed chances of schools improvement and effectiveness are significantly enhanced

2.2.   The Contingent Theory

The study is underpinned by the contingent theory. The contingent theory assumes that there is no one best approaches to organizing, and that organizational structures matter when it comes to school performance and that the most effective method of organizing depends on the environment of the organization or the school and in this context, teachers' instructional leadership roles in the school matters most. The founder of this theory is Fiedler (1973) and he wanted to address the lack of attention to the context and situation of instructional leadership roles. The Trait and Behavioral theory lacks the attention to the context and situation within which instructional leadership roles is practiced or executed. This theory focused on the relationship between the context and situation of leaders' work and their actions, goals and behaviours as this theory seek to explore on the instructional leadership

11

roles of teachers in the classroom and in the school. Instructional leadership roles draw on the repertoire of styles, method or strategy and the effectiveness of a particular style, method or strategy is dependent upon the situation, the type of followers, and the type of instructional leadership (Mankoe, 2007). Instructional leadership constitutes the behavior of educational professionals who participate in tasks and activities that affect the development, growth, and performance of students (Leithwood & Duke, 1999).

2.3   Instructional Leadership Roles of Teachers

Instructional leadership roles, possibilities and opportunities are numerous and varied. According to York-Barr and Duke (2004), teacher instructional leadership role is practiced through a variety of formal and informal positions, roles and channels of communication. The following dimensions of roles were identified: coordination; management; school curriculum work; professional development of colleagues; participation in school change or improvement; parent and community involvement; contributions to the profession; and pre-service teacher education.

A number of different roles suggested for teacher instructional leadership further explain the distinctive nature of the leadership activity. These roles, according to Katzenmeyer and Moller (2001), separate into the three instructional leadership functions:

Instructional leadership roles of teachers: facilitator, coach, mentor, trainers, curriculum specialist, creating new approaches, leading study groups;

Instructional leadership roles on operational tasks: keeping the school organized and moving towards its goals through roles as head of department, action researcher, member of task forces;

12

Instructional leadership roles through decision-making or partnership: membership of school improvement teams, membership of committees, higher educational institutions, district offices and parent-teacher associations.

Gehrke (1991) identified similar functions of teacher instructional leadership, namely: to improve their own classroom teaching on a continuous basis; to organize and lead reviews of school practice; to provide curriculum development knowledge; to participate in-school decision-making; to offer in-service training to colleagues; and to participate in the performance evaluation of students and teachers.

Apart from the above, Harris (2003) suggests four main roles for the teacher instructional leadership. One of the most important roles of teacher instructional leadership is to learn from each other and be in close relationship with teachers in school by collaborating in a mutual way. Another role is that of brokering. Teacher instructional leadership ensures that the connections within the school are secure and that teachers are using the greatest opportunity to develop their skills for the development of the school positively. The teacher instructional leadership has a participatory role in school improvement. Teachers take a collective action to shape the school toward a stated goal.

Building a collaborative culture is another role of teachers 'instructional leadership' in school. Teachers build a collaborative culture that focuses on teachers, students' learning and continuous professional development of colleagues (Leithwood, Jantzi & Steinbach, 2003) that allows new ideas and research in various fields of their specialty. Among all these roles of teacher instructional leadership, the most important points that come from the literature are curriculum developers, expert teachers in various subjects, involvement in the decision making process in school, collaboration with peer teachers discussing lessons and pedagogy, choosing

13

instructional and textbooks for the school (class). Another role of teacher instructional leadership is to assist in recruiting new teachers. This role is aimed at providing assistance for the selection of new teachers for various subjects and also the administrators, drafting staff development programs, making decisions of the school budget for that year, setting right values and behavior for the school for both students and the rest of the school staff and, above all setting standards for students' programmes through promotion.

Teacher instructional leadership roles open to those who choose to pursue it when the opportunity is available. Darling-Hammond, Bullmaster, and Cobb's (1995) research concerning the training of teachers in professional development schools posits that a large pool of literature exists suggesting most teachers can perform instructional leadership roles in their own right. Barth (2001) contended that all teachers can and must be instructional leaders in their schools; school improvement is dependent on it. Barth (2001) created an ambiguous meaning for teacher instructional leadership by stating his view of leadership as "making happen what you believe in" (p.85).While this blurs formal lines of the role, it lends to Katzenmeyer and Moller's (2001) assertion of teacher instructional leadership influencing others. Applying Barth's statement in a general sense would imply virtually any teacher could step up to the role of teacher instructional leadership. This assertion involves two main themes. The first is that the conditions are right, and the second is that the teacher is personally ready and capable. Herzberg (2006) suggested that human nature supports a teacher's ability to accept, adjust, or resist extensive extra work based on one's personal position in life at the respective point in time.

14

Katzenmeyer and Moller (2001) stated that the reality of teacher instructional leadership role is that it may not be for every teacher at all points in a career. There are times when participation may be inviting, and times when teachers may need to avoid extra responsibilities (Katzenmeyer & Moller 2001; Barth, 2001; Crowther, et al, 2002).

Teachers must make a choice; the first step in becoming a teacher instructional leadership is to choose such a responsibility. Whether purposeful or not, all teachers make choices that lead to accepting or avoiding extra responsibilities outside the classroom (Swanson, 2000). As is the case with all human judgments leading to decisions, something internally, externally, cognitively, or emotionally promotes all acts of movement and involvement.

Teacher instructional leadership roles manifest itself in different forms depending on the actors and the current need of the school where the role is enacted. Katzenmeyer and Moller (2001) suggested that factors influencing a teacher's decision to engage in instructional leadership roles include excellent professional teaching skills, a strong and developed personal philosophy, and being at a point in life where the necessary energy level and time are available. Katzenmeyer and Moller (2001) proposed many factors that influence teachers' instructional leadership roles. They suggested that expectations of shared decision-making and leadership, accompanied by collaboration directed at student achievement, learning, inquiry, and reflective practice encourage teachers' instructional leadership roles.

15

2.4   Characteristics of Instructional Leadership Roles of Teachers

Teacher instructional leadership role is centered on grounds that all teachers can lead in their schools. Instructional leadership role is a form of agency and that it is shared among teachers and heads in a form of distributed instructional leadership or shared instructional leadership. This brings in the concept of distributed instructional leadership and shared instructional leadership that different writers use but finally end up giving the similar characteristics of almost the same instructional leadership concepts. Distributive instructional leadership roles help in clarifying the teacher instructional leadership concept. Three main ideas which emanate from it are: it encompasses the activities of different individuals in the school who are guided by the change process, distribution of instructional leadership tasks are accomplished through interaction by many teachers, and it implies interdependence and how roles are shared in a school or an organization (Harris 2003a, p. 317).

The collection of all definitions carries collective action by members and empowerment is emphasized in distributed and teacher instructional leadership. These terms are always used differently by different writers but have almost the same characteristics of distributed instructional leadership, shared instructional leadership, teacher instructional leadership (Harris & Muijs, 2003b, p. 6). Teacher instructional leadership centers mostly on teachers with their instructional leadership roles in school, while distributed and shared instructional leadership is manifold including students, parents, stakeholders, teachers, heads and other working staff.

The goal of the empowerment in instructional leadership is the participatory aspect of all teachers in school leadership in a form of democratization (Gonzales & Linda, 2004). Empowerment has been seen to place teachers at the core of the reform movement, to maintain good teachers at work. Muijs and Harris (2006) posit that

16

heads who think of empowerment in their school must be ready to share and relinquish power to teachers. The empowerment enables teachers to participate in decision making, which affects the policies of the school such as curriculum development, policies of the school and the management (Terry, 1999).

Empowerment means giving authority to followers to decide on their strategies to work that can lead to school improvement.

Trust is essential in collaboration for all members to accept differences and explore new patterns in developing the school. Both individuals and community interest are satisfied through collaboration (Collinson & Cook, 2007). It is a joint effort of a task to be accomplished by reducing the difficulties. This goes with the personal relation that has been established among the teachers in any school. This is like providing assistance to someone in the school and to a task that is not directly your responsibility. Collaboration is the main focus of teacher instructional leadership role as it stands as a tool for change through collective action (Frost & Durrant, 2003, p. 175).

In a collaborating atmosphere, the power is based on peer control and is not hierarchical. Authority is dispersed among the teachers and teachers work effectively as colleagues, trusting one another and supporting each other. The teachers are allowed to act freely and to have an opportunity to experiment with their pedagogy developed among themselves. Collaboration is geared towards a positive student learning outcome that is seen through their performance. Muijs and Harris (2006) argue that in collaborative culture, there is a common vision shared by all members that shape the school, a culture of trust and cooperation are established.

A research carried out by Conley and Muncey (1999) reveals how two teachers shared their view about teamwork in the year 1994-95. They touched on many aspects of teaming in regard to teacher instructional leadership roles such as school structure and restructuring, skills needed by teachers and team members concerning teacher instructional leadership roles. One teacher felt that every faculty was a team on its own, "I feel like that is a team." It was also noted that all teachers were team up. With this they set the goals of the school which guides them toward the vision of what they want. In developing the vision of the school, they have meetings where such issues are commonly discussed trustfully and honestly.

In every school, there is a set goal that is known by all teachers and students. In other words, there is a vision for every school. A vision is a future plan that does not exist presently. As an instructional leadership, the teacher operates a vision for the school, based on norms, values, commitment and aspiration. A vision of a school is successfully achieved when shared values, ideas and perceptions are articulated to a shared understanding. Many are committed to the vision of the school because they collectively had a clear discourse on it and fashioned it, opposite to the previous one made single-handedly (Frost & Durrant, 2003, p. 175).

2.5   Perception of Instructional Leadership Roles of Teachers

The concept of teacher instructional leadership roles equates to different meanings for different people (Donaldson, 2007). A review of the literature reveals an assortment of behaviors perceived to be inherent to the roles of teacher instructional leadership roles. Hickey and Harris's (2005) study of one school district suggested that teachers perceived the strongest areas of teacher instructional leadership roles

contributions as that of professional development, collaboration, and sharing of expertise and knowledge.

Lieberman and Miller (2005) literature review of empirical studies in teacher instructional leadership roles echoed Hickey and Harriss study, with an added emphasis on " contribution to building school wide vision''. Dils (2001) study of self-professed revealed that these teachers felt their main contributions as teacher instructional leadership roles laid within the area of mentoring, design, and implementation of curricular work based on standards and benchmarks, working with teachers in professional development opportunities, organization of the school and influencing others through collaboration. Whitsett and Riley (2003) studied the perception of teachers' instructional leadership roles, revealed that these teachers perceived that the core of teacher instructional leadership role is concerned with building relationships with peers and influencing colleagues' work toward school improvement.

Supporting these assertions, Ackerman and Makenzie's (2006), and Silva, Gimbert, and Nolan's (2000) suggested that teacher instructional leadership roles are agents for change. They viewed it as challenging the status quo, and designing and implementing various programs directed at school improvement. Dozier's (2007) survey of 300 accomplished teachers found that these teachers believed their instructional leadership traits were that of building and maintaining relationships as well as facilitating professional development and curriculum development. The major functions of the teacher include instruction, classroom management, guidance and counseling, student socialization and disciplinary intervention.

19

Instruction refers to actions taken specifically to assist students in mastering the formal curriculum (presenting or demonstrating information, conducting recitations or discussions, supervising work on assignments, testing, re-teaching and others).

Classroom management refers to actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction (arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities).

Guidance and counseling refers to actions taken to assist students understand themselves and have self-identity, monitoring of academic progress of students and career counseling on opportunities available for certain causes and programs offered in the school which help them in making choice of subjects .

Student's socialization refers to actions taken with the intention of influencing students' attitudes, beliefs, expectations, or behaviour concerning personal or social (including moral or political) issues. Socialization includes articulation of ideals, communication of expectations and modeling, teaching and reinforcing of desirable personal attributes and behaviour, as well as counseling, behavior modification and other remediation work with students who show poor personal or social adjustment.

Disciplinary interventions are actions taken to elicit or compel changes in the behaviour of students who fail to conform to expectations, especially behaviour that is salient or sustained enough to disrupt the classroom management system.

2.6 Factors Affecting Teachers Instructional Leadership Roles

Establishing teachers' instructional leadership roles is not a process without any challenges. These challenges are the stumbling blocks that inhibit teachers from taking up instructional leadership roles successfully. Inhibiting factors include heads and school structures, teachers as well as time.

The problem of preventing teachers' instructional leadership roles from flourishing in schools begins with heads and the structures of schools. Pillay (2008, p. 40) argues that one of the greatest challenges for heads is the ability to share power because they believe that decentralizing power is a threat to their authority. Many heads believe that they are the only ones who can make decisions and want to have the last say in any matter related to the school. A top-down, autocratic leadership style is one of the biggest barriers to teacher instructional leadership because it is something that is "rule-driven, secretive and hierarchical" (Crowther, Kaagen, Ferguson, & Hann, 2002, p. 22).Various studies indicate that traditional top-down leadership styles still dominate in many schools (Harris & Lambert, 2003; Harris & Muijs, 2005; Grant, 2006). Collaborative leadership and collegiality are the processes where authority and power can be decentralized but "some heads believe that their power is lost because it has to be shared" (Pillay, 2008, p. 40).

Many teachers, in a study by Grant (2006, p. 252), indicated a willingness and readiness to try out what they have learnt, but they felt that they would be restricted. Grant (2006) who stresses that: Hierarchical school organization controlled by autocratic heads is also one of the barriers that prevent teacher instructional leadership roles. Schools are still bureaucratically organized with autocratic heads showing negatively to teachers who attempt to take up a leading role outside the classroom.

Ash and Persall (2000) also argue that: Heads will need to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school. For teacher instructional leadership roles to develop, heads must also not allow leadership from those who are not part of their inner circles and who might not necessarily agree with these. This view is also supported by Harris and Muijs (2005, p. 43) who state that: The possibility of teacher instructional leadership roles in any school is dependent upon whether the team within the school relinquishes real power to teachers and the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area.

Teachers themselves are barriers to teacher instruction leadership roles. Harris and Muijs (2005, p. 43) explain that a "teacher's perceived lack of status within the school and the absence of formal authority hindered their ability to lead". Some teachers do not want to avail and commit themselves to leadership roles. They do not want to take the initiative and lead beyond their instructional roles because they believe that it is the heads role to lead (Grant, 2006, p. 527). Other teachers feel isolated from colleagues when taking on instructional leadership roles.

Grant (2006, p. 527) notes that, "many teachers firmly believe that the heads role is to lead and the teachers are to follow or obey". One of the participants in her study stated that: Teachers do not want to take initiative. They are afraid , see it like extra work, they have been asked to do but they feel that it is the school management team's responsibility to lead and they are just there to do the minimum or what they are expected to do between the four walls of their school (Grant, 2006, p. 527).

In addition, Harris and Muijs (200, p. 44) stress that teachers have "the feeling of being isolated from colleagues, and are less connected to peers when engaging in teacher leadership activities". For them "teacher leadership will not occur unless it is

underpinned by shared values, and argue that these shared values are developed first and foremost through shared pedagogical discussion, observation and team teaching".

Time is also experienced as a barrier to teachers' instructional leadership roles. Some researchers point out that time taken for work outside the classroom probably interferes with time needed for students and, when extra time is provided, it is usually not enough to instructional leadership activities (Leithwood & Steinbach, 1999). Teachers are not given enough time when they are given instructional leadership roles and responsibilities to exercise. The study done by Grant (2008, p. 99) also indicates that although teachers were trying to "manage their time, they just don't find time because many of the teachers are studying as well".

Time constraints were also experienced in the South African multi-case study. In the case of Molefe (2010, p. 89), "teachers did not want to do things which interfered with their own personal time". Mpangase (2010, p. 93) also found out that "lack of time interfered with teachers' personal lives as well as their classroom work". This shows that some teachers are not ready to use their personal time for instructional leadership roles and those who wish to take are as such could not find time to exercise their activities well.

Other barriers experienced that can prevent the development of teachers' instructional leadership in schools include lack of training and funding for instructional leadership roles, interference in teachers' personal lives as well as their school work, isolation, lack of role definition, and taking on responsibilities outside their areas of expertise (Leithwood & Steinbach, 1999).

2.7   Factors that Enhance Teachers Instructional Leadership Roles

These enhancing factors include the establishment of collaborative cultures in schools and the transformation of schools into learning communities.

Collaborative cultures in schools enhance distributed instructional leadership which in turn promotes teacher instructional leadership roles and improves educational processes. Collaboration is crucial in planning the broader curriculum for teaching and learning activities, to transform and improve educational systems. To reach that goal, teachers need to engage themselves in instructional leadership activities to become "part of a community of learners" (Katzenmeyer & Moller, 2001, p. 6). Katzenmeyer and Moller (2001, p.6) further stress that teacher leadership develop naturally among professionals who learn, share, and address problems together. The first step to this process of establishing collaborative instructional leadership roles is when teachers agree that they "are going to have shared decision-making" (Steyn, 2000, p. 209). According to Steyn (2000, p. 209), as a team, teachers decide to decentralize the teaching and learning process, and build a planning team, together with trained facilitators, who can assist in providing a vision or a final broad target.

In agreement with this view, Khumalo (2008) understands collaborative instructional leadership as being a form of decentralization in which teachers exercise informal leadership in their schools by sharing their expertise, volunteering for new projects and bringing new ideas to the school. She also emphasizes the importance of the decentralization process, which is more consistent with the notion of democracy, in which people are engaging in decision-making and in the formulation of policies. Decentralization, collaboration, collegiality, and teachers' instructional leadership have the same goals, content and method in the context of education. The central aim

of these teaching and learning techniques is to improve the school's achievements and to bring about change in the school.

Similarly, Ntuzela (2008, p. 28) is of the view that "a collaborative culture acknowledges the values of the individual in the school and, as a result, teachers in this culture are empowered personally and collectively, and this improves their confidence in order to respond critically to demands and challenges of their jobs". Ntuzela (2008, p. 21) further emphasizes that schools need a strong culture which "encourages positive principal-teacher relationships, more participation in decision-making as well as high teacher morale and professionalism". In addition, "schools need to use the maximum advantage of working together in order to build capacity to ensure school improvement" (Ntuzela, 2008, p. 23).

According to Lieberman and Miller (2004, p. 13), teacher leaders "can work to support the profession and redefine it as an intellectual and collaborative enterprise". Teachers can: advocate for recognition of accomplishments in teaching and can lobby for meaningful professional development that draws on the experience, expertise, and wisdom of veteran teachers to support and inspire novice teachers, and that promotes the creation of professional learning communities that sustain teacher commitment, passion, and persistence (Lieberman & Miller, 2004, p. 13). This means that teacher leadership "helps teachers to develop new ways of viewing themselves, their roles and their profession", and it will be appreciated by teachers "who wish to assume new responsibilities" (Katzenmeyer & Moller, 2001, p. 3).

Harris and Muijs (2005, p. 49) who state that successful learning communities can be built through, firstly, acknowledging the importance of trust and, secondly, by the positive quality of relationships in the institution, and they emphasize that, "to be most effective, professional learning communities need to exist within a social

25

architecture that helps shape teachers" attitudes and practice". Furthermore, Harris & Muijs (2005, p. 49) suggest that "this social architecture consists of the establishment of norms that govern behavior (having a shared purpose), forms of ongoing interaction (reflective dialogue) and environmental conditions (social trust)".

Driel, Beijaard and Verloop (2001) looked at a professional learning community being a process where teachers continuously learn from each other either formally or informally in a school (Murphy 2006, p. 149). One of the reasons of forming such a professional learning community is to increase school performance, reduce teachers' isolation in their classes without interacting with each other and to form a collaborative community that will facilitate problem solving in school (Stoll, Bolman, Mcmahon, Wallace & Thomas (2006). Such programmes are always good if teachers and heads are all involved (Fennell, 2005, p. 146). People seek to acquire more knowledge and teaching skills through integration for a new learning practice. Murphy (2005) supports that in a professional learning community there is the ingredient of sharing information and conversation, which is the sharing of knowledge. It is realized in shared problem resolution, shared language, shared work and making the isolation of teachers' work public and open. In a professional learning community there are embedded elements such as all staff involvement, shared values and vision of the school, the main focus is on student learning and school improvement, cooperation and collaboration among the staff, and their togetherness (Driel, et al., 2001).

Harris (2003) argues that the term professional learning community is one that implies a commitment not only to a teacher sharing but also to the generation of school wide culture that makes collaboration expected. Three key aspects are

26

emphasized in a professional learning community: a) school culture, b) it is client oriented and knowledge based, and c) value of teachers' professional development.

2.8   Empirical Literature

In schools, teachers' instructional leadership takes on many dimensions. This involves teachers engaged in collaboration and school decision making processes, as well as demonstrating and sharing instructional expertise. It can be a formal position, positing authority, or the informal role of revealing expert in instructional leadership roles, engaging in dialog aimed at improvement, mentoring, collaborating, modeling practices, and helping to broaden other's understandings (Ackerman & Mackenzie, 2006). Teacher instructional leadership roles surfaces as a way for teachers and administrators to support one another, helping each other transform their practices in this current environment of ever-increasing accountability (Beachum & Dentith, 2004).

Barth (2001) stated that all teachers can be instructional leaders. Darling, Hammond, Bullmaster and Cobb (1995) in their study discussed teachers" ability to lead without holding a formal position. Donaldson (2007) identified teachers who gathered to collaborate and learn from each other in informal manners, as instructional leaders themselves. Informally, teacher instructional leadership roles occur wherever and whenever one person's action purposely influences another's. Formal areas have been identified within the literature also. Indeed, it is the formal role that began much of the teachers' instructional leadership roles movement (Silva, Gimbert, & Nolan, 2000).

27

Barth (2001) identified areas of essential teacher instructional leadership roles work as being: textbook selection, curriculum, standards for student behavior, student tracking, staff development, promotion and retention policies, budgets, teacher evaluations, selecting new staff, selecting new administrators, budgets, and professional development. Wetig (2002) study of teacher leaders revealed that those studied, facilitated change, were involved in mentoring, and were expert teachers. Wetig also suggests teachers' instructional leadership roles are instrumental when acting in roles as team, department chairpersons, mentors, master teachers, grade level chairs, curriculum coordinators, and consultants.

Dozier (2007) survey of 300 accomplished teachers' instructional leadership roles revealed their personal beliefs of contribution included their work of building relationships through professional development facilitators, working in curriculum development, and serving as department chairs, grade chairs, and mentors to other teachers.

Reyhan (2010) studied primary school teacher instructional leadership roles in Turhal town of Tokat, with 610 primary school teachers. She studied her survey within four zones; reliability and influencing others, appreciation and meeting the expectations, ability and openness to change, and educational roles. The study found out that most teachers adopted their instructional leadership roles while they were less likely to be open to change.

28

2.9   Summary

The review discussed transmitting knowledge to students; efficiently use the appropriate and modern teaching methods, using of appropriate teaching and learning materials for the class and Setting out tasks and assessment for the students and marking them promptly were some of the teachers' instructional leadership roles.

Again, the literature revealed that mismanagement of time, lack of professional development training and interference in teachers' personal lives were some of the factors that inhibit teacher's instructional leadership roles.

The literature also revealed that collaborative cultures in the school，engaging in decision-making in the formulation of policies, positive and healthy head teacher-teacher relationships, high teacher morale and professionalism and support from veteran teachers to novice teachers to inspire them were also some of the factors that promote teachers instructional leadership roles. The issues discussed in the literature are related to the topic.
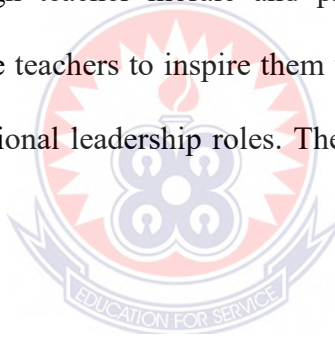
CHAPTER THREE

METHODOLOGY

The chapter deals with the research methodology adopted for the study. It includes the research design, population, sample and sampling techniques, data source, data collection instrument, pilot-testing, the validity and reliability of the instrument, the data collection procedures, data analysis procedure and ethical consideration.

3.1   Research Design

Research design is the method or a plan used by the researcher to elicit appropriate information and to answer the research questions. According to Creswell (2007), a research design is the advance planning of the methods to be adopted for collecting relevant data and the technique to be used in the analysis.

The researcher adopted the descriptive survey design using the quantitative approach as questionnaire was used to collect data for the study. Descriptive survey design is the procedure for describing, recording, analyzing and interpreting conditions (Bell, 2008). Descriptive survey research design is administering a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2012).

The strength for using the descriptive design is that it provides researchers with a lot of information from various respondents (Creswell, 2012). Similarly, the data collected are easy to analyze. Descriptive design is not without weaknesses. A weakness of descriptive survey design is how to retrieve all questionnaires that have been distributed to respondents.

3.2   Population

Creswell (2005) stated that population in research is defined as a group of individuals or people with the same characteristics and in whom the researcher is interested therefore the researcher selected Yusifuya Islamic Basic School. The target population consisted of all teachers of basic schools at Asokore Mampong Municipality. The accessible population of the study consisted of teachers of Yusifuya Islamic Basic School at Asokore Mampong Municipality. Statistics from the District Director of Education indicated that the study school has a population of 48 teachers.

3.3   Sample and Sampling Procedure

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Creswell, 2007). A sample is a group of people that are chosen out of a larger number and are asked questions or tested in order to get information about a larger group (Kusi, 2012).

The teachers were selected through purposive sampling technique. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2007). The standard used in choosing respondents and sites is whether they are "information rich" therefore the researcher settled for teachers who are leaders of classroom instruction. A total of 48 respondents formed the sample for the study.

3.4 Data Collection Instrument

The researcher structured questionnaire to collect data for the study. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis.

The questionnaire was designed by the researcher from the literature. The questionnaire was divided into four sections. Section A dealt with the demographic data of respondents. Section B sought opinions on teachers' perception of teachers' instructional leadership roles. Section C asked questions on factors that affect teachers' instructional leadership roles and Section D demanded responses on ways of enhancing teachers' instructional leadership roles. Four point likert type scale was used, ranging from strongly agree to strongly disagree.

The likert type scale facilitates easy analysis as they are usable immediately (Bell, 2008). A questionnaire is cost effective and less time consuming. However questionnaire has weaknesses of how to collect or retrieve all the questionnaires administered.

3.5 Validity of the Instrument

Validity is the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which items fulfills the function it was designed to fulfill (Bell, 2008). The validity of the instrument was ensured as the researcher submitted the designed questionnaire to the academic supervisor for the necessary corrections and alterations to be made before it was finally administered to the respondents. The unclear and ambiguities items in the

32

questionnaire were either modified or deleted. The supervisor founds out whether the items on the questionnaire covered all the research questions.

3.6   Pilot-testing

Bell (2008) posited that the purpose for piloting instrument is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate. The questionnaire was administered to 30 respondents selected randomly at Al- Taw Jeeh Islamic basic school which was outside the study area but has similar characteristics as the area under study. The pilot-testing enabled the researcher to make the necessary changes to the items which were inappropriate and ambiguous. Cronbach Alpha was use to analyze data from the pilot test and 0.75 alpha coefficient was achieved.

3.7   Data Collection Procedure

The researcher submitted an introductory letter from the head of educational leadership department to seek permission from the Asokore Mampong Municipality Director of Education which was given. The researcher afterwards visited the study schools to brief the respondents about the purpose of the study. The researcher contacted the head teacher and explained the objectives of the study to him. Genial relationship was established between the researcher and the respondents to make respondents feel at ease in responding to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The respondents were given two weeks to complete the questionnaire. The researcher visited the schools after the

33

questionnaires have been completed. The researcher achieved a 100% return rate as all the questionnaires administered were retrieved.

3.8   Data Analysis Plan

According to Bell (2008), before an analysis can begin, the researcher must develop what is known as a coding scheme, which is a plan for organizing responses into a form amenable to analysis. The data collected through the questionnaire were edited, and classified according to the research questions to ensure their completeness, consistency, accuracy and relevance. The data from the questionnaire administered were coded and entered into the Statistical Package for Service Solutions (SPSS) and analyzed using descriptive statistics such as frequencies and percentages to answer all the research questions. The results were presented in tables.

3.9   Ethical Consideration

First of all, a written informed consent was sought from the head teacher and teachers to voluntarily participate in the study. They respondents were assured of confidentiality and anonymity as their names were not required on the questionnaire and this motivated them to be more honest in providing the appropriate responses to the instruments. The respondents were assured that the information that they would provide would be used for academic purposes only.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0   Introduction

This chapter presents the results of field data on teachers' role as leaders in the classroom in Yusifuya Islamic Basic School at Asokore Mampong Municipality as a case study. Data were gathered from 48 head teachers, assistant head teachers and teachers. Results from the data were analyzed with the help of frequencies and percentages. Results were presented according to the research questions. The chapter is presented under four headings which include:

1.   Demographic characteristics of respondents

2.   Teachers classroom instructional role

3.   Factors that militate against teachers' classroom leadership role

4.   Ways of enhancing teachers' classroom leadership role

4.1   Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age, highest educational qualifications and teaching experience were examined. These were required to enable the researcher to know the kind of respondents who were used in the study.   The first part of the analysis concerns gender of respondents for the study. This is presented in Table 1.

Table 1: Sex of Respondents

Variable	Frequency	Percentage
Male	31	65
Female	17	35
Total	48	100

Source: Field Data, 2020

Table 1 showed that 65% of the respondents were males while 35% of the respondents were females. The result implies that majority of the respondents were males.

4.1.1 Age of Respondents

Age was analyzed to find out age attainment of respondents involved in the study. Table 2 presents the results.

Table 2: Age of Respondents

Age	Frequency	Percentage
21-30 years	7	15
31-40 years	11	23
41-50 years	14	29
51-60 years	16	33
Total	48	100

Source: Field Data, 2020

As shown in Table 2, 15% of the respondents were aged between 21-30, 23% of the respondents were aged between 31-40, 29% of the respondents were aged between 41-50 while 33% of the respondents were between the ages of 51-60. The result implies that majority of the respondents that majority of the respondents fell between the ages of 51 and 60.

4.1.2 Highest Qualification

The highest educational qualification of respondents was also analyzed. This was to find out the educational attainment of respondents. Table 3 presents the results.

Table 3: Highest Educational Qualification

Qualification	Frequency	Percentage
Diploma	14	29
Bachelor's Degree	22	46
Master's Degree	12	25
Total	48	100

Source: Field Data, 2020

Table 3 indicated that 29% of the respondents were Diplomates. About 46% of the respondents were holders of the Bachelor's Degree while 25% of the respondents had Master's Degree. The result implies that majority of the respondents were holders of bachelor's degree who had the requisite qualification and knowledgeable to give rich information for the study.

4.1.3   Teaching Experience

Teaching Experience was analyzed to find out the number of years respondents, involved in the study had been in the teaching service. Table 4 depicts the results.

Table 4: Teaching Experience of Respondents

Teaching Experience	Frequency	Percentage
1-5 years	8	17
6-10 years	10	21
11-15 years	17	35
16 years and above	13	27
Total	48	100

Source: Field Data, 2020

Table 4 shows that, 17% of the respondents had been in the teaching service for between 1-5 years, 21% of the respondents had been in the teaching service for between 6-10 years, 35% of the respondents had been in the teaching service for

between 11-15 years while 27% of the respondents had been in the teaching service for 16 years and above. The result means that majority of the respondents had been in the teaching service for between 11 and 15 and therefore were experienced to provide the needed information on their instructional leadership roles.

4.2   Analysis of the Main Data

Research Question 1:   What is the perception of teachers' instructional leadership roles in Yusifuya Islamic Basic School at Asokore Mampong Municipality in the Ashanti Region?

The respondents were asked a number of questions relating to teachers classroom instructional (teaching) leadership role. The results are presented in Table 5.

Table 5: Perception of Instructional Leadership Roles of Teachers

Statements	Strongly Agree N%	Agree N%	Strongly Disagree N%	Strongly Disagree N%	Total N%
Transmit knowledge to students effectively	19 40	24 50	5 10	0 0	48 100
Using the appropriate teaching methods	18 37	22 46	8 17	0 0	48 100
Using appropriate teaching and learning materials	26 50	12 21	6 17	4 12	48 100
Giving assignment and marking them promptly	24 50	20 42	4 8	0 0	48 100
Discussing feedback with students	20 42	22 46	6 12	0 0	48 100
Teaching within instructional time	20 42	24 50	4 8	0 0	48 100

Source: Field Data, 2020

From Table 5, majority of the respondents (50%) agreed that transmitting knowledge to students effectively was part of teachers' classroom instructional leadership role. About 40 strongly agreed while 10% disagreed. The result means that imparting knowledge to students effectively is part of teachers' classroom instructional leadership role. The result is in line with Ackerman and Mackenzie's (2006) assertion that teachers' informal role of revealing expert classroom practices, including engaging in dialog and helping to broaden the understanding of students.

On using appropriate teaching methods, about 46% of the respondents agreed that the use of appropriate teaching methods was part of teachers' classroom instructional leadership role. About 37% of the respondents strongly agreed while 17% of the respondents disagreed. The result implies that majority of the respondents agreed that using the appropriate and current teaching methods are part of teachers' classroom instructional leadership role. The result implies that majority of the respondents agreed that using the appropriate and current teaching methods are part of teachers' classroom instructional leadership role. The result is in tandem with Bush's (2004) statement that effective teachers always adopt clear and varied methods of presentation for effective learning. They provide corrective feedback and emphasize academic instruction.

On teaching and learning materials, majority of the respondents (50%) strongly agreed that the use of appropriate teaching and learning materials for the class was part of teachers' classroom instructional leadership role. Also 21% of the respondents agreed, 17% of the respondents disagreed while 12% of the respondents strongly disagreed. The result means that the use of appropriate teaching and learning materials for the class to make the lesson lively is part of teachers' classroom instructional leadership role. The result implies that majority of the respondents

39

agreed that strongly agreed that using appropriate teaching and learning materials is part of teachers' instructional leadership role. The result is in consonance with Barth's (2001) findings that areas of essential teacher leader work include textbook selection, curriculum, standards for student behavior, student tracking and teacher evaluations.

Again, 50% majority of the respondents strongly agreed that giving assignment and marking them promptly was part of teachers' classroom instructional leadership role. Over 42% of the respondents agreed, while 8% of the respondents disagreed. The analysis means that giving assignment and marking them on time is part of teachers' classroom instructional leadership role. Moreover, 46% of the respondents agreed that teachers discussed feedback with students on their performance. Over 42% majority of the respondents agreed with the statement while 12% of the respondents disagreed. From the analysis, it could be said that discussing feedback with students on their performance is an important part of teachers' classroom instructional leadership role. The result is in conformity with Bush's (2004) statement that learners' achievements and learning is improved when teachers structure their contents well, they provide opportunities to the learners for review and discussion and give learners corrective feedback.

Finally, over 50% of the majority of the respondents agreed with the statement that teaching within instructional time was part of teachers' classroom instructional leadership role. More so, 42% of the respondents strongly agreed while 8% of the respondents disagreed. The result means that teaching within instructional time allocated is part of teachers' classroom instructional leadership role. The result implies that majority of the respondents agreed that teaching within instructional time is part of teachers' classroom instructional leadership role. The result agrees with

Weitg (2002) view point that teacher leaders facilitate change in the classroom through the instructional delivery time in the classroom.

Research Question 2: What factors affect teachers' instructional leadership roles in Yusifuya Islamic Basic School at Asokore Mampong Municipality?

The respondents were asked a number of questions relating to factors that militate against teachers' instructional leadership role. The results are presented in Table 6.

Table 6: Factors Affecting Teachers' Instructional Leadership Roles

Statements	Strongly Agree	Agree	Strongly Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Inadequate time to teach within instructional time	20 42	22 46	6 12	0 0	48 100
Inadequate teaching and learning materials	28 58	8 17	8 17	4 8	48 100
Lack of financial resources to improvise teaching and learning materials	15 31	25 52	8 17	0 0	48 100
Lack of professional development training	28 58	8 17	7 15	5 10	48 100
Large class size with limited furniture	26 54	22 46	0 0	0 0	48 100
Lack of in service training on currents methods of teaching	31 65	11 23	6 12	0 0	48 100

Source: Field Data, 2020

From Table 6, majority of the respondents (46%) agreed that inadequate time to teach within instructional time militated against teachers' instructional leadership roles. About 42% strongly agreed while 12% disagreed. The result means that

inadequate time to teach within instructional time militates against teachers' instructional leadership roles. The result is in line with Leithwood and Steinbach (1999) that time is also experienced as a barrier to teacher leadership. Some researchers point out that time taken for work outside the classroom probably interferes with time needed for students and, when extra time is provided, it is usually not enough to exercise leadership activities.

About 58% of the respondents strongly agreed that inadequate teaching and learning materials militated against teachers' instructional leadership roles. About 17% agreed, another 17% disagreed while 8% strongly disagreed. The result means that inadequate teaching and learning materials militates against teachers' instructional leadership roles. The result is in line with Barth's (2001) findings that teaching and learning materials is an essential in teachers' instructional leadership.

Majority of the respondents (52%) agreed that lack of financial resources to improvise teaching and learning materials not available militated against teachers' instructional leadership roles. About 31% agreed while 17% disagreed. The result means that lack of financial resources to improvise teaching and learning materials not available is a hindrance to teachers' instructional leadership roles. Again, 58% majority of the respondents strongly agreed that lack of professional development training militated against teachers' instructional leadership roles. About 17% agreed, 15% disagreed while 10% strongly disagreed. The result means that lack of professional development training for teachers militates against teachers' instructional leadership roles. The result is in line with Hickey and Harris (2005) whose study suggested that teachers perceived the strongest areas of teacher leadership contributions as that of professional development, collaboration, and sharing of

expertise and knowledge and the absence of these pose challenge in teachers' role as classroom leaders.

Moreover, 54% of the respondents strongly agreed that large class size with limited furniture militated against teachers' instructional leadership roles while 46% agreed. The result means that large class size with limited furniture militates against teachers' instructional leadership roles. Over 65% of the majority of the respondents strongly agreed with the statement that lack of in service training on currents methods of teaching militated against teachers' instructional leadership roles. About 23% strongly agreed while 12% disagreed. The result means that lack of in service training on currents methods of teaching militate against teachers' instructional leadership roles as teachers has to be abreast with modern methods of teaching. Gehrke (1991) identified similar functions of teacher leaders, namely: to improve their own classroom teaching on a continuous basis; to organize and lead reviews of school practice; to provide curriculum development knowledge; to participate in in-school decision-making; to offer in-service training to colleagues; and to participate in the performance evaluation of teachers.

Research Question 3: In what ways can teachers' instructional leadership roles be enhanced in Yusifuya Islamic Basic School at Asokore Mampong Municipality.

The respondents were asked a number of questions relating to ways that can enhance teachers' classroom leadership role. The results are presented in Table 7.

Table 7: Enhancing Teachers' Instructional Leadership Roles

Statements	Strongly Agree	Agree	Strongly Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Presence of adequate time for teachers to teach within instructional time	16 33	24 50	8 17	0 0	48 100
Availability of adequate teaching and learning materials	21 44	27 56	0 0	0 0	48 100
Provision of financial resources to improvise teaching and learning materials not available or damaged	22 46	26 54	0 0	0 0	48 100
High teacher morale and professionalism	21 44	22 46	5 10	-	48 100
Support from veteran teachers to inspire novice teachers	10 21	24 50	8 17	6 12	48 100
Presence of adequate furniture for use in classrooms	14 29	24 50	10 21	0 0	48 100
Provision of regular in service training on currents methods of teaching	18 37	22 46	8 17	0 0	48 100

Source: Field Data, 2020

From Table 7, majority of the respondents (50%) agreed that the presence of adequate time for teachers to teach within instructional time enhanced teachers' instructional leadership roles. About 33% strongly agreed while 17% disagreed. The result means that the presence of adequate time for teachers to teach within instructional time is a way to enhance teachers' instructional leadership roles. The finding is in line with Leithwood and Steinbach (1999) assertion that sufficient time is vital for teachers' instructional roles leadership.

About 56% of the respondents strongly agreed that availability of adequate teaching and learning materials enhanced teachers' instructional leadership roles while about 44% agreed. The result means that availability of adequate teaching and learning materials is a way to enhance teachers' instructional leadership roles. Barth's (2001) posited that teaching and learning materials were indispensable in teachers' instructional leadership roles.

Majority of the respondents (54%) agreed that provision of financial resources to improvise teaching and learning materials not available or damaged enhanced teachers' instructional leadership roles while about 46% strongly agreed. The result means that provision of financial resources to improvise teaching and learning materials not available or damaged is a way to enhance teachers' instructional leadership roles. Again, 46% majority of the respondents agreed that high teacher morale and professionalism enhanced teachers' instructional leadership roles. About 44% strongly agreed while 10% disagreed. The result means that high teacher morale and professionalism is another way to enhance teachers' instructional leadership roles. The result is in line with Khumalo's (2008) findings that high teacher morale and professionalism is a factor that promotes teachers classroom instructional roles.

Over 50% of the majority of the respondents agreed with the statement that support from veteran teachers to novice teachers to inspire them enhanced teachers' instructional leadership roles. About 21% strongly agreed, 17% disagreed while 12% strongly disagreed. The result means that support from veteran teachers to novice teachers to inspire them are ways to enhance teachers' instructional leadership roles. The result agrees with Khumalo's (2008) findings that support from veteran teachers to inspire novice teachers was also one of the factors that promotes teachers classroom instructional roles.

Also, majority of the respondents (50%) agreed that presence of adequate furniture for use in classrooms enhanced teachers' instructional leadership roles. About 29% strongly agreed while 21% disagreed. The result means that presence of adequate furniture for use in classrooms is a way to enhance teachers' instructional leadership roles. Over 46% of the majority of the respondents agreed that provision of regular in service training on currents methods of teaching enhanced teachers' instructional leadership roles. About 37% strongly agreed while 17% disagreed. The result means that provision of regular in service training on currents methods of teaching is another way to enhance teachers' instructional leadership roles. The finding supports Gehrke's (1991) assertion that one other way to improve teachers instructional roles was to offer in-service training.

CHAPTER FIVE

SUMMARYOF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter entails the overview of the study, summary of findings, conclusions, recommendations, and suggestions for further research.

5.1   Overview of the Study

The study was conducted to investigate teachers' role as leaders in the classroom, focusing on Yusifuya Islamic Basic School at Asokore Mampong Municipality as a case study. The objectives of the study were to examine teachers classroom instructional (teaching) leadership role in Yusifuya Islamic Basic School at Asokore Mampong Municipality, establish factors that militate against teachers' classroom leadership role in Yusifuya Islamic Basic School at Asokore Mampong Municipality and to find out ways of enhancing teachers' classroom leadership role in Yusifuya Islamic Basic School at Asokore Mampong Municipality.

Descriptive survey design was used for the study. The target population of the study comprised the head teacher, assistant head teachers and teachers in the Asokore Manpong Municipality. The accessible population was 48 teachers in Yusifuya Islamic Basic School at Asokore Mampong Municipality. Purposive sampling technique was used to select all the 48 teachers for the study. Data were analyzed with descriptive statistics such as percentages and frequencies. Census technique was used to select the school and teachers of Yusifuya Islamic Basic School. Questionnaire was used to gather data for the study. Cronbach alpha was used for the pilot test. Data were analyzed using percentages and frequencies.

47

5.2   **Main Findings**

A number of findings emerged from the study. They included:

On teachers instructional leadership roles the study found that transmitting knowledge to students efficiently, use of appropriate teaching methods, use of appropriate teaching and learning materials for the class, setting out assessment for the students and marking them promptly, discussing feedback with students on their performance and teaching within instructional time.

On factors affecting instructional leadership roles, the study revealed that inadequate time to teach within instructional time, inadequate teaching and learning materials, lack of financial resources to improvise teaching and learning materials not available, lack of professional development training, large class size with limited furniture and lack of in service training on currents methods of teaching were factors that militated against teachers instructional leadership roles.

On ways of enhancing instructional leadership roles, the study finally found that presence of adequate time for teachers to teach within instructional time, availability of adequate teaching and learning materials, provision of financial resources to improvise teaching and learning materials not available or damaged, high teacher morale and professionalism, support from veteran teachers to inspire novice teachers, presence of adequate furniture for use in classrooms and provision of regular in service training on currents methods of teaching were ways to enhance teachers classroom leadership role.

5.3   Conclusions

Based on the findings of the study the following conclusions were drawn:

It could be concluded that certain factors affect teachers' instructional leadership roles. This will make the school unable to achieve it academic goals which will result in poor performance of the students.

It could therefore be concluded that the suggestions made on ways to enhance teachers' instructional leadership roles in basic schools, if implemented, would go a long way to promote teachers' instructional leadership roles in basic schools to improve academic performance of the school.

5.4   Recommendations

From the findings and conclusions drawn, the following recommendations are made.

1. The Municipal Director of Education should ensure that teachers' instructional leadership roles in the classroom are encouraged and sustained.

2. The Municipal Director of Education should organize regular educational seminars and durbars on how to manage the challenges in their instructional leadership roles in the classroom to improve instruction.

3. The Municipal Director of Education should make sure teachers of basic schools are given regular professional development training in order for them to execute their instructional leadership roles better.

5.5   Suggestions for Further Study

The study was conducted to investigate teachers' instructional leadership roles in Basic Schools at Nkawie Municipality. The study could be replicated in Senior High Schools in other municipalities in Kumasi metropolis.

It emerged from the study that there are other instructional leadership roles of teachers. There is the need for further study to be conducted to find out those roles.

REFERENCES

Ackerman, R., & Mackenzie, S. (2006). Uncovering teacher leadership. *Educational Leadership, 63*(8), 66-70.

Alam, M. M., & Mohammed, J. K. (2009). Level of job satisfaction and intent to leave among Malaysia nurses. *Business Intelligence Journal, 3*(1), 123-137.

Anderson, K. D. (2004). The nature of teacher leadership in schools as reciprocal influences between teacher leaders and principals. *School Effectiveness and School Improvement, 15*(1), 97-113.

Ash, R. C. & Persall J. M (2000). The principal as chief learning officer: developing teacher leaders. *NASSP Bulletin,* 15-22.

Barth, R. S. (1988). *Principals teachers and school leadership*. Phi Delta Kappan, 39-42.

Barth, R. (2001). *Learning by heart.* San Francisco: Jossey-Bass.

Bass, B. M., & Bass, R. (2008). The Bass Handbook of leadership: Theory, Research and Managerial Applications, (4th ed.). New York: Free Press.

Beachum, F. & Dentith, A. (2004). Teacher leaders creating cultures of school renewal and transformation. *The Educational Forum, 68*(3), 276-286.

Beycioğlu, K. (2009).*İlköğretim okullarında öğretmenlerin sergiledikleri liderlik rollerine ilişkin bir değerlendirme.* Doktora Tezi. İnönü Üniversitesi. Sosyal Bilimler Enstitüsü, Malatya.

Bhatti, N., Syed, A. G., & Shaikh, F. M. (2012). Job satisfaction and motivation in the banking industry in Pakistan. *Journal of Asian Business Strategy, 2*(3), 54-62.

Bush, T. (2003). Theory and Practice in educational management. In M. Thurlow, T. Bush and M. Coleman (Eds.). *Leadership and strategic management in South African Schools* (pp. 43-61). London: Commonwealth Secretariat.

Bush, T. (2007). Education Leadership and Management: theory, policy and practice, *South African Journal of Education*, *27*(3), 391-406.

Bush, T. (2008). *Leadership and Management Development in Education*. London: SAGE Publications Ltd.Bush, T. and Middlewood, D. (2005). *Leading and Managing People in Education*. London: SAGE Publication Limited.

Cherubini, L. (2007). Speaking up and speaking freely: Beginning teachers' critical perceptions of their professional induction. *The Professional Educator, 29*(2), 1-12.

Collinson, V. & Cook, T. (2007). Organizational Learning*: Improving Learning, Teaching and Leading in School Systems*. Thousand Oaks: Sage Publications.

Conley, S. & Muncey, D. (1999). Teachers talk about teaming and leadership in their work *Theory into Practice, 38*(1), 46-55.

Creswell, J. W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (4th ed.). New Jersey: Pearson Education.

Crowther, F., Kaagen, S. S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L., Bullmaster, L., & Cobb, V. (1995). Rethinking teacher leadership through professional development schools. *Elementary School Journal*, 96, 87-106.

Dils, K. (2001). *Preparation and behavior of self-professed teacher-leaders*. Retrieved from www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/ 80/ Accessed 4/20/2009.

Dozier, T. (2007). Turning good teachers into great leaders. *Teachers as leaders, 65*(1), 54-59.

Donaldson, G. (2007). What do teachers bring leadership? *Educational Leadership 65*(1), 26-29.

Driel, J., Beijaard, D. & Verloop, N. (2001). Professional Development and Reform in Science Education: The role of Teachers practical Knowledge. *Journal of Research in Science Teaching*, *38*(2), 137-157.

Fennell, H. (2005). Living Leadership in an era of change. *Int. J. Leadership in Education, 22,* 145-165.

Fiedler, F. E. (1973). The contingency model — a reply to Ashour. *Organizational Behavior and Human Performance, 5,* 1-14.

Findle, B., & Findley, B. (1992). Effective schools: the role of the principal. *Contemporary Education, 63*(2), 102-104

Firestone, W.A. & Martinez, M.C. (2007). Districts, teacher leaders, and distributed Leadership: Changing instructional practice. *Leadership and Policy in Schools, 6,* 3-35.

Frost, D., & Durrant, J. (2003). *Teacher-Led Development Work.* London: David Fulton.

Gehrke, N. (1991). *Developing teacher leadership skills.* ERIC Digest, ERIC: ED 330691. Retrieved September 20, 2008, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sq1/ content_storage_01/0000019b/80/22/de/51.pdf.

Gonzales, L. D., & Behar-Horenstein, L. S. (2004). Sustaining teacher leadership in enabling to inchoate cultures. *Journal of School Leadership*, 14(2).

Gous, A. J. (2006). *Training of newly appointed principals: Additional reading materials*. Oshakati: Government Printers.

Grant, C. (2006) 'Teacher leadership: some South African voices'. *Education Management*, *Administration and Leadership, 34* (4), 511 – 532.

Grant, C. (2008). We did not put our pieces together: Exploring a professional development initiative through a distributed leadership lens. *Journal of Education*, *44*, 85-107.

Grant, C. & Singh, H. (2009). Passing the buck: this is not teacher leadership. *Perspective in Education*, *27*(3), 289-301.

Greenlee, B. (2007). Building Teacher Leadership Capacity through Educational Leadership programs. *Journal of Research for Educational Leaders, 4*(1), 44-74 (31).

Gunter, H. M. (2005). *Leading teachers*. London: Continuum

Harris, A. (2003). Teacher leadership as distributed leadership: heresy, fantasy or possibility? *School Leadership and Management, 23*(3), 313-324.

Harris, A. & Muijs, D. (2005). Improving schools through teacher leadership. Maidenhead: Open University Press.

Harris, A. & Lambert, L. (2003) Building leadership capacity for school improvement. Buckingham: Open University Press.

Hatch, J. (2006). *Organization Theory*: *Modern, Symbolic, and Postmodern Perspective.* Oxford University Press, USA.

Hatch, T., White, M., & Faigenbaum, D. (2005). Expertise, credibility, and influence: How teachers can influence policy, advance research, and improve performance. *Teachers College Record, 107*(5), 1004-1035

Herzberg, H. (2006). Learning habitus and the dynamics of lifelong learning. *Studies in the Education of Adults, 538*(1).

Hickey, W., & Harris, S. (2005). Improved professional development through teacher leadership. *The Rural Educator, 26*(2), 12-16.

Howey, K. R. (1988). Why Teacher Leadership? *Journal of Teacher Education*, 39 (1), 28- 31.

Kamasak, R. (2011). The influence of perceived external prestige on job satisfaction and turnover intentions. *Journal of Business and Economics, 2*(3), 209-221.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders.* Thousand Oaks, CA: Corwin Press.

Khumalo, J.C. (2008) Teachers' perceptions and experiences of teacher leadership: a survey in the Umlazi District, KwaZulu-Natal. Unpublished Master of Education thesis. Pietermaritzburg: University of KwaZulu-Natal.

Kouzes, J. & Posner. B. (2002). *The leadership challenge*. San Fransisco: Jossey-Bass.

Kusi, H. (2012). *Qualitative Research Methods.*

Lambert, L. (2003). *Leadership capacity for lasting school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Larson, J. (2009). Transformational leadership. Leading schools in a time of Global Cultural shifts. *Independent School*, *68*(3), 51-58.

Leithwood, K. J. & Steinbach, R. (1999). "Fostering Teacher Leadership". In N. Bennet, M. Grawford & M. Cartwright (Eds.). *Effective Educational Leadership*, 148-166.

Leithwood, K. Jantzi, D. & Steinbach, R. (2000). *Changing leadership for Changing Times*. Philadelphia: Open University Press.

Leithwood, K., & Duke, D. L. (1999). A century's quest to understand school leadership. In K. S. Louis & J. Murphy (Eds.), *Handbook of research on educational administration* (2nd ed.) 45-72*.* San Francisco, CA: Jossey-Bass.

Lieberman, A. & Miller, L. (2004). *Teacher leadership*. San Francisco: Jossey-Bass.

Lieberman, A., & Miller, L. (2005). Teachers as leaders essays. *The Educational Forum, 69*(2), 151-162.

Mankoe, J. O. (2007). *Educational Administration and Management in Ghana* (2nd ed). Kumasi: Payless Publication Limited.

Manning, G., & Curtis, K. (2002). *The art of leadership*. New York: McGraw Hill.

Mayrowetz, D. (2008). Making Sense of Distributed Leadership: Exploring the Multiple Usage of the Concept in the field. *Educational Administration Quarterly*, 44.

McCrimmon, M. (2007). *What is Management? How management differs from leadership*.

Mitchell, C. (2001). Building Capacity for a Learning Community. Learning-Centred Guide. *Canadian Journal of Education, Administration and Policy*, 19.

Molefe, M. B. S. (2010). *Emergent Teacher Leadership: A case study of three teacher leaders in a semi-urban primary school*. Unpublished Master of Education dissertation, University of KwaZulu-Natal, Pietermaritzburg.

Mpangase, B. N. (2010). *Lectures as Leaders? A case study of a further education and training college.* Unpublished Master of Education dissertation, University of KwaZulu-Natal, Pietermaritzburg.

Muijs D. & Harris A. (2003). Teacher Leadership-Improvement through Empowerment? An Overview of the Literature'. *Educational Management and Administration, 31*, 437-448.

Muijs, D. & Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK. *Teaching and Teacher Education*, *22*, 961-972.

Muijs, D. & Harris, A. (2007). Teacher leadership in (In) action: Three case studies of contrasting schools. *Educational Management Administration and Leadership, 35*(1), 111-134.

Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Thousand Oaks, CA: Sage.

Ndubisi, N. (2006). A structural equation modelling of the antecedents of relationship quality in the Malaysia banking sector. *Journal of Financial Services Marketing, 11*(2), 131-141.

Northouse, P.G., & Northouse, P.G. (2009). *Leadership: Theory and Practice*. 5th Edition. Thousand Oaks: Sage Publishing, Inc.

Northouse, P. (2007). *Leadership: Theory and Practice* (4th edition). Thousand Oaks California: Sage Publications.

Ntuzela, M. A (2008). *The role of the School Management Team in developing teacher leadership: case studies of two public primary schools on the lower South Coast of KwaZulu-Natal.* Unpublished MEd dissertation. Pietermaritzburg: University of KwaZulu-Natal.

Nyerere, J. K. (2006). *Nyerere on Education.* Dares Salaam: Hakielimu and ED Limited.

Ogawa, R. T., & Bossert, S. T. (1995). Leadership as an organizational quality. *Educational Administration Quarterly*, *31*, 224-243.

Owens, R (2001). *Organizational Behavior in Education: Instructional leadership and School reform.* Allyn and Bacon- Pearson.

Pfeffer, J. (2005). Understanding the role of power in decision making. In Shafritz, M., Ott, S. & Jang, S. (2005) *Classics of Organization Theory* (6th ed.) Belmont, CA: Thomson and Wadsworth.

Phelps, P. H. (2008). Helping teachers become leaders. *Clearing House, 81*(3), 119-122.

Pillay, S. (2008). *Teacher leadership: a self-study*. Unpublished MEd dissertation. Pietermaritzburg: University of KwaZulu-Natal.

Pounder, J. (2006). Transformational Classroom Leadership. The Fourth Wave of teacher leadership? *Educational Management Administration and Leadership*, *34*(4), 533-545.

Printy, S. & Marks, H. (2006). Shared Leadership for teachers and Students. *Theory into Practice*, 9: 125-132.

Reyhan, G. (2010). *Cumhuriyetten günümüze öğretmen liderliğine ilişkin öğretmen görüşleri.* Yüksek Lisans Tezi.Gaziosmanpaşa Üniversitesi. Sosyal Bilimler Enstitüsü, Tokat.

Robberts, D.C. & Roberts, D.C. 2007. *Deeper learning in leadership: helping college students find the potential*. San Franscisco: Jossey-Bass.

Shropshire, J., & Kadlec, C. (2012). Feeling marginalised: turnover of public-sector. *Journal of Emerging Trends in Computing and Information Sciences, 3*(6), 848-864.

Spillane, J., Halverson, R., & Diamond, J. (2001). Investigating School Leadership Practice: A Distributive Perspective. *Educational Researcher, 30*(3), 23-27.

Silva, D., Gimbert, B. & Nolan, J. (2000). Sliding the doors: locking and unlocking possibilities for teacher leadership. *Teachers College Record, 102*(4), 779-804.

Stoll, L., Bolam, R., Mcmahon, A., Wallace, M. & Thomas, S. (2006). The Professional Learning Communities: A review of the literature. *Journal of Educational Change,* 7, 221-258.

Swanson, J. (2000). *What differentiates an excellent teacher from a teacher leader?* Paper presented at the Annual Meeting of the American Educational Research Association.

Tamakloe, E. K. (2007). *An Education of the national conference on teacher education.* Accra: Ghana Universities Press.

Terry, P. (1999). Empowering teachers as leaders. [Electronic Version]. National Forum of Teacher. *Education Journal*, *10E*(3).

Van der Westhuizen, P.C. (ed.) (1991). *Effective Educational Management*. Pretoria: Kagiso Tertiary.

Van Deventer, I. et al., (ed.) (2003). *An educator's guide to school management skills*. Pretoria: Van Schaik.

Wetig, S. (2002). *Step up or step out: Perspectives on teacher leadership*. Paper presented at the Annual Meeting of the American Educational Research Association.

Whitsett, G., & Riley, J. (2003). *Defining and applying leadership: perceptions of teacher leader candidates*. Paper presented at the Annual Meeting of Midsouth Educational Research Association.

Wheling, B. (2007*). Foreword In: Building a 21st century U.S. education system.* Washington, DC: National Commission on Teaching and America's Future. From (assessed on 6th June 2010)

York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarships. *Review of Educational Research, 74*(3), 255-316.

Yukl, G. (1994). *Leadership in organizations* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. (2002). *Leadership in Organizations.* Englewood, New Jersey: Prentice Hall.

APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR THE RESPONDENTS

The attached questionnaire seeks information on perception of instructional leadership roles of teachers in Yusifiya Islamic Basic School at Asokore Mampong Municipal. The information that you would give would be used purely for academic purpose in fulfillment of the requirement for the award of Master of Arts degree (M.A) in Educational Leadership. You are therefore assured of confidentiality and anonymity.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible.

Please Tick [√] the appropriate box for your answer.

1. What is your sex?

   a). Male   [ ]

   b). Female [ ]

2. What is your age?

   a).   21-30 [ ]

   b).   31- 40 [ ]

   c).   41- 50 [ ]

   d).   51- 60 [ ]

3. What is your highest educational qualification?

   a). Diploma   [ ]

   b). Bachelor's Degree [ ]

   c). Master's Degree [ ]

4. For how many years have you been teaching?

   a) 1-5 years

   b) 6-10 years

   c) 11-15 years

   d) 16 years and above

SECTION B: INSTRUCTIONAL PERCEPTION OF LEADERSHIP ROLES OF TEACHERS

The following are the statements on instructional (teaching) roles of teachers. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale. Scale: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

Statements	SA 4	A 3	D 2	SD 1
Transmiting knowledge to students effectively				
Using the appropriate and modern teaching methods				
Using appropriate teaching and learning materials				
Giving assignments and marking them promptly				
Discussing feedback on students' performance				
Teaching within instructional time				
Seeking continuous professional development				
Teaching within instructional time				

SECTION C: FACTORS AFFECTING TEACHERS' INSTRUCTIONAL LEADERSHIP ROLES

The following are statements on factors that militate against teachers as leaders in the classroom. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale. Scale: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

Statements	SA 4	A 3	D 2	SD 1
Inadequate time to teach within instructional time				
Inadequate teaching and learning materials				
Lack of financial resources to improvise teaching and learning materials				
Lack of professional development training				
Large class size with limited furniture				
Lack of in-service training on currents methods of teaching				

SECTION D: WAYS OF ENHANCING TEACHERS' INSTRUCTIONAL LEADERSHIP ROLES

The following are the statements on ways of enhancing teachers' classroom leadership role. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale. Scale: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

Statements	SA 4	A 3	D 2	SD 1
Presence of adequate time for teachers to teach within instructional time				
Availability of adequate teaching and learning materials				
Provision of financial resources to improvise teaching and learning materials not available or damaged				
High teacher morale and professionalism				
Support from veteran teachers to inspire novice teachers				
Presence of adequate furniture for use in classrooms				
Provision of regular in-service training on currents methods of teaching				