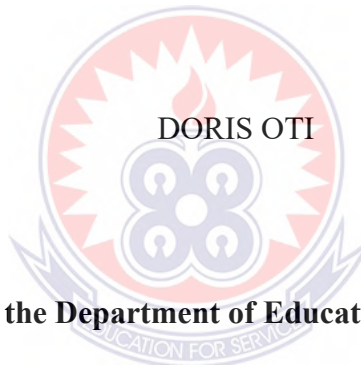


UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL LEADERSHIP ROLES OF HEAD TEACHERS ON THE
PERFORMANCE OF TEACHERS IN SIX SELECTED PUBLIC JUNIOR HIGH
SCHOOLS IN BUOHO CIRCUIT IN THE AFIGYA KWABRE DISTRICT



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

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, DORIS OTI, declare that this Project Report, with the exception of quotations 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 or whole, for another degree elsewhere.

SIGNATURE:

DATE:.....



SUPERVISOR'S DECLARATION

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

NAME: DR. PHILIP OTI-AGYEN

SIGNATURE:.....

DATE:.....

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DEDICATION

To my dear friend Mr. Obeng Nana David and my children, Evans Abrokwah, Stanley Abrokwah and Schandorf Abrokwah.

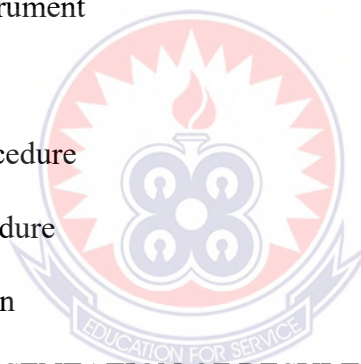


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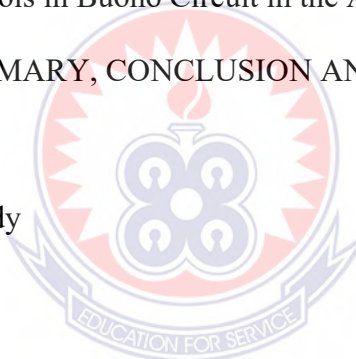
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ABSTRACT

This study examine the roles of head teachers on the performance of teachers in six selected public junior high Schools in the Afigya Kwabre District. Descriptive research design using sequential mixed method approach was adopted for the study. In all a sample size of sixty-six (66) comprising sixty (60) teachers and six (6) head teachers were used for the study. Questionnaire and semi structured interview guide were used as the main instruments for the study. The findings of the study revealed that head teachers in the Afigya Kwabere District performed roles such as ensuring conducive atmosphere for teaching and learning, monitoring both teachers and students in the school, giving rewards and recognition to deserving teachers, and serving as a link between the school and the community. Again, the study revealed that appropriate communication between head teachers and teachers, provision of avenues for teacher's professional growth and development, inspecting of teachers maintenance of records of work and empowering teachers as decision makers were some of the head teacher's instructional roles that have an influence on teacher performance. Finally the study revealed that inadequate teaching and learning resources, lack of cooperation among members of staff, teachers' lack of commitment towards teaching and learning, lack of induction policy document and poor relationship between teachers and students were some of the challenges confronting head teachers at Buohu Circuit in tin the Afigya Kwabre District in in the performance of their instructional leadership roles. The study therefore recommends that government of Ghana through the Ghana Education Service should consider increasing the capitation amount given to head teachers and specifically increase the allocation for purchasing of new text books and other instructional materials.

CHAPTER ONE

INTRODUCTION

This chapter described the Background to the study, followed by Statement of the Problem. The Purposes of the study, Research questions, Significance of the study have also been explained. Again, Delimitation, Limitation, and Organization of the study have been discussed.

1.1 Background to the Study

It is believed that every country's development to a large extent depends on the nature of education that are given to its populace as a result if this a lot of countries are making policies to suit the educational needs of the populace to ensure proper development and a sustainable economy. (Chang'ach, 2012). As other countries are enjoying policies and programs, Ghanaians are also not left out as they enjoy a comprehensive programme designed to provide good, quality education for all children of school going age that is, Free Compulsory Universal Basic Education (FCUBE) at the basic education level (Sekyere, 2009). This policy aim at improving teaching and learning for all school going age. However, this policies cannot be effectively implemented and cannot be achieved without effective and innovative leadership at the school level (Zammit, 2004). In this regard head teachers as school leaders occupy a pivotal position and greatly influence the quality of education offered and the eventual performance of teachers and students. The head teacher acts as a mentor, educator, advisor, ambassador, advocate and chief executive in a school set up (Law & Glover, 2000). Consequently the nature of leadership of a given school affects every facet of the

learning process in a school and thus teacher performance. Williams (2010) conducted a study in America on teachers' perception of principals' leadership. The results indicated that the role of the head teacher is significant to the academic growth and performance of the pupils because he/she is usually the major source and the driving force that uphold the welfare of the institution. Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1977) in their book on the educational administration explains that the head teacher's role is captured in six administrative task areas. These include management of curriculum and instruction, managing pupils, managing staff, managing physical facilities, financial management and school-community relations. Head teachers are expected to be competent in executing their duties along these task areas. According to Hallinger and Heck (1998), effective execution of these task areas requires an astute leader and this greatly affects pupils' achievement. To play the leadership role effectively, the head teacher is expected to develop a school climate and culture that help motivate pupils, teaching and non-teaching staff, leading to a better teaching and learning environment which is conducive to higher levels of pupils' achievements.

In a similar vein, Archer, Adentwi and Sam (2008) indicated that the head teacher must be a versatile individual to fulfill all the responsibilities demanded of him. He must be skillful in the area of human resources management. He must understand the operations of the school plant and know how to ensure effective maintenance. He must be conversant with the dynamism of educational institution practices and procedures. He must know how to work with the opinion leaders in the community in which the school is situated. He must show leadership competence among his staff that will improve the curriculum. These functions constitute a tremendous challenge to the head teacher and

therefore demand higher and more professional type of leadership nowadays than ever before and offer him a great opportunity to serve the teachers and students better. It is also important to note that as head teachers perform the various roles enumerated, there ought to be the need to look out for the effect of these roles on teacher performance as both head teachers and teachers are considered as key players to ensure effective teaching and learning. Hence the purpose of this study is to examine the roles of head teachers on the performance of teachers in six selected Public Junior High schools in Buohu Circuit the Afigya Kwabre District.

1.2 Statement of the Problem

The head teacher is responsible for the day to day operation of the school and is expected to create an environment that motivate both pupils and the teaching and non-teaching staff. When this is done, it could affect pupils academic achievements positively (Zammit 2004). However, ineffective and uncreative (lack of innovativeness) leadership among head teachers will lead to perpetual poor performance of teachers and students (Kigotho, 2011). Further, since the head teacher is charged with the responsibility of managing curriculum and instruction for good performance, the disparity in performance among schools may largely be due to the way individual schools are managed.

West and Jackson (2002) argue that school leadership globally has become more complex since the curricular demands have grown, parental; government expectations and demand for greater school effectiveness have also been raised. As a result head teachers have not been able to provide effective leadership, which has affected both teachers and pupils' performance. (West & Jackson, 2002)

A study conducted by Guajardo (2011) in New Zealand established that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult for head teachers to perform their leadership roles. In Africa, head teachers are scarcely prepared for their leadership tasks (Baffour-Awuah, 2011). A study in both Ghana and Tanzania revealed that primary school heads especially those in rural schools, are left unsupported once they are offered a headship appointment (Baffour-Awuah, 2011). In Ghana, for example, 60 of the 240 rural head teachers who were interviewed said they had not received any training since being appointed as heads (Baffour-Awuah, 2011). But without training, for example, head teachers can only acquire leadership skills through observing other heads performing their roles, or from their personal experience which delays the ability of head teachers to deliver good results. Again, a study conducted in Kenya have shown that there is a significance relationship between the leadership of a school and performance of teachers (Munyi 2012). Similarly Oduro (2008) conducted a study on teacher performance in some Ghanaian primary schools. The study revealed that low quality performance of teachers are connected to the poor management of schools by the head teacher's. It is important to note that all these studies have indicated the importance of instructional leadership roles on both teacher and student performance but, it appears no empirical study has been conducted to find out the instructional leadership roles of head teacher on the performance of teachers in Buohu Circuit in the Afigya Kwabre District.

1.3 Purpose of the Study

The purpose of this study was to examine the instructional leadership roles of head teachers on the performance of teachers in six selected Public Junior High Schools in the Buoho Circuit in the Afigya Kwabre District.

1.4 Objectives of the Study

Specifically the study sought to:

1. Determine the instructional leadership roles of head teachers in public junior high schools in Buoho Circuit in the Afigya Kwabre District.
2. To examine the influence of instructional leadership roles on the performance of teachers in the public junior high schools in Buoho Circuit in the Afigya Kwabre District.
3. Ascertain the challenges confronting head teachers in the performance of their instructional leadership roles in the public junior high schools in Buoho Circuit in the Afigya Kwabre District.

1.5 Research Questions

The following research questions were used to guide the study.

1. What instructional leadership roles are performed by head teachers in the public junior high schools in Buoho Circuit in the Afigya Kwabre District?
2. How does head teachers instructional leadership roles influence the performance of teachers in the public junior high schools in Buoho Circuit in the Afigya Kwabre District?

3. What challenges confront head teachers in the performance of their duties in public junior high schools in Buoho Circuit in the Afigya Kwabre District?

1.6 Significance of the Study

The findings of the study may help head teachers to become aware of the influence of their leadership roles in schools and how they affect the performance of teachers. Again, the outcome of the study will also be useful to educational administrators, for instance the Ghana Education Service in identifying the areas which need to be addressed when offering in-service courses to head teachers.

The findings of the study would also bring on board some of the challenges confronting head teachers in the performance of their instructional leadership roles so that frantic effort could be made by Ghana Education Service to minimize such problems.

1.7 Delimitation of the Study

The scope of the study was narrowed to ascertaining the roles of head teachers on the performance of teachers in public Junior High schools in Afigya Kwabre District. Therefore the focus of the study was on head teachers and teachers in only six public junior schools within the Buohu Circuit in the Afigya Kwabre District.

1.8 Limitation of the Study

The head teachers were required to give their views on their own leadership roles and how it affects teacher performance and the findings of the study may be affected by their subjective opinions. Again, the teachers were also likely to be biased in their

responses depending on the nature of relationship that exist between them and the head teacher. Further, the sample used for the study was not large enough to permit meaningful generalization to other district in Ghana. In spite of these limitations, the researcher toiled assiduously to ensuring that these limitations did not affect the validity of the findings and data of the study.

1.9 Organization of the Study

This study is divided into five chapters. Chapter one includes background information to the study, the problem statement, the purpose and objectives of the study, the research questions, and significance of the study, delimitation , limitations and finally organization of the study. Chapter two reviewed literature related to the study. Chapter three consist of the methodology used by the researcher to answer research questions which includes: the research design, description of the population, sample and sampling procedure and research instrument. Data collection procedure, data analysis procedure and ethical consideration is also included. Chapter four, focuses on data presentation and discussions. Chapter Five: involves the summary, conclusions and recommendations of the study.

1.10 Definition of Key Words

Academic press: The extent to which the mission, vision and goals of learning institutions are geared towards academic excellence

Instructional leadership: Is generally defined as the management of curriculum and instruction by a school principal/ head

Pedagogy: The method and practice of teaching, especially as an academic subject or theoretical concept

Professional development: Process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job.

Role model definition: A person who someone admires and whose behaviour they try to copy

Self-efficacy: One's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter review literature on the following concepts: Leadership concepts and traits, the concept of instructional leadership, Instructional leadership roles, Head teachers instructional leadership roles on teacher performance and Challenges Head teachers face in implementing their instructional leadership roles.

2.1 Leadership Concepts and Traits

Leadership is a process in which one individual influences a group of individuals to achieve a common goal (Northouse, 2007). A leader is that person who influences, establishes goals and guides individuals towards achieving those goals (Nahavandi, 2012). According to Northouse (2012), the definition of leadership should embrace certain concept. These concepts are that leadership is a trait, an ability, a skill, a behaviour, a relationship, and a process. In terms of being a trait, there are qualities essential to individuals in leadership positions and it is important that these traits or qualities manifest themselves in critical moments of leadership. As an ability, individuals should possess the capacity to lead others effectively. When considered to be a behavior, leadership manifests itself in the way leaders conduct themselves. In terms of being a relationship, leadership is suggested to necessitate collaboration and interactions between the leader and the followers, and as a process, leadership influences for the achievement of common goals (Northouse, 2012). Key traits identified as essential to effective leadership are intelligence, confidence, charisma, determination, sociability, and integrity

(Northouse, 2012). Intelligence may be thought of having good language, perceptual and reasoning skills. Being knowledgeable and aware of the intricacies of one's responsibilities are also associated with intelligence. Confidence is having the self-assurance of success in leadership. Charisma refers to the likeability of a person and this trait allows others to be influenced by the leader. Determination is the drive that leaders possess to get things done as effectively and efficiently as possible. Sociability is the capability of leaders to establish meaningful social relationships, and integrity is the embodiment of honesty and trustworthiness (Northouse, 2012). Clawson (2009) views leadership as the effective management of energy. He posits that organizations that are not thriving entities lack luster because they are being led by individuals who are not dynamic. He advocates for leaders to manage effectively their own energy as well as that of their followers to ensure that organizations operate effectively and efficiently.

2.2 Instructional Leadership

Instructional leadership refers a leadership style that encourages best practices in teaching (Glanz, 2006; Louis et al, 2010). The head teacher as an instructional leader is held accountable for the academic achievement of students (Kelehear, 2008; Smith & Andrews, 1989). Instructional leaders help to support the achievement of students by actively facilitating the development of the most sophisticated pedagogical practices in teachers (Kelehear, 2008). Instructional leaders are chief learning officers who are responsible to establish collaborative and supportive school cultures focused on teaching and learning (Green, 2010). Instructional leaders have transformational attributes. As facilitators, they exhibit behaviors that enhance the abilities of school faculty and staff.

They ensure that the teachers feel empowered to achieve goals of school improvement and student learning (Green, 2010). Support is given for the creation of learning communities that encourage dialogue and collaboration in the quest to accomplish the vision of the learning institution (Green, 2010; Louis et al. 2010). Leadership must also be shared. The leaders must be cognizant of their strengths and weaknesses as well as that of the faculty and staff to ensure that the leadership is shared effectively and that each individual's expertise is being maximized for school improvement (Green, 2010; Louis et al, 2010).

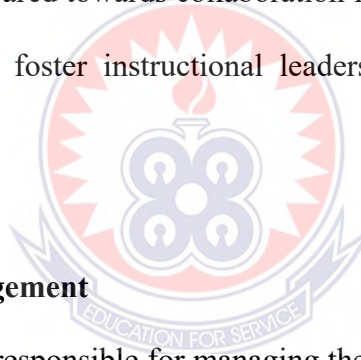
Although instructional leaders have to manage aspects of their institutions effectively, they differ from managers in that they focus on building relationships and gaining commitment from followers through the power of influence (Green, 2010). They also empower followers and encourage them to be creative and to use initiative in tasks that they have to undertake (Green, 2010). Leaders focus on the future, create change and a culture based on shared values, and use personal power. Managers try to maintain existing structures, focus on the present, and use position power (Nahavandi, 2012). Instructional leaders define and communicate shared goals, monitor and provide feedback on the teaching and learning process, and promote school-wide professional development (Mielcarek, 2003).

2.3 Instructional Leadership Roles

According to Louis et al, (2010), the head teacher as the manager of the institution should perform the following functions and roles.

2.3.1 Establishing a vision for learning

Head teachers are responsible to provide instructional leadership that establishes a vision for learning. Such vision must be clear to all members of the institution, faculty as well as students and all must be involved in its implementation. It must include the creation of a community of learners who collaborate to achieve goals (Green, 2010; Louis et al, 2010). This vision must also include facilitating a school culture that insists on high expectations from teachers, students and community stakeholders. It must be conducive to both student learning and professional growth of staff, and it must lead to school improvement in a way that addresses the needs of the students and engages the community in activities geared towards collaboration for student success. The use of data from multiple sources to foster instructional leadership is also critical to the vision created (Green, 2010).



2.3.2 Institutional Management

Head teachers are responsible for managing their institutions effectively. They are expected to plan for the improvement of their institutions. In so doing they are expected to coordinate people, programs and activities. Leaders are expected to manage in such a way that the human resources are adequate for the tasks at hand and that there is sufficient support for the completion of the tasks (Green, 2010). Effective budgeting is a major part of managing institutions of learning. Proper budgets ensure that resources are being used to maximize school improvement. Funds are usually limited and care must be taken to ensure that the finances are managed effectively. School leaders are also expected to be good directors. Their direction is necessary to ensure that organizational

tasks are completed in an effective and efficient manner. As directing managers, they have a responsibility to recruit, train, and place quality staff members. Their duties also include completing reports that demonstrate accountability and that resources are being effectively managed. As managers, schools leaders must organize their institutions in such a manner that teaching and learning is maximized (Green, 2010).

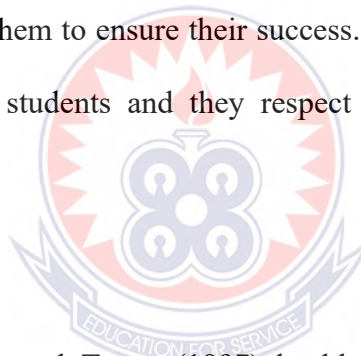
2.3.3 Head teacher as instructional leaders

Louis, et al (2010), determined that for improved instruction, head teachers should adopt certain practices. They should ensure that their schools are focused on goals and expectation of student achievement. Should keep track of the professional development of the teachers, including prescribing as well as managing the attendance of the teachers. They should also create structures and opportunities for collaboration among teachers, to the extent of scheduling meeting times (Alig-Mielcarek, 2003; Green, 2010). Other practices that were perceived to be important were monitoring the work of teachers in the classroom, providing mentors to new teacher, being easily accessible, providing backup with discipline and parents and supporting parental involvement in the learning of students (Green, 2010). More so, teachers perceive instructional leaders as responsible for establishment of the instructional climate and actions. Instructional climate is established as a result of a vision that students can all perform at high standards. One means of establishing this vision is through the adoption of value of research-based strategies. Another is through a personal vision of the head teachers to break cycles of poverty that exists in their communities (Louis et al, 2010). Instructional action involves providing instructional support to teachers. Head teachers should be cognizant of the teaching and

learning that occurs in their institutions. They should directly be involved with teachers ensuring that formative assessments are conducted (Louis et al, 2010).

2.3.4 The Academic Press

According to Alig-Mielcarek (2003), academic press is a way of conceptualizing learning climate of a school that influences the behavior of the administrators, teachers and students. Academic press is the extent to which the mission, vision and goals of learning institutions are geared towards academic excellence. The head teacher ensure that the atmosphere is conducive to learning and provides opportunities for the teachers to foster quality teaching. The teachers believe in the academic abilities of the students and work diligently with them to ensure their success. The students seek opportunities to learn and become better students and they respect their peers who perform well in academic endeavours.



2.3.5 Healthy Schools

According to Hoy and Tarter (1997) healthy schools are able to fulfill their mission of being places where learning occurs. Schools with a healthy climate have faculty who emphasize academic achievement and set high standards for teaching and learning. Teachers and administrators have positive collegial relationships with each other as well as with the students. There is a heavy emphasis on fulfilling the mission of the schools in these institutions and measures are put in place to ensure that negative influences from the community are not allowed to infiltrate and affect the positive atmosphere. The head teacher of healthy schools is a dynamic instructional leader. This leader ensures that instructional tasks are accomplished along with the building of relationships. A serious learning environment is also cultivated by the leader. Another

characteristic is that the leader is able to influence decision making by the governing boards as they trust his/ her judgments. This is critical to securing resources for teachers. Enthusiastic teachers are also vital to the cultivation of healthy schools. These teachers demand high standards from students by setting high but achievable goals. Teachers believe in the abilities of the students and they in turn believe in their abilities. Teachers believe in the mission of the school and genuinely strive for positive relationships with colleagues (Hoy & Tarter, 1997; Louis et al 2010).

2.3.6 Trust-Based Culture

Research has established that trust is vital to positive school culture. It is important that the decision-making of the institution's leaders is trusted by the participants (Louis, al 2010). Trust has been shown to be essential in determining whether or not educators have confidence in institutional leaders in carrying out transformational leadership tasks. It is important that in the learning environment of schools, leadership is distributed to maximize efficiency. Thus, it is critical for teachers to be empowered to the point of being certain that they are trusted to take the lead in certain aspects of the running of the institution where they teach. Efficiency in the running of the institution leads to great effectiveness in the operations of the institutions and greater emphasis on the teaching and learning process (Hoy & Tarter, 1997; Louis et al, 2010).

2.3.7 Head Teachers Supervision of Instructional Programs

Instructional supervision determines the effectiveness with which teachers perform their duties. Specifically curriculum supervision by head teachers is paramount as far as pupils' performance is concerned. Supervision is considered as that dimension or

phase of educational administration which is concerned with instructional effectiveness (Okumbe 1998). The head teacher is responsible for monitoring, assessing and evaluating both teachers' and pupils' progress. According to Wekesa (1993), the head teachers' supervisory roles lead to effective implementation of curriculum in order to ensure high pupils achievement in the internal and external examinations. The author observes that head teacher's supervisory role should influence instructional behaviors of teachers directly through supervision of the teaching process and indirectly through developing school level policies. Further, the head teacher should monitor program implementation at the classroom level, contribute in resource-material development, especially textual materials and program evaluation (Wekesa, 1993).

According to Baffour-Awuah (2011), one of the specific supervisory techniques which are employed by head teachers in the evaluation of teachers and pupils is classroom visitation. The author explains that by doing this the head teacher becomes aware of the problems faced by teachers and pupils in the teaching/learning process and can therefore devise mechanisms to be put in place in order to achieve effective teaching/learning. Classroom visitation may also help head teachers discover individual teacher potentialities that need to be tapped and developed to enhance teaching/learning (Sergiovanni, 2009). Once classroom visitations are made a common practice, and teachers are informed in advance of its purpose, then teachers will accept it as an important supervisory technique and will not look at it as a kind of fault finding (Baffour-Awuah, 2011). Chiriswa (2002) explains that school administrators, as curriculum supervisors, should ensure that there is adequate evaluation of pupils. In a study on the probable factors responsible for poor performance of KCPE in Vihiga District of Western

Province of Kenya, Chiriswa (2002) explained that frequent exposure of pupils to tests can improve the examination performance. The study emphasized that the promptness in giving and marking homework assists in identifying areas of weakness to be improved upon. According to the Report on National Committee on Education Objectives and Policy (Republic of Kenya, 1976), one of the ways of ensuring that examinations become an integral part of the learning process is by increasing the use of continuous and progressive testing.

Continuous assessment model ensures a systematic collection of marks over a period of time and their aggregation into a final grade. Marks are awarded for class work, homework practical work, oral work or/and project work. Administration of tests therefore allows a teacher to rate the effectiveness of his/her teaching methods and enable the pupils to enhance efficiency in learning. While the role of head teachers in instructional supervision is directly linked to performance, the Kenya' public education system has been blamed for being unaccountable leading to poor supervision. Poor supervision leads to poor performance due to haphazard curriculum implementation and unprofessional misconduct among teachers such as absenteeism. According to a study carried by the World Bank, Kenya is one of the developing countries where teacher absenteeism is increasingly high which stands at 20% (Kigotho, 2011). The issue is that most teachers stay away from school because there is nothing to fear. "No teachers are ever dismissed for absenteeism" (Kigotho, 2011: 18). This implies that quality teaching/learning time is lost leading to decline in academic performance. The author notes that enforcement of rules for teachers' attendance is weak where teachers even miss lessons while in school. Apart from weak enforcement of regulations, lack of stiff

penalties and distraction by their private businesses also contributes to teachers' absenteeism. Though the literature outlines the instructional supervision requirements, there is no empirical evidence that link the head teachers' ability to conform to instructional supervision requirements and the pupils' academic performance.

2.4 Head Teachers Instructional Leadership Roles on Teacher Performance

In the view of Blasé and Robert (1994) the following are some of the head teacher's instructional leadership roles on teacher performance.

2.4.1 Communicating School Goals and Mission to Teachers

Communicating school goals was found to positively affect the type of instruction teachers delivered (Blasé & Roberts, 1994; Sheppard, 1996). Communicating school goals encourages teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to address the different learning needs of students (Blasé & Roberts, 1994). (Smith & Andrews, 1989), indicated that teachers are to try new instructional strategies by letting them know that it is okay to take risks, and clearly communicating a vision for the school.

King (1991) found that the participation of head teacher in curriculum work with teachers was a key to the implementation of higher-order thinking skills by these teachers.

2.4.2 Ensuring Teacher Professional Growth and Development

Professional development is thought to be a key to improving teacher instruction (Elmore & Burney, 1999). Administrators at the district and school levels are responsible for providing teachers with quality professional development by given teachers to further

their education or providing teachers with the necessary training and skills to upgrade their pedagogical skills. (Desimone, Smith, & Ueno, 2006). Doing this will help curb difficulties heads encounter in discharging their duties. There should also be a strong link between the staff and the head to remove any communication blockades.

2.4.3 Resourcing teachers' Instructional Practices

The lack of or insufficient resources may be a blockade to the use of some instructional strategies by teachers in all classes. The lack of science equipment and reference materials was found by Appleton and Kindt (1999) to dictate how teachers taught their students. Providing resources is viewed by teachers as effective leadership by head teachers (McGhee & Lew, 2007). Teachers perceived that head teachers improve their instructional /teaching by providing them with the needed teaching and learning resources (Lashway, 2003).

2.4.4 Modelling

According to Southworth (2002), school leaders giving thought to develop learning schools may wish to reflect on what he calls learning by doing. He focuses on the view prevalent among school leaders that they learn most by doing the job. Heads slogan, COHBS! 'we mould future leaders' Brown and Bourne (1995) refer to it as mentoring. In the view of Harden's (1988) research outlines why this is important; To have credibility, head teachers need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions. Heads are mentors and therefore must portray a lifestyle wealthy of emulation. Doing this put confidence and

trust in the teachers and students. They continued that if teachers are become that their leader do not always push them to task accomplishment but rather they themselves engages in the task it motivate teachers to work well .

2.4.5 Professional Development: design, delivery and content

Darling-Hammond and Sykes (1999) postulated that when teachers are engaged in the design, delivery and content of professional development, the outcomes are much more likely to meet teachers' needs, and have a significant influence on teacher thinking and classroom practices. Head teachers are key actors in helping build teacher capacity as autonomous learners and practitioners. Research indicates that at least seven ways head teachers contribute positively to the school's learning environment through their direct involvement with teachers in professional development design, delivery, and content. These include: (1) aligning professional development with school goals and teacher needs; (2) empowering teachers as decision makers; (3) identifying needs; (4) developing on-going planning processes; (5) creating dialogues; (6) supporting a variety of learning opportunities for teachers; and (7) keeping the focus on student learning. The first and probably most important responsibility of the head teacher focuses on the design of professional development. Schools and teachers are continually barraged by a cottage industry of educational change specialists, consultants and aggressive policy-makers, each wanting to improve the school. One way in which head teachers support their teachers is by making certain that professional development resources and opportunities are aligned with teachers' and student's needs, and school/district priorities. Head teachers may ask, for example, in what way(s) will this activity support our school

improvement plan? How will it contribute to better teaching and enhanced student learning? Obviously, teachers need to ask these same questions. However, it is the head teacher whose position allows him/her to see the big picture of teacher and student needs, and school goals.

Thus, head teachers help the staff and school focus on their goals and priorities, so that professional development opportunities for teachers do not become fragmented, isolated and incoherent activities with little positive impact on teachers or students. Obviously, all teacher needs are not necessarily professional development ones. Stressed out teachers, for example, may need a break to recharge their personal and professional batteries. Head teachers are sensitive to these needs because they ultimately affect teachers' growth and practice. Often operating outside the formal conditions of teacher contracts, successful principals find time, money and ways to support these individual teacher needs, even when not directly related to student learning. Head teachers make investments in the physical and emotional well being of teachers knowing that meeting these needs positively affects students and the school. Head teachers also help teachers become involved as decision makers in their own learning. Because teachers have traditionally been passive recipients of in-service training, the dominant professional development activity, head teachers need to initiate creative and reflective dialogues among teachers about the structure, process, and desired outcomes of teacher learning. Bredeson (1999) indicates that these conversations are opportunities for head teachers and teachers to rethink, restructure, and re-culture professional development in their school. These conversations might raise the following questions about the delivery of professional development.

Do the professional development activities provide multiple ways for teachers to participate and learn? Are there sufficient resources of time, expertise, and money to meet goals of the professional development design? Collaborative planning, joint work, curriculum redesign, school based inquiry and deep conversations about teaching and learning represent different delivery strategies for meeting teachers' needs. Since teachers have a variety of needs, experiences and levels of professional expertise, head teachers can help individual teachers by working with them to design appropriate activities with relevant content. Head teachers help teachers set goals and develop on-going assessment processes for examining the connections between their own learning, student learning, and school improvement goals. Regarding the content of professional development, principals and teacher might ask, in what ways are the concepts and processes of activities aligned with local goals and standards? Do the learning opportunities demonstrate and use models of effective pedagogy? Thus, school heads are not mere sponsors of teacher professional development; they collaborate with teachers in the design, delivery and planning of content for learning opportunities that align professional needs, with school goals, and student needs.

2.4.6 Head teacher as a Communicator

Research indicates that school head teachers accomplish much of their daily work through verbal interactions and interpersonal communications, that is, talk (Peterson, 1978; Bredeson, 1988; Gronn, 1983; Hart & Bredeson, 1996). In their daily interactions with teachers, head teachers help create a collective view of professional self-efficacy emphasising how teacher learning and improved classroom practices affect student

learning. Head teachers set high expectations for learning and for professional practices. Helping teachers individually and collectively believe in themselves as professionals is particularly important in a reform era in which the media, aggressive policy makers, and the public often portray teachers as part of the problem in education, rather than the promise for school improvement.

Head teachers are in a unique organisational position that provides multiple opportunities for them to articulate messages about the purpose, structure, and impact of teacher professional development to parents, students, school board members, and the general public. Talk is an important part of principals' work, but so is listening. By listening head teachers empower teachers – acknowledging their experiences, expertise, and professional autonomy – all of which are essential to a healthy professional learning community. As communicators, principals also provide teachers opportunities to foster meaningful dialogue around professional development. In these dialogues principals give voice to teacher autonomy and professional decision-making in ways that build collective leadership capacity in the school to strengthen teacher learning and classroom practices. Finally, head teachers in one of our focus groups described themselves as 'creators of tension' in their schools. They characterized what they did as instructional leaders not so much as sources of organisational stress, but rather as professional colleagues and critical friends who contributed creative tension to conversations about teaching and learning. In various interactions with teachers, especially in evaluation conferences, they described how they helped teachers become more reflective and critical about their teaching practices. For example, in conversations principals tried to stretch teachers' thinking and ultimately their practice by posing questions, challenging assumptions, and collaborative

problem solving. Supporter Providing support for teacher learning and growth is also a vital role for school principals. Our respondents described a wide array of support. Financial support for such things as conferences, travel, substitute teachers, materials, tuition fees for graduate studies, programme budgets and stipends for consultants, were among the types of financial support

Another form of support is provided when principals create a learning environment in which teachers can take risks, experiment with new ideas and practices, and exercise creativity. As one principal noted, ‘Teaching is about growth, not perfection.’ As teachers stretch their pedagogical skills, they need to know that the principal will be there to provide professional, psychological, and emotional support. This is especially critical when teachers run into problems and/or meet with failure during trial periods. Teachers also look to principals as sources of professional knowledge and expertise. Knowledge about teaching and learning, changes in school law and legislative mandates, motivation, school change, group development processes and uses of technology, for example, are substantive areas in which principals provide valuable expertise to support the school’s professional learning community.

2.4.7 The head teacher as a Manager

An important dimension of the head teachers work includes a variety of managerial tasks. The creation and maintenance of a successful learning environment requires hard work and highly effective management. This includes such tasks as: (1) recruiting and hiring teachers who are learners; (2) coordinating professional development activities; (3) making decisions on resources and school priorities; (4)

scheduling time, spaces, and opportunities for teachers to work and learn together; (5) identifying resources and providing information to the staff; (6) aligning available incentives with professional development priorities; (7) arranging for substitute teachers; (8) visiting classrooms; (9) developing and implementing teacher evaluation practices that support growth and improvement; and (10) acting as buffers against overly intrusive and debilitating external forces that threaten the school's learning environment. Head teachers who successfully deal with these managerial tasks help create supportive school contexts for learning.

2.4. 8 Professional Development Outcomes

Head teachers also exert a significant influence on teacher professional development through the assessment of head teachers outcomes. Though there are a few notable exceptions (see, for example, Loucks-Horsley et al, 1999), most evaluations of professional development are little more than participant satisfaction surveys. In general, traditional evaluations of professional development activities do not provide data rich, systematic assessments of the impact of the professional development activity on teacher knowledge and beliefs, classroom practices, student outcomes and the overall contribution to school improvement goals. Thus, when policy-makers want to know what effects the investment in teacher professional development has had, there is little to report beyond anecdotal accounts of impact. So how might principals strengthen the assessment dimension of professional development in their schools? First, head teacher regularly supervise and evaluate teachers.

These supervisory activities provide opportunities for principals to help teachers set professional learning and improvement goals and to provide feedback on individual professional improvement plans. Again, the goal is not perfection; it's growth. Secondly, head teacher can help teachers identify their needs and then collaboratively plan learning opportunities to meet those needs. The challenge for principals is to develop a collaborative planning process that is sensitive to individual teacher needs, and that balances individual teacher choices against student and school needs. Finally, head teacher need to develop processes for the systematic collection and analysis of data on professional development in their schools. Again, principals can provide the expertise and resources to use data to support teachers' choices in professional development design, delivery and content.

2.5 Challenges Head teachers face in implementing their Instructional Leadership Roles.

Teachers fail to put up their best due to lack of or insufficient resources. As a results of this heads also finds it difficult demanding a lot from teacher as such. Conditions under which teachers finds themselves is not conducive for academic performance of pupils. According to (Otunga et al, 2008), teachers work under deplorable conditions, are overworked, underpaid and as in some countries not paid at all for months. There is also lack of enough teachers (Otunga et al, 2008) to handle the various subjects. (Kitavi & Westhuizen, 1997), buttress to the points above that in developing countries, teachers work in overcrowded and under furnished classrooms coupled with poor means of communication. Other challenges include unable to complete

all the syllabus, neglecting knowledge, skills and attitudes due to examination as teachers aim at teaching what to pass examination.

Head teachers have an influence on teachers' instructional practices. Head teachers use the leadership strategies to change teachers' instructional practices: supervising instruction (Blasé & Blase, 1998), promoting professional development, providing resources (Appleton & Kindt, 1999), and providing incentives (Sheppard, 1996).

2.5.1 School Environment

Schools differ from one environment to the other. Hoy and Miskel (2005), defined school climate as the set of internal characteristics that distinguish one school from another. School climate is a multi-dimensional concept. It helps us to understand how schools differ in their climate, what causes these variations and how these underlying influences affect school effectiveness (Kunmanatt, 2007).

Meanwhile, Southworth (2002) is certain that learning schools must facilitate teachers' pedagogic growth, since the development of their teaching skills and repertoires seems to be the major content area. The curriculum of learning schools should be pedagogy. He also finds a correlation between instructional leadership and certain organizational conditions associated with learning communities. Thus, the school becomes a teaching and learning school, with the most hospitable environment for the exercise of instructional leadership because professional cultures characterized by openness, trust and security appear to be the ones where teachers feel confident to become learners.

2.5.2 Inadequate Supervisors

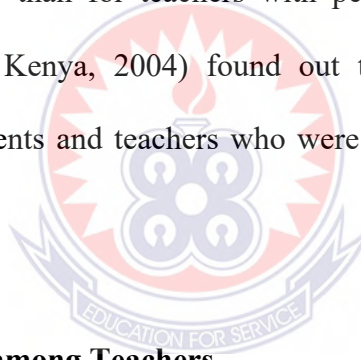
Supervisors and inspectors from the Ministry of Education are usually insufficient or not adequate to carry out the duties required, according to Ogunu (2005) the consequences of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools to the detriment of the children.

2.5.3 Increase in Students Population

The students' population has increased drastically, with regards to the number of teachers to pupils ratio, this has become an issue for most schools. In the view of (Obiweluozor, Momoh & Ogbonnaya, 2013). Schools in villages encounter the problem of few teachers managing or handling a lot of students as most teachers feel reluctant to be posted to such villages. The few teachers who admit to be posted to the village do not spend much time there because of the conditions in the village and the tedious work they do. Some teachers go to the extent of teaching combining more than one class to teach at the same time. (Onasanya, 2011). Again, The MOE has to find a way of contenting with issues of large classroom against few teachers (Odhiambo, 2003) coupled with high rate of teachers attrition rates (Ingersol, 2001). Frequent and compulsory transfer of teachers including themselves is also a challenge because this has no control over who leaves or who comes in to his/her school (Herbert, 1989). Heads face a lot of challenges and this has led to poor performance of academics as far as teaching and learning is concerned.

2.5.4 Absenteeism and lateness

Teacher absenteeism and lateness, as was observed by World Bank (1990) is another challenge. Poor motivation and lack of accountability is widely reported to result in high 27 levels of teacher absenteeism. In the view of Glewwe and Kremer, (2003) a study conducted in two African countries (Kenya and Uganda) reported that the rate of teacher absenteeism in Kenya in the year 20015 was 28.4 per cent and Uganda 27.0 per cent. However, it is also difficult to measure teacher absenteeism that can be directly attributed to poor motivation and opportunistic behaviour. One of the most important findings of the World Bank (2004) research is that absenteeism rates among contractual teachers are much higher than for teachers with permanent status. While (Policy on HIV/AIDS, Republic of Kenya, 2004) found out that HIV and AIDS led to high absenteeism on both students and teachers who were affected or infected amounting to instructional time.



2.5.5 Poor time keeping among Teachers

Poor time keeping among teachers is a major problem in some countries. Teachers arriving late, finishing early, and leaving their classes during the day can seriously reduce total instructional time. In Ghana, this amounted to only 11 hours per week in 1997 (Lieberman), and an average of 17 hours per week in secondary schools in Tanzania.

2.5.6 Teaching Loads of teachers

Due to introduction of free secondary education in 2008, class sizes have grown big in Ghana. For instance, in some schools between 60 and 75. The MOE has to find a

way of contenting with issues of large classroom against few teachers (Odhiambo, 2003) coupled with high rate of teachers attrition rates (Ingersol, 2001). Otunga et al, (2008) agree that there is indeed lack of enough teachers to handle the various subjects. Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de motivators in many countries.

Chemisto (2007) found out that in Kenya most schools had shortfalls in some subjects especially humanities, Kiswahili and Business studies leading 28 to poor syllabus coverage. Other teachers were forced to teach subjects they never trained in. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. In many countries, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counselling, and community development (Bennell, 2004). The ministries guideline on the number of lessons to be taught to be 27 lesson added salt into the injury. An average teacher has 6 lesson out of the 9. This is a problem to especially the languages and mathematics teachers who require to mark students books daily. This affects the learning and teaching process (Chemisto, 2007).

2.5.7 Low salaries and Incentives for Teachers

Low salaries for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions (Bennell, 2004). The profession of teaching has traditionally offered little recognition to the experienced and highly skilled teachers in comparison to the novice teacher, other than annual, incremental salary increases given to all teachers equally based on how many years they

have taught. Competitive salaries, with opportunities for growth, are key to efforts to recruit and retain the most qualified teachers. Teacher salary schedules, with their annual incremental increases, have traditionally been tied to classroom experience and to coursework and degrees completed. These practices, however, are out-of-touch with compensation practices in the private sector that tie salary to performance and to market demands (Council for Education Policy, Research and Improvement, 2003). Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Substantial proportions of teachers have second jobs and sometimes third wage-earning jobs.

Olembo et al. (1992) found out that having more than one job was encouraged by the low salary scales given to teachers. In Kenya the implementation of Structural Adjustment Programmes (SAP) policies of early 1990s by the International Monetary Fund and the World Bank forced the Kenyan government to cut down expenditure on education and other services (Otunga, Serem and Kindiki, 2008) yet teachers' salaries were poor and their purchasing power fell dramatically. This made teachers take an extra job or even two in order to survive. This has affected their teaching morale. Consequently the principals' role as a leading professional in curriculum implementation and HR manager is seriously affected (Gronn, 1983). The SAPs led to shortage of teachers to teach the various subjects which has persisted up to date.

2.5.8 Work and living environment

Work and living environments for many teachers are poor, and tends to lower self-esteem and is generally de-motivating teachers. Housing is a major issue for nearly

all teachers (Bennell, 2004). Chemisto (2007) found out that there are inadequate staff houses to accommodate all the teachers in the compound. Many commuted from far and that affected the preparation for the teachers' lessons.

2.5.9 Other human resource management problems faced by head teachers

Herber, (1989) reported that in Kenya frequent and compulsory transfer of teachers including head teachers themselves is also a challenge because the head teacher has no control Timetabling is another barrier to head teachers leadership. Cases of senior members of staff allocating themselves the favourite slots in the timetable are common. Attempts to make timetabling both more equitable and efficient are met with strong resistance. This at times leads to political connections being brought in to put pressure on the principal to maintain the status quo (Otunga et al 2008). Other problems were personal to teachers and were beyond the head teachers control. For instance, some teachers if given imprest by the school took so long to pay and that interfered with the accounting processes of the school. Others who stayed within the school compound, hardly paid for their rent which brought a constant source of friction between them and the head teacher.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology employed for the study. It includes the research design, population, sample and sampling techniques, instrument used, pilot testing, reliability and validity, data collection procedure, data analysis and ethical considerations

3.1 Research Design

Yin (2009) defines research design as the blueprint for the collection, measurement and analysis of data or a plan and structure of investigation so conceived as to obtain answers to research questions. Descriptive survey design using the mixed method approach was employed for the study. According to Osuala (2007), descriptive survey design is used to obtain information concerning the current status of a phenomenon. Descriptive survey therefore is directed towards the determination of the nature of a situation as it exists at the time of the study. Moreover it gives accurate information of a situation which is imperative for making a wide range of policy decisions. The researcher therefore deems it fit to use this type of survey to examine the instructional leadership role of head teacher on the performance of teachers in some selected Public Junior High schools in Buoho Circuit in the Afigya Kwabre District. The mixed method approach was used as it will help the researcher to obtain diverse information and views from the respondents. (Both quantitative and qualitative data)

3.2 Population

A population is defined as the targeted group the researcher is interested in (Field, 2013). This allows a researcher to establish boundary conditions which specify who to include in or exclude from the population from which a sample will be drawn (Babbie, 2005) The target population for this study includes all Junior High School teachers and head teachers in the Buoho Circuit in the Afigya Kwabre District.

3.3. Sample and Sampling Techniques

Sampling is the process whereby a researcher chooses her sample from the population. Sample is a group of people, objects, or items that are taken from a larger population for measurement. According to Bryman (2008), sampling techniques refer to the procedure a researcher uses to select the needed study sample. The purposive sampling technique was used to select six junior high Schools from the twelve junior high schools within the Buoho Circuit in the Afigya Kwabre District. The selection of these six schools were based on easier accessibility and the fact that they remain the oldest of the twelve schools in the Circuit. Consequently all the teachers and head teachers in the six selected junior high schools participated in the study. In all a sample size of sixty-six (66) comprising of sixty teachers and six head teachers were used for the study. The sample distribution form the six selected schools are shown in table 3.1.

Table 3.1 Distribution of Samples from the Six selected schools

S/N	Name of School	Number of Teachers	Number of Head Teachers
1	Afrancho D/A JHS	10	1
2	Sasa D/A JHS	8	1
3	Hemang Buoho D/A JHS	13	1
4	Bronkong D/A JHS	13	1
5	Krobo D/A JHS	8	1
6	Ntribuoho D/A JHS	8	1
Total		60	6

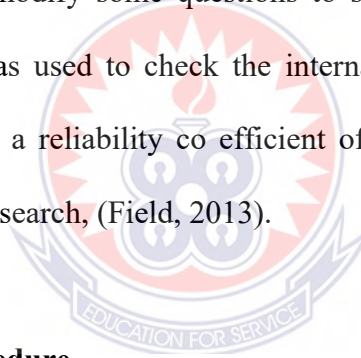
Source: Afigya Kwabre District Directorate, 2018

3.4 Data Collection Instrument

A research tool is a specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). Questionnaire and semi structured interview protocol were the main data collection instrument used for the study. The questionnaire was divided into four sessions. Section A dealt with the demographic characteristics of the respondents, Section B consisted of items on the head teachers instructional leadership roles, Section C consisted of items on the influence of head teachers instructional leadership roles on the performance of teachers, Section D dealt with item on the challenges confronting head teachers in the performance of their duties. The semi-structured interview on the other hand was also made up of questions covering the research questions that were formulated to guide the study.

3.5 Pilot Testing

A pilot study was conducted at Nkukuabuoho D/A junior high school before the actual data collection was done. This was done to ascertain the validity and the reliability of the questions. According to Orodho (2008), validity is concerned with establishing whether the instrument content is measuring what it is supposed to measure. Also Hollinger, et al. (2013), defines reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The questionnaires was given to 20 teachers whilst the semi – structured interview guide pilot tested with 2 Headmasters in the same school. The responses from both the teachers and head teachers helped to modify some questions to suit the research objectives. The Cronbach’s Alpha test was used to check the internal consistency of the items in the questionnaire and yielded a reliability co efficient of 0.7 which is regarded as a good measure of reliability in research, (Field, 2013).



3.6 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from the Afigya Kwabre District Director of Education to conduct the study. The researcher was given the permission to conduct the study. The researcher then visited the schools involved to brief the sampled population about the study after which the questionnaires were administered. The questionnaires were administered to the teachers during break time at the teachers’ common room of each of the six selected Public Junior High Schools in the Buohu Circuit. The questionnaires

were collected from the respondents after a two weeks grace period. Interviews were also conducted with the various heads in the respective schools at their own convenient time.

3.7 Data Analysis Procedure

The quantitative data was analysed using Statistical Package for Social Sciences (SPSS) version 21 specifically descriptive statistics such as frequency distribution and percentages were used to analyse the quantitative data. Furthermore, the qualitative data was transcribed, coded and similar responses were grouped into themes.

3.8 Ethical Consideration

Research involving human participants should be based on a fundamental moral commitment to the individuals concerned and to advancing human welfare, knowledge and understanding. A number of guiding moral principles govern the ethical review of research proposals. These principles aim to protect the well-being and rights of research participants/volunteers. (Leedy, & Ormrod, 2005).

These ethical considerations, intended to minimizing risk to contributors and enhancing the reliability as well as sincerity of the research, have been observed in this study. Some researchers have discussed and summarized the ethical dilemmas that confront the educational researcher, notably the issue of gaining access, informed consent, confidentiality, and usage of sensitive data (Leedy, & Ormrod, 2005).

In this research work, respondents freely participated in the study. Protection of confidential data given by identifiable respondents and their anonymity and reactions of respondents were also taken into consideration..

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

The chapter presents and discuss the data collected for the study. Data for the study were collected with the use of questionnaire and semi- structured interview administered to teachers and s respectfully.

4.1 Research Question One: What are the instructional leadership roles performed by head teachers in Public Junior High Schools in Buoho Circuit in the Afigya Kwabre District?

To answer research question one respondents were asked to indicate their views on the instructional leadership roles performed by their head teachers in the various schools. Table 4.1 provides the responses given by the teachers.

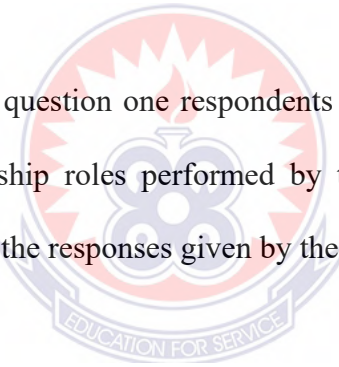


Table 4.1: Instructional leadership Roles performed by Head Teachers in Public Basic Schools in the Buoho Circuit in Afigya Kwabre District

	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructional Leadership Roles of Head Teachers	N (%)	N(%)	N (%)	N (%)
Ensuring that there is conducive atmosphere for teaching and learning	39(65)	13(21)	8(13)	-
Monitor both teachers and students in the school	32(51)	30(49)	-	-
Giving rewards and recognition to deserving teachers	16 (27)	26(43)	12 (20)	6(10)
Provision of teaching and learning materials in the school	28(47)	26(43)	6(10)	-
Serve as a link between the school and the community	18(30)	28(47)	10(17)	4(7)
Sneaking out to catch truant students	10(17)	8(13)	20(33)	22(37)

Source: Field data 2018

Table 4.1 indicates that majority of the respondents 65% and 21% strongly agreed and agreed respectively that ensuring that there is conducive atmosphere for teaching and learning is one of the instructional leadership roles performed by head teachers whilst only 13% disagreed to this point. This results therefore means that teachers in the Buoho Circuit within the Afigya Kwabere District agreed that it is the role of the head teachers to ensure conducive atmosphere for teaching and learning in the school. This results is therefore in consonance with Chiriswa (2002) who found out that it is one of the responsibility of the head teacher to ensure that there is provision of sound environment

for teachers to work within. When this is done it improve teacher performance which goes a long way to improve pupil's performance in both internal and external examinations. In a similar manner Mielcarek,(2003) also supported this view when he indicated that it the responsibility of the head teacher to ensure that there is a conducive atmosphere for learning which provides opportunities for the teachers to foster quality teaching.

Again, 51 % and 49% of the respondent strongly agreed and agreed respectfully that it the instructional role of the head teacher to monitor both teachers and students in the school. This results is supported by Kigotho (2011) who observed that when head teachers fail to actively monitor teachers and students, it leads to absenteeism and one effect of absenteeism is lost in quality of teaching/learning time and consequently a decline in academic performance. He continued that instructional leaders who frequently perform their roles by monitoring teachers improve the teachers output of work.

Further, 27% and 43% of the respondents strongly agreed and agreed respectfully that one of the instructional leadership role of the head teacher is to provide rewards and recognition to teachers who deserve, whilst 20% and 10% disagreed and strongly disagreed respectfully to this view. This results implies that teachers at the Buohu Circuit believe that it is the responsibility of the instructional leader (headmaster) to provide rewards and recognition to deserving teachers. This finding confirmed that of Anderson (2001) who reported that to some extent it is the responsibility of the head teacher to provide motivation to teachers when this is done it helps to enhance teachers' morale and increases teacher-pupils contact thus improving academic achievement of the pupils and

enhancing teachers' commitment which in turn is an important determinant of learning outcome

More so, 47% and 43% of the respondents strongly agreed and agreed that provision of teaching and learning materials in the school is one of the instructional leadership roles of the head teacher in the school, whilst 10% of the respondents disagreed. This results implies that teachers in Buohu Circuit believe that one of the instructional leadership role of the head teacher is the provision of teaching and learning materials in the school. This results is in agreement with a statement made by Baffour-Awuah (2011) that though the government through Ghana Education Service is supposed to make sure that teaching and learning materials are available in schools but if they are not adequately given by the said bodies then the head teacher has to make sure that this teaching and learning materials are provided using the little internally generated money and capitation grants to provide them

Again on the link between the school and the community majority of the respondents 30% and 47% strongly agreed and agreed respectfully that it the role of the head teacher to serve as a link between the school and the community whilst 17% and 7% disagreed and strongly disagreed to the statement. This finding therefore confirmed that of Onyango (2001) who noted that, one of the instructional tasks of a school head is to improve relations with the community, adding that parental and guardian's attitudes towards the school do make significant differences in children's performance.

Finally, majority of the respondents 33% and 37% disagreed and strongly disagreed that sneaking out to catch truant students is not an instructional leadership role of the head teachers. However, 17% and 13% strongly agreed and agreed respectfully

that it is the instructional role of the head teacher to sneak out to catch truant students. The results therefore implies that teachers at Buohu Circuit do not agree to the fact sneaking out to catch truant students is the instructional leadership role of the head teacher.

4.2 Research Question Two: How does head teachers instructional leadership roles influence the performance of teachers in the public basic schools in Afigya Kwabre District?

Table: 4.2 Head Teachers Instructional Leadership Roles on Teacher performance at Buohu Circuit in the Afigya Kwabre District

Instructional Leadership Roles on Teacher Performance	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N(%)	N (%)	N (%)
Appropriate communication between head teachers and teachers	39(65)	13(21)	8(13)	-
Supervise teachers attendance	32(51)	30 (50)	-	-
Provision of avenues for teachers professional growth and development	26(43)	20(33)	8(13)	6(10)
Inspect teachers maintenance of records of work	18(30)	28(47)	10(17)	4(7)
Empowering teachers as decision makers	22(37)	20(33)	8(13)	10(17)

Source: Field data, 2018

Table 4.2 clearly shows the various measures put in place by head teachers to ensure effective performance of teachers. The analysis indicates that majority of the

teachers strongly agreed 39(65%) that the ability of the head teacher to communicate effectively with the teachers help to improve teacher performance in school, thirteen (13) respondents representing 21% agreed whilst a few of the teachers thus eight (8) representing 13% disagree to this statement . This results clearly indicates that good communication between head teachers and teachers help to improve the performance of teachers in the Buoho Circuit in Afigya Kwabre. This findings confirm the assertion by (Bredeson, 1999). In his view daily interactions with teachers by principals help create a collective view of professional self-efficacy emphasizing how teacher learning and improved classroom practices affect student learning. Principals set high expectations for learning and for professional practices.

Again majority of the respondent 51% and 50% strongly agreed and agreed respectfully that supervision on teachers attendance to school by head teacher improve teacher performance The results implied that all the teachers who took part in the study were in agreement that direct supervision by head teacher improve their performance in school. This finding is supported by Kigotho (2011) who observed that head teachers who regularly supervise teachers attendance to school helps to ensure quality teaching/learning time and consequently an increase in academic performance.

Further, Majority of the respondents 43% and 33% strongly agreed and agreed respectfully that provision of avenues for professional growth and development by head teachers also contributes to teachers effective performance, few of the respondents thus 13% disagreed whilst 10% strongly disagreed. This results means that avenues that are provided by head teachers to ensure teacher professional growth and development contributes to teacher performance at the Buoho Circuit in the Afigya Kwabre District.

This finding is in consonance with that of Dufour & Berkey (1995). To them a successful educational institution requires a focus on teacher professional development as focusing on teacher professional development is the most effective way to change any institution or organisation.

More so, majority of the respondents 47% agreed that when head teachers inspect teachers maintenance of records of work it goes a long way to improve the teachers performance, 47% strongly agreed. However, few of the respondent thus 17% disagree, whilst 7% strongly disagreed to this assertion. The results imply that head teachers inspection of teachers records of work is one of the head teachers role that improve teachers performance in Buoho Circuit in the Afigya Kwabre district.

Again, twenty-two (22) of the respondents representing 37% strongly agreed that empowering teachers as decision makers in the school is one the head teachers role that contribute to teacher performance, 37% agreed, whilst 17% strongly disagreed. This findings indicates that empowering teachers as decision makers in the school contributes to teacher performance in Buoho Circuit in the Afigya Kwabre district. This findings confirm the point made by Bredeson (1999). According to Bredeson (1999) when head teachers initiate creative and reflective dialogues among teachers about the structure, process, and desired outcomes of teacher learning it affects their output in school positively than when teachers only become passive recipient of information.

4.3 Research Question Three: What challenges confronts head teachers in the performance of their instructional leadership in Public Junior High Schools in Buoho Circuit in the Afigya Kwabre District?

Table 4.3 Challenges confronting Head Teachers in the performance of their Instructional Leadership Roles in Public Junior High School in the Buohu Circuit in the Afigya Kwabre District

Statement	Strongly Agree N (%)	Agree N(%)	Disagree N (%)	Strongly Disagree N (%)
Inadequate resources	39(65)	21(35)	-	-
Lack of cooperation among members of staff	26 (43)	16(27)	12(20)	6(10)
Absenteeism of teachers and students from school	37 (62)	23(38)	-	-
Teachers' lack of commitment towards teaching and learning	22(37)	24(40)	12(20)	2(3)
Lack of induction policy document	16(27)	28(47)	16(27)	-
Poor relationship between teachers and students	10(17)	12(20)	24(40)	14(23)

Source: Field data 2018

Table 4.3 shows that majority of the respondents thus 65% and 35% strongly agreed and agreed respectfully that inadequate resources was one of the challenges confronting head teachers in the performance of their instructional leadership roles. The

results therefore implies that inadequate resources to supplement teaching is a major problem facing head teachers at Buoho Circuit in performing their duties. This findings therefore is in accordance with Owojori and Asauri (2010) who agree that inadequate teaching and learning materials is one of the problem that most head teachers face. They continued that relying solely on the government to make provisions for them means nothing will go on in the school. They recommended that school head should make provisions for the school in terms of teaching and learning materials needed to facilitate teaching and learning. On the other hand the head teacher has to also liaise with the District education office /or the Municipal offices for such items (teaching and learning materials) for the school, or he (head teacher) has to make improvisation for the materials even if they are not available.

On the issue of lack of cooperation among members of staff , majority of the teachers 43% and 27% strongly agreed and agreed respectfully that it was a challenge facing head teachers in performing their instructional leadership roles. However, 20% and 10% disagreed and strongly disagreed respectfully. The study therefore means that lack of cooperation among staff members was a challenge militating against the head teachers in the performance of their instructional leadership roles at Buoho Circuit in the Afigya Kwabre District. This findings agrees with that of Bennell (2004) who indicated that one of the problem in every organization or institution that can affect the achievement of organizational goals is poor relationship among managers and subordinates. He continued that conducive work environment affects the psychological states of subordinates, influence individual behaviour with respect to the attainment of workplace goals and tasks. Consequently, lack of such relationship goes a length in

affecting subordinates output which in turns hinders the achievement of organizational goals.

Further, 62% and 38% of the respondent strongly agreed and agreed respectfully that absenteeism of teachers and students from school was a challenge facing head teachers in performing their instructional leadership roles. The implication of this results is that absenteeism on the part of teachers and students is a problem confronting head teachers at Buohu Circuit in Afigya Kwabre District in performing their instructional leadership roles.

Again, more of the respondents, 37% and 40% strongly agreed and agreed respectfully that lack of commitment on the part of teachers towards teaching and training was a challenge for head teachers in the performance of their instructional leadership roles. However, few of the respondents thus 20% and 3% disagreed and strongly disagreed to this point. This finding therefore implies that lack of commitment on the part of teachers towards teaching and learning was one of the challenges confronting head teachers at Buohu Circuit in the Afigya Kwabre District in performing their roles. This finding therefore confirmed a study conducted by Kusi (2008) on the challenges affecting principals of Colleges of Education. The findings of his study revealed that problems affecting Principals in executing their roles includes: teachers' lack of commitment, uncooperative attitude of teachers, lateness to school and alcoholism. This problems affect the output of teachers negatively.

Again, teachers were asked on whether lack of induction policy document was a challenge affecting head teachers in performing their instructional leadership roles. Majority of the respondents 27% and 47% strongly agreed and agreed respectfully to this

point. Only 27% disagreed to the fact that lack of induction policy document was a challenge affecting head teacher's instructional leadership roles. This finding is in consistent with Ayodo (2011) who found out that one of the challenges faced by head teachers in performing their duties is lack of induction policy document for induction process. He concluded that factors such as financial constraint, lack of time to offer a comprehensive induction, inadequate skill and knowledge by mentors, and lack of documents such as policy blue prints to facilitate induction process poses a threat to successful organisation of induction process.

Lastly, more of the respondents thus 40% and 23% disagreed and strongly disagreed to the fact the poor relationship between teachers and students was a challenge for head teachers in carrying out their instructional leadership roles, whilst few of the respondents thus 20% and 17% strongly agreed and agreed respectfully. The implication of this finding is that poor relationship between teachers and students was not a challenge affecting head teachers at Buohu Circuit in the Afigya Kwabre District in performance of their instructional leadership roles.

4.4 Analysis of Interview Results

This section presents the various interviews conducted on six head teachers on their instructional leadership roles, how the roles affects teacher performance and the challenges they face in the performance of this instructional leadership roles. The responses provided by the head teachers have been presented on the following themes.

4.5 Instructional Leadership Roles performed by Head Teachers in the Public Junior High School in Buoho Circuit in Afigya Kwabre District

The head teachers were interviewed on the leadership roles they were supposed to perform in their schools. One of the head teacher indicated that:

The head teacher is responsible for the entire school system, he supervise teachers and students, attends meeting at the district education office , conduct meetings with SMC/PTA, makes sure the school gets the necessary resources to function smoothly in fact there are a lot of this roles that I perform as a head teacher

Another head teacher also indicated that:

For me as a head teacher, there are so many things that I do one of them is that I serve as a link between the community . I do this by constantly being in touch with the SMC/PTA on the state of the school. I also supervise my teachers to make sure they do the right thing.

Another head teacher also added that


As a head teacher one of my duties is that I motivate my teachers through recommending them for promotion, involving them in critical decision of the school and giving them all the needed recognition for a job well done .

In conclusion it could be said that the head teacher is responsible for the day to day running of the school. He ensure that teachers are up and doing and students are also learning. It could be said that the success or failure of the school to some extent depends

on the head teacher. He is also serve as a link between the school and other bodies /agencies outside the school.

4.6 Influence of Head Teachers Leadership Roles on the Performance of Teachers in the Public Junior High Schools in Buohu Circuit in the Afigya Kwabre District

The head teachers were also interviewed to provide their responses on their instructional leadership roles that improve teacher performance in the schools. The responses they gave were similar as given by the teachers who responded to the questionnaire. One of the head teacher specifically had this to say on leadership roles that improve teacher performance.



I think that one of my roles that contributes to improvement in teachers performance is through the direct involvement with teachers in professional development design, delivery, and content, what I want to say is that in my school I try not to impose decision on my teachers but I sit with them on any matter arising in the school and the way forward I think this I do have help my teachers to willingly work by contributing their quota to national development.

Another, head teacher also responded that

Head teachers create a learning environment in which teachers can take risks, experiment with new ideas and practices, and exercise creativity. I also provide my teachers with the needed professional, psychological, and emotional support especially in critical situations when they run into

problems and/or meet with failure during trial periods. This I do make them feel comfortable working in our school environment and under my supervision.

Another head teacher also indicated that:

What I normally do is that I always check the teachers attendance and log out books, and I make sure that I as the head master serve as a role model by coming to school early and monitor the time teachers come to school , when I started doing this my teachers come to school early and perform their duties.

Another head teacher also mention that :

When I come to school I don't only sit in my office to do the administrative activities, I visits the class to make sure that teachers are in class teaching and marking students exercise, now because the teachers know I will come around so when it is time for their period they don't hesitate to go and teach, this help them to be able to complete the syllabus in due time.

It can be concluded that both the teachers and head teachers were in agreement that Empowering teachers as decision makers, Provision of avenues for teachers professional growth and development, Appropriate communication between and teachers and Supervision of teachers attendance to school were some of the head teachers instructional leadership roles that improve teacher performance

4.7 Challenges confronting Head Teachers in the performance of their duties in Public Junior High Schools in Buoho Circuit in the Afigya Kwabre

The head teachers were interviewed on the challenges militating against the performance of their instructional leadership roles. One of the head teacher in response to this question mentioned that:

One of my biggest challenge in this school is that we don't have enough TLMS to facilitate teaching and learning, even the ones we have are not in good shape when you call on the District office they will say the government have not made provision for them and we should inform the parents/ guardians if they can do something about. We try to talk to parents but to noavail we have to always improvised by using something to represent something

Another head teacher also indicated that:

Being a head teacher was my big dream when I was a teacher. However, the reality is absolutely different than theory. In the process of time. I have lost my desire and enthusiasm. Since, I am fed up trying to convince teachers to do new things in my school. Most of them are opposed to my opinions and do not offer any different idea. They are just against me.

Another head teacher also lamented that:

at all as they give me a problem when there is the need to reach on a consensus I think this is the challenge I face as the head teacher

Another head also indicated that:

The problem I am facing as far as this position is concern is that most my students don't like attending to classes especially during the market day which is giving me a head ache. I have tried the various possible means to curb this situation but to know avail. Some times I get so worried for the three students who are preparing towards their BECE but they seemed unconcern about it.

In a similar, another head teacher also reported that:

My biggest challenge in this school is lack of funds to motivate both my performing teachers and students. Being the head I know and understand the importance of motivation but there are no adequate funds to do that. I have raised several concern about it at the district office but all to know avail. To me that is my challenge

Lastly, another head teacher also said that:

Some of my teachers sneak out of school during contact hours to make their own business when you confront them they will tell you that the salaries that are given to them are not adequate enough to support themselves and their families as well and this has a become a major problem not only in my school but other schools as well.

In conclusion it could be said both the teachers and head teachers were in agreement that inadequate teaching and learning materials, absenteeism on the part of teachers and students, teacher lack of commitment towards teaching and learning, lack of motivation for teachers were some of the challenges

*confronting s in the performance of their instructional leadership roles at Buohu
Circuit in Afigya Kwabere District*



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The chapter consisted of the summary of findings, conclusions, and recommendations of the study. It also included suggestions for further study.

5.1 Summary of the Study

The purpose of this study was to examine the roles of head teachers on the performance of teachers in some selected Public Basic Schools in the Afigya Kwabre District. The specific objectives of the study were to examine the roles of head teachers in Public Junior High Schools, to examine the influence of head teachers instructional leadership roles on the performance of teachers in the Public Junior High Schools and to ascertain the challenges confronting head teachers in the performance of their duties in Public Junior high Schools in Buoho Circuit in the Afigya Kwabre District. Descriptive research design using the mixed method approach was adopted for the study. In all a sample size of sixty-six (66) comprising sixty teachers and six head teachers were used for the study. Questionnaire and semi structured interview guides were used as the main instruments for the study. The findings of the study revealed that head teachers in the Afigya Kwabere District perform roles such as ensuring conducive atmosphere for teaching and learning, monitoring both teachers and students in the school, giving rewards and recognition to teachers who deserve, and serving as a link between the school and the community. Again, the study revealed that appropriate communication between head teachers and teachers, provision of avenues for teachers professional

growth and development, inspecting teachers maintenance of records of work and empowering teachers as decision makers were some of the head teachers instructional leadership roles that have an influence on teacher performance. Finally the study revealed that inadequate teaching and learning resources, lack of cooperation among members of staff, teachers' lack of commitment towards teaching and learning , lack of induction policy document and poor relationship between teachers and students were some of the challenges confronting head teachers at Buohu Circuit in the Afigya Kwabere District in the performance of their instructional leadership roles.

5.2 Conclusion

Based on the findings of the study following conclusions were made.

It is concluded based on the findings that the instructional leadership roles performed by head teachers in the Afigya Kwabere District includes: ensuring conducive atmosphere for teaching and learning, monitoring both teachers and students in the school, giving rewards and recognition to teachers who deserve, and serving as a link between the school and the community, thus head teachers at Buohu Circuit perform their instructional leadership roles effectively.

It is also concluded that appropriate communication between head teachers and teachers, provision of avenues for teachers professional growth and development, inspecting teachers maintenance of records of work and empowering teachers as decision makers were some of the head teacher instructional leadership roles that influence teacher performance in Buohu Circuit in the Afigya Kwabere District.

Finally, it is concluded that inadequate teaching and learning resources, lack of cooperation among members of staff, teachers' lack of commitment towards teaching and learning, lack of induction policy document and poor relationship between teachers and students were some of the challenges confronting head teachers at Buohu Circuit in the Afigya Kwabere District in the performance of their instructional leadership roles, thus head teachers at Buohu Circuit are faced with challenges in the performance of their instructional leadership roles.

5.3 Recommendations

Based on the findings of the study the following recommendations were made

The study recommends that head teachers should motivate teachers who perform well in their subjects through commending them for their good work. Likewise they should reprimand those who absent themselves from school without tangible reasons.

The government should consider increasing the capitation amount given to head teachers and specifically increase the allocation for purchasing of new text books and other instructional materials. This will help to improve teacher performance which will also directly affect students' academic achievements.

The study also recommends that head teachers should be encouraged and supported by the local education stakeholders to mobilise resources to supplement the teaching and learning materials provided by the . This may help to solve the challenges of inadequate teaching/learning materials currently facing schools as found out in the study.

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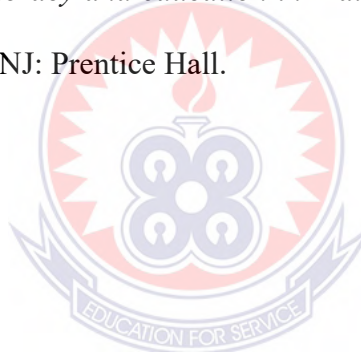
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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

INSTRUCTION: Please (✓) tick the most appropriate response.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your age?

a). 21- 30 []

b). 31- 40 []

c). 41- 50 []

d). 51- 60 []

2. What is your gender?

a). Male []

b). Female []

3. What is your highest educational qualification?

a). Diploma []

b). Bachelor's Degree []

c). Master's Degree []

4. For how long have you been teaching?

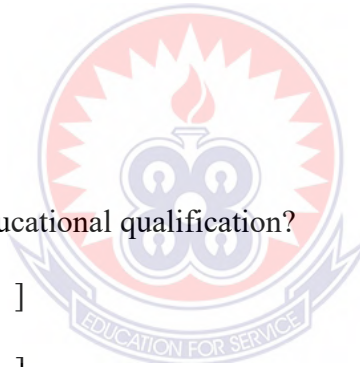
a) 1-5 years []

b) 6-10 years []

c) 11-15 years []

d) 16-20 years []

e) 21 years and above []



**SECTION B: INSTRUCTIONAL LEADERSHIP ROLES PERFORMED BY
HEAD TEACHERS IN PUBLIC BASIC SCHOOLS IN THE BUOHO CIRCUIT
IN AFIGYA KWABRE DISTRICT**

This part of the questionnaire contains items that seek to find out the instructional leadership roles performed by head teachers. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
1.	Ensuring that there is conducive atmosphere for teaching and learning				
2.	Monitor both teachers and students in the school				
3.	Giving rewards and recognition to deserving teachers				
4.	Provision of teaching and learning materials in the school				
5.	Serve as a link between the school and the community				
6.	Sneaking out to catch truant students				

**SECTION C: HEAD TEACHERS INSTRUCTIONAL LEADERSHIP ROLES ON
TEACHER PERFORMANCE AT BUOHU CIRCUIT IN THE AFIGYA KWABRE
DISTRICT**

This part of the questionnaire contains items that seek to find out head teachers instructional leadership roles on teacher performance at Buohu Circuit in the Afigya Kwabre District. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your opinion.

	Statement	SA	A	D	SD
1	Appropriate communication between and teachers				
2	Supervise teachers attendance				
3	Provision of avenues for teachers professional growth and development				
4	Inspect teachers maintenance of records of work				
5	Empowering teachers as decision makers				

SECTION D: CHALLENGES CONFRONTING HEAD TEACHERS IN THE PERFORMANCE OF THEIR INSTRUCTIONAL LEADERSHIP ROLES IN PUBLIC JUNIOR HIGH SCHOOLS IN THE BUOHU CIRCUIT IN AFIGYA KWABRE DISTRICT

This part of the questionnaire contains items that seek to find out challenges confronting head teachers in the performance of their instructional leadership roles in Public Basic School in Buohu Circuit in the Afigya Kwabre District. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
1.	Inadequate resources				
2.	Lack of cooperation among members of staff				
3.	Absenteeism of teachers and students from school				
4.	Teachers' lack of commitment towards teaching and learning				
5.	Lack of induction policy document				
6.	Poor relationship between teachers and students				

Thank You.

APPENDIX B

SEMI-STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHERS

1. What is your age?
2. What is your gender?
3. What is your highest educational qualification?
4. For how long have you held this position?
5. What are some of your instructional leadership roles as a head teacher?
6. What are influence of your instructional leadership roles on the performance of teachers?

What constitute some of the challenges militating against the performance of your instructional leadership roles?

