

UNIVERSITY OF EDUCATION, WINNEBA

ADMINISTRATIVE ROLES OF SCHOOL HEADS IN PROMOTING IMPROVED
ACADEMIC PERFORMANCE OF STUDENTS: A CASE STUDY OF
AMENFIMAN SENIOR HIGH SCHOOL



JOY TWENEBOAH KODUA

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Studies, University of Education, Winneba, in partial fulfilment of the
requirement for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, JOY TWENEBOAH KODUA, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

SIGNATURE:

DATE:

DEDICATION

To my parents Chief Inspector Retired Francis Peter Coffie and Margaret Amakye,
my siblings, Brains, Evans and Yvonne.



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ABSTRACT

This research was based on the fundamental reason that headmasters as leaders of second cycle schools play very influential roles that have both direct and indirect effect on academic performance. Literature review was carried out to explore the roles of school heads to help investigate how effective those roles are performed by headmasters and the challenges that confront them in executing those roles. The study area was Amenfiman Senior High School in the Wasa Amenfi East Municipality of the Western Region. Random sampling and purposive sampling were used in selecting the respondents. Four-Hundred and Nine (409) were sampled. The research employed both quantitative and qualitative method. Questionnaires and interview were used as data collection instruments. The research found that the head was effectively performing most of the administrative roles and was also guided by the vision and mission of the school. It was also revealed that the relationship between the headmaster and the wider community was not friendly and therefore did not make the school attract the support of the community members.

The study found that there was lack of understanding and cooperation from the teachers, division among the teachers, recognition of those working hard, lack of support from community members and indiscipline were the challenges that impeded the effective performance of the head and as a result affected the academic performance of the students. It was therefore recommended among other things the school head must emphasize on the school mission and vision at all gatherings of stakeholders and also take a serious look at clinical supervision in the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

R.S.Peters (1967), considered education as a process of initiation into what is considered as worthwhile for the child to learn. It is a very significant activity in every society. Raymont (1906), defined education in the narrow sense as something that does not include self-culture and the general influences of one's surroundings, but only those special influences which are consciously and designedly brought to bear upon the youngster by the adult persons of the community whether through the family, the church or the state. It is therefore a conscious and deliberate effort which creates an atmosphere of learning and the learning process so that learners will actively be able to develop their potentials for them to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and the skills needed for themselves and society. It is an important process which systematically develops the totality of the individual and makes him or her productive to him or herself and the society. This therefore requires systematically planned activities, processes and functions of which leadership is a part.

Leadership in education is necessary to enact, implement, and evaluate the activities, processes and ensure that the aims and purposes of education are realized. Leaders in education carry out certain activities such as management, staffing, planning, organizing, motivating, directing, among others and also ensure they are done right. In the senior high schools many of these different activities and roles are done by individuals or groups under constituted committees with the headmaster exercising leadership responsibility. All these are done to ensure smooth running and success of the school. Despite all the roles played by the heads of the schools to

ensure full development of the students, many of them fail in the West African Senior Secondary School Certificate Examination (WASSSCE).

Specifically, in Ghana examination results have not been the best. In 2015 for example, statistics available indicates that students performed abysmally in the three (3) core subjects (mathematics, English language and integrated science) which are also considered by the many tertiary institutions in Ghana and the other countries for higher education (WASSCE report, 2015).

According to West African Examination Council (WAEC), the 2015 examination year saw only 25.29% of candidates passed in mathematics. This represents students who obtain A1 to C6. 23.63% also passed integrated science (A1 to C6) and 53.29% passed in English Language (A1 to C6).

In the 2016 year, the examination results, though an improvement over the 2015 results, it did not show a very good and convincing academic performance. The result indicates that out of the total 274,262 candidates that participated in the WASSCE, 125,065(45.6%) students had A1 to C6 in English language. 59,725 students representing 25.40% obtain D7 to E8 with 46,595 candidates (19.82%) also obtaining F9 (WASSCE report, 2016).

For mathematics, 77,108 (32.83%) got A1 to C6. 65,007(27.68%) obtain D7 to E8 whilst 89,477 students representing 38.10% had F9. In addition, 2,184 students had issues with their results with unfortunate 598 candidates having their entire results cancelled due to examination related offences.

The information above means that almost half of the students who took the exams did not qualify for tertiary institutions since many of them did not get the required grades in the three core subjects (WAEC report in 2016). The trend continuously represents a swing on results, because the 2017 one was no different. In

the candidature of 274,262 students that sat for the WASCCE in 2017, 155,077(54.06%) had A1 to C6 in English language. 73,409 of those candidates representing 25.59% obtain D7 to E8 whilst 58,351 about 20.35% had F9 in English language. For Core Mathematics, 122,450(42.73%) had grades A1 to C6. 106,024(37%) of them had D7 to E8 while 58,070 (20.27%) obtain F9.

Integrated science passes also had its turn on the results. 125,204 (43.59%) got A1 to C6. 84,851(29.59%) also got D7 to D8 whilst 76,693(26.75%) had F9 (2017 WASSCE report).

To understand the causes of these results, many researchers have carried out several research studies and have come out with various evidences of this poor academic performance of students in the WASSCE.

According to some of these scholars, students are responsible for their poor academic performance. Akinboye (1985), Kakare (1994), Aremu & Sokan (2003) found out that the students were the cause due to poor study habits, psychological adjustment problem, lack of interest in school program, low retention, association with wrong peers, low achievement motivation, emotional problems, low cognitive abilities, inability of students to understand examination questions among others. In the research work of Kraft (1994) and Etsey (2005), the large class size, limited teaching materials and inadequate textbooks are all contributing factors to the continuous abysmal performance of students. Government commitment to his role is also evident to have affected performance because of instability of educational policy, leadership problems, poor supervision, and irregular payment of teachers' salaries among others (Ajayi & Ekundayo, 2010). Teachers and parents are also partly responsible for the gloomy performance of students and that makes the problem a

multi-dimensional causative one and therefore requires concerted efforts from all stakeholders in education (Ajayi & Ekundayo, 2010).

To be able to facilitate the educational process to enhance academic performance, governments in all countries of the world continue to invest in education and strive to provide education to their citizens due to the fact that it is essential for economic growth, poverty reduction and also for social stability (REPOA, 2008; World Bank Report, 1989). Ghana like many other countries, has radically improved the state of education, particularly in terms of classroom infrastructure, dormitories and enrolment through the introduction of FCUBE, GETFUND, Capitation Grant, SEIP, Free Senior High School Education policy, among other things. This is just to deal with most of the factors responsible for the low academic performance in WASSCE. Again, some countries have introduced so many teacher improvement programs to enable teachers upgrade their teaching skills to enable the schools achieve their set aims and objectives.

In spite of all these contributory efforts to promote education, many of the schools in Ghana still continue to record low performance in the West African Senior Secondary School Examination. This has now become an issue for concern, especially now that the new criteria for measuring performance of both school-principals (headmasters) and their schools is the examination results of students (Frederickson, 2008; Eren, 2014; Grisson, 2014). Headmasters are now trying to achieve this mainly by improving the performance of their teachers through better communication, motivation, building up their confidence and providing them resources (PISSETH, 2011). In view of this, the heads of schools have to act as effective leaders in order to get the best out of their teachers and build their capacities so as to prepare them for the tough challenges present in their academic performances (Andreas, 2012). This

require heads of schools to prepare themselves with leadership practices which improve teachers' academic performance (Orphanos & Orr, 2014). This if heads of schools are able to do will have an impact on teachers' performance at the school and also in their professional learning (Liang, Liu, Wu, & Chao, 2015).

1.2 Statement of the Problem

Amenfiman Senior High School is a second cycle school with the same governance structure like every Senior High School in Ghana. The School has administration, management and leadership structure involving Headmaster, Assistant Headmasters (Administration and Academic), Senior House Master/Mistress (Domestic), Heads of Departments, Subject Heads, Form Masters, Board of governors and others.

In addition to the general formal structure of the school, there are also enormous efforts been made by successive governments and the ministry of education to improve performance of students in the school. Successive governments have tried to improve academic work by providing infrastructure, books, computers, laboratories, equipment to improve the state of the school.

Currently, Secondary Education Improvement Project (SEIP) is in implementation and providing assistance and support to many of the deprived secondary schools in Ghana of which Amenfiman Senior High is a beneficiary. Ghana Education Trust Fund (GETFund) on its part have also helped in building many of the necessary infrastructure across the various Senior High Schools in the country including Amenfiman Senior High School.

Parents too on their part through the Parent Teacher Association (PTA) and Old Students Association (OSA) have been doing their bid to complement the effort

of government in helping to accommodate a number of teachers to motivate and create the enabling environment for effective teaching and learning. But, despite all these improvement efforts, the problem of performance continues to persist.

Statistics available indicates that the overall aggregates obtained by the students of Amenfiman Senior High School in WASSCE is very worrying and this have caught the attention of the board of governors, parents, teachers, old students, chiefs, and people of the municipality. Available information (summary of WASSCE results of Amenfiman Senior High School, 2014 to 2018) indicates that out of 1,710 candidates that completed between 2014 and 2018, only 179 of them could obtain between aggregate 6 and 24, which is the nationally approved cut off for tertiary admissions. This represents only 10.5% of the total candidates that had sat for the five years continuous WASSCE in the school. A situation which is far below the national pass rate. It is expected that this problem would be dealt with if there was a serious and effective leadership diligently performing its roles in the school.

The study therefore in at accessing the effectiveness of the roles of the headmaster of the school to help understand how those roles relate and influence the academic performance of students of the school. It is for this reason which has necessitated the research topic The Administrative Roles of the School Head in Promoting Improved Academic Performance of Amenfiman Senior High School.

1.3 Purpose of the Study

The purpose of the study was to assess the effectiveness of the school head in the performance of his administrative roles in promoting academic performance of students of Amenfiman Senior High School.

1.4 Objectives of the Study

1. Find out the extent to which the strategic vision of the school is guiding the head in the delivery of education to students.
2. To investigate how the curriculum, instruction and appraisal role of the school head is being executed and influencing teaching and learning process in the school.
3. Investigate the effectiveness of the school head in supporting students and teachers in the school to promote improved students' academic performance.
4. To investigate the relationship between the head and the community in promoting students' academic performance.
5. Identify the challenges faced by the school head in the performance of his roles as head of the school as far as academic performance is concerned.

1.5 Research Questions

1. How is the vision of the school guiding the head in promoting students' academic performance?
2. How is the headmaster ensuring effective curriculum, instruction and appraisal in the school?
3. How effective is the head supporting the students and teachers in the school to promote improved students' academic performance?
4. How is the school head effectively promoting the relationship between the school and the larger community to promote academic performance?
5. What challenges does the headmaster face in the performance of his roles in the school?

1.6 Significance of the Study

From the outlined objectives, this research aimed at providing an important knowledge on the administration, management and leadership roles and practices of school heads in the school and how they are being played in the Amenfiman Senior High School. The study assessed and found out the effectiveness of the school head in the performance of his roles which is necessary to help the Municipal Education Directorate to improve the school system, school climate and teaching and learning to yield the expected outcome of education to the students that attend the school.

Finally, this research would serve as reference material for people who would want to become headmasters of the school and also for further research on leadership.

1.7 Scope of the Study.

The study was a case research and therefore limited to the members of the school community and the stakeholders of the school. The study focused on the roles of the school head which are necessary for ensuring improvement in academic performance. This looked at how the head was working, facilitating and progressing teaching and learning in the school towards the meeting of the educational goals.

The research also covered the functions, role and activities of the head of the school as prescribed by the Ministry of Education, Ghana Education Service (GES) and also considered how the roles and the practices of leadership, management and administration were being applied in the school and how these affected the school climate, teaching and learning process in the school.

In all, the head, teachers, the board of governors as well as executive members of parent teachers' association, parent and students formed part of the study. The overall scope encompassed all the members (stakeholders) that are involved in

the internal decision making, implementation and evaluation of the Amenfiman Senior High School as far as performance of the school is concerned.

1.8 Assumptions of the Study

The assumption of this study was that, despite the fact that many factors significantly contributed to the dismal performance of students, effective leadership, management and administration could greatly change the situation to improve the academic performance of the school and that change is action oriented, dialectical and based on economic and historical analysis, knowledge and awareness in increased self-determination (Felkins, Chakiris et al. 1993).

Again, since students' placement and selection into different high schools is based on academic performance, there is a wide gap in educational quality among different high schools. However, the matter of principal's leadership role, management and administration as well as instructional leadership roles of teachers may influence the performance of senior high schools since many studies have indicated that there is a significantly positive relationship between instructional leadership and students' academic achievement and so by improving principals' leadership, instructional leadership, management and administrative practices might improve students' academic performance (Brewer, 1993; Heck, 2000; Robbinson, Lloyd & Rowe, 2008).

1.9 Study Area

Amenfiman Senior High School is in the Wasa Amenfi East Municipality of the Western region of Ghana. The Municipality is located in the semi-deciduous rain forest zone with annual average rainfall between 1,400 millimeters and 1,730

millimeters and also general high temperatures range between 24° Celsius and 29° Celsius. It is found between Latitude 5°, 30” N and 6°, 15” N and Longitude 1°, 45” W and 2°, 11” W. It is bounded to the west by Wasa Amenfi West District, to the east by Mpohor Wasa East District, to the south by Prestea Huni Valley District and to the north by Upper Denkyira West and East District. The Municipal occupies a total land area of 1,558 square kilometers which is about 7.5 percent of the total size of the Western Region. The capital, Wasa Akropong lies along the road linking Bowdie and Ayamfuri. The capital, Wasa Akropong is about 180km from the regional capital, Secondi-Tarkoradi and about 22 kilometers from Ayamfuri (Population and Housing Census, District Report, 2010).

1.10 Operationalization of Key Words

1.10.1 School Head

School Head is the senior most teacher in the Senior High School and in charge of the running of the school on daily basis in consultation with the school board. The headmaster is the man whose activities influence the other people of the school and make them strive willingly for the achievement of the group objective or the school vision. It also represents the higher position he occupies in the school since he is the generator and modeler of the path towards the achievement of the goal of the School organization. The activities he engages in and the direction he provides to the staff compose the headship.

1.10.2 Academic Performance

Academic performance refers to how well or badly a student does in his/her study. Academic performance of students is mostly assessed through tests and

examinations during the implementation of the curriculum in the class, at the end of a lesson, at the end of each term, at the end of academic year or at the end of the educational programme. In this study, the student's academic performance will be assessed based on the final results students obtain in the WASSCE examination. The students' academic performance can be good if he or she obtains between grades A1 and C6 in all subjects taken. However, a student's performance is considered bad if he/she gets between D7 and F9 in two or more subjects taken.

1.10.3 Role

A role is the function or position that somebody has in an organization, in society, or in a relationship with other people. In this study, roles are the expected patterns of behaviours, duties and responsibilities associated with the headmaster within a school. Headmaster of a school is in charge of the school and have a lot of responsibilities to accomplish. For example, developing strategic vision and direction of the school for development, management of staffs, students and finances, supervision of the implementation of school curriculum and developing the relationship with the wider community among others are some of the work that have to be done.

1.11 Organization of the Study

The entire research study had been organized into five (5) chapters. The first chapter provides detailed explanation to the background of the study and with a clear statement of the problem establishing how students in the school have been performing poorly despite the fact that there is a school head exercising leadership, administrative and management responsibility in the school. The first

chapter also covers the purpose of the study, the objectives of the research and research questions, significance of the study, the scope, limitation and operational meaning of key terms.

In Chapter two (2), the theoretical framework underpinning the research is explained and a conceptual framework for the study is clearly established to ensure a smooth scientific study. It also emphasizes some of the existing work of other researchers concerning the role of leadership in the education structure, duties and responsibilities of headmasters as managers and administrators of schools and how those practices and principles are applied in the schools to impact learning and performance.

The chapter three (3) takes account of the methodology that was used for the study, including research design, population size, sampling procedures, sample design, research instruments, methods of data collection, organization and procedures and approach for data analysis.

The chapter four (4) of the research concentrates on the presentation, analysis and discussions of the data collected from the field with the chapter Five (5) also highlighting the summary of the Findings, conclusion and recommendations to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review takes account of the works of other researchers consulted in order to understand and investigate the research problem. It is an account of what has been published on a topic by accredited scholars and researchers (Kombo & Tromp, 2006). Literature review is the consultation of books, newspapers, magazines, journals, encyclopaedias and dissertations, among other written sources related to the research problem. This activity helps the researcher to be able to understand, investigate and scrutinise the problem better. It provides the researcher the opportunity to identify and define the problem well, formulate good objectives, plan and use proper methodology among others to establish a good research.

2.1 Theoretical Framework

According to Coombs (1970), Education consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. He postulated that both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined. He explained that the inputs involve the material and the human resources that are needed together to guide the students in achieving intellectual, moral, social, technological knowledge to make them useful to themselves and to the society. He described the output on the other hand as the product which is also the result from examination taken after a course of study in the senior high school.

In furtherance to this, Gunter (2001), argues that since leadership paradigm appears as a privileged epistemic community that is able to control the acceptance of what is the truth through a top-down transmission of what is to be known, it is imperative to understand who the knowers are and what the main source of knowledge production is. What this means is that the governance of a school is very important to ensure effectiveness and efficiency. This is also clear from Behavioral Theory of Leadership which emphasis that the specific behaviors and actions of leaders are critical to effectiveness rather than their traits or characteristics. This theory suggests that effective leadership is the result of many learned skills. It additionally stresses that leaders need three primary skills to lead their followers (technical, human, and conceptual skills). Technical skills here refer to a leader's knowledge of the process or technique; human skills means that one is able to interact with other individuals; while conceptual skills enable the leader to come up with ideas for running the organization or society smoothly.

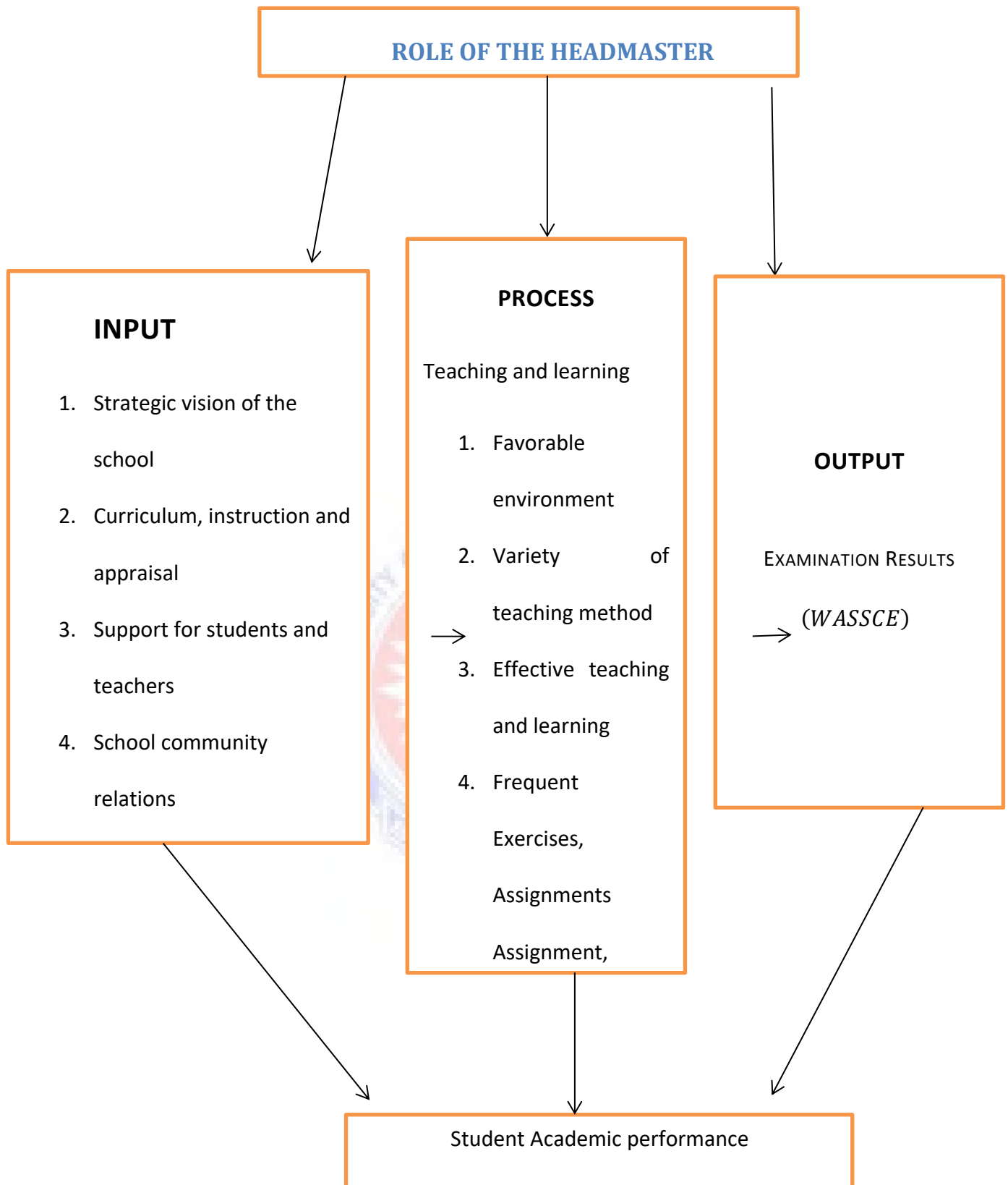
It also means that the way and manner the top (high), middle level, and lower level managers in the school perform their duties and functions may have positive or dire consequences on the teaching and learning environment and eventually the students' performance during WASSCE.

2.2 Conceptual Framework

A school head being the most responsible for the success and the otherwise of the school has the power and the authority to influence the interconnected stakeholders of the school to promote effective teaching and learning process in the school and eventually achieve improvement in students' academic performance. Through the performance of his expected roles in a very effective manner, (including

General Administrative Duties; Curriculum, instruction and appraisal; Pupil Personnel services; Staff Personnel services; School Community Relations; School Financial and Business Management; Physical Facilities and Education Materials) a favourable climate would be created for effective teaching process and improved learning which would eventually affect student academic performance. The school head and his team are to maintain effective teaching throughout the school by creating a favourable environment, monitoring and evaluating the quality of teaching and standards of students' achievements. On the contrary, ineffective performance of his role as head would make the work of the teachers also ineffective and so would influence the academic performance negatively in the school. This is presented in the model below:





2.3 Leadership as an Important Element in School Organization

According to Gardner (1990), leadership is a process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or

shared by the whole group. This means that leaders in educational system have to combine the educational policies, statutes, laws and protocols of the school organization as well as some principles of leadership to ensure effectiveness and results.

Leaders also carry certain influence which could as well ruin or destroy the very organization it was set out to guide (Starratt, 1995 & Sergiovanni, 1996). The exposition, means that, people occupying leadership positions have to have knowledge of leadership in order to be able to carry out the best practices needed for successful running and achievement of the set educational goals.

A leader serves as a unique symbol of the community. He represents the group in several ways (Deal & Peterson, 1999). It is also important that leaders imbibe the knowledge of leadership, management and administration to be able to foster the process of growth, renewal, and progress among the group that they lead.

A leader needs the eyes to see, the ears to hear and the mind to know what is (Starratt, 1995). This will enable the leader to be grounded for higher performance in the school and also meet the target set by the school and the educational institutions as a whole.

According to Edwards (2010), there are basic competencies of a leader which are very critical for effectiveness: (1) diagnosing, (2) adapting and (3) communicating. He further explained that diagnosing competency is cognitive which is understanding what the situation is and knowing what can reasonably be done in the future to solve it. On the adapting competency, a leader has to alter his behavior and that of other resources to improve the situation and finally must be able to communicate well for others to understand and accept so that the target or goal set could be achieved. Amstrong (2009), also explained that leadership is a process of

getting people to do their best to achieve a desired result. Amstrong expressed additionally that, leadership involves developing and communicating a vision for the future, motivating people and gaining their engagement.

Tinto (2012), adds to the argument that students' success does not arise by chance but requires intentional and structured action that is systematic and coordinated in nature, involving many people across campus.

Volbrecht & Boughey (2004), explained that academic development is an open set of practices concerned with improving the quality of teaching and learning in Schools through integrating students, staff, curriculum, among others. This highlights the need to position academic development within change management practices as the ideal, since in this case student failure could be the role of education leadership and management in adopting a critical humanistic approach (Felkins, Chakiris & Chakiris, 1993).

Berg and Hoffman (2005) also in the same line argued that Education Leadership and Management should assume responsibilities and implement tasks to improve teaching and learning systems and processes to ensure student academic success. In furtherance of the above, Tinto (2012), adds that effective student support does not arise by chance, rather it requires intentional, structured and proactive action that is systematic in nature and coordinated in application.

Kouzes and Posner (2007) on their part had identified five leadership practices and ten commitments that exemplary leaders must engage in, in order to overcome the challenges of an organization and also enable them achieve maximum performance from followers. According to Kouzes and Posner (2007), and by extension Edward (2009), leaders who achieved extraordinary things in their organization engaged in

modeled the way, Inspired the shared vision, Challenged the process, Enabled others to act, Encourage the heart, Socio-cultural intelligence, and Economic intelligence.

Jekanyifa (2010) outlines that, it is the role of the school head to make sure that educational inputs which are of vital importance to the teaching of any subject in the school curriculum are available. One of them is teaching materials that enable the teaching and learning process to go smoothly. Example of teaching materials include; chalkboards, textbooks, apparatus, and handbooks. Most of the recent studies maintain that teaching materials would make facts glued firmly to the memory of students. Furthermore, Jekanyifa (2010), stated that, it is also very essential for the school to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. He explained that without the teachers as implementing factors, the goals of education can never be achieved. Schools should be properly and uniformly equipped to promote sound and effective teaching. A school need to have suitable textbooks, qualified teachers, libraries, laboratories, playground, etcetera. To expand the argument, Coombs (1970) added that scarcity of these inputs, will constrain educational system from responding more fully and so to raise the students' academic performance, and therefore to raise their efficiency and productivity, better and adequate learning materials are needed and must be available.

UNESCO (2011) knowing that heads cannot be in the school to do all the administrative and managerial work all alone maintained that delegation in school is good but insisted that, school heads need to ensure that delegated tasks are actually carried out on time, and in a proper manner. This therefore consolidates the assertion that middle and lower level management and their responsibilities in school administration and management is very critical in the performance of a school. In

addition, the senior house master and the housemasters together supervises the students and make sure that students use the evening prep-period efficiently, particularly those in the boarding house.

MOEC (1997) points out that the major responsibility of headmasters in schools is to provide professional leadership that would lead to the achievement of educational objectives which is revealed in terms of students' outcomes (school output).

Again, studies carried out by other researchers admit and have agreed that to build higher performance organization, school leaders have to practice "Purposes," "people," and "structures and social systems" (Hallinger & Heck, 1999). In a related study, Conger and Kanungo (1998) refers the same practices of successful school leaders to be "visioning strategies," efficiency-building strategies" and "context changing strategies."

Leithwood (1996) on his part also stated that leaders of schools were able to influence teaching and learning through "setting directions," developing people" and "redesigning the organization."

In Bass's (1997) research study also, there is claims that such practices and strategies are very potent and effective in many different cultural and organizational contexts. This confirmation is also observed in the research study of Leithwood and Jantzi (2003) among others.

2.4 Selected Principles of Leadership and Management for Heads of Second Cycle Schools

Effective leadership and management of schools follow certain principles. These principles include;

The vision and mission of the school; Motivation and support of staff and students, and Effective communication.

2.4.1 The Mission and Vision of the School

Researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. According to the Ministry of Education (MoE), every school in Ghana should have mission and vision. A mission describes what the school does now or the purpose for which the school was established while vision describes what the school wants to be in the future. For example, the mission of the MoE is “to formulate and implement policies that would ensure quality and accessible education to all Ghanaians with requisite skills to achieve human development, good health, poverty reduction, national integration and international recognition” and its vision is “to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential to be productive, promote a technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national development”.

Besides the mission and vision of the MoE, each school in Ghana is similarly expected to create their mission and vision in line and towards the achievement of the MoE vision. A vision must be sufficiently clear and concise that everyone in the organization understands it and can fulfil it with passion. Recent research findings define vision as a realistic, credible, attractive future meaningful to the organization. This simply means that a vision must be realistic to the members of the school. It also means that vision must be somewhat specific rather than a vague idea about the future (Ghana Education Service, 2017, pp. 7-9).

Tatum (2013) asserts that vision has to be relevant to those who will be involved in reaching that ultimate goal. He explained that teachers and all who have a stake in a school must recognize the potential of the vision and be committed to help it come to pass.

Furthermore, a vision must be attractive by making sure that all parties involved can identify some benefit from pursuing the vision. The degree of attractiveness must be sufficient to sustain commitment even when unforeseen difficulties threaten to slow progress toward the goal. Therefore, a vision should describe a set of ideals and priorities, a picture of the future, a sense of what makes the school special and unique, a core set of principles that the organisation stands for, and a broad set of compelling criteria that will help define organizational success.

Another important aspect in a vision is strategy. Strategy is one or more plans that the school head, management and administrative team uses to achieve the vision.

In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. Again, strategy is a combination of the ends (goals) for which the school is striving and the means (policies) by which it is seeking to get there. A strategy is sometimes called a roadmap - which is the path chosen to go towards the end vision. For better implementation to occur, schools summarize strategic vision into a vision statement (Tatum, 2013).

Furthermore, Tatum (2013) revealed that, before implementing the vision, the leader needs to communicate the vision to all educational stakeholders, particularly those inside the school. The vision needs to be well articulated so that it can be easily understood. And, if the vision is to inspire enthusiasm and encourage commitment, it must be communicated to all the members of the school. The strategic vision must be

communicated through multiple means. Some techniques used by institutions to communicate the vision include disseminating the vision in written form; preparing audio-visual shows outlining and explaining the vision; and presenting an explanation of the vision in speeches, interviews or press releases by the organization's leaders. In addition, Tatum (2013) continues that, after communicating the vision, implementation must take place for the vision to have effect on the school. Tatum, again directs that implementation requires strategic planning which determines how to get there from where you are now. Strategic planning links the present to the future, and shows how the school head intend together with other staff move toward the vision.

One process of strategic planning is to first develop goals to help the school head achieve the vision, and then develop actions that will enable the school to reach these goals. In most cases, where there is a vision but there is no plan of direction to implement it, the vision will become a wasted vision and there will be no result. Where there is no collaboration between the head and the other management members, favourable school climate and effective teaching and learning process, the vision is likely to suffer setbacks. It therefore means that heads of public schools in Ghana can be in serious difficulty in improving performance where there is no coerciveness between the head and the other members of the management and administration team and the teachers who seem to be the final implementers of the education curriculum.

2.4.2 Motivation and Support for Staff

Secondly, Heads of Secondary Schools and Management are required to uphold the principle of motivation seriously. The Ghana Education Service (GES)

believes that staff motivation is the key to effective teaching and learning. Leaders of schools can get result from people, through people and in conjunction with other people through motivation. Leadership and management can do this by helping the staff to experience job satisfaction and a sense of fulfillment in what they do. When teachers are effectively motivated it will cause a behavior change in the way the teachers think, speak or act in the school and it will drive them towards results. To do this effectively, it need be that managers of schools apply motivational principles that work. The head and management have to have knowledge of the personal needs of staff, their work circumstances, requirements of the school among others. By so doing a congenial environment is created for the teachers to operate for smooth and effective teaching to occur in the school. Teaching and learning materials have to be made available for the teachers to help raise their enthusiasm and morale in the classroom.

The head through the assistant head (academic) and heads of departments and sometimes subject heads upon inspecting and supervising the lesson plan, lesson notes and teaching notes can get to know the teaching resource needs and help the teachers to secure and use it for the good of the student thereby promoting students understanding of the topics taught. Again prepared lesson notes, lesson plan which are inconsistent with the vision of school could be identified and corrected. Teachers can also be supported by in-service-training to build appropriate teaching methods and strategies to facilitate understanding in the classrooms.

Additionally, subject heads of schools believed to have had the experience with the teaching of a subject for long and probably knows the best methods and strategies for teaching particular topics can meet junior members and assist them to sharpen their teaching processes through coaching, partnership and team

development. All these can happen where there is strong leadership, administration and management cohesiveness in place. Where teachers lack the support and the motivation required for the work expected, they feel dissatisfied and resultant output is low and in the case of education, performance of students become poor or low. In a school the leadership, management and administration can motivate the staff and students through the following prescribed reward motivation and support factors:

- Rewarding students that study hard in the school
- Promoting, upgrading and awarding hard working teachers and students
- Examining students work and acknowledging the hard working ones involved
- Punishing teachers who do not do their work as expected of them with query
- Verbal appreciation during meetings
- Offer of opportunity to lead during school assembly meetings among others
- Promoting collaborative curriculum development of teachers in the school
- Assisting teachers to attend conferences to learn new trends in their specialized area.
- Encourage teachers' conventions
- Making access for teachers to view educational videos to help them develop their teaching professional skills.

2.4.3 Effective Communication in School

Communication is very important in all organizations including educational institutions. It is the process by which information is exchanged in an organization to initiate action or solve problem. In an official institution like Secondary School, communication may require given notices about activities, events, decisions, tasks,

ideas, opinions which affect students, teachers, parents, non-teaching staff, visitors and others.

2.4.4 Communication takes different forms.

Among them are:

- **Written communication** is where words are put on paper either in print, ink, and electronic form. Examples include: letters, memos, emails, text messages.
- **Audio communication** is where spoken words are used. It is commonly oral in form and involves voice of the sender and receiver. This takes the forms of telephone conversation, audio-tapes, radio, and face-to-face discussion.
- **Audio-visual** is communicating ideas using both sounds and images. Examples are videos, television, YouTube and films.
- **Visual communication** is communicating through visual aids like text and images. Examples include notices, handbills, flyers, posters, graphs, charts.
- **Tactile or Kinesthetic communication** is the use of the sense of touch or the skin. The most common example is the braille.

How information is shared within the school community and by extension the entire society in which the school is located is important. Where the issues of the vision, direction for implementation, curriculum and others are not well communicated the users of the information may misunderstand it and its application may also create problems. In communication, audience is important. Who should be the beneficiaries and the consumers of the information is very critical and must be managed cautiously to reach the targeted audience. In the school set, general information can be given at any school gathering while those meant for specific groups and individuals can take the form of face-to-face and call out. Again, how well

information is understood is also crucial and this is noticed through feedback and responses from the audience after the information has been received.

In a school like the senior high, communication is a bit different due to the chain of command and channel of communication. It could either be from top to down and also may sometimes pass through different hands as related to the structure of leadership within the school. For instance, decision taken at the board of governors of the school about a particular member of staff could be generally conveyed to the entire staff or to that specific individual depending on the form that may be deemed necessary.

Again, who is responsible for what in the school and in what capacity have to be spelt out and it becomes important to communicate it well for the whole body of staff to understand and act accordingly. In the event of conflict of interest on the part of the appointing authority or the appointee, task may not be fully carried out to get work done smoothly and this could affect performance.

2.5.1 Duties and Responsibilities of Headmasters of Secondary Schools

According to Ghana Education Service (manual for second cycle schools in Ghana) heads of secondary schools shall:

1. Be responsible to the board for the academic, social and domestic organization and conduct of the institution.
2. Arrange the curriculum and syllabus of the institution, having due regard to such requirements as the minister, either directly or through the Director-General may from time to time prescribe.
3. Be responsible for fostering and maintaining a high moral tone and ideals of service in the institution.

4. Be responsible for the maintenance of discipline in the institution; and, in the exercise of his/her disciplinary powers, may, subject to the approval of the board, dismiss a student by reason of misconduct.
5. For the purpose of discipline, have authority over members of staff and other employees of the institution, so that such staff and other employees may appeal to the board from the exercise of such disciplinary authority.
6. Arrange the admission of students to the institution in accordance with the admission policies of the Ghana Education Service.

2.5.2 Roles of Headmaster of a School

Role is a prescribed or expected behavior associated with a particular position or status in a group or a school. A school head is expected to show patterns of behaviors and responsibilities associated with a headship position within a school. A school head who is in charge of a school has a lot of responsibilities to perform. For example, a school head is charged with developing strategic vision, direction of the school development, management of staff, students and finances, supervision, implementation of school curriculum and developing the relationship with the wider community (Business Dictionary, 2013).

2.5.3 Strategic Vision of School Development

A vision describes what the school wants to be in the future. For example, the vision of the Ministry of Education is “to provide relevant education to all Ghanaians at all levels to enable them acquire skills that will assist them to develop their potential to be productive, promote a technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national

development”. Heads of schools are supposed to create a vision that guides the school.

According to Reh (2013), a vision is an over-riding idea of what the organization should be. Often times, it reflects the dream of the leader (school heads). A vision must be sufficiently clear and concise that everyone in the organization understands it and can fulfil it with passion. Recent research findings define vision as a realistic, credible, attractive future for an organization. Tatum (2013) asserts that vision has to be relevant to those who will be involved in reaching that ultimate goal. This clearly means that teachers and all who have a stake in a school must recognize the potential of the vision and be committed to help it come to pass. Furthermore, a vision must be attractive by making sure that all parties involved can identify some benefit from pursuing the vision. The degree of attractiveness must be sufficient to sustain commitment even when unforeseen difficulties occur to slow progress toward the goal. Another important feature of a vision is strategy. Strategy is one or more plans that the school head uses to achieve the vision. Furthermore, Tatum (2013) revealed that, before implementing the vision, the leader needs to communicate the vision to all educational stakeholders, particularly those inside the school. The vision needs to be well articulated so that it can be easily understood. And, if the vision is to inspire enthusiasm and encourage commitment, it must be communicated to all the members of the school. The strategic vision must be communicated through multiple means. Some techniques used by institutions to communicate the vision include disseminating the vision in written form; preparing audio-visual shows outlining and explaining the vision; and presenting an explanation of the vision in speeches, interviews or press releases by the organization's leaders. In addition, Tatum (2013) continues that, after communicating the vision, implementation must take place if the

vision is going to have any effect on the school. This is where strategic planning comes in. Strategic planning determines how to get there from where you are now. Strategic planning links the present to the future, and shows how the school head intend to move toward the vision. One process of strategic planning is to first develop goals to help the school head achieve the vision, and then develop actions that will enable the school to reach these goals. If the school has not planned for implementing that vision, development of the vision will be a waste of effort. Mpondo (2004) also adds to the vision by saying that a school head should formulate a vision direction, which secures effective teaching, students' achievement in learning, spiritual, moral, cultural, mental and physical development, and prepare the students for adult life to be responsible and functional citizens. Furthermore, a school head provides the direction on how to implement the strategic plan based on the finance allocated, which should be identified by stating the priorities that ensure high students' academic achievements and increasing teachers' effectiveness.

Babyegya (2002) on his part clarifies that a school calendar or almanac which shows dates of school events and special activities for the whole year should be identified by the school head. The periodic meetings of the school board, the staff, and parents' general meeting must be clearly shown in the school calendar. Also, the school head should make sure that all records are kept well. These records include school annual and half year reports, students' continuous assessment records, workers' confidential reports, students' progressive reports to parents, student's attendance registers, log books, teacher on duty's record book and others. Therefore, a school head is required to have the vision and direction that motivate people to work as a team. He or she should organize staff to carry out different tasks, manage the

school curriculum and manage finances/resources in the way that teaching and learning process will improve.

2.5.4 On the curriculum, instruction and appraisal

Heads of schools are to ensure that;

1. Appropriate curriculum objectives are formulated.
2. Appropriate content and learning experiences are provided for learners.
3. All teaching and learning materials are available for lessons to proceed smoothly.
4. There is adequate supervision for teachers to perform their teaching duties as expected of them.
5. There is opportunity for teachers to upgrade their knowledge and skills through in service training and subject association meetings.
6. Instructions are properly appraised through various forms of assessment including, quizzes, class tests, end of term and end of year examinations, class exercise, etc.
7. Co-curricular activities like games and sports, cultural activities, club and societies, entertainment sessions and so on are properly organized and supervised.

2.5.5 General School Administration

According to Collins English Dictionary, Administration is the range of activities connected with organising and supervising the way an organisation or institution functions. To ensure effective and successful management of a school, the school head have to be innovative, resourceful and dynamic, and also be able to

interact well with members of staff, students, parents, and other members of the community. He promotes and ensures the performance of all school activities to secure best outcomes.

In addition, heads of school secure and ensure effective allocation, monitor and control the use of resources available to the school. A school head is expected to prepare the school budget that covers different responsible areas for the fulfilment of educational objectives, specifically teaching and learning process. In the case of Ghana, heads of public secondary schools do not have the autonomy to employ, relocate, reward, punish or fire staff but only through the Ministry of Education.

As an administrator, a school head is an accounting officer of the school, hence responsible to know how money is obtained and expended. Schools get funds from various sources such as fees, the government budget (capitation), fund-raising; school based economic activities and external donors. In a school, funds are required to facilitate the extension of the school opportunities and facilities as well as to meet the cost of running the school.

Before the Free Senior High School Policy, the head was supposed to identify resources needed to support the implementation of school policies through budgeting. Schools need to have laboratory, apparatus, library, textbooks, teaching aids, chalk, note books and teacher's reference books. Also, the permanent construction and improvement of school buildings, painting, repairing of walls, windows, doors and school furniture, fencing, clearing and landscaping are other duties of the school head. The school head should make sure that all buildings meet the required standards. Also, he controls the equipment and materials by overseeing their acquisition, storage and use. In order to keep the resources safe, the school head supervises, and inspect

the resources periodically for the achievements of the school objectives. These duties encompass;

1. Organising and conducting meetings and conferences on various issues.
2. Handling delicate interpersonal situations.
3. Directing the work activities of administrative staff.
4. Publicising the activities of the school and securing the support, goodwill and cooperation of the public.
5. Attending meetings of school heads.
6. Monitoring the strengths and weakness of educational programs and offering insightful advice to government and other authorities for improvement.
7. Preparing reports for the local/district/regional/nation administration, school boards and the like.

2.5.6 As School Manager

According to Mickson (2013), management is the art of getting things done through and with people informally organized groups. It is the art of creating an environment in which people can perform as individuals and co-operate towards the attainment of group goals. It is the art of removing blocks to such performance, a way of optimizing efficiency in reaching goals. Management is a process that is used to accomplish organizational goals. The simple meaning is that management is a process that is used to obtain what an organization wants to achieve.

Yukl (2009) defines management as an activity that seeks to produce predictability and order by establishing action plans with timetables, and allocating resources; organising and staffing (establishing structure, assigning people to jobs); monitoring results; and solving problems. Management organises and executes the

plans, operationalise people and resources within time frames, attains quality standards and ultimately delivers results (Ochola & Nyariki, 2010). Management consists of implementing the vision and strategy provided by the leaders and attainment of organisational goals in an effective and efficient manner through planning, organising, staffing, directing and controlling organisational resource (Drejer, 2002).

All the above defined activities are performed by some person who is manager, so it is imperative to discuss it. The school head under this role is responsible for Organising, staffing, coordinating, and controlling both human and material resources for achievement of organisational goal. Also, he prepares a budget detailing all incomes and expenditures as well as the purpose for which school funds will be used.

Again, the Head is in charge of disbursing of money in the execution of school projects and in funding other school activities on daily basis.

Additionally, he is responsible providing for the purchase of stationary, school equipment and other items requiring substantial sums of money and accounting for school monies and property.

Lastly, he maintains a system of internal auditing and accounting to ensure that school funds and other resources are used judiciously.

2.5.7 Supervision of Teaching Process

Supervision is an action or process of observing and directing what someone does or how something is done. It can be an intervention that is provided by a senior member of a profession to a junior staff or members of that same organisation. The head of school gets feedback on the teachers' effectiveness by being active within the

school, by visiting classes, talking to teachers, students and parents. The head may know these things through the assistant heads, senior house masters and the heads of departments, teachers and the students.

On the preparation of schemes of work, lesson plans, filling of the subject log book, mark books, evening studies, the head through the assistant headmaster academic and the senior house masters ensure members comply accordingly.

Mpondo (2005) defines supervision as evaluating the educational practices in a school to find out if the school objectives are attained or not. One major and effective way of ensuring help for the teaching and learning is undertaken clinical supervision.

Clinical Supervision helps an organisation to evaluate its performance and find ways to improve its performance. Supervision provides information which can be used to create possibilities for further improvement in the academic performance of the students. It enables Heads of schools to ensure that educational inputs which are of vital importance to the teaching of any subject in the school curriculum are available. Most often, heads through supervision finds out whether processes and procedures are followed and inputs such as Chalkboards (white boards), textbooks, apparatus, and handbooks, etcetera are in place and are been put to their right use.

There is a catalogue of useful visual aids that are good for teaching (Savoury, 1958). The school head is also in the position to see to it that teachers Select the right and appropriate materials which are related to the basic contents of a course or a lesson to help the students and make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn.

Heads by so doing make sure that teachers and other members of staff are doing what they are supposed to do under legal requirements and rules. These

supervisory roles by the head help the teachers and the other members of the school community to work professionally to promote quality teaching and learning. That is, the head through supervision provides feedback for improvement in performance.

1. Conducting of clinical supervision to assist teachers improve instruction process and student learning.
2. Ensuring that the right objectives are formulated by teachers.
3. Conducting checks to see to it that right procedures and strategies are used during instruction and the objectives are achieved.
4. Providing the necessary teaching and learning materials to support teaching and learning.
5. Using in-service-training to assist teacher keep to current trends
6. Providing opportunities for teachers to attend further courses in the university.
7. Organising symposia, workshops, and the like.
8. Creating atmosphere of collegiality for all members of the school community to engage in continuous learning.

2.5.8 Relationship between a School and Community

According to UNESCO (2011), the word community may refer to a group of people living in one place or locality such as a village or town, or it may refer to a group of persons having the same or similar interests. Community is a part of the society and therefore a school is also a part of the society.

A School is the social institution where consciously designed learning experiences are provided with the objectives of achieving social needs at large, over a period of time. School is a subsystem of the larger system or the society. The school

has to functionally coordinate with its immediate environment, the community in which it is situated, since communities are naturally interested in their children and the kind of knowledge, values and skills provided by the school. The head of the school is the one who is in charge to ensure that bond of relationship.

Nirav (2012) explains that, the main group and agents involved in the dynamics of the relationship between school and community are school administration, teachers, non-teaching staff, students, parents, governing bodies and school board. This is because the society regards the school as the main institution for the transmission and acquisition of knowledge, values and skills for survival, growth and development (Nirav, 2012). It is therefore natural that the community and the school relate closely to contribute to the education of their children.

Until recently, parents were sharing in the cost of education of their children in the secondary schools and for that reason heads of schools in Ghana had to meet parents to make sure they pay the school fees and other cost element borne by them. Heads of schools also met parents and regularly communicate with them through Parents Teachers Association, speech and prize giving day, Funerals and other social gatherings of the community. Parents interest and support for the school and its staff makes it easier for their children to relate to and identify themselves with the goals, values, and personnel of the school, a powerful motivation to tune in and turn on to education. At the same time, parental involvement ensures that their cultural values and interests are respected (Comer, 1980).

In another manner, the school head involves the community in a school development through the school board. A school board is made up of members that are usually elected by the residents of a particular community in which the school is

located. It has a big responsibility to make sure that the school objectives are well attained. This he can do through;

1. Determining the nature of the community (whether rural, urban, occupation, religion, culture they engage in)
2. Developing and administering policies, procedures and programs that suit the circumstances of the community.
3. Involving parents, reference groups, and interested members of the community in the school's activities.
4. Providing Educational services tailored to the needs and aspirations of the community/nation.
5. Representing the school by participating in community activities and play the role of a change agent in trying to move the community/nation forward.
6. Cooperating with other community agencies to improve the total learning environment of the students.
7. Conferring with parents on issues connected with the education of their children and handling parental complaint intelligently and competently.
8. Identifying and engaging people with some knowledge, skills, values, to impact and use them as resource persons in the education of learners.
9. Keeping the community informed and favourably disposing to them the activities of the school and the educational setup as a whole. For example, educate the public on the Educational reform (Free SHS, SEIP) and urge them to support the school towards the effective implementation. This could be done through PTA meeting, open day, speech and prize giving day, clean-up campaigns with the purpose of keeping the community informed and earn their support for the activities of the school.

10. Making school facilities available for use by the community where possible.

Example (school field, classroom, Assembly hall etc.).

2.5.9 Support for Teachers

An effective school leader is available to teachers. They appraise and support their staff to help them improve their professional practice through in-service education and training (INSET) which is one of the ways of ensuring continuous development of his/her staff. The head is privileged to do this to help the teachers keep up with relevant and up-to-date pedagogical and subject knowledge in their subject areas. This helps the staff to improve their teaching and performance. For example, the head can organise in-service training on introduction to basic technology in education, importance of integration of Information Communication Technology (ICT) in teaching, Scheme of work, How to teach difficult topic and others for teachers to apply them in the delivery of their work. Good leaders stay calm in difficult situations. Staff Personnel Services includes;

1. Helping to undertake manpower planning and to formulate personnel policies for handling personnel issues.
2. Recruiting, selection, and placement of teaching and non-teaching staff.
3. Creating good conditions for workers to enjoy their work.
4. Motivating workers with attractive incentives in the form of benefits and services.
5. Establishing clear and effective lines of communication of policies, programmes, rules and regulations and the like to workers and for effective ventilation of grievances of workers

6. Ensuring that there are enough avenues for both teaching and non-teaching staff to participate in the decision making process.
7. Explaining personnel policies, conditions of services, code of conduct and ethics, etcetera to workers and that they are properly implemented.
8. Effectively evaluating the work efforts of teaching and non-teaching service workers for the purpose of promotion, pay increase, transfers, and etcetera.
9. Disciplining workers for ill-conduct or failure to perform duties vested in their offices or assigned to them.
10. Writing confidential reports on members of staff.
11. Stimulating and providing opportunities for the professional growth of staff.
12. Keeping up-to-date records on workers.
13. Developing spirit de corps among all grades of workers in the schools.

2.5.10 Establishing and Maintaining the School's Ethos

Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities. Such "a healthy school environment," as Vanderbilt researchers call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction. The head is responsible to maintain an environment that promotes the moral, spiritual, intellectual, social and personal development of all students. The school's culture should contribute to the wider goals of the school and be clearly defined and understood by parents, students, staff, governors and the local community. It should also be consistent with a commitment to promote equality, good relations and diversity within the school and its community.

The school climate involves the school leadership, school expectations, values, students and teachers attitudes, relationships, order and discipline, reward and incentives, flexibility and autonomy. The leadership is supposed to ensure that the school environment is very adaptive to the staff and the students and facilitate teaching and learning process.

2.5.11 Support for Students

School heads are supposed to support the students. This sends out a clear message that the learners are valued and it serves as an encouragement to the students, the school staff, parents and the local community. The involvement of heads in children's education contributes significantly to students' educational achievements and in recognition of this, many schools have established effective morning assembly to talk to students on daily basis. Students have considerable rights and responsibilities when it comes to their schooling. Heads of schools need to have a clear understanding of children's' rights and responsibilities and take proper account of them in their dealings with the students. The teaching and learning process are usually affected by decisions made by the Board of Governors, the headmaster, teachers. It is important therefore to note, that heads and governors are seen to support the students and to offer them as much encouragement as possible to motivate them to learn hard. Among such services they may acknowledge are;

1. Guidance and counselling services.
2. Orientation programmes for learners.
3. School attendance policies and procedure for dealing with latecomers and absentees.

4. Keeping school records, such as school registers, files on individual students, testimonials, etc.
5. Procedures for dealing with classroom and school wide indiscipline and other conduct problems.
6. Policies and procedures for enhancing the health and safety of learners in school.
7. The religious services for the spiritual growth of learners.
8. Domestic administration in the houses of residence and affiliation.
9. Entertainment programmes for the amusement of learners.
10. Voluntary clubs and societies for meeting the socialisation and other needs of learners.
11. Student government or prefectural system.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is devoted to the methodology employed to study the problem. It explains the study design, the population, sample size, sampling techniques, data collection instrument, method of data collection, tools for data organization and analysis and ethical issues.

3.1 Research Design

The topic under investigation was on the administrative roles of headmasters in Promoting Academic Performance of Students of Amenfiman Senior High School. The study was explorative and descriptive case study in form. According to Johnson and Christensen (2010), descriptive research helps in obtaining information concerning the present status of the phenomena to describe with respect to variable or conditions in a situation. Description helps a researcher to identify the relationship between behaviours, individuals or event as they occur and this gives him/her an understanding of the relationship between variables. A common method of obtaining information through the descriptive method is by the use of interviews or questionnaire (Wengraf, 2001).

To fully investigate and scrutinize the problem and also ensure a good research work, the researcher adopted a mixed research method to study the different components of the problem in a coherent and logical manner. As a result, both qualitative and quantitative methods were used. The qualitative method on one hand enabled the researcher to obtain cultural specific information about the values, opinions, behaviours, and social contexts of the particular population (Hines, 1993)

and also expose the researcher to information, knowledge and helped analyze data about the nature of reality of the population (Mtsweni 2008). This therefore helped the researcher to describe and understand the social phenomena in terms of the meaning people gave to them.

The quantitative method on the other hand also aided the researcher in the quantification of variables, generalization and answering of research questions formulated. This approach enabled the researcher produce a rich, descriptive data through the identification and coding of themes and categories which made statistical analysis, interpretation and description possible.

3.2 Sources of Data

Both primary and secondary data were used for the study. Secondary data involving written theories on leadership, Head Teachers manual, Ghana Education Service Code, and results of students in WASSCE were reviewed and used to establish the roles that headmasters of senior high schools are supposed to perform and the students' performance in WASSCE from 2014 to 2018. In addition, primary data were obtained from respondents through questionnaire and interview to establish the effectiveness of the headmaster in the performance of his roles and the challenges faced as he/she performs those roles.

3.3 The Targeted Population

According to Walliman (2005), Population is a collective term used to describe the total number of cases of the type which are the subject of a study. The population for this study involved the total membership of Thousand One Hundred and Fifty (1,150). This is made up of the 1,037 continuous students, one (1) headmaster, 2 assistant

heads, 10 members of the board of governors, 10 PTA executives, and 90 teachers. The selection of the targeted population was based on the fact that the low academic performance of the school affects these elements who are also stakeholders of the school and have interest in the affairs of the school.

Again, the interactions of these people together with the school head is what informs the vision, the direction to the implementation, the school environment, teaching process and students' performance.

3.4 Sampling Procedures and Sample Design

The sample was selected based on the sampling table of 95% confidence level and a 5% margin of error. The study involved two sampling techniques. These were simple random probability and purposive non-probability sampling techniques. A simple random sampling of lottery system was used to select students and teachers to respond to the questions in the questionnaire. Every member of the student Strata had equal chance to be selected for participation in the study. 35 Students were selected from each of the five departments in the school to form part of the sample for the study in addition to 50 teachers, 10 PTA executives, 10 board of governors and 163 parents. The sampling selection of the study participants including teachers, board members, PTA Executives and parents was to obtain reliable respondents capable of providing information for the study on the roles played by the head in the school. This was best and useful due to the fact that it provided specific people who see and interact with the head to provide certain information which not everybody could provide. Teachers were sampled to respond to the questions on general administration, curriculum, instruction and appraisal, and teacher support role of the school head. The board members, PTA executives and parents were sampled for the

answering and investigation on school community relation and general administration of the school. In all 50 teachers, 175 students, 10 board members, 173 PTA executives and parents were selected to respond to the questions as they understand and perceive the roles of the head with regard to the general duties; teacher support services; curriculum, instruction and appraisal; students support and community relations.

3.5 Sample Size

The sample size for this study included the headmaster, 50 teachers, 175 students, 10 Board members, 173 PTA executives and parent from the community. In all, 409 people formed the sample for the study. The sample distribution is given in the table 1.1.

Table 1.1: A Table Showing the Distribution of Sample in the School for the Study

STRATA	NO.OF PARTICIPANTS	PERCENTAGE OF PARTICIPANT (%)
Headmaster	1	0.2
Teaching staff	50	12.2
Students	175	42.8
PTA executives and parents	173	42.3
Board members	10	2.4
Total	409	100

3.6 Research Instruments

Both questionnaires and interview were used to gather information about the population for the study. With the high literacy rate among the teaching staff, head of school, board members, structured questionnaires were used and responses were taken. Also, structured interview was used to find out from the Headmaster his responses on the roles and challenges that hinder his performance as far as his administrative roles in the school are concerned. The purpose of using various forms of instruments was to avoid bias and give clarity to the study (Groves, et. al, 2011).

3.7 Data Processing and Organisation

To ensure a good research work and to also make reliable representation of the situation on the ground, data collected was encoded and tabulated using the Statistical Programming Application Software for Social Sciences as well as manual analysis where necessary. The data were analyzed with Frequencies and percentages and explained based on the questions, objectives and the conceptual framework in chapter one (1) and two (2).

3.8 Validity

To ensure validity, the items in the questionnaire and the interview were theoretically defined based on the literature on the role of school leaders and perception of stakeholders about the roles and academic performance. The variables were therefore studied on the basis of the relevant literature relating to the issue under investigation. To make it more valid, the questionnaire and the interview guide were submitted to the supervisor for thorough assessment and scrutiny before they were administered.

3.9 Reliability

To ensure that this study became valid and reliable, a pilot study was first carried out. A pilot study was conducted as a preliminary small-scale research trial which helped the researcher to determine the validity of his or her research. A pilot study involving about 20 people was first done for a pre-study to determine the sample size that would be representative of the main study and the selection procedure to be used. The measuring instruments including the questionnaire and the interview guide were all administered in the pilot study for the respondents to answer to ascertain and predict their reliability for the main research. The Cronbach Alpha reliability test in SPSS were used for the data analysis of the pilot study to determine the efficiency and coefficient value of reliability. In all, the pilot study among other things helped to:

1. Define the research questions properly
2. Test the proposed study design and the research process and address the issues that could have negatively affected the main study
3. Bring to the notice of the researcher the different techniques related to the study
4. Determine the feasibility of the study in order for the researcher not to waste time and resources.

3.10 Ethical issues

One ethical issue that was considered was that respondents were guaranteed confidentiality. With this therefore, the questionnaire avoided respondents' names, address and locations of residence.

Again, the SPSS was used for the data analysis to avoid all vague judgements, except few instances which require content analysis. In addition, the importance and

the purpose of the research was comprehensively outlined and explained to avoid any form of unwillingness to disclose information on the part of respondents. Also, this study reviewed the works already done on leadership, their roles and how leaders could be effective by several people under the literature review in chapter two (2). These people are important and thus the researcher had provided references to that effect.

3.11 Limitations

Unfortunately, the research was constraint by time. The time available for the research was only one year. I thus managed the time as best as I could.

Again, the researcher was challenge by financial difficulty. This was because the researcher had to travel from Wasa Akropong, the study area which is too far away to see the supervisor.

Another pertinent problem faced was that most of the parents could not read and write and therefore difficult getting them to answer the questionnaire. To overcome this however, teachers from the school had to assist to translate the structured questionnaires to them in the local language for responses after PTA meeting at the school. When this was done parents provided straight forward answers to the questions

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CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the discussion of results from the survey conducted at the Amenfiman Senior High School in the Wasa Amenfi East Municipality of the Western Region of Ghana. In order to investigate the role of the headmaster in promoting the students' academic performance, five objectives were set with their research questions. Based on the objectives, the researcher formulated and carried out a survey with forty-six (46) closed ended and one open ended item questionnaire for Four Hundred and Eight (408) respondents involving fifty (50) teachers, hundred and seventy-five (175) students, 10 PTA Executives, Ten (10) Board Members and One Hundred and Sixty-four (163) parents.

In addition, an interview was conducted with the headmaster of the school to find out more about how he performed his roles and the challenges he faced in the school. The collected responses to the questions on the questionnaire were gathered. SPSS was used to analyzed the data and organized them into tables for easy interpretation. Likert Scale was used to combine the positive and negative responses on the scale to make interpretation for each question. Also, data gathered from the interview with the school head were transcribed by cautious and carefully listening and the detailed responses from the head were written down for analyses and interpretation through inductive and deductive analysis.

4.1 The use of Vision and Mission in the school.

The first objective of the study was to find out the extent to which the strategic vision of the school is guiding the head in the delivery of education to students. In finding

out this, six closed ended questions were formulated and respondents provided the following responses.

Table 1 column 2 Shows that, 145 (35.5%) and 67 (16.4%) agreed that the school had a vision and mission as against 129 (31.6%) and 67 (16.4%) who in contradiction disagreed that the school had a vision and mission. It is seen that 212 (51.9%) of the respondents (145 +67) agreed that the delivery of education in the school was guided by the school vision as against 196 (48.1%) of the participant (129 +67) who did not agree that the school was been guided by any vision. According to the school head, the school have a vision. In an interview, the school head affirmed “Yes” to a question posed to him “Does the school have a vision?”.

He again added that the school in developing the vision involved teachers and other stakeholders. In the table 1 column 3, 155 (38%) and 73 (17.9%) representing a total of 228 (55.9%) agreed that teachers and other stakeholders were involved in the development of the vision of the school as against 93 (22.8%) and 87 (21.3%) representing a total of 180 (44.1%) saying that there was no involvement of teachers and other stakeholders in the creation of the vision.

The study also established in table 1 column 4 that 146 (35.8%) agreed that the school head used the school vision as a guide to develop the school’s Action Plan for the period 2020/2021 academic year with additional 57 (14%) also strongly agreed that the head is guided by the school vision. But, contrary to that, 107 (26.2%) and 98 (24%) were in disagreement and also said that the head was not guided by the school vision during the development of the Action Plan for the school. In the answering of the question on the procedure employed in creating the Action Plan of the school during the interview, the school head confirmed that the school have an Action Plan for the year 2020/2021 academic year. But quickly added that, “the Action Plan is one

developed by Secondary Education Improvement Project (SEIP), under School Performance Partnership Plan”. He noted that the Action Plan came from the programme formulators and only had to be implemented by the schools under SEIP and that schools under SEIP did not develop their own Action Plan for the period 2020/2021 academic year and so the developers of the Action Plan did not consider the vision and mission of the individual schools under the SEIP programme but rather that of the Ministry of Education.

In column 5 of the same table 1, a total of 232 (56.9%) which is made up of 104 (25.5%) and 128 (31.4%) were in disagreement that the head of the school discussed the vision with stakeholders during meetings and conferences while about 176 (43.1%) of the respondent who are 92 (22.5%) and 84 (20.6%) on the other hand responded that the head had been discussing the vision of the school during meetings and conferences. In addition to this, the head of the school during the interview was asked, “Is the school Motto clearly known amongst other members of the school?” the head in response had this to say.

“the School Motto is well known amongst the students because they are told during orientation in the early stages when they report to the school in the first year but usually not emphasized after the orientation”. He regretfully also pointed out that instead of discussing the ideas and the core values of the school vision at Assembly, religious values rather take center stage and this was affecting the implementation and realization of the vision and academic performance. Again, the head, when he was asked during the interview to state the motto of the school shockingly could not correctly state the School’s Motto. Even though he had been in the school for Five (5) years. He stated the vision as:

“Something Dwells in Prudence” instead of Wisdom Dwells in Prudence.

Implementation of the school vision and Action Plan was also analyzed to know whether or not the head was ensuring full implementation of the school vision and action plan in the school. In the same table, table 1 column 6, the study revealed that 151 (37%) strongly disagreed and 98 (24%) also disagreed and maintained that there was no full implementation of the school vision and action plan whilst 129 (31%) agreed to the question that the school head was ensuring full implementation of the school vision and action plan in the school. In addition, 30 (7.4%) of the respondents strongly were of the view that the head was carrying out all necessary measures to ensure full implementation of the school vision and the action plan. In all, 246 (61%) of the respondents were in disagreement as against 159 (39%) who believed that there was full implementation of the school vision and action plan in the school.

Lastly, the study discovered that the school head was fully enforcing the examination rules in order not to allow students to cheat during examination. In table 1 column 7, the study also evidently showed that 174 (42.6%) and 85 (20.8%) of the respondents out of convenience said that the headmaster always exhibited moral courage and was always firm and did not support cheating in examination even though 66 (16.2%) and 83 (20.3%) did not agree that the head exercised high moral courage for students to do independent work during examination. In responding to the performance of students in the school, the head indicated that students placed in the school were academically weak and did not show high discipline and attitude towards studies and so always wanted to be helped to cheat and when they are not allowed, they do not get good grades. He further submitted that, such desires of students to get help did not make the school maintain consistent performance in WASSCE results.

Table 1: school vision as guiding principle

THE USE OF SCHOOL VISION AND MISSION AS GUIDING PRINCIPLE IN RUNNING THE SCHOOL												
Responses	development of vision and mission for the school		Involvement of stakeholders		Vision as a guide		Discussion of vision with stakeholders		Vision and action plan Implementation		Moral courage of the school head	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly disagree	67	16.40	87	21.3	98	24.0	104	25.5	98	24.0	66	16.2
Disagree	129	31.6	93	22.8	107	26.2	128	31.4	151	37.0	83	20.3
Agree	145	35.5	155	38.0	146	35.8	92	22.5	129	31.6	85	20.8
Strongly agree	67	16.4	73	17.9	57	14.0	84	20.6	30	7.4	174	42.6
Total	408	100	408	100.0	408	100.	408	100.0	408	100.0	408	100.0

4.2 Performance of Curriculum, Instruction and Appraisal Role in the School

The second objective of this research was to investigate how the curriculum, instruction and appraisal role of the school head was executed and influencing teaching and learning process in Amenfiman Senior High school. The research inquired to know from the respondents if the head of the school used the school vision as a guide in implementing the school curriculum, Instruction and Appraisal and was ensuring that appropriate content and learning experiences were provided for students through formulating appropriate objectives with necessary teaching and learning materials for smooth teaching and learning in the school, and also carried out instructional supervision to make sure better instructions were carried out in the classroom.

The questionnaire revealed the following results. In table 2 column 2, 134 (32.8%) disagreed and 86 (21.1%) also strongly disagreed that the head of the school was being guided by the school vision in the implementation of the Curriculum, Instruction and Appraisal in the school. On the other hand, 142 (34.8%) and 46 (11.3%) of the participating members agreed and strongly agreed that the vision of the school was guiding the head in the implementation of the curriculum, instruction and appraisal in the school. On the same table 2 column 3, it was observed that appropriate content and learning experiences were provided for the students in the school. This is founded on the responses provided by the participants of the study. 144 (35.3%) believed that the head was ensuring that students had the right educational learning experiences followed by 78 (19.1%) who also were strongly in support for his role concerning learning experiences as against 95 (23.3%) and 91 (22.3%) who did oppose to that role in the school.

Furthermore, Objectives is an essential element which guides teaching and learning and heads are obligated to see to it that teachers were setting measurable objectives from the syllabus to guide their teaching of selected topics. The study so then looked at whether or not the head of the school was ensuring that teachers were setting appropriate learning objectives. In the survey conducted, it is clear that 234 (57.4%) of the respondents made up of 164 (40.2%) of the agreeing and 70 (17.2%) also strongly agreeing were of the believe that appropriate objectives were being set in the school under the supervision of the school head as against 174 (42.7%) consisting of 112 (27.5%) and 62 (15.2%) that did not agree that the head was providing adequate supervision to ensure that teachers set appropriate and measurable objectives. This is seen in table 2 column 4.

The study also reveal that the head was ensuring that all teaching and learning materials are available for lessons to proceed smoothly in the school. Table 2 column 5 indicates that out of the 408 respondents that answered the questionnaire, 125 (30.6%) was in agreement followed by 74 (18.1%) who strongly agree that all efforts are made by the head to make available all teaching and learning materials for lessons in the school as opposed to 106 (26%) and 103 (25.2%) who submitted that they disagreed and that there was no adequate teaching and learning materials for lessons to run smoothly in the school. This means that a greater number of the respondents 209 (51.2%) think that teachers were not setting appropriate and measurable learning objectives in the school whiles 199 (48.8%) of the respondents also agreed that the head was ensuring that teachers set the appropriate objectives for teaching and learning in the school.

The column 6 of the same table shows that the head was diligently supervising all teachers to perform their teaching duties. According to the table 2 column 6, 164

(40.2%) and 64 (15.4%) totaling 228 (55.6%) agreed that the head was diligently supervising teachers to teach the students as against 123 (30.1%) and 55 (13.5%) making 178 (44.4%) who believed that the teachers of the school were not been supervised to carry out their expected duties.

In addition to the above, column 7 depicts that 160 (39.2%) and 72 (17.6%) supported that there was supervision from the head to ensure that better instructions are carried out in the classroom. Furthermore, the column 8 of table 2 adds that 126 (30.9%) and 80 (19.9%) maintained that the school head had been supervising over the conduct of exercises, assignments and others in the school with 89 (21.8%) and 87 (21.3%) declined to agree to this role being performed in the school by the head of the school.

Lastly, the table 2 column 9 additionally revealed that the head of the school was not interested in co-curricular activities in the school and therefore did not provide supervision over activities like games, sports, cultural activities club and societies. On this, 169 (41.4%) strongly said they disagreed followed by 103 (25.2%) which also argued they disagreed that the head was interested in co-curricular activities. According to some of the respondents, especially the students said that there was no school field and so did not make them perform well during sporting and other co-curricular activities and therefore competitions. When the head of the school was interviewed this was what he also said.

Question: “how do you ensure that appropriate content is provided in the school?”

Response: The head explained that the curriculum was created by the ministry of education under the Curriculum Development Planning Committee (CDPC). He added that when the curriculum gets to the school, the HODs are asked to meet with their respective members of the departments to discuss the topics that are to be taught

in each semester and ensure that it is taught. He also said that the HODs are tasked to ensure that scheme of work, lesson plan, lesson notes are prepared and followed routinely by the teachers in their respective departments.

On supervision of work, the head emphasized that the HODs he believed were doing the supervision and reported to him on termly basis before the introduction of Free Senior High School program. However, with the Free Senior High School program a new system had been introduced to monitor the progress of the students. According to him Scores obtained in class test, class exercises, end of semester and others are entered into a centralized data system. This helps the whole educational set up to monitor the progress of the students in the various schools in the country. However, he lamented that many teachers did not have ICT background and so have not been inputting their scores.

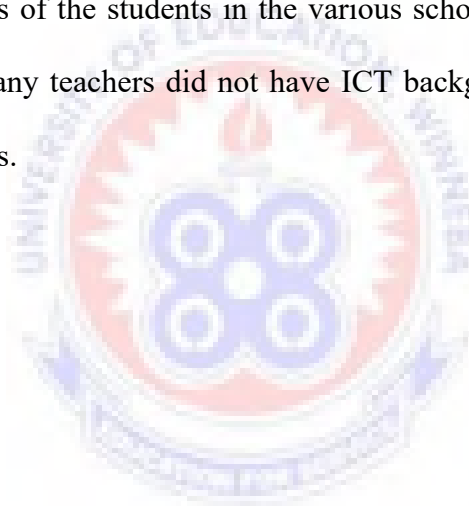


Table 2: Performance of Curriculum, Instruction and Appraisal Role in the School

HOW THE HEADMASTER IS ENSURING EFFECTIVE CURRICULUM, INSTRUCTION AND APPRAISAL IN THE SCHOOL																
Responses	School vision to guide curriculum instruction and appraisal	Ensuring appropriate content and leaning experiences for students	Ensuring appropriate curriculum objective formulation by teachers	Provision of all teaching and learning material for smooth lessons in the school	Supervision of teachers perform their duties as expected them	Supervision of instruction to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.	Supervision to ensure better conduct of class exercise, assignment and classroom by others teachers.
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly disagree	86	21.1	95	23.3	62	15.2	106	26.0	55	13.5	87	21.3	82	20.1	169	41.4
Disagree	134	32.8	91	22.3	112	27.5	103	25.2	123	30.1	89	21.8	119	29.2	103	25.2
Agree	142	34.8	144	35.3	164	40.2	125	30.6	164	40.2	160	39.2	126	30.9	105	25.7
Strongly agree	46	11.3	78	19.1	70	17.2	74	18.1	63	15.4	72	17.6	81	19.9	31	7.6
Total	408	100.0	408	100.0	408	100.0	408	100.0	3	100.0	408	100.0	408	100.0	408	100.0

Source: Field work from Amenfiman Senior High School, December,

4.3 Support for Students in the School

The third objective of this study aimed at investigating the effectiveness of the head in supporting the students and teachers in the school to promote improved students' academic performance. The questions asked were to find out whether there was in place an effective guidance and counselling services in the school for students and teachers, whether there was effective orientation programmes for students, whether there was adequate school attendance policies and procedures for dealing with lateness and absenteeism in the school, among others. The results of the survey are summarized in table 3.

From the survey, it was recorded in table 3 column 2 that 178 (43.6%) and 44 (10.8%) of the respondents agreed that there was in place an effective guidance and counselling services for both students and teachers as against 128 (31.4%) and 58 (14.2%) who maintained that they disagree and that there was no effective guidance and counselling services in the school. Some respondents lamented that there was guidance and counselling department in the school but lacked the professional counsellors to provide effective services to the students and teachers.

Table 3 column 3 showed that the school had been organizing effective orientation for the students and newly posted teachers. This is evident as a greater number of the respondents 111 (27.2%) and 148 (36.3%) constituting 259 (63.5%) of the participants were of the opinion that the head of the school had been organizing effective orientation as against 81 (19.9%) and 68 (16.7%) constituting 149 (36.5%) who did not support and agree that there was effective orientation in the school. This observation means that the school have guidance and counselling services but only that it may not be effective to enhance teaching and learning in the school.

On attendance, lateness and absenteeism, the data in table 3 column 4 was clear that there were adequate school attendance policies and that the head was checking and dealing with students and teachers who absented themselves or came to school late. This is seen from the data in table 3 column 4 where 121 (29.7%) and 93 (22.8%) totaling 214 (52.5%) who agreed that the head had put in place adequate school attendance policies and procedures for dealing with students' absenteeism and lateness as against 130 (31.9%) and 64 (15.7%) totaling 194 (47.5%) who share different opinion and said they did not agree that there were in place adequate policies and procedures for dealing with absenteeism and lateness in the school.

The study, again in investigating the effectiveness of the head in supporting the students and teachers found out how records were kept in the school. This was because, to be able to deal effectively with absenteeism, lateness and performance, record keeping in schools is essential and have to be taken seriously. The study, according to table 4 column 5 showed that the head was on top of record keeping role in the school. 146 (35.8%) as well as 128 (31.4%) summing up to 274 (67.2%) were in support that there was a very high level of record keeping in the school. They maintained that there were registers for both students and teachers, files on both teachers and students, among others, while 88 (21.6%) and 46 (11.3%) making 134 (32.8%) who did maintain an opposing view to that.

Another critical role of school heads that supports academic performance is discipline. Academic performance and discipline are said to have positive relationship and therefore the study also looked at how the school head was dealing with both classroom and school wide indiscipline and other conduct problems in the school. Respondents were asked to determine whether or not they agree or disagree that there was an established effective procedure for dealing with classroom and school wide

indiscipline and other conduct problems. The results of this revealed that the head of the school had established effective procedure for dealing with indiscipline and other misbehavior in the school. Table 3 column 6 demonstrates that 143 (35%) and 81 (19.9%) totaling 224 (54.9%) of the respondents agreed that there were established and effective procedures and the school was dealing with indiscipline behaviors as against 110 (27%) and 74 (18.1%) making 184 (45%) of the respondents who contrary to the former also objecting to the question that there were no effective ways of dealing with students' indiscipline in the school.

Another equally important factor in a school's performance is its health and safety protocols. Students have to feel safe in school and also when taken out of the school for other educational activities. School heads have the obligation to ensure risk management to keep the students, teachers and other staff safe to enable them perform their respective duties effectively. When the question was asked whether the head implemented strong policies and procedures for enhancing the health and safety of learners in the school, the respondents had this to say. In column 7 of table 4, 159 (39%) as well as 62 (15.2%) totaling 221 (54.2%) of the participants were of the opinion that there were strong policies for enhancing the health and safety of the students in the school. However, 88 (21.6%) and 99 (24.3%) constituting 187 (45.8%) on the other hand did not agree that the school was safe and secured for promoting students' academic performance. Some teachers and students made certain security concerns. In one instance, a respondent said that even though there were security men in the school, there were occasional minor cases of stealing in the school. Another teacher also wrote that his room was burglarized by thieves on two occasions.

Another important aspect of supporting students to improve academic performance is to allow them to entertain themselves in the school. The study looked

at the happiness of the students during their free time when they are out of the classroom. Like the saying goes, “all work and no play makes Jack a dull boy”. Entertainment is necessary to relax the students and in a way provide joy and amusement to get them over the daily disappointment and anxieties and also get them prepared for the following day’s class activities. In finding out the effectiveness of entertainment for the students in the school, majority of the respondents did not agree that there was effective entertainment for the amusement of the learners. From table 4 column 8, 133 (32.6%) and 98 (24%) of the sampled participants said that there were no strong and effective entertainment in place to amuse the students while 132 (32.4%) and 45 (11%) on the other hand maintained and agreed that there were strong and effective entertainment.

Schools, apart from their administrative, managerial and governing structure also have student leaders that assist the school level leaders in running and maintaining school discipline for serious academic work. Students form a greater portion of the school community and so have to have some members among the students’ body to represent them and liaise between them and the school leadership. Students who are disciplined, academically determined and hardworking are elected or appointed as class prefects, dining hall prefects, studies prefects’ girls’ prefect, boys’ prefect, etcetera. They help to control and influence the other students to enforce the school rules and regulations which eventually promote learning and academic performance. Where there is strong and effective student leaders, students are likely to be disciplined, time conscious and punctual to all social gathering. As part of providing support for the students to promote learning in schools, heads are duty bound to make sure that students of considerable disciplined behavior and attitude are selected to the high offices of student leadership in the school. In

investigating the effectiveness of the head in supporting students and teachers, respondents had this to say. Table 3 column 9 shows that majority of the respondents that answered the questionnaire agreed that there was high prefectural system in the school for electing student leaders. According to the survey done (table 3 column 9), a total of 228 (55.3%) composed of 170 (41.7%) agreeing and 58 (14.2%) also strongly agreeing that the process of selecting students was effective in the school as against 180 (44.1%) consisting of 83 (20.3%) and 97 (23.8%) which disagreed and strongly disagreed with the question that there was in place effective prefectural system in the school.

In his response during the interview, the head of the school said that indiscipline also was contributing to the high failures of students. The head narrated that some students are relations of some of the teachers and so some of them are reluctant to conform to the basic rules and regulations of the school. He lamented that decisions taken concerning indiscipline actions are sometimes divulged to some of the students before they are carried out or implemented. In disappointment he narrated a particular incident where he planned to carry out a special dormitory inspection (Kit Inspection) after receiving adequate information that some students were using mobile phones on campus. He stressed that “Some teachers disclosed the information to the students before the exercise was undertaken”. This did not make the operation successful. He also added that selling on campus by teachers was another indiscipline attitude of teachers which was not helping the students and their academic performance.

Table 3: Support for student in the school

SUPPORT FOR STUDENTS IN THE SCHOOL TO PROMOTE LEARNING																
Responses	Guidance and counselling services for students and teachers		Effectiveness of orientation programme for students		School attendants policies and procedures for dealing with lateness and absenteeism		Record keeping in the school		Dealing with Classroom and school wide in discipline and other conduct problems		Ensuring the health and Safety in the leaners in the school		Effectiveness of the school and entertainment in the school		Prefectural system in the school to elect leaders.	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly disagree	58	14.2	81	19.9	64	15.7	46	11.3	74	18.1	99	24.3	133	32.6	97	23.8
Disagree	128	31.4	68	16.7	130	31.9	88	21.6	110	27.0	88	21.6	98	24.0	83	20.3
Agree	178	43.6	111	27.2	121	29.7	146	35.8	143	35.0	159	39.0	132	32.4	170	41.7
Strongly agree	44	10.8	148	36.3	93	22.8	128	31.4	81	19.9	62	15.2	45	11.0	58	14.2
Total	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0

Source: Field work from Amenfiman Senior High School, 2020.

4.4 Support for Teachers to Enhance Effective Teaching and Learning.

The third objective of the study was to investigate the effectiveness of the school head in supporting teachers in the school to promote student's academic performance. To investigate this eight question relating to teacher adequacy, relationship, motivation, clinical supervision among others were asked to determine the opinions of the respondents about the head and his support for the teachers to enhance teaching and learning. The results obtained is summarized in table four (4).

Teacher adequacy is very important in promoting students' academic performance. In addition, school heads are to maintain healthy relationship between themselves and their staff and also involve them in decision making as well as providing motivation to inspire them to perform their instructional and other duties for the achievement of the educational goals. Again, Clinical Supervision and feedback from the school head when well carried out assist teachers to improve their instructional strategies and methods for better understanding of students during instructional period.

From table 4, the analysis of the study showed clearly that, the head of the school had put in place adequate man power plan for handling personnel issues, including recruitment, selection and placement of teachers in the school. In the column 2 of table 4, 157 (38.5%) and 73 (17.9%) respectively agreed and strongly agreed that there was man power plan that ensures that there were adequate teachers for all subjects in the school. This was also clear in column 3 of the table when 118 (28.9%) and 99 (24.3%) agreed that there were adequate teachers in the school for all subjects with 120 (29.4%) and 71 (17.4%) that argued that there were no adequate teachers for all the subjects in the school. The table also revealed that the relationship between the head of the school and other staff members was safe and trustful. This is

evident from the table 4 column 4 as 148 (36.3%) and 59 (14.5%) maintained that the head had developed a safe and trustful relationship with staff as against 124 (30.4%) and 77 (18.9%) who disagreed and said that there was no healthy and trustful relationship between the head and the other staff members. In the same table 4 column 5, 194 (47.5%) and 51 (12.5%) accepted and agreed that the head of the school involved teachers in decision making and also even supports the personal decisions made by the teachers as against 96 (23.5%) and 67 (16.4%) who did not agree that teachers were involved in decision making in the school. In table 4 column 6, however, majority of the respondents strongly disagreed that there was enough motivation and incentives for teachers. According to the data gathered 146 (35.8%) emphatically disagreed and 85 (20.8%) also strongly disagreed to the item and maintained that the only thing that they enjoyed was their salary and occasional intervention allowance that the central government payed to the school for extra teaching while a section of the participants 124 (30.4%) and 53 (13%) also believed that the head of the school had been motivating the teachers with attractive incentives.

It was also clearly observed from the survey responses that there was no effective clinical supervision in the school. From table 4 column 7, a greater portion of the participants 105 (25.7%) strongly disagreed, followed by 138 (33.8%) of respondents too disagreeing that the headmaster through clinical supervision provided feedback to teachers about how to improve instruction as against 136 (33.3%) and 29 (7.1%) who were in agreement that the head was carrying out clinical supervision in the school.

In addition, the unity among the staff and communication was also investigated. Unity and communication helps to foster collaboration, understanding and belongingness. It was found that 137 (33.6%) of the respondents agreed in addition to 27 (6.6%) who

also strongly agreed that there was staff unity in the school among all groups and grades as against 134 (32.8%) also disagreeing and 110 (27%) that strongly disagreed that there was strong staff unity in the school among all groups and grades in column 8 of table 5. This means that many of the respondents believe that the staff did not have a united front, especially between the teachers and the school head, even though they meet at meetings to deliberate on issues concerning the school.

From the same table 4 column 9, 176 (43.1%) were in agreement that teachers in the school are disciplined by the head whenever they failed to perform their duties in addition to 40 (9.8%) who were also strongly in agreement with it as against 130 (31.9%) who also disagreed and 62 (15.2%) that also strongly disagreed that teachers received the needed sanction whenever they failed to perform their duties by the head. Another aspect of teacher support was communication. In enhancing teaching and learning communication is also key. Heads of schools are supposed to communicate to teachers the educational policies, programmes, rules, regulation, etcetera and constantly remind them of the need to apply and ensure their delivery. From the survey conducted, it was again very clear in table 4 column 10 that majority of the respondents were not happy about the extent of communication in the school. From the analysis, 134 (32.8%) and 110 (27%) of the sampled respondents totaling 244 (59.8%) disagreed and strongly disagreed that the head was effectively communicated with the teachers on policies, programmes, rules and regulations in the school as against 27 (6.6%) and 137 (33.6%) totaling 164 (40.2%) who agreed that the head was effectively communicating with the teachers on policies, programmes, rules and regulations.

In the interview with the headmaster on the other hand, he also added that “the Ghana Education Service was in charge of staff welfare, and even though there was a

school based welfare to support staff, the welfare did not have enough funds to support the members financially.”

Another aspect of teacher support that did not receive much attention of the head is clinical supervision and feedback in the school. When the school head was asked

Question: Do you pay physical visit to classroom to inspect closely the teaching process?

Response: He responded “No” and continued that he did not. He explained that he did not because he found out that teachers were not comfortable any time he was around to observe them in the classroom, but added he had been going round to monitor to ensure that teachers attended class to teach the students.



Table 4: Support for Teacher to Enhance Teaching

SUPPORT FOR TEACHERS TO ENHANCE EFFECTIVE TEACHING AND LEARNING																		
Responses	Manpower plan and personnel issues including recruitment selection and placement in the school		Teacher adequacy for all subjects in the school		Relationship b/t head and staff		Involvement of teachers in decision making and support for their individual decision		Motivation of teachers in the school		Clinical supervision and feedback by the head master in the school		Unity among the staff and communication in the school		Teacher discipline and performance of duties		Celebration of accomplishment of members of staff in the school	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly disagree	56	13.7	71	17.4	77	18.9	67	16.4	85	20.8	105	25.7	110	27.0	62	15.2	102	25.0
Disagree	122	29.9	120	29.4	124	30.4	96	23.5	146	35.8	138	33.8	134	32.8	130	31.9	129	31.6
Agree	157	38.5	118	28.9	148	36.3	194	47.5	124	30.4	136	33.3	137	33.6	176	43.1	129	31.6
Strongly agree	73	17.9	99	24.3	59	14.5	51	12.5	53	13.0	29	7.1	27	6.6	40	9.8	48	11.8
Total	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0

Source: Field work from Amenfiman Senior High School, December, 2020.

4.5 Relationship of the Headmaster with the Wider Community

Another objective of this study was to investigate the relationship between the school head and the community in promoting students' academic performance. Schools and communities are supposed to relate closely to garner maximum support for the school to help it transmit the knowledge, values, skills and the technology required for the growth and survival of the society. The study used questionnaire and interview to investigate the relationship that existed between the head and the school and the wider community within which the school is located. Table 5 shows the responses that the respondents gave to the questions that were asked in the questionnaire. The first question was to find out the level of awareness of the head of the school about the nature of the community. Table 5 column 2 shows that 150 (36.8%) agreed and 94 (23%) strongly agreed to the item and said that the school head was very much aware of the nature of the community and was aware that the community is the capital of the municipality and also the seat of the Amenfiman Traditional Council which houses the paramount chief of the traditional area. On the other hand, 80 (19.6%) and 84 (20.6%) respectively disagreed and strongly disagreed that the head is aware of the nature of the community. The study also found that many of the respondents believed the head had so much respect for the culture and traditions of the people in the community. In the questionnaire, respondents agreed that the head respects the community's culture and traditions in a high esteem. Table 5 column 3, shows that a greater number of the respondents agreed that the head of the school respect the people and their way of life. This is indicated by the reason that 155 (38%) and 88 (21.6%) agreed and strongly agreed to the question of whether the headmaster respected the culture and the traditions of the community as against 97 (23.8%) and 68 (16.7%) who disagreed to the question. The research also found out whether the

school's programme and activities were developed in line with the circumstance of the community. Column 4 of the table in reference shows that 139 (34.1%) and 91 (22.3%) said that they perceive the programmes and activities of the school to have been developed in line with the circumstance of the community. The community is a commercial and mining town with majority of the people engaged in farming and trading and with the youth also engaging in small scale mining. The others 131 (32.1%) and 47 (11.5%) were in disagreement that the school's programmes and activities were developed in accordance with the circumstance of the community. They believe that many of the students do not report to school at all or come late during the market days and this greatly affects academic performance. Additionally, some of the students are involved in the small scale mining and most of the time absent themselves from classes to work and return after missing and losing some of the topics taught. This also greatly affect academic performance of the school.

Again the head of the school is expected to involve the opinion leaders of the community, parents, and reference groups to help ensure full school and class attendance of students in the community. The study revealed that the head had been involving the opinion leaders, parents and reference groups in the schools' activities and programmes. In table 5 column 5, it was found that 154 (37.7%) of the respondents agreed and 61 (15%) strongly agreed that the head involved the opinion leaders, parents and reference groups in the activities of the school as against 128 (31.4%) and 65 (15.9%) that disagreed. However, the head did not support the community. It was found that the head did not easily give the classrooms, dormitories and school vehicles to the community. Even where he gave out it attracted a fee. This is observed from table 5 column 7 where 111 (27.2%) and 163 (40%) summing up to 274 (67.2%) strongly disagreed and disagreed to the head providing support for the

community as against 118 (28.9%) and 16 (3.9%) totaling 134 (32.8%) who strongly agree and agree that the head had been providing support for the community.

Furthermore, it was revealed that the head had not been participating in the activities and programmes of the community. The table 5 column 8 shows that 165 (40.4%) and 107 (26.2%) of the sampled population maintained that the head of the school was not participating in the community activities. He did not attend such community gatherings such as durbars, funerals and the like. However, 106 (26%) of the respondents together with additional 30 (7.4%) making about 136 (33.3%) were of the conviction that the head was actively involved in the programmes that took place in the community.

The survey also revealed in column 9 of table 5 that, 246 (60.3%) of the respondents which is made up of 157 (38.5%) and 89 (21.8%) strongly disagreed and disagreed respectively to the question that the head was using the knowledge, skills and values of members of the community for the benefit of teachers and learners as opposed to 162 (39.7%) of respondents also made up of 124 (30.4%) and 38 (9.3%) who strongly agreed and agreed that the head had been using the knowledge, skills and values of community members for the benefit of the teachers and students in the school. In furtherance to the nature of the relationship between the head and the wider community, the study also revealed that the head of the school did not use the knowledge, skills and values of community members as resource persons for teacher and learners benefit.

In the last column of the table, table 5 column 10, a greater proportion of the respondents totaling 320 (78.4%) involving 132 (32.4%) and 188 (46.1%) of the respondents disagreed and strongly disagreed that there was no strong friendship

between the community and the school as against 88 (21.6%) involving 83 (20.3%) and 5 (1.2%) who agreed and strongly agreed and believed that the head had developed strong friendship with the community. In addition to the friendship of the school and the community, the interview with the head made this interesting outcome.

Question: what is the relationship between him and the community?

Response: I am very close with the Omanhene but not the general community members.

The above submission means that the head even though had very cordial relationship with the head of the traditional area, but not with the members including parents whose children are the beneficiaries of the education provided under the leadership of the school head.



Table 5: Relationship of the Headmaster with the Wider Community

RELATIONSHIP OF THE HEAD WITH THE WIDER COMMUNITY																							
Responses	Knowledge about the community	Respect for the culture and traditions of the people in the community				Programmes, procedure and activities in relation to the circumstance of the community				Involvement of opinion leaders, parents, reference groups in school activities				Role of school heads in community activities		Support for the community (classrooms, dormitories, etc.)		Participation in community activities (Meetings, Conferences, durbars, funerals, etc)		Use of knowledge skills, values of people in the community as resources for teacher and learner benefit		Friendship with the community	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Strongly disagree	80	19.6	68	16.7	91	22.3	65	15.9	127	31.1	111	27.2	107	26.2	89	21.8	132	32.4					
Disagree	84	20.6	97	23.8	139	34.1	128	31.4	139	34.1	163	40.0	165	40.4	157	38.5	188	46.1					
Agree	150	36.8	155	38.0	131	32.1	154	37.7	114	27.9	118	28.9	106	26.0	124	30.4	83	20.3					
Strongly agree	94	23.0	88	21.6	47	11.5	61	15.0	28	6.9	16	3.9	30	7.4	38	9.3	5	1.2					
Total	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0	408	100.0			

Source: Field work from Amenfiman Senior High School, December, 2020.

4.6 Challenges Faced by the School Head in the Performance of his Roles

The last objective of the study was to identify the challenges faced by the head of the school in the performance of his roles as far as academic performance is concerned. Heads of schools face several challenges in the discharge of their duties and roles. Explanation from the school head during the interview indicated that he experiences many challenges. The study identified these five problems:

1. Lack of understanding and cooperation from the teachers. The interview revealed that many of the teachers in the school do not know and understand most of the educational policies and processes and therefore sometimes exhibit resistance to certain actions taken to promote academic performance. It appears some teachers do not know that in GES certain things have to be done in certain prescribed ways. So whenever there is any attempt to initiate an action towards a goal there is some resistance from a section of the staff. For instance, the head master in providing a response to the challenges he encounters in the performance of his roles in the school said that some teachers informed students when he once decided to undertake unannounced inspection to retrieve all mobile phones in the possession of students in the school. Again, he narrated that he on his part had always tried to prevent students from engaging in examination malpractices, but despite his position on this, some invigilators condone with students to cheat in exams and this affects academic work in the school. He further explained that there were instances where a student got A1 in one subject and had F in other subjects which reflect that cheating had been going on. He revealed that teachers

that serve as invigilators for WASSCE in the school do not apply or obey the examination rules and regulations.

2. A divided front among the teachers. According to the head this divided front does not ensure togetherness that inure to the benefit of the school. He added that there were so many factions in the school with different interest and so sometimes certain contribution from one faction may be good, but you find members of the other factions feeling reluctant to support it.
3. Lack of recognition of those working so hard to project the school. The school has failed to acknowledge and motivate those supporting administration to run the school as well as those with extra work. During sharing of monies and other benefits in the school, those working hard are not given the right share to motivate them to do more or encourage others to also do extra.
4. Lack of support from stakeholders. According to the head the PTA and the Old students used to support the school before the introduction of the Free Senior High School programme. But they have stopped due to the introduction of the programme which now demands that there should be no payment in any form. As a result, the school has not got any support from the stakeholders from the community since 2018.
5. Disciplinary issues in the school. The head submitted that there were so many disciplinary issues in the school. He stressed that the in disciplinary issues that come up in the school is so high for a normal school and this also affect academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study aimed at investigating the administrative roles of school heads in promoting academic performance of students and the challenges the school head faces in the performance of his roles with specific reference to Amenfiman Senior High School. Both quantitative and qualitative research approaches were used after samples were selected from the population. Questionnaires were administered to 408 stakeholders of the school including members of the school board, parents, old students, teachers, and students. Again, the head master was interviewed and responses from the interview were transcribed and analyzed to deduce the necessary findings. From the analysis, the following were the findings.

The study revealed that the school have mission and vision and the head uses the mission and vision of the school as a guiding principle in the delivery of education to the students in the school. However, the mission and vision of the school was not formulated by the current head master of the school. The study also revealed that the formulators of the vision involved all stakeholders including teachers, parents and other interest groups of the society.

In addition, it was found that the vision of the school was not of high priority to the head of the school and so the school did not emphasis on the vision to project and promote it for the achievement and realization of it. It was also established that apart from students been told at orientation in the first year no much effort is made to discuss the vision of the school during meetings and conferences of teachers, students and other

stakeholders. This therefore did not ensure full implementation of the school vision even though the school head exhibited a very high moral courage in getting the students not to engage in examination malpractices. The school head was fully enforcing examination rules and regulations in order not to allow students to cheat during both internal and external exams.

Secondly, the study revealed that the head of the school was ensuring effective Curriculum, Instruction and Appraisal in the school by using the vision to ensure appropriate content and learning experiences through appropriate curriculum objectives coupled with the necessary teaching and learning materials, better supervision over classroom practices as well as co-curricular activities. The study found that the head ensures that appropriate curriculum objectives are set by teachers and appropriate content and learning experiences are provided for the students as well as making available teaching and learning materials for the facilitation of teaching and learning. On the other hand, however, it was also discovered that a section of the teachers and other stakeholders also believe that though there was supervision and monitoring, it was not adequate and effective for smooth teaching and learning. Some were also of the opinion that teachers were not been supervised to set measurable objectives for appropriate content to be provided for the students. It was also found that majority of the stakeholders see the head not to be interested in co-curricular activities like games, sports, and others. It is for this reason that the school continue to lack sports facilities including school field, sports office among other things. That notwithstanding, others were also of the believe that the headmaster was interested in co-curricular activities just that the lack of the necessary facilities did not allow for effective co-curricular activities in the school.

Thirdly, the research came out with the fact that a large portion of the respondent were of the view that the school head was supporting the students in the school as well as the teachers to promote learning as against a small portion who hold a different perception when it comes to support for students and teachers. According to the study, many of the respondents were in agreement that the school have an effective guidance and counselling services for students and teachers, effective orientation for students as well as newly posted teachers and those on transfer, adequate school attendance policies and procedures for checking and dealing with late comers and absentees coupled with a very high level of record keeping on students and teachers. Besides, the head of the school was focused on classroom and school wide discipline. Many of the respondents did not agree that the environment was safe and healthy for teachers and students. The study found that there is a high indiscipline among students in the school even though there is all attempt to deal with the issue. Furthermore, it seems some teachers also contribute to some of the indiscipline in the school. The school environment even though serene for academic work there are some security concerns and occasional cases of minor stealing in the school.

The school has a high prefectural system for electing students to complement the effort of administration to enhance students discipline for higher academic performance. It was also clear that the schools have entertainment schedules but it was not effective to amuse and help them enjoy their free time especially during the weekends. It is upon this reason why most of them would want to turn Sunday morning and evening church services into jams.

The research found that the school have adequate teachers for almost all the subjects pursued in the school with the exception of English Language that do not get full complement of the qualified teachers. In terms of relationship between the head and the other staff members, it seems while some were in good terms and had safe and trustful relationship with the head others do not believe so. It was clear that the teachers are not united and so do not truly work towards the common goal of the school. Additionally, there was no effective communication on educational policies, programmes, rules and regulations in the school.

Furthermore, the study found that almost all decisions made in the school are made with the involvement of teachers and other stakeholders and the head never exhibited any form of autocracy. However, He was not reminding the staff of the policies, programmes, rules and regulations of the school.

The study also found that while some of the respondents were of the opinion that the staff of the school were highly motivated others also believed that teachers did not receive enough motivation from the head. Specifically, where those with extra duties are not rewarded to ginger them to do more.

In addition, there was no clinical supervision too in the school to help teachers to improve instruction, although the head is fully aware that there are some methodological challenges facing some of the teachers. The head was only relying on occasional classroom visitation to monitor the teaching process of teachers in the school without any remedial solution or feedback to improve the process.

Regarding the school head and his relationship with the wider community, the study found the following. The relationship between the school head as a person and the

wider community is not a sound one. The head is very much aware of the nature of the community in which the school is located and also respect the culture and the people of the society. In this regard the programmes, and the school's activities are drawn in line with the circumstances of the society with the involvement of the stakeholders of the school and interest groups. Despite these, the head does not involve himself in programmes organized by the community members. He does not attend programmes and activities such as funerals, durbars, weddings, naming ceremonies and other social gatherings organized by the people of the society and this makes the members of the society also reluctant to support the school. This warm relationship makes it difficult to tap into the knowledge, skills and the experiences of the members of the society, especially the old students as resource persons to help the school. The study research again identified that the school was under SEIP and so did not develop its own Action Plan for the year 2020/2021 academic year. The study discovered that the Action Plan was not developed by the school and its stakeholders but rather by the SEIP. The SEIP did not consider the vision of the individual schools in developing the action plan and that the beneficiary schools were only programme implementers.

Lastly, the head would be achieving so much if there were no challenges in the performance of his duties in the school. The survey through the interview with the school head advanced five (5) major problems that faces him as he carries out his responsibility as head of the school. Among them are that:

1. Lack of understanding and cooperation among the staff
2. Division among the staff
3. Lack of recognition for hard work

4. Lack of support from stakeholders in the community
5. Indiscipline among students

5.2 Conclusion

Based on the findings of the research it would be concluded that despite the fact that there are challenges facing the head of the school, the head is performing many of his responsibilities or roles in the school since in almost all the question asked, a larger percentage of the respondents were in support and agreement that the he was performing those duties in the school. It therefore means that although the school head was not personally involved in the formulation of the school's mission and vision, he is guided by the vision in the delivery of education to students.

Secondly, the head of the school through the vision ensures effective curriculum, instruction and appraisal and that teachers set appropriate objectives for appropriate content and learning experiences to be provided for the students amidst available teaching and learning materials. However, he is not doing much to support students and teachers to improve teaching and learning through clinical supervision, school wide indiscipline and school community relation.

5.3 Recommendation

From the results of the study as well as the conclusions made, the following recommendations have been made for helping improve the academic performance of the school through the head.

1. The head must emphasize on the school mission and vision at all gatherings of stakeholders.
2. The head has to take a serious look at clinical supervision and carry it out to help improve teaching and learning in the school.
3. It is also recommended that the head raises his interest in clinical supervision and co-curricular activities to help both teachers and students to develop their academic potential and teaching skills respectively.
4. As a matter of urgency the school head should begin to initiate a school community relationship to attract the good will of the people and the stakeholders in order to get their support for the school.
5. Additionally, the head should stomp-up his authority to punish teachers who commit insubordination and engages in examination related offenses in the school to serve as a deterrent to others and also endeavor to explain educational policies and programs to update their knowledge and understanding to arrest their cooperation.

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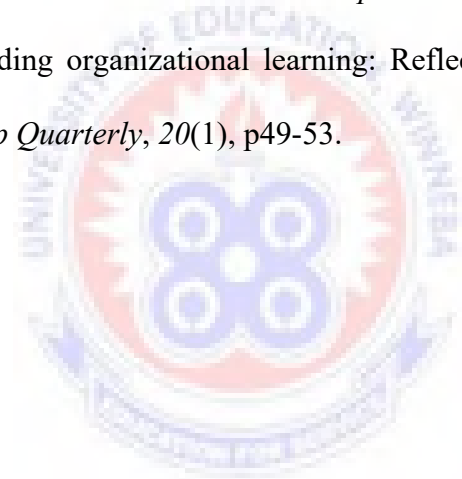
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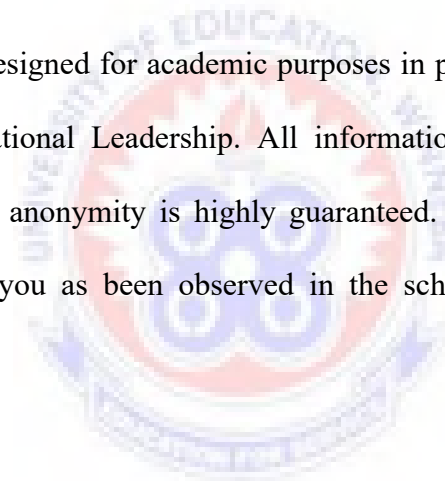
APPENDIX I

UNIVERSITY OF EDUCATION, KUMASI-CAMPUS
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES
DEPARTMENT OF EDUCATIONAL LEADERSHIP

RESEARCH TOPIC:

ROLES OF HEADMASTERS IN ENSURING IMPROVED ACADEMIC PERFORMANCE OF STUDENTS: A CASE OF AMENFIMAN SENIOR HIGH SCHOOL

This work is purely designed for academic purposes in partial fulfilment of the award of MA degree in Educational Leadership. All information provided shall be treated as confidential and your anonymity is highly guaranteed. Kindly tick [✓] the appropriate option that apply to you as been observed in the school. Thank you for your usual cooperation.



SECTION A

Leadership Roles of Headmasters in the School.

The items provided below are the roles performed by headmasters in ensuring improved academic performance in the school. How often is each of the statement in the table performed by the headmaster, to your understanding? Tick [✓] as appropriate the number that indicates your response as rated below

Rating: 4-strongly agree

3-agree

2-disagree

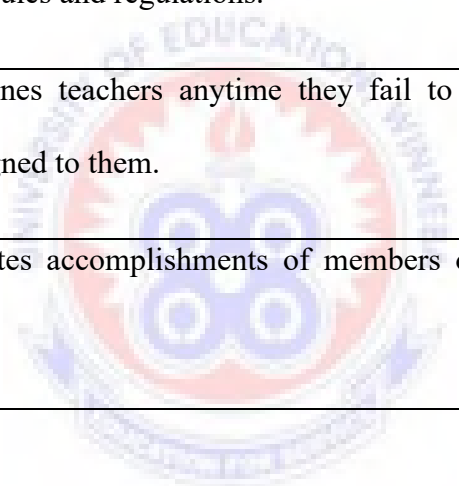
1-strongly disagree

(A)	The use of school vision and mission as a guiding principle in running the school. (for all respondents)	4	3	2	1
1.	The headmaster developed a vision of learning for our school that promotes the success of all students				
2.	The teachers and other stakeholders were involved in the development of the school vision.				
3.	The school head used the school vision as a guide for developing the school action plan school (for the period 2020/2021)				
4.	The school head discusses the school vision at various meetings and conferences with teachers and other stakeholders				
5.	The school head ensures full implementation of the school vision and action plan				
6.	The school head always exhibit moral courage in getting the right things done (e.g., not allow students to cheat) especially in face of WASSCE exams.				
(B)	How is the Headmaster ensuring effective Curriculum, Instruction and Appraisal in the School?	4	3	2	1

	(for teachers and students)				
7.	The head of the school use school vision to guide curriculum and instruction and appraisal				
8.	Headmaster ensures that appropriate content and learning experiences are provided for the students.				
9.	The head of the school ensures appropriate curriculum objectives are formulated by teachers.				
10.	The head of the school ensures that all teaching and learning materials are available for lessons to proceed smoothly in the school.				
11.	He diligently supervises all teachers to perform their teaching duties as expected of them.				
12.	He carries out instructional supervision to make sure better instructions are carried out in the classroom by teachers.				
13.	He supervises teachers on conduct of classroom exercises, assignment, end of term, end of year exams, etc.				
14.	He is interested and supervises co-curricular activities in the school (like games and sports, cultural activities, clubs and societies)				

(C)	How are Students supported in the school to Promote learning? (for all respondents)	4	3	2	1
15.	The school head has put in place an effective guidance and counselling services for students and teachers.				
16.	There is effective orientation programmes for students.				
17.	The school head has put in place adequate school attendance policies and procedures for dealing with late comers and absentees.				
18.	The head has instituted a very high level of record keeping, such as school registers, files on students, etc.				
19.	He has established effective procedure for dealing with classroom and school wide indiscipline and other conduct problems.				
20.	The headmaster implements strong policies and procedures for enhancing the health and safety of learners in school.				
21.	There is strong and effective entertainment for the amusement of learners in the school				
22.	There is high prefectural system in the school to elect student leaders.				

(D)	How is the Headmaster Supporting the Teachers to enhance Effective Teaching and Learning? (for all respondents)	4	3	2	1
23.	There is a man power plan in place for handling personnel issues including recruitment, selection and placement of teachers in the school.				
24.	There are adequate teachers for all subjects in the school.				
25.	The head has developed a safe and trustful relationship with staff				
26.	The head involves teachers and considers their inputs in decision making in the school				
27.	Head supports personal decisions made by individual teachers in most cases				
28.	Head motivates teachers with attractive incentives.				
29.	Head through clinical supervision provides feedback to teachers about how to improve instruction				
30.	The headmaster exhibit a commitment to growth and engage in capacity building of staff mainly through INSET and workshops				

31.	The school head challenges and motivates staff to think critically and creatively about their practices				
32.	Head head has been implementing a very effective policy for addressing grievances of workers in the school				
33.	He is strongly ensuring the spirit of staff unity in the school among all groups and grade				
34.	The head effectively communicates with teachers on policies, programs, rules and regulations.				
35.	He disciplines teachers anytime they fail to perform their duties assigned to them.				
36.	He celebrates accomplishments of members of staff in the school.				
					
(E)	How is the School Head relating with the Wider Community to Promote Teaching and Learning? (for all respondents)	4	3	2	1
37.	The headmaster is very much aware of the nature of the community (rural, urban, culture, religion, etc.).				
38.	The headmaster respects the culture and the traditions of the people in the community				

39.	He has developed the school programs, procedures, and activities in line with the circumstance of the community.				
40.	The headmaster involves opinion leaders, parents, reference groups in the school activities.				
41.	The school head represents the school by participating in community activities.				
42.	The headmaster play the role as change agent in the community in an attempt to make the community move forward				
43.	He taps the knowledge, skills, values of people in the community as resource persons for the benefit of teachers and learners				
44.	He makes school facilities available to the community where possible (including classrooms, dormitories, etc.) for community use				
45.	He conducts, organises and participates in meetings, conferences and durbars on various issues in the community.				
46.	He has developed strong friendship with the community which has allowed for collaboration from the community				

1. Is there any other information about the roles of the head you want to be done but think is not been performed? If Yes, Explain in brief.

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APPENDIX II

Interview Guide for School Head

Dear school head, the researcher is conducting a research work with objective of assessing the roles of school head in achievement of students' academic performance in Amenfiman SHS. Please, kindly provide me with required information for the achievement of this study's objective? I understand the terms, conditions and sense of confidentiality in carrying out research work. Thus, the information given will not be valid beyond the purpose of this study.

SCHOOL VISION AS A GUIDE

1. Do you have a school vision?
(If YES), may you please explain briefly the procedures employed in creating the school vision? How do you implement the school vision?
(If NO), Why don't you have a school vision? How then do you run your school without school vision?
2. Do you have a school action plan for the year 2020/2021?
(If YES), may you please explain briefly the procedures employed in creating the plan? How do you implement the school action plan?
(If NO), Why don't you have a school action plan? How then do you manage school programs without school action plan?
3. What is the motto of your school? Is the school motto known clearly among other members of your school? How do you implement the ideals or the messages addressed in the school motto?
4. Do you get support of staff and students in the implementation of the school motto?
5. Have you prepared a school almanac for the year 2020/2021)? Did your school have school almanacs for the past five (5) years (2014, 2015, 2016, 2017, and 2018)?
6. How did you prepare school almanacs? May you please comment on the implementation of the school almanac?
7. Please comment on the implementation of your school vision, action plan, motto and almanac in relation to students' performance in your school.

CURRICULUM, INSTRUCTION AND APPRAISAL

8. Is there any procedure for ensuring effective implementation of curriculum, instruction and appraisal in the school? May you please explain how?
9. How do you ensure that appropriate content are provided for the students?
10. Do you ensure close supervision on the preparation of scheme of work, lesson plan, lesson notes and teaching aids among teachers?
11. Do you pay physical visit to classroom to inspect closely the teaching process?
(IF YES), what do you observe in the classroom?
(IF NO), why don't you?
What alternative way do you employ to ensure effective classroom teaching supervision?
Does it work properly?
12. What is your assessment/coment on the final year national results for the last five (5) years (2014, 2015, 2016, 2017, and 2018) in your school?

STUDENTS AND STAFF SUPPORT

13. What systems are in place to provide support for the students and teachers in the school
14. How does this enhance students' academic performance in the school?
 - 12(a) Do you pay physical visit in classrooms to inspect closely the teaching process?
 - 12(b) (If YES), what do you observe in the classroom? (If NO), why don't you?
- 13 What alternative way do you employ to ensure effective classroom teaching supervision?
Does it work properly?
- 14 May you please explain shortly about the availability and efficiency of school science laboratory and library in your school?
15. Do you have the required number of teachers in your school?
(If YES), do you ensure close supervision on the preparation of schemes of work, lesson plan, lesson notes and teaching aids among the teachers?
(If NO), please explain briefly why?

If you do not have required number of teachers, what do you do to ensure that all subjects for all classes and streams are attended? Is the alternative means employed reliable?

(If NOT), why? Are the available teachers competent enough to handle successfully the teaching responsibility?

16. Do you have a system of preparing and sending students progressive report to their parents?

THE SCHOOL AND THE COMMUNITY

17. What is the relationship between the school and the community?
18. How do you involve the community in the activities of the school?
19. How does the community also engage you?
20. What assessments procedures do your teachers employ in assessing students' continuous progress, among classroom activities, tests and quizzes, weekly tests, monthly tests, midterm tests, terminal examinations and annual examinations? Please explain briefly why the procedures are recommended (used) in your school and not otherwise.
21. How do you comment on the final year national examination results for the last five years (2014, 2015, 2016, 2017, and 2018) in your school?
22. Are there any peculiar challenges you face with regards to performance of your role as the headmaster of the school?

CHALLENGES FACED

23. Are there any peculiar challenges you face with regards to performance of your role as the headmaster of the school?

Thank you for cooperation!

UNIVERSITY OF EDUCATION, WINNEBA

ADMINISTRATIVE ROLES OF SCHOOL HEADS IN PROMOTING IMPROVED
ACADEMIC PERFORMANCE OF STUDENTS: A CASE STUDY OF AMENFIMAN
SENIOR HIGH SCHOOL



JOY TWENEBOAH KODUA