

UNIVERSITY OF EDUCATION, WINNEBA

**SCHOOL IMPROVEMENT PRACTICES OF JUNIOR HIGH SCHOOL
HEADTEACHERS IN TANO NORTH MUNICIPALITY**



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DECLARATION

Student's Declaration

I, Daniel Danquah – Offei, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree in this University or elsewhere.

Signature

Date

Supervisor's Declaration

I declare that the preparation and presentation of this dissertation went through my supervision in accordance with the guidelines for the supervision of project as laid down by the University of Education, Winneba.

Name of Supervisor: PROF. HINNEH KUSI

Signature:

Date:

DEDICATION

To my dear wife, Mrs. Esther Danquah-Offei for her unending invaluable love, advice and support when this piece of work was carried out.



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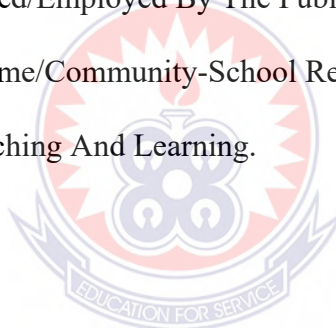
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GLOSSARY

AERA	:	American Educational Research Association
BECE	:	Basic Education Certificate Examination
CPD	:	Continuous Professional Development
DFID	:	Department for International Development
EFA	:	Education for All
EIC	:	European Innovation Council
EQAO	:	Education Quality and Accountability Office
GMR	:	Global Monitoring Report
GES	:	Ghana Education Service
GNAT	:	Ghana National Association of Teachers
HT-R	:	Headteacher Respondents
ICT	:	Information Communication Technology
IQEA	:	Improving Quality Education for All
JHS	:	Junior High School
MDGs	:	Millennium Development Goals
MOE	:	Ministry of Education
MMDAs	:	Metropolitan, Municipal and District Assemblies
NCLB	:	No Child Left Behind
NIC	:	National Insurance Commission
OECD	:	Organisation for Economic Co-operation and Development
UCLA	:	University of California, Los Angeles
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
SIP	:	School Improvement Plan

SISO	:	Improvement Support Officer
SIRC	:	School Improvement Resource Center
SPSS	:	Statistical Package for Social Sciences
ST-R	:	Student Respondent
TDP	:	Teachers' Development Program
TSC	:	Teachers Service Commission
TVET	:	Technical, Vocational Education and Training
T-R	:	Teachers Respondent



ABSTRACT

This study investigated school improvement practices of Junior High School Headteachers in the Tano North Municipality. The study employed mixed method approach which was underpinned by pragmatic paradigm of which the researcher involved the use of qualitative and quantitative data collection approaches. The researcher, employed census frame was used to involve all the sixty-seven (67) in the quantitative phase of the study while maximal variation sampling technique was employed to select twelve (12) headteachers who had already responded to the questionnaire were selected for interview for qualitative data. A questionnaire was used to collect data for the quantitative phase of the study while interview guide was used to collect data for the qualitative phase of the study. Quantitative data was analyzed through the use of Statistical Package for Social Sciences (SPSS) version 26.0 software indicating means and standard deviations, to present the results in tables while the qualitative data was used to explain and explore qualitative data in order to support the quantitative discussion when necessary. The study found that the headteachers were able to manage individuals and lead effective teams, provide feedback to teachers about how to improve instruction, encourage monitoring of pupils and exercises by the teachers, and carefully monitor/evaluate implementation of school improvement plans. It also found that, headteachers played massive role in working with the communities to improve teaching and learning in Tano North Municipality. It was revealed that, the headteachers ensured that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals, develop a well-defined vision, mission and goal with teachers. The study recommended that, headteachers should partner cooperate organisations in the Municipality to enlist their support for holistic teaching and learning in the Municipality Furthermore, headteachers can liaise with the Tano North Educational Directorate and other stakeholders of education to ensure rapid and adequate supply of resources to the schools, as it makes the teaching and learning improves in these schools more enhanced for better BECE outcome. In addition, orientation and regular in-service education and training (INSET) for both newly posted teachers and others should be a permanent feature of the teaching and learning process to register effectiveness and efficiency in the management and administration of basic schools in the Tano North Municipality.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The development of any nation or community largely depends upon the quality of education available to its citizens. It is generally believed that the basis for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for social-economic development and social mobilization in any society. Education is recognized as a key instrument for overall development of every nation. It is also a means of change and development. Education is widely known to play a vital role in providing individuals with the knowledge, skills and competencies to participate effectively in society and the economy (OECD, 2013). The EFA Global Monitoring Report (GMR, 2012) illustrates the importance of education and reports that: if all students in low-income countries left school with basic reading skills, 171 million people could be lifted out of poverty. This would contribute to reducing the global poverty rate by 12% (GMR, 2012). In 1990 in Jomtien, Thailand, Education for All (EFA) was declared (Baaden, 2002).

In April 2000, a World Education Forum was held in Dakar to achieve the EFA goals. In the same year, the Millennium Development Goals (MDGs) were declared by the UN to “ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling” (UN, 2006). Globally, schools are experiencing increasing pressure for improvement from governments, parents and the civil society, specifically associated with the perennial poor performance of students.

Fasasi and Oyeniran (2014) in concurring to this assertion intimate that one major way to control mass failure of Secondary School Students in Public Examination is

for the school heads to be alive to their responsibilities which are geared towards ensuring quality in the school system. They further intimate that no matter the amount of money invested in the school system, if there is nobody to coordinate it for the achievement of the purpose for which schools are set up, then, the investment becomes a waste. According to Bryk (2010), there are five essential supports for school improvement: a coherent instructional guidance system, the professional capacity of its faculty, strong parent-community-school ties, a student-centered learning climate, and leadership that drives change. However, it is asserted that a school head plays a pivotal role in maintaining and raising the standard of education. Also, the head has an overall responsibility for ensuring the effectiveness of a school through being committed in his or her managerial roles. It is through the head teacher's efficiency and effectiveness in management that the school improvement and effectiveness can be achieved. Several researchers have alluded to the fact that the most outstanding factor has to do with how the headteacher provides leadership in leading the teaching and learning process.

In sub-Saharan Africa, a major concern has been the persistence of students' low learning achievements where in some cases students having spent over nine years or more in basic level schooling, lack basic literacy and numeracy skills (EFA Global Monitoring Report, 2012). As a result, the need to create a school environment that is conducive to effective teaching and learning leading to high students' learning achievement is imperative. The numerous global initiatives that have emerged such as: 'no child left behind', 'no child can wait'; 'every child can'; 'every child can read'; 'learning for all'; 'reading by every child'; and 'leadership for learning', are all indications of the quest for quality basic education. However, as noted by Chapman (2005), externally driven reform can only work when the right conditions are in place.

In this regard, any approach or strategy adopted should not consider schools globally as a homogeneous group but instead should take the singular context and cultural capacities of these schools into consideration (Fertig, 2000, Harris, 2002, Hopkins, 2001).

Achieving quality 'education for all' has therefore increasingly become crucial in the strategic improvement plans of many countries, especially, developing countries, using education as a means of alleviating poverty. As quoted in the EFA report: "We had to leave behind all of our possessions, the only thing we could bring with us is what we have in our hands, what we have been taught-our education" (GMR, 2011).

As expressed by Akyeampong, Djangmah, Oduro, Seidu & Hunt (2007), sustained access to meaningful learning that has value is critical to long term improvements in a country's productivity, leading to the reduction of inter-generational cycles of poverty, demographic transitions, preventive healthcare, women's empowerment, and the reduction of inequality. It is for these reasons that quality basic education is awarded high position on the development agenda of many governments such as Ghana.

In most developing countries, headteachers encounter many problems in managing schools (Harber & Davies, 2002). In the education system, a number of variables play a role in ensuring that high standards of educational outcomes are set and achieved. The key stakeholders perhaps are teachers, headteachers and other supporting staff, who contribute directly to school improvement (Khan, Saeed & Kiran, 2013). GES (2010) argues that the quality of education depends primarily on the way schools are managed, more than the abundance of available human and material resources, and that the capacity of schools to improve teaching and learning which will culminate to

students' academic performance is strongly influenced by the quality of the curriculum leadership provided by the head. Researchers have defined school improvement as an educational change initiative that emphasizes the need to enhance students' learning outcomes by strengthening schools' capacity in managing change (Akyeampong, 2004, Harris, 2002, Hopkins, 2001). Hence, the need for a study into school improvement practices of Junior High School Headteachers in the Tano North Municipality.

1.2. Statement of the Problem

The twenty-first century has seen an increased acknowledgment of the significance of effective leadership, management and administration for the successful operation of educational institutions (Bush, 2011). Globally, schools are experiencing increasing pressure for improvement from governments, parents and the civil society because of poor performance of students. In sub-Saharan Africa, a major concern has been the persistence of students' low learning achievements where in some cases students having spent over nine years or more in basic level schooling, lack basic literacy and numeracy skills (EFA Global Monitoring Report, 2012). In Ghana, the problem of performance in Junior High Schools in the Basic Education Certificate has been a concern of all stakeholders.

In the year, 2017, out of the 54 schools in Tano North Municipal that sat for the BECE, 37 schools had between 50% - 100% pass rate then in 2018, 58 schools had 50% - 100% pass while in the year 2019, out of the 67 schools, 61 of them had between 50% - 100% pass rate. From the year 2017 to 2019, there has been increased in the number of schools which have had higher percentage passes in the Basic Education Certificate Examination in the Tano North Municipal and also a decrease in

the number of schools which have lower percentage passes but the percentage does not move from 50% to a higher percentage [Management Information System (EMIS), GES Tano North Municipal, 2020]. Therefore, there is upward trend in passing rate and not percentage rate. Again, a large number of works have been done on the influence of Headteachers' management practices of communication and motivation on students' academic performance and other related works conducted by Sweeney (2012), Ocham (2010) and other researchers. Even with the above works, the setting was not in Ghana rather foreign. Unfortunately, little work has been done specifically related to school improvement practices of Junior High School Headteachers.

This study is also linked to the theory of Lozette (2010) who said in attempt to bring about improvement in school, the following must happen in the school; strong instructional leadership, clear and focused school mission, safe and orderly school environment, climate of high expectations for success' frequently monitors students' progress, opportunity to learn and keep on task and home-school relationship are the characteristics of an effective school but the focus is always on instructional leadership. Therefore, the study sought to find out whether four of the Lozette's seven characteristics of an effective school are practiced in schools in the Tano North Municipality.

Headteachers are recruited hence given basic needed materials to work but most of the did not perform (Head of Monitoring and Inspection report, 2019). In furtherance, Local Managers of unit Schools and parents reported of poor performances of headteachers in the Tano North Municipality.

This issue of differences in performance in BECE results and gaps in the literature needs to be addressed. This necessitates for this study that sought to explore school improvement practices of Junior High School Headteachers in the Tano North Municipality.

1.3 Purpose of the Study

The study sought to explore school improvement practices of Junior High School Headteachers in the Tano North Municipality. Again, the study examine the practices of the headteachers in relation to how they work hand in hand with their school to improve teaching and learning, creating opportunities and support for pupils to enhance performance and how to improve instructional leadership style of the headteachers.

1.4. Objective of the Study

This study sought to:

- a. examine the instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality.
- b. find out whether the headteachers have clear and focused school mission in place for enhanced teaching and learning.
- c. examine the opportunities created by the public JHS headteachers for teachers to learn and keep on task towards school improvement
- d. examine the strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning.



1.5. Research Questions

The following research questions were formulated to guide the study;

- a. What are the instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality?
- b. Determine whether the headteachers have clear and focused school mission to enhance teaching and learning?
- c. What are the opportunities created by the public JHS headteachers for teachers to learn and keep on task towards school improvement?
- d. Examine the strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning?

1.6. Significance of the Study

The significance of the study is presented in terms of its contribution to theory, methodology and practice.

1.6.1. Theoretical Significance

This study theoretically employed Lezotte (2010) theory such as: strong leading the instructional programme/instructional leadership, clear and focused school mission, safe and orderly school environment, climate of high expectations for success' frequently monitors students' progress, opportunity to learn and keep on task and home-school relationship.

The theory was relevant to this study in that the seven correlates of effective schools require effective leadership on the part of the school administrators. This is in line

with Sullivan and Glanz's (2000) assertion that a prime task of school leaders is to exercise instructional leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. By identifying the correlates of well performing schools in the Tano North Municipality, the study tests Lezotte's (2010) Effective Schools Model, and also suggests measures that low performing schools can take to improve academic performance. Again, the study employed the above theory to profile the characteristics of effective schools in Ghana, specifically, Tano North Municipality.

1.6.2. Methodological Significance

Quantitative and qualitative research approaches were the methodological lenses that underpinned this study, which made it possible to explore and understand school improvement practices of Junior High School headteachers. The researcher, used interview guide and questionnaire for data collection which establish personal interactions with the headteachers.

The use of interview guide as a method for qualitative research, helped the researcher explain, better understand, and explore research subjects' opinions, behavior, experiences, phenomenon, etc. The use of questionnaire as a method for quantitative research helped the researcher address a large number of issues and questions of concern in a relatively efficient way, with the possibility of a high response rate. Also, it made it possible for the researcher, to provide questionnaire guides to large numbers of headteachers of Junior High Schools in the Tano North Municipal simultaneously.

1.6.3. Practical Significance

The significance of the findings is in three folds. Firstly, the findings from the study will be useful to Junior High School students, headteachers and the School Improvement Support Officer (SISO) towards school improvement. Secondly, the findings from the study will be useful to the Ministry of Education, Teacher Education Division for policy formulation and direction. The study brought out factors affecting performance, which can be a basis of looking into ways of improving teaching and learning in schools in the Tano North Municipality. To Junior High School, the study provides data that could be used to improve management practices for improved teaching and learning hence enhanced academic performance. By establishing the extent to which schools are implementing the seven correlates of effective schools and how this influences academic performance, the study could stimulate strategic thought among school administrators. By identifying the strategies employed by well performing schools, poorly performing schools could learn lessons that could enable them improve academic performance of their students. The study could allow policy makers to see the patterns of improvement in teaching and learning performance within the Tano North Municipality and different categories of schools. The study will be significant to the community in that their investment in education is expected to translate into quality education, and the findings show how this can be achieved. Finally, the study could serve as reference material for further research to improve teaching and learning and headteachers' instructional leadership style in basic schools in Ghana.

1.7. Delimitation of the Study

According to Creswell (2012), delimitations are boundaries that are set by the researcher in order to control the range of a study. Geographically, the study was

restricted to Tano North Municipality of the Ahafo Region in Ghana. Therefore, the results may or may not be generally applicable to other geographic region. The study was delimited to all public JHS heads with population sample of 67. The study was based on four of the Lezotte seven characteristics of improved school namely; how the headteacher works with their communities to improve teaching and learning, the opportunities and support given to pupils in the schools to enhance teaching and learning, instructional leadership style practice by the heads and other activities/opportunities engaged in or created by the schools to bring about improvement in teaching and learning. Finally, the research was restricted to school improvement practices of Junior High School Headteachers in the Tano North Municipality

1.8. Operational Definition of Terms

Headteacher: is the most senior teacher and leader of a school, responsible for the education of all pupils, management of staff, and for school-based policy making. A headteacher is the most senior teacher within a school. Headteachers play an important role in a variety of educational institutions including primary schools, secondary schools, sixth forms, and colleges. Unlike most teaching staff, often headteachers do not teach lessons in classrooms. Instead, they spend their time using their years of experience to motivate and manage their staff and students. They are responsible for managing the school and making sure that everything is running smoothly on a day-to-day basis.

Effective School – Refers to a school whose educators are responsible for producing acceptable results, by putting emphasis on instructional leadership, focus on vision and mission, school safety and orderliness, communicating high expectations for

success, monitoring of student progress, home-school relations, and creating an opportunity to learn for each student. Effective schools are seen to be characterized by order, structure, purposefulness, a humane atmosphere, and the use of appropriate instructional techniques.

Effective Teaching – Effective teaching is possible in every classroom by ensuring every educator experiences substantive professional learning within a culture of collaboration and shared accountability. This help students to learn by providing adequate context and content, and involving the learners in the process of responding to questions, summarizing findings and discussions and research and report on unanswered questions.

Academic performance: Refers to the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge, and being able to think for yourself concerning facts and being able to communicate your knowledge verbally or in any other documented form. Academic performance is the outcome of students' effort in examinations. Students' academic performance is determined by a number of factors (Eze et al. 2016). Academic performance is measured by the average marks of the previous semesters and the total average marks.

Junior High School (JHS): constitutes the last three years of basic education (ages 12-14 years) and it is the transitional period from basic to secondary education. JHS level is considered due to its sensitive part of the educational ladder, it is the transition from primary school to senior high school.

Stakeholders: these are people with interests at stake in an organisation (Kaler 2011). In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers' unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines. In a word, stakeholders have a "stake" in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.

1.9. Organization of the Study

The study comprises six chapters. The first chapter deals with the background to the study, statement of the problem, objectives for the study, the research questions, significance of the study, delimitation, limitation of the study, definition of terms and the organization of the study. Chapter Two discusses the review of related literature. Chapter Three presents the methodology. Chapter Four looks at the analysis and discussion of the results obtained from the study. Chapter Five covers discussion of findings. Chapter Six deals with the summary, conclusion and recommendations of the study. In the next chapter, literature review will be discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter covers literature relevant to the topic; ‘School Improvement Practices of Junior High School Headteachers in the Tano North Municipality’. The review was focused on the themes of the study which covers; theoretical and conceptual framework as well empirical framework.

2.2. Theoretical Framework

This study is based on effective school’s model by Lezotte (2010). This is most widely accepted theory for conducting research on school improvement practices. This study was based on the effective school’s model by Lezotte (2010). Lezotte (2001), after a series of studies, came up with seven correlates of effective schools – strong instructional leadership, clear and focused mission, safe and orderly school environment, climate of high expectations for success, frequent monitoring of pupil progress, positive home-schools relations, and opportunity to learn as well. According to Lezotte (2010), there are seven correlates of effective schools. The seven correlates are: Strong leading the instructional program, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of students’ academic progress, positive home school relations and opportunity to learn/time on task.

2.2.1. Strong instructional leadership

Schools require good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved (Lydia and Nasongo, 2009). According to Lezotte (2010) strong instructional leaders are proactive and seek help

in building team leadership and a culture that is conducive to learning and professional growth. In the effective school, the principal and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents and students. By effectively communicating the mission of the school to all stakeholders, a principal in an effective school becomes an instructional leader (Bottoms & Schmidt-Davis, 2010). A clearly articulated message influences a school's effectiveness (Lezotte, 2001). This shift was influenced largely by research that revealed effective schools usually had principals who stressed the importance of instructional leadership (Lezotte, 2001). Lezotte (2001) work indicated that instructional leadership is critical in the success of effective schools. It is a collaborative effort that builds a common focus, enhances school-wide problem solving, and embraces database decision-making and shared best practices. Lezotte (2001) work on the premise of instructional leadership stipulated that principal are not the sole leader of a building, but a "leader of leaders". Principals should empower teachers and include them in decisions about the school's instructional goals.

In the last decades, principals have been looked at as not only the management of a school building, but also the instructional leaders. Principals are expected to create opportunities for collaboration and build a culture of trust. The underlying idea is that a principal should have a broad knowledge and understanding of instructional strategies, observe each classroom teacher, and help model effective teaching practices.

According to a policy brief on the role of principals in strengthening instruction (Ross & Gray, 2006), this is an unrealistic expectation in most schools due to the complexity of the instructional program. In addition, the research shows that the most important

impact of the principal on student learning and teacher practices is indirect. School leaders who build a culture of trust and collaboration in schools do so by providing common planning time, opportunities for peer observation, and focused cross-grade meetings. Successful educational leadership is not a random occurrence, but rather is executed by careful and thoughtful planning of putting students' success first (Fullan, 2003). When relationships are based on trust, credibility plays a hand in overcoming resistance to change and helps build the shared vision in the school community. Successful principals have always had the role of the instructional leader, consistently communicating the school's vision and goals to staff, students, parents, and the community (Hensley & Burmeister, 2009).

Work that supports teachers in improving instructional practices occurs in classrooms, not in the principal's office (Supovitz & Poglinco, 2001). Daily classroom walkthroughs are protected times that provide a structure for dialogue between principal and teacher about instructional practices. Successful instructional leaders analyze multiple sources of data to identify and improve instructional practices. The principal remains focused, stands firm on issues related to students' academic success, and takes direct responsibility for the quality of the instructional program (Supovitz & Poglinco, 2001). In successful schools, educators recognize the increasing importance of academic standards and the need for all stakeholders to be held accountable, and have never lost sight of students who need additional time and attention to achieve mastery of core content. Teachers' expertise is recognized and utilized in leadership and grade-level teams (Shannon, 2004).

All students have been provided a rigorous and relevant standards-based instructional program, which, as needed, has included more time on academic content (i.e., zero

periods, after school interventions, double blocking for math and language arts). A school's success is measured through the lens of students' academic achievement (Louis et al., 2010). In the effective school, the principal acts as an instructional leader and articulates the mission of the school, which is crucial to the school's overall effectiveness (Lezotte, 2001). According to Edmonds (1979), some schools may have strong instructional leaders but not be effective; however, there is not an effective school that does not have a strong instructional leader.

A critically important piece of research on successful school leadership was commissioned by the UK National College for School Leadership (NCSL) in order to review a wide range of theory and evidence about the nature and impact of school leadership on student outcomes (Leithwood et al 2006). This research suggested that of the myriad of models that have been outlined, not all have been validated by hard empirical evidence. It seems that, however, by contradiction, there is a great deal known about the effects of leadership on desirable pupil outcomes. They conclude that: ".....leadership has very significant effects on the quality of the school organisation and on pupil learning." (Leithwood, Day, Sammons, Harris & Hopkins 2006 p.14).

It is that issue of outcomes which makes instructional leadership more to do with what students learn than how teachers teach (Bush 2011). Other leadership approaches, which will be explored later in this chapter, focus more on the nature and source of leadership rather than the direction of its influence. The term, instructional leadership which came from North America, has been synonymous with learning centred leadership in the United Kingdom (Bush 2011). Southworth (2004) suggests that students' learning is the core purpose of leadership and that when this is so, a real

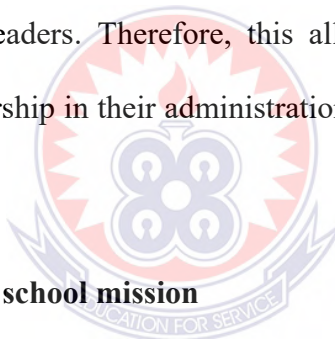
difference can be discerned in the classroom. His thesis is that through modelling, monitoring and dialogue leaders influence learners. Modelling is about doing by example: effective head teachers know that they need to set an example in all areas of behaviour (Southworth 2004). Learning centred leaders are role models to others if they are interested in learning and teaching and keep up to date with what is happening in their schools (Leithwood & Riehl, 2003).

Leadership is also more effective when informed by data about students' progress, parental opinion and teaching practices. This 'monitoring' (Southworth 2004) is an integral part of teaching and learning. Assessment of pupils' outcomes and dialogue about evaluation and feedback of teachers' performance enables further learning and development. Dialogue should enable teachers to be reflective and analytical about their teaching. Learning centred leadership creates opportunities for this to happen (Southworth 2004) which leads to the ability to process actions and learn from them. This process is the construction of meaning rather than the transmitting of knowledge (Bush 2011). Constructivist leadership (Lambert 2002) shows that professional conversations are vital to staff development and teacher learning. She talks about how adults and children learn through: ".....the processes of meaning and knowledge construction, inquiry, participation and reflection. The function of leadership must be to engage people in the processes that create the conditions for learning and form common ground about teaching and learning." (Lambert 2002 p.81/82).

Knapp et al (2003) in their synthesis of leadership research have proposed four essential tasks of school leaders: making learning central to their own work; consistently communicating the centrality of student learning; articulating core values

that support and focus on powerful learning and paying public attention to efforts to support learning.

The implication of this way of looking at instructional or learning centred leadership is that it is collaborative and reciprocal, allowing for dialogue and the sharing of knowledge and ideas (Southworth 2004). However, this is not enough on its own: collaboration and the shared responsibility of leadership allows for the construction of knowledge between people rather than extending it from one who knows to one who does not. Lambert (2002) highlights that learning centred leadership, to be effective, needs to be distributed across the whole school. Distributed leadership allows for the focus to be away from one particular leader and on the whole school, thus developing many learning centred leaders. Therefore, this allows headteachers to incorporate strong instructional leadership in their administration and management hence improve schools.



2.2.2. Clear and focused school mission

Lezotte (1991) proposed that in effective schools “there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability” A mission statement is a description of the mission that is intended to help leaders run the institution and to guide organizational change (Malott, 2003). For a mission statement to be effective, it must clearly specify both the constituency that the organization serves and how this constituency benefits from the activities of the organization (Carver, 2000; Malott, 2003).

Additional desirable characteristics for mission statements include being clear and sharply focused, providing direction (e.g., describing available opportunities),

matching the organization's competence, and inspiring personnel. Finally, mission statements must avoid the activity trap (Carver). That is, the mission statement must commit the organization to specific results rather than only to engaging in specific activities. Although a mission statement should specify the results constituents should expect, it is not the same as a goal statement. Goal statements are much more specific and provide measurable benchmarks. For example, the mission statement of a senior high school might include preparing students for post-secondary education.

A related goal statement would specify criteria such as a percentage of graduates enrolling in college or earning ACT scores above a certain level. Thus, mission statements lay out the general parameters of organizational success but do not establish the specific criteria for determining success. First, a clear mission statement acts as a set of discriminative stimuli that guides the behavior of organizational members. This helps prevent organizational myopia (Malott, 2003) in which an organization fails because it loses sight of its mission. Second, a clear mission statement also functions as a motivating operation (Laraway, Snyderski, Michael, & Poling, 2003). That is, the specific outcomes specified in the mission statement are established as reinforcers for organizational behavior so that organizational members are motivated to obtain these outcomes and are not satisfied unless these outcomes are produced.

This facilitates socialization of new members into the organizational culture and prevents mission creep. Given the importance of mission statements for institutional leadership and change (Malott, 2003), a reasonable hypothesis is that high performing and low performing public schools differ with regard to their mission statements. Although support for this hypothesis has already been found in higher education (Kuh

et al., 2005), the present study was designed to test this hypothesis for elementary schools using a sample of elementary schools in Texas. The following research questions were addressed: (a) What themes characterize the mission statements of elementary schools? (b) What are the similarities and dissimilarities in these themes between the mission statements of high and low performing elementary schools?

Teachers and staff should share an understanding of and commitment to a clear school mission surrounding instructional goals, priorities, assessment procedures, and accountability (Lezotte, 2001). This clarity would focus on the teachers and their ability to teach all children, both those with lower-level academic skills and higher-level cognitive abilities. According to Cibulka and Nakayama (2000), schools often are organized as administrative hierarchies rather than as groups of professionals working toward shared goals. A principal should utilize teachers as partners and help create a vision for the school (Kirk & Jones, 2004). Gabriel and Farmer's (2009) research suggested that all stakeholders should be involved in a school's progress toward its mission.

The mission provides detailed expectations for administrators, teachers, counselors, parents, and other stakeholders and includes specific plans that guide improvement efforts throughout the year. A school's mission provides an essential overview of where its leaders want to go and what they want to be. Few thriving schools attained success without developing clear missions (Gabriel & Farmer, 2009). To realize a school's mission, merely drafting statements is not enough; a school must model beliefs, values, and collective commitments while demonstrating enthusiasm for what will come next (Gabriel & Farmer, 2009). Perhaps most noteworthy is that the mission must establish clear expectations and standards for all stakeholders (Gabriel

& Farmer, 2009). Researchers report that when school leaders monitor progress as set out by their initial mission and intervene, when necessary, as opposed to the goals just being signs on a wall, student achievement remains high. The statement of the mission is not enough; it needs to be translated into current practices to enhance student achievement. In short, each school uses student achievement and instructional goals or missions as primary indicators of success. Any difference between what was expected of teachers and the goals or mission of a school would require corrective action on the part of the school administration (Waters & Marzano 2006).

In a self-study of a Catholic elementary school by the Western Catholic Educational Association (2010), the school's mission was revealed to be an essential element of systematic school improvement. A clear mission and philosophy explicitly define the school, identifies the population the school serves, and describes what the school intends to accomplish. Building leadership should encourage faculty to develop a vision of what the school must do if it is to prepare for students in the 21st century. If leaders do their jobs and the necessary supports are in place, then the principal and teachers can begin to design and implement solutions tailored to the unique needs of their own students and communities (Bottoms & Schmidt-Davis, 2010). Of course, the commitment cannot stop with the building principal; there should be a partnership with the community, staff, and the school board to set a clear mission for student achievement and articulate those beliefs that ultimately serve as the foundation for the schools and the district's student achievement.

In most districts, school boards, acting as elected officials, work with schools to help raise student achievement by establishing a shared vision throughout the school district (Waters & Marzano 2006). With the vision in place, the principal can work

with the staff to develop an improvement plan that takes ownership of problems and creates interventions to improve student achievement at the school level (Bottoms & Schmidt-Davis 2010).

According to Lezotte (2001), when educators think about all the dynamics that make up a good education, the time limits, people needed to get the job done, and the clear mission and focus on the overall effort, they realize there must be a substantial discussion. He went on to explain that a clear, shared mission moves everyone in the same direction, assuring a clear focus for all stakeholders. If the school is focused and has an open and honest mission, the question of “What does this school care most about” can be easily answered.

According to Reh (2013) a vision is an over-riding idea of what the organization should be. Often it reflects the dream of the leader (school head). 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. Let's dissect this definition. In a first place, a vision must be realistic by being meaningful to the school. This means that vision must be somewhat specific rather than a vague idea about the future.

Tatum (2013) asserts that vision has to be relevant to those who will be involved in reaching that ultimate goal. This 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 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, 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 company 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 uses to achieve your vision.

This is supported by Wikipedia (2012) which point out that, the strategic vision sets the parameters for the development of planning, specific steps to go about making that vision come true, since it establishes the general direction, the school will pursue. Also is making decisions on allocating its resources to pursue this strategy. 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, schools summarize strategic vision into a vision statement. Vision statement is a descriptive picture of a desired future state; and the mission statement is the means of successfully achieving the vision (Wikipedia, 2012).

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

audiovisual shows outlining and explaining the vision; and presenting an explanation of the vision in speeches, interviews or press releases by the organization's leaders. The school head has to "walk his/her talk." 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 has been wasted effort. Even worse, a stated vision which is not implemented may have adverse effects within the school because it initially creates expectations that lead to cynicism when those expectations are not met. In the same manner, Mpondo (2004) states that a head of school 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.

On top of that, Babyegya (2002) 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 almanac. 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 is improved. Therefore, this allows headteachers develop clear and focused school mission in their administration and management hence improve schools.

2.2.3. Safe and orderly school environment

Clear and consistent school rules and procedures must be in place regarding behaviors with consistent consequences for violation of the rules. The rules and procedures should be created with student participation and reviewed frequently for their effectiveness in developing self-discipline and responsibility (Mather & Goldstein, 2001). In effective schools, "there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning" (Lezotte, 2001). Lezotte also spoke of schools not only needing to eliminate "undesirable behavior," but of teaching students the necessary behaviors to make the school "safe and orderly". Lezotte defined these behaviors as cooperative team learning, respect for human diversity, and an appreciation of democratic values. Teachers must also model these desirable behaviors (Kirk & Jones, 2004). Moorman's (2011) article, "A Safe and Orderly Environment," described a teacher in Michigan who battled with verbal violence

between students. John Ash, a social studies teacher, explained that some people think that a safe school always refers to physical safety, but he stated that it also means a safe emotional environment (Moorman, 2011). Ash reported that he could not allow “students to beat one another up with their fists, and would not allow it with words either” (Moorman, 2011). Ash explained that meeting students’ physical and emotional safety needs was necessary for students to learn (Moorman, 2011). According to the Center for Mental Health in Schools at UCLA introductory packet “Violence Prevention and Safe Schools (2007 revised), early detection of students who have high potential for extreme behaviors must be in place, and counselors and behavioral specialists should provide assistance in reengaging students in school. Public recognition for exemplary behavior and scholarship needs to occur. A safe, orderly campus paves the way for respectful behaviors.

There needs to be continuity and predictability from one classroom to another. According to Marsden (2010), there must be a purpose for being in school and an understanding that we are in business of teaching and learning. This premise has to be communicated to staff, students, and parents from day one and be reinforced in classroom procedures and instructional activities. One widely used educational framework for teaching respectful behaviors is the six pillars of character: (a) trustworthiness, (b) respect, (c) responsibility, (d) fairness, (e) caring, and (f) citizenship (Glassman & Josephson, 2008). The six pillars of character need to be taught at each grade level in the context of fostering self-discipline and academic achievement. In a report by the U.S. Department of Justice (2004), researchers explained that schools are expected to provide a safe environment and to play an active role in socializing children. Nearly all public schools in the United States use some sort of violence prevention program, though some are of poor quality. Although

many programs have been judged effective, staff training, program monitoring, and other organizational support from school leaders have been found to be related to program quality. The National School Climate Council (2007) showed a positive school climate promotes student achievement. In addition to promoting student achievement, the research indicated that students felt emotionally and physically safe in a school that promoted a safe environment. In Marsden's (2010) study, more than 250 teachers agreed with the body of effective schools' research that schools cannot positively affect student learning without first working to maintain a safe and orderly environment. A school climate that is positive, caring, supportive, respectful of all learners, and has high expectations for all students to learn, affects students' motivation to learn.

2.2.4. Climate of high expectations for success

In an effective school, there is a climate of high expectations where everyone believes that all students can obtain mastery of the school's essential curriculum (Lezotte, 2001; 2010). There is also a belief among the staff that they have the capability to help all students obtain that mastery (Lezotte, 2001). Schools that establish high expectations for all students and provide the support necessary to achieve these expectations have high rates of academic success. The School Improvement Resource Center (SIRC, 2009) concluded that establishing high expectations for all stakeholders results in higher student achievement. In a presentation entitled "Creating a Climate for High Expectations," the SIRC made the following suggestions for establishing high expectations in schools:

- a. Schools should establish a "no failure" attitude with staff, students, and parents.

- b. Policies and procedures implemented to protect instructional time help teachers be accountable for student learning.
- c. Slogans that communicate high academic and behavior expectations have an impact on the school environment.
- d. Schools should model and communicate to students that learning is a life-long process.

2.2.5. Frequently monitors students' progress

In the effective school, student progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole (Lezotte, 2001). Lezotte (2001) proposed that students' progress over the essential objectives should be measured frequently, monitored frequently, and used to improve individual student behaviors and performances as well as to improve the curriculum in an effective school. Student progress monitoring is a method of keeping track of their academic development. Progress monitoring requires frequent data collection with technically-adequate measures, interpretation of the data at regular intervals, and changes to instruction based on the interpretation of student progress (Speece, 2010).

According to the National Center for Student Progress Monitoring (2011), the benefits are significant for everyone when student progress monitoring is implemented. The benefits of student monitoring include accelerated learning because students are receiving instruction that is more appropriate, documentation of student progress for accountability purposes, and more efficient communication with families and other professionals about students' progress. Teachers are responsible for teaching on an

ongoing basis so that they will know where their students are at any given time. This ongoing monitoring is also the way teachers determine whether their instructional strategies are working for all students and which students need instructional interventions (Maryland State Department of Education, 2012).

2.2.6. Opportunity to learn and keep on task

Opportunities for students to learn are higher in an effectively managed classroom where students are orderly and remain on task for reasonable levels of time with a minimum amount of misbehavior. Effective classroom managers are more skilled at preventing disruptions from occurring. Behavioral expectations and clearly established rules should be communicated with students. Along with the expectations, clearly established consequences of misbehavior should be explained thoroughly.

Any deviation from the expectations should be dealt with promptly and consistently throughout the school year. Teachers should also take the time to teach self-monitoring skills so that students can maintain a brisk instructional pace and make smooth transitions between activities. Feedback and reinforcement should be given to create an atmosphere of success, particularly to those students who may have behavioral problems. Teachers should make use of humor and cooperative learning groups, and find ways to stimulate the interest of students and reduce tension (Dunbar, 2004). Educators who are familiar with the time-on-task research know their students well, use effective classroom management techniques, employ good teaching practices and interactive learning activities, and have the ability to motivate all students (Wright, 2000). Simply put, the literature supports the idea that students learn more if they spend more time on a task (Dunbar, 2004; Lezotte, 2001; J. Wright, 2000). Lezotte (2001) pointed out that if teachers want students to achieve mastery,

they need to make sure they dedicate time to them and have the students dedicate time to the items to achieve mastery.

Lezotte (2001) suggested creating an “interdisciplinary curriculum” to teach the necessary skills in the least amount of time, making decisions about what is most powerful and letting go of the rest—what he called “organized abandonment” (page 4). Knowing what to teach and providing adequate time to teach are essential components of effective instruction. Teachers and administrators must balance the issue of increasing curricular demands with limited instructional time. Improving schools is a daily challenge that includes tiny steps and quantum leaps. It takes a devoted staff, the willingness to take risks, supportive parents, business-community partnerships, and leadership with a philosophy that all students can learn and want to learn when given appropriate and equitable opportunities. In the effective school, teachers put aside a substantial amount of classroom time for instruction of the core curriculum. Effective schools keep students actively engaged for a high percentage of time in whole-class, large group, teacher-directed, or planned learning activities (Lezotte, 2001).

2.2.7. Home-school relationship

In a successful and high performing school there must be mutual trust, respect, two-way collaboration, support, and equality (Simmons, 2000). When schools improve the level of communication, parents often respond reciprocally, resulting in a stronger working relationship (Simmons, 2002). According to Simmons (2002), when parents actively participate at school, whether through advocating, fund raising, or volunteering, student achievement improves. Effective school research shows that partnerships between the home and school can increase student achievement. The

partnership should be based upon a school climate that makes families feel welcomed, respected, trusted, and needed.

In effective schools, “parents understand and support the basic mission of the school and are given opportunities to play pivotal roles in helping the school to achieve its mission” (Lezotte, 2001). However, because so many ineffective schools are located in low socio-economic areas, many parents of the children attending these schools may not be able to support their children fully in their academic activities (Kirk & Jones, 2004). Henderson and Berla (2004) argue that the most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community. Henderson and Berla (2004) argue that when parents are involved in their children’s education at home they do better in school.

A review from the Harvard Family Research Project, Jeynes (2005) noted that parent involvement had a positive and significant effect on children’s overall academic performance. The effect was educationally meaningful and large enough to have practical implications for parents, family-involvement practitioners, and policy makers (Nye, Turner, & Schwartz, 2006). According to the requirements of NCLB (2002), each school receiving Title I funds must demonstrate parent involvement by: (a) having a written parent involvement policy developed jointly with and approved by parents, (b) convening an annual meeting of parents, and (c) developing with individual parents a school-parent compact that outlines actions to be taken by the school and parents to improve their child’s performance. NCLB incorporates into

policy the long-standing evidence that parental involvement can make a difference in school outcomes for children (Sadker & Zittleman, 2007). Lezotte (2001) emphasized that in effective schools, parents understand and support the mission and vision of the school. Likewise, parents are welcomed to play prominent roles to ensure that the school achieves its goals. However, Lezotte (2001) emphasized in his literature review that effective schools can adequately meet the needs of students without extraordinary efforts from parents. He admitted, however, that parent support facilitates the school's success. Finally, Lezotte explained that to create a successful relationship, both schools and parents must trust and communicate that they "have the same goal-an effective school and home for all children". Jeynes (2005) indicated that parental involvement is associated with higher student achievement outcomes. Jeynes' findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. Children whose parents were involved at school had substantially higher academic achievement than their counterparts whose parents were less involved.

Teachers and parents should understand each other's perceptions of how schools are effective in order for communication to be effective. According to Lezotte (2005), the correlates of effective schools provide school leaders with a comprehensive framework for identifying, categorizing, and solving the problems that schools and school districts face. The correlates, based upon documented successes of effective schools, offer hope and inspiration to those struggling to improve. Studies have shown a positive and convincing relationship between family involvement and student achievement. This relationship holds true across families of all economic, racial/ethnic, and educational backgrounds and for students of all ages. Although there is less research on the effects of community involvement, the research suggests

benefits for schools, families, and students, including improved achievement and behavior (Henderson & Mapp, 2002). For many parents, family involvement does not necessarily mean active participation in school-based events, though many parents see the value of school-based activities. Parents want information on their children's progress and on how to support their children's education at home. Effective school-family-community partnerships lead to improved student success. These personal relationships between educators and families encourage shared understanding of children's educational needs (Dorfman & Fisher, 2002). NCLB (2002) stipulates parent involvement in programs funded through the U.S. Department of Education. 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 education is the counterpart of both the mentioned elements. 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 also defined as a subsystem of the larger system of the society. It has to functionally coordinate with its immediate environment, the community in which it is situated. Moreover, 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 and parents, governing bodies and school board. Furthermore, State University (2013) asserts that communities are naturally interested in their own well-being and survival, and so have a keen interest in their offspring or new recruits. Hence, they attempt to hand on the knowledge, values and skills which are special to their group.

2.3. Conceptual Framework

The conceptual framework hereunder presented variables that influence teaching and learning hence school improvement. Sitko (2013), defined conceptual framework as the system of concepts, assumptions, expectations, beliefs, and theories that support and inform about the study.

2.3.1. Junior High School Education

In Ghana, the junior high education constitutes the last three years of basic education (ages 12-14 years) and it is the transitional period from basic to secondary education.

Junior high education provides opportunity for pupils to discover their interests, abilities, aptitudes and other potentials. In addition to the objectives set out for primary schools, the junior high provides opportunities for students to acquire basic scientific and technical knowledge and skills that will enable them to:

1. Consolidate knowledge and skills acquired at the primary level
2. Discover their aptitudes and potentials
3. Induce in them the desire for self-improvement
4. Appreciate the use of the hand as well as the mind
5. Understand the environment and the need for its sustainability so that they may become eager to contribute to its survival
6. Cultivate the desire for lifelong learning
7. Prepare adequately for further academic work and acquisition of technical/ vocational skills at the secondary level.

The following are the subjects required by each student to learn at this level: English Language, Mathematics, Social Studies, Integrated Science (including Agricultural Science), Ghanaian Language, Technical, Vocational Education and Training

(TVET), Information Communication Technology (ICT), French and Religious and Moral Education. Music and Dance, Physical Education are non-examinable subjects and are to be taught practically and demonstratively.

Therefore, it is evident that without the JHS education, it is impossible for any person to progress up the academic ladder in Ghana; which means that it is a very crucial aspect of the educational system in Ghana which cannot be taken lightly. Conscious effort therefore, has to be made on the part of pupils, schools and stakeholders to make this level of education as smooth and effective as possible to yield beneficial results.

2.3.2. Appointment and training of heads of schools

Different criteria are used for recruiting and selecting head teachers in different countries. RPCRERG (2002) notes that the authority for appointing head teachers is vested with the Directors of Education (DoE) of various districts, although they manage education with the support of the Assistant Directors in charge of specific schedules and the regional managers of education units of religious organizations. The governing bodies have no role in the appointment of head teachers. Bush and Oduro (2006) indicated that in Ghana two approaches are used by GES to appoint head teachers. The first is the appointment through direct posting, which involves appointing newly-trained teachers to lead schools, especially in the rural areas. The unattractiveness of rural life appears to have made working in rural schools non-competitive among teachers, who might otherwise have had aspirations to be appointed as head teachers. The second strategy is appointment through selection interviews, which is largely associated with the appointment of head teachers in urban schools. In this situation, candidates for interviews are selected through

recommendations by senior officers (Bush & Oduro, 2006). Some developing countries also appoint head teachers on the basis of experience, in addition to some other criteria.

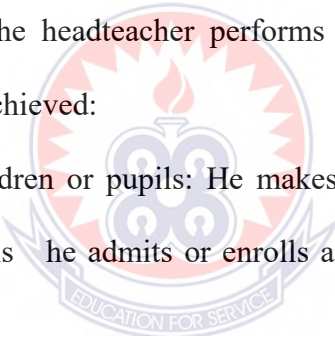
Lahui-Ako (2001) indicates that in Papua New Guinea, inspection reports form the basis of promoting experienced teachers into headship positions, but this procedure is characterized by favoritism. Similar situation prevails in some other African countries where appointments done without recourse to relevant training. In those countries, no formal training or qualification is considered for headship post but rather long-serving and experienced teachers are normally appointed to such positions (Oduro, 2003; Bush & Oduro, 2006). Essentially, aspiring headteachers' knowledge in administration, management and leadership, financial issues, among others, is not a pre-requisite in the appointment of heads in those jurisdictions. Meanwhile, evidence from different countries and sources indicate that school leaders need specific training in order to perform their various responsibilities well (Pont, Nusche & Moorman, 2008). Also, some developing countries such as Hong Kong and some South East Asian countries such as Malaysia and Singapore have PRESET for head teachers (Bush & Jackson, 2003; Wong, 2005).

2.3.3. The role of heads of basic schools

Kilanga (2013) noted that the school principals need to be well prepared in leading organizational changes which address the performance gaps of students. Heads are also supposed to help create and maintain school-community relationship. Esia-Donkoh (2014) contends that schools succeed when there is good relationship within them and their relevant publics. Therefore, schools need to have good rapport with the communities where they are located as well as their agencies. To Fullan (2001),

school leaders play vital role in strengthening the link between schools and communities and their agencies.

According to Davis et al. (2005), ‘school heads play vital and multifaceted roles for teachers and vibrant learning environments for children, but existing on the best ways to develop these effective leaders is insufficient’. School heads are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs’ administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives (Davis et al., 2005; Elmore, 2000; Levine, 2005; Peterson, 2002). The following are some of the specific duties that the headteacher performs to ensure that the basic aim of teaching and learning is achieved:

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- The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a lamp of knowledge at its base. Below the emblem is a banner with the motto 'EDUCATION FOR SERVICE'.
- a. Admission of children or pupils: He makes admission, and makes sure that particulars of pupils he admits or enrolls are duly entered in the Admission Register.
 - b. Receiving teachers posted to the school and recording their particulars in the Teachers’ Record Book.
 - c. Classification of Teachers: He assigns teachers to classes. In the case of JSS he allocates subjects and teaching periods to teachers.
 - d. Assigning schedules: He assigns schedules (co-curricular activities) to teachers.
 - e. Distribution of teaching and learning materials: He distributes syllabuses, scheme of work sheets, Teaching Note Books, Reference Books, Stationery, continuous assessment records, Pupil’s text books and exercise books to teachers.

- f. Allocation of rooms to classes.
- g. Vetting of teachers' lesson notes and scheme of work.
- h. Inspecting class continuous assessment records to ensure that teachers make correct entries. He does so by checking the entries against marks recorded in pupils' exercise books.
- i. Supervising and conducting demonstration lessons for teachers from time to time.
- j. Organizing in-service training for teachers.
- k. Ensuring punctuality and regular attendance of school among both pupils and teachers by using class registers and staff attendance book or time book (Sekyere, 2009).
- l. In the basic schools, the head teachers are responsible for the schools' financial administration. Effective school leadership requires a number of competencies on the part of school heads.

Leithwood et al. (2004) outline three sets of core leadership practices: (1) Developing people—enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. (2) Setting directions for the organization—developing shared goals, monitoring organizational performance and promoting effective communication. (3) Redesigning the organization—creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes (Sekyere, 2009).

2.3.4. School administration

Preserve articles (2012) defines school administration as the process of integrating the efforts of the school personnel, i.e., the members of the staff, the students and their parents and of utilising appropriate materials in such a way as to promote effectively the development of students' academic performance. However, UNESCO (2011) argues that, the rapid expansion of student enrolments in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever-increasing demand for educational provision, has made school management a much more complex and difficult enterprise now than a few decades ago.

To ensure effective and successful management, the school head must not only be innovative, resourceful and dynamic, but also able to interact well with people both within and outside the school; staff and pupils, parents and many other members of the community. In addition, Handy (as cited in UNESCO, 2011) continues that, most of the school head in community secondary schools are in a difficult position; since they are expected to improve students' academic performance in a period of less resources. In spite of the complexity of problems surrounding the majority of school heads, very little attention has been taken to address issues relating to their appointment, training and support. Most countries continue to appoint heads from within the ranks of senior classroom teachers with little or no preparation for the onerous and complex task of school headship. Despite all these, most of the researches insist that, the school head must be the main change agent in the school by promoting the increase of capability of the teaching through administering all school activities to secure best outcomes. Personal personality of the school head may be a determinant for achieving success in school performance, as well as in securing

collaboration and commitment among staff. In enumerate Mpondo (2004) claims that the key function of heads of schools is to secure and operate effective allocation, monitor and control the use of resources.

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. However, recent studies such as Mbise (2012) have discovered that unlike heads of private schools, heads of public schools in Tanzania such as community secondary schools have no real powers over staff. They cannot hire, relocate, reward, punish or fire them. They also have limited resources to assist in creating conducive living and working environment for the staff.

2. 3.5. Leadership and school performance

Much of the success of school leaders in building high performance depends on how well these leaders interact with the larger social and organizational context in which they find themselves. Leithwood et al. (2004) assert that often cited as helping set directions are such specific leadership practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization also assist in the development of shared organizational purposes. It is therefore expedient for head teachers of JHS to identify and come out with a mission and vision statements which are compelling, challenging and achievable. They should also motivate teachers; monitor their performances and comparing the performances with the mission and vision of the school to ascertain whether there is conformity or deviation. With this the school's staff (teaching and non-teaching) would be motivated to give up their best, consequently, promoting high

performance. Evidence collected in both school and non-school organizations about the contribution of this set of practices to leaders' effects is substantial. While clear and compelling organizational directions contribute significantly to members' work-related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions. Such capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles, as well as the organizational context within which people work.

The educational implication is that, after showing and telling the teachers what is expected of them towards the achievement of the school's mission and vision, there is the need to encourage and see to it that those who qualify to go for further studies are given the opportunity to do so. Newly posted teachers should be given induction course especially the nonprofessional ones should be taught how to prepare lesson notes as well as the dos and don'ts in the instructional session. These would help build their capacities as teachers. By developing the intellectual self of teachers implies that they will perform creditably towards the accomplishment of the school goals (Leithwood et al., 2004). The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators' good intentions and actually prevent the use of effective practices. Through strengthening of school cultures, modifying organizational structures and building collaborative process, most educational leaders have succeeded in improving the performance of teachers, students as well as administrators (Leithwood, 2006). More-specific sets of leadership practices significantly and positively influencing these direct experiences include, for example:

offering intellectual stimulation, providing individualized support and providing appropriate models of best practices and beliefs considered fundamental to the organization.

McColl-Knedy and Anderson, (2002) suggest that, emotional intelligence displayed, for instance, through a leader's personal attention to an employee and through the utilization of the employees' capabilities, uplifting the employees' enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002).

Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Maicibi (2003) is of the view that, without appropriate leadership style, effective performance cannot be obtained in our schools' settings. Even if the school has all the required instructional materials and financial resources, it will be impossible to optimise their usage, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and

mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/headteacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of motivating followers to achieve goals (Shashkin & Sashkin, 2003). This is supported by Lav (as reported in Shashkin, 2003) that good leadership commits to doing less and being more. Good performance in any secondary school should not only be considered less and being more. Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains.

This should be the vision of every leader in such a school and the in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, (Cole, 2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

2.3.6. Leadership and school improvement

For school improvement to occur there needs to be a commitment to changing ways of working for the better. School improvement is really a process of altering the culture of the school (Harris and Lambert 2003). In order for this to take place

leadership is shared and distributed and there exists a culture of teacher collaboration (Harris and Lambert 2003). “A school culture that promotes collegiality, trust, collaborative working relationships and that focuses on teaching and learning is more likely to be self-renewing and responsive to improvement efforts” (Harris and Lambert 2003 p.15).

Heads who distribute leadership build capacity for change leading to school improvement (Harris 2004). Gurr et al (2005) agree that leadership has an important role in school improvement. Bell et al (2003) state that one of the essential factors for the success of schools is strong leadership. Hopkins (2001) argues that it is the quality of leadership which enhances teaching and learning. Mulford (2003b) discusses the significant impact that leadership has on student outcomes, even though the impact is indirect.

Salfi (2011) researched this issue, interviewing 351 rural and urban Head Teachers in Pakistan. His conclusions were that leaders of successful schools created a culture of working together, trust and support. One significant aspect of his findings was that successful schools had leaders who empowered others to show leadership activity irrespective of whether or not they held an ‘authority’ position of leadership (Salfi 2011). Successful schools are associated with the activity of effective leadership. In those schools, leadership practice is distributed throughout the school which is evidence that distributed leadership is connected to school improvement. It also showed how relationships and moral leadership can be one way to ensure school improvement. The head teachers were caring, genuine and passionate about education as well as being good role models themselves (Salfi 2011). Leithwood and Riehl (2003) asked the question: what kind of leadership contributes most effectively to

school improvement and came to similar conclusions. Leithwood, in his later work in 2006, pointed out that distributed leadership seemed to lead to an improvement in student outcomes but that there was not enough direct research yet in that field. The model of distributed leadership is discussed in greater detail in chapter three.

2.3.7. The concept of school improvement

There seems to be a strong connection between school culture and the ability of a school to continually improve. Wong (2019) identified several key elements that lead to creating an environment in which improvement can occur. Learning expectations for students, trust and respect, organizational learning and student support were noted as the most important factors in this study that impacted sustained improvement. Teachers of the high performing schools that have experienced sustained improvement rated their schools highly in the above factors while lower performing schools noted much lower scores in these same areas. Many schools have a stagnant culture that does not consistently evaluate and assess its mission, practices and culture. These schools typically have underlying issues that inhibit growth in both its students and faculty, but feedback is rarely solicited and little evaluation occurs. (Headley, 2007) Typically, schools look at assessment through the lens of student achievement and focus little on time and energy on evaluating the leadership of the institution (Headley, 2007). School improvement is unlikely to occur with substantive and thoughtful assessment and evaluation. The most valuable information is obtained through a structured and deliberate process that continually monitors and evaluates both the culture and the practices and programs within the school. (Lindahl, 2011) Again, culture is a major indicator in whether or not a school is even able to make substantive changes and improvements. The work of Lindahl (2011) also makes an

interesting claim that; “A key problem of school reform, I would argue, is when the wrong strategies are applied to the wrong settings.” (p. 21).

This quote supports the idea that the implications of school culture are far reaching and influence both the present and the future. Mallory and Reavis (2007) support the concept of utilizing democratic principles such as individual value, equality, freedom, civility; justice and engagement when creating school improvement plans as these democratic principles foster an inclusive evaluation and planning process. These democratic principles serve as the “glue” to help create lasting cultural, procedural, operational and academic changes (Mallory & Reavis, 2007). Any changes that shortcut these inclusive democratic principles may be short lived and ineffective in bringing about lasting change.

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening schools’ organizational capacity and implementing educational reform. Another major notion of school improvement is that; school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students’ outcome as they simply imposed. When we are talking about school improvement as a process, it is continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005). This improvement is not a routine practice which can be performed in a day-to day activities of schools. According to Harris (2005), school improvement is defined as “a distinct approach to educational change that enhances student’s

outcomes as well as strengthens the school's capacity for managing improvement initiatives". Plan international (2004) define school improvement with some explanations as: School improvement means making schools for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other Words, school improvement refers to a systematic approach that improves the quality of schools. (p,1).

Hopkins (2001) defines school improvement as a distinct approach to educational change that aims to enhance student outcomes as well as strengthening the school's capacity for managing change. Barth (1990) defines school improvement as, an effort to determine and provide, from within and without, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among them. According to these definitions, the purpose of school improvement is to impact ostensibly on the relationship between the teaching and learning process and the conditions that support it. Further, the change which should take place as a result of the school improvement effort should not merely reflect an implementation of policies, but rather, improvements or adaptations of practice which transform the learning process to achieve the maximum impact on students, teachers and schools, (Hargreaves, 1994 & Hopkins, 2001).

School improvement therefore involves some reform and educational change, which ultimately can come in various forms, (Giroux & Schmidt, 2004; Fullan, 1999 and Dalin et al, 1994). Reform efforts can be large scale, centralized, small scale, decentralized, externally initiated (by a centralized education body, or international initiatives); or internally initiated (by a single school, or school district or

community). Most reform or school improvement efforts follow the agenda of some policy formulated either at the site of change, (schools), or externally by the policy makers. School improvement writers express some ambivalence about the value and success of large-scale reform efforts, and externally driven initiatives, (Hopkins et al, 1999; Hopkins, 2001; Fullan, 1993; Harris, 2002 & Wang et al, 1993). (Dalin et al, 1994) however, states that: Both local and central initiatives work. An innovative idea that starts locally, nationally or with external donors can succeed, if programmes meet the criteria of national commitment, local capacity building and linkage, in a configuration that makes sense for the particular country. (p. 252)

Chapman (2005) states that large scale and externally driven reform can work, provided that the right conditions are in existence and that the reform effort takes the singular context and cultural capacities of the school into consideration, and does not take an approach whereby schools are treated as a homogeneous group.

Therefore, in this study, school improvement practices refer to involvement of instructional leadership style, opportunities and support given to pupils/students by the community to improve academic performance of pupils/students (Researcher's own definition, unpublished, 2020).

2.3.8. Challenges for school improvement programme

School improvement program is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). These challenges include:” complexity of the program, mobility of teachers and principals, principal’s coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders.”

According to Hussen & Postethwore (1994), Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school improvement programs face.

These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers work is less autonomous and more integrated with that of other teachers affects the development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006).

Duffie and Balkon in Marzano (2003), also suggest that, in South Africa the initiatives of SIP were faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country. In Supporting this, Havelock and Huber man (as cited in Rondinelli et al., 1990), described that

promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results. In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MOE, Ethiopia, 2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy in to practice is so difficult to achieve. That is why, the implementing of school improvement program is challenging as follows;

a. Lack of commitment of school leaders

Most of the school principal who are in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead for the attainment of the goals (MOE, 2007).

b. Lack of stakeholders' participation

Schools needs participation of all stakeholder in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision are not visible to all stakeholders and the intended student's outcome and ethical centered activities are not achieved without participation of stakeholder (MOE, 2007).

c. Lack of conducive environment in school

If students feel safe, they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MOE, Ethiopia, 2007).

d. Lack of educational input

Due to the lack of commitment of school society, other stakeholder and non-government organizations are not enough to solve the problem of the schools by providing instructional materials and other financial supporting; currently schools lack the required educational inputs (MOE, Ethiopia, 2007).

2.3.9. How school heads are working with their communities to improve teaching and learning.

Well-prepared school head must have the content knowledge, skills, and dispositions to engage community members and stakeholders to address educational issues and improve outcomes for all students (Auerbach, 2009). In this contexts participation of communities in the operation of schools, help increase access, retention, and attendance rates of children to school. This can be done through the following:

a. Governance

Governance is a more complex field of formal and less formal control and influence over schools and which operates as a network of pressure influencing school practice. Glatter (2001). Governors' involvement in monitoring standards is a link between school and community (Earley and Creese 2001), it is my opinion that lay leader involvement in Education Committees is equally important. The first is funded by taxation and the second by membership fees and therefore both have stakeholders

who should be involved in governance. The House of Commons Select Committee's report (1999) on the role of school governors could have been said equally about the role of Education Committees in Jewish supplementary education: "It is important for the governing body to exercise 'governance skills', by which we mean asking the right questions, so that the school's line of accountability is clear ensuring that the particular interests of the local community are understood by the school, supporting the Head Teacher by acting as critical friend, etc." (House of Commons Report 1999 p.xi).

As part of a larger study on creating and fostering school culture in Latvia, Daiktere (2009) explored the importance of communication with stakeholders. Much of this study was concerned with the lack of communication to assistant teaching staff, but she did conclude that good communication to all stakeholders did lead to fewer conflicts and less emotional tension. She also points out that stakeholders' involvement was a key to the process of development of a desirable and sustainable school culture.

b. Parental involvement and leadership

Parental involvement has immense importance for the overall success of schools. Children come from their families to learn in schools. Parents have expectations of their children regarding their achievement. According to Arthur, Beecher, Death, Docket & Farmer (2005): Children's learning is situated in the social and cultural contexts of their families and communities. As children observe family and community members, participate in daily events and engage in collaborative experiences, they are learning about the processes, concepts and practices that are valued within their community. Family and community experiences include everyday

activities such as shopping, going to the movies, or attending the church or mosque. (p. 37).

Parents can have an active role in the activities related to their children's education. To enhance the capability of students, parents need to have close relationships with schools. Parental involvement includes interactions between the teachers, students and parents about the day-to-day activities in their school. Parents need to speak to the teachers and head teachers about the advancement of their children's education.

A school learning community should be created in which parent-teacher sharing would be enhanced. The home, school and community connection can help make learning more meaningful for students. Making such connections is a part of good pedagogy. Pedagogical leadership is needed that is committed to creating connections between schools and family (Robinson, Hohepa & Lloyd, 2009). Where the gap between the educational cultures of home and school is wide, careful planning is needed by the head teacher to bridge this. Since around 1960 there has been an increase in Europe and in the UK of policies to promote the involvement of parents, families and community in schools (Hood 2003). He goes on to suggest that the reasoning behind this, is that society expects schools to be accountable as a right that goes with democratic values; that the particular values of a national political culture exert influence and those parents are seen as consumers of education (Hood 2003).

This is manifested by the idea that parents can and should have a choice as to which school their child attends; to be represented on governing bodies and to be able to vote for schools to 'opt out' of local authority control (Hood 2003). Government initiatives such as Every Child Matters (HM Govt.2004) in the UK and No Child Left Behind Act (US Govt.2001) in the US, have stressed how important it is to involve parents in

their children's education. Bojuwoye (2009) indicates a need for a change in the view that the role of family and school are perceived as separate. Bojuwoye (2009) shows how mutual understanding can be achieved by parents and school working together. His work develops the earlier work of Glatter (2001) in proposing that parents are important decision-making policy makers who have the right to know what goes on in school and to have a say in how their child is taught.

Research suggests that there is a correlation between levels of parental involvement and children's achievement at all ages and stages (Sammons et al 2007). Parents as stakeholders clearly have a positive impact on schools and children's learning and a higher level of involvement may lead to a greater chance of sustained school improvement. Therefore, schools need to create opportunities for all parents through their leadership and planning. Leadership to enable parents to be involved is vital (Egersdorff 2010). This is often led by one key professional such as the Head but not always. Successful engagement may occur when parents and teachers take on leadership roles and leadership is seen to operate on many different levels (Egersdorff 2010). A clear vision and strategy of leadership is necessary when working with 'hard to reach' parents. These parents are reluctant to come into the school or be engaged in the work their children are doing.

This is possibly due to low self-esteem and an anxiety about lack of knowledge; a bad experience when they were at school or gender issues such as infrequent access to children of fathers. Campbell (2010) suggests that by distributing leadership to some parents, a trust basis is established which enables 'hard to reach' parents to come into school. This breaks down barriers and encourages inclusivity.

Renee Rubin Ross (2010) discusses the factors that lead to parental involvement in Jewish Day and Catholic schools. She perceived that parent felt a desire to get involved in making changes when they saw a need. She goes further to say that parents feel invested in the school when they get involved and feel a deep sense of belonging and desire to make it better for everyone. She suggests that these schools communicate their vision and mission with parents over time rather than just communicating rules and procedures. Ross goes on to suggest that if parents feel that the school community is supporting them as a family, they will support the school in a more positive way. Strengthening the school will have the effect of strengthening the community. Parents as stakeholders are also part of Wertheimer's work (2009a). He also perceives that a nurturing community where the supplementary schools deliberately set out to create a sense of community with parents will encourage parental involvement. These schools make the assumption that learning cannot be separated from context and so a warm and hospitable school, where the community embodies the values that the education is striving to impart becomes a reality (Wertheimer 2009b). When parents engaged with the school and participated in serious family and adult education provisions, their relationship with Judaism was changed and they became more invested in the school. Parents should recognise that teachers see them as allies and investors to further this process and ensure improvement of teaching and learning (Kaplan 2011).

c. Teachers

Teachers have a great influence on how the school is viewed and 'keeping them happy' is paramount to the success and development of a school (Mulford 2003). Retention of good staff will enhance the reputation of a school. If teachers are considered as stakeholders and involved in all areas of decision making, they feel

valued and supported. (Dean 2012). When a new teacher is hired, they will need to be supported and mentored by more experienced staff and so the existing staff should have a stake in who is employed. (Dean 2012).

Subsequently, researchers have argued the possibility that teacher collaboration may influence student learning outcomes (Goddard and Heron 2001). Every piece of writing about schools anywhere in the world supports the idea that children's learning is dependent on the quality of the teacher. They would disagree about how the system functions; funding and the value of class size but the notion of the importance of the teacher is paramount. (Usdan et al 2001). This task force led by Usdan further discusses the idea that teachers have not been involved in decision or policy making and that their expertise, knowledge and skills has hitherto been wasted in terms of leadership.

Harris (2001) builds on this by acknowledging that good leadership is a key to achieving improvement in schools and that most of the leadership literature refers to the leadership of one authority figure who has been given a specific role. She suggests that teacher leadership is radically different as it equates leadership with the relationship between people rather than being a role or function led concept.

This format implies the creation of conditions where power is redistributed; people work and learn together and shared goals are constructed. When people work together collaboratively and collectively (Gronn 2000) leadership becomes fluid and emergent as opposed to static and invested in one person. It is my belief that teachers become more important stakeholders as they become part of a distributed leadership organisation. Teachers can become leaders at different times and for different reasons. Thus, the power base is diffused and leadership becomes peer controlled (Harris

2001). West et al (2000) comments on this by suggesting that for the leadership potential to be realised, it needed to be grounded in a commitment to learn and develop within the school and not just in the classroom. Teachers then, as stakeholders with a shared purpose and understanding, can effect change which would lead to school improvement. “By placing teachers at the centre of change and development there is greater opportunity for organisational growth. Building the capacity for improvement means extending the potential and capabilities of teachers to lead and to work collaboratively.” (Harris 2001 p,47).

Sergiovanni (2001) discusses that for a school to be effective, there needs to be an effective Head but once teacher leadership becomes part of the school ethos, school improvement will be a normative and sustained part of school life.

d. Pupils

The voice of the pupil as stakeholder is not always heard regarding change and improvement in schools (Harris and Lambert 2003). There is a strong basis for the belief now that pupils have the potential to contribute to school improvement.

Harris & Lambert (2003) suggest that: “Students themselves have a huge potential contribution to make, not as passive objects but as active players in the education system. Consequently, students need to be part of the drive for higher standards and achievement.” (Harris & Lambert 2003, p.36).

Research notes that pupils’ involvement differs a great deal between schools (Muijs et al 2007). In one primary school children’s use of their own common room was linked to achievement, whereas in a secondary school pupil were involved in curricular decisions. The sample used in this research (Muijs et al 2007) showed that, to a

certain extent, there were elements of pupil voice in all schools. However, the extent to which there was meaningful involvement was linked to the level of pressure the school was under.

The UK falls behind Europe where, in France and Austria, it is commonplace for students to be involved in decision making (Biermann 2006). In Finland it is actually law that young people should be properly involved in curricular and organisational issues in education.

Despite the fact that ‘student voice’ is seen as radical and even unnecessary, there is evidence of some positive examples such as school councils and student observers (Biermann 2006). “The recognition that young people are key stakeholders in education, and should be involved in decision making – although sometimes still alien and new – is at least a movement that is gaining ground.” (Biermann 2006 p.96).

e. Community involvement

Learning is no longer restricted to what goes on within the school walls. It is “now universally accepted in OECD countries that schools must relate well to their surrounding communities if they are to be effective. (OECD, 2001b). Decentralisation itself increases the pressure for new forms of governance and partnership including shared decision-making with teachers, parents and members of the community. Directors and others in schools need to “become coalition builders as much as managers of the internal running of schools themselves.” (OECD, 2001b).

The very terms ‘school’ and ‘community’ are no longer as precise as they once were. The schools’ functions are being redefined as they become “multi-service establishments, incorporating child care and pre-school as well as formal schooling

and recreational services” (OECD, 2001b) These added functions have only helped to reinforce the school’s long-established responsibility for socialisation, morality and citizenship, that is, ‘social capital’. “This role has, arguably, become even more important as the social capital generated by families, neighbourhoods, communities and other networks tends to shrink in many countries.” (OECD, 2001b). Kilpatrick et al (2002) show how important schools and their leadership can be in the revival of endangered rural communities in Australia.

Another recent development in NPM, and one linked to decentralisation, accountability and a broadening the ‘community’ involved in governance, arises from government frustration with established public bureaucracies and their inability to sometimes place the meeting of new challenges above what they may see as their defending territory and/or survival. One approach to this situation sees a requirement for whole-of-government problem solving with a focus on results not procedures.

2.3.10. The opportunities and support given to pupils in the schools to enhance teaching and learning

The headteacher acts as a mentor, educator, advisor, ambassador, advocate and chief executive in a school set up (Law and Glover, 2000). Therefore, the leadership style adopted, greatly influence the quality of education offered and the eventual performance of the pupils.

a. Instructional materials

According to Lyons (2012) learning is a complex activity that involves interplay of students’ motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Instructional materials play a very important role in the teaching and learning process. Availability of TLR therefore enhances the effectiveness of

schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost-effective input affecting student performance. In this context adequate supply is usually assumed to be a minimum of one textbook per three students, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week.

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed with materials. Teaching and Learning resources (TLR) help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process. It enhances the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy; therefore, the teacher has to use instructional materials to make teaching and learning process interesting (NIC hulls, 2003; Raw 2006). When TLR are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals.

b. Motivation to learn

A study in England noted many factors that influence both the rate and enjoyment of learning. Once an individual has experienced something, and has stored that experience, he is able to refer to and use it at a later stage. As such, learning and memory are inextricably linked. The reward and punishment levelled at learners in the past will affect their motivation and attitude towards learning in the present. The expectations of others and the climate which surround learners will determine their readiness to learn, which in turn will result in learners performing poorly academically (Mullins, 2005:39). Another study suggests that maintenance of high motivation influences psychological and social functioning and facilitates academic performance as well as positive school perceptions (Gilman & Anderman, 2006: 375-391).

2.4. Empirical review

Some related studies on school climate contribute towards school effectiveness. Guffey (2013) notes that school climate has an impact on the effectiveness of teachers in the school. It is argued that the way an individual or a person in an organisation performs is determined by the organisational setting, in this case its climate. In a school where there is no bridge between school leadership and teachers the climate is conducive for effective teaching and learning. Where there is dialogue between the head, teachers and the pupils a healthy school climate prevails. Schools where communication is considered as the lifeblood of the organisation breed effective teaching and learning environments. Najumba (2013) in his studies of school achievement discovered that schools which are well equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries and even laboratories do much better in standardised examination such as

grade seven than those which do not have resources. Then the major factor that ignites teacher effectiveness towards teaching in primary schools is the availability of instructional materials such as charts, textbooks and syllabi. However, pupils still fail if teachers lack didactical and pedagogical skills and if these resources are underutilized. It is argued that for effective teaching and learning to take place, teachers need to possess some sufficient degree of experience. Mavhundutse (2014) is of the view that experience is one of the major factors contributing towards effective teaching. According to Mobegi, Ondigi and Oburu (2010), headteachers should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. They should introduce staff appraisal through locally designed forms to enhance standards and engage in evaluative class observation to ensure that a variety of teaching methods apart from class discussion is utilized.

A study done by Achoka (2007) on the role of the principal, for change to take place in school, the present school principal should be an advisor to students, teachers and the community. He /she should be in a position to identify possible threats against retention rates and reverse the situation. He / she needs to act as a counselor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learner to appreciate the need to be educated. Achoka (2007) concurs with Waweru and Orodho (2014) that a secondary school principal should endeavor to provide the best school climate to entice students to complete schooling by making school free from violence, threats, intimidations, hatred, and witch-hunting and develop rich co-curriculum, remedial interventions for slow learners to avoid repetition, frustration and dropout. He/she should be a developer by putting more effort in developing academic and co-curriculum

programmes that are attractive and competitive to occupy all students while at school. Kiruma (2004) in her study of secondary school strikes explains that discipline in schools is a function of the school administration. It depends on the headteachers administrative, supervisory, and organizational, leadership abilities and styles since he bears the general responsibility of clarifying the school purpose and philosophy.

In their study, Blasé and Blasé (1999) found in their study that successful principals provided teachers with information about and encouraged teachers to attend workshops, seminars, and conferences about instruction. These supervisors were also reported to have provided their teachers with funds, informed teachers of innovative seminars, and workshops. Teachers in this study admitted they had learnt a lot of new techniques and challenges to stay abreast with recent development. Similarly, 83 percent of public-school teachers who participated in a study in Botswana indicated that their supervisors ran school-based workshops to address the curriculum needs of teachers, and 73 percent of them were given the opportunity to facilitate in such workshops (Pansiri, 2008). According to Bryk (2010) study, there are five essential supports for school improvement: a coherent instructional guidance system, the professional capacity of its faculty, strong parent-community-school ties, a student-centered learning climate, and leadership that drives change.

The studies of headteachers and their roles in school improvement in the context of developing countries are, of course, much less than the developed countries. The studies done in the western contexts are numerous claiming tremendous success in schools either „reality or illusion...many claims of school improvement are illusory. Nevertheless, there are some improvement strategies that are well-defined, feasible

and robustly shown to be effective. In future, we need greater clarity and agreement about what constitutes success' (Coea, 2009).

There have been few studies on the headteachers' role in the community schools. Khaki (2005) explored the effective headteachers of three types of schools in Pakistan: Public, Community (Qutoshi, 2006) and individually owned schools. One of the respondents in both the studies of Qutoshi (2006) was a community school headteacher that gives some insights about the way community school headteachers' effectiveness *visa vis* school management is seen by the stakeholders. These studies show that often community school headteachers work under tremendous pressures due to many reasons, including tight management structures within their „own institutional context“, financial constraints, parental pressures, communal conflicts, and sectarianism, which often lead to armed conflicts (Moos, 2013).

The study findings show that the headteacher of the school has to perform multiple and complex roles as a school manager, community mobilize (Farah, et al., 1998; Levin & Lockhead, 1993; Lizotte, 2013), a liaison officer (developing linkages between school, community and institutions), resource mobilizer (identifying and arranging teaching and learning resources at school) and instructional leader a reporter to inform and motivate parent and sister institutions and communicate the information with relevant stakeholders and an honorary secretary to SMC etc (Champan, 2002; Qutoshi, 2004; Riaz, 2004; Moos, 2013). According to Memon (1998), the headteachers in Pakistan tend to play more administrative roles rather than pedagogic leaders. The stakeholders 'perceptions and document analysis both show a higher expectation level than the current level of headteachers' performance for student learning. However, headteacher seemed to emphasize more of her academic

role to bring a visible change in teaching and learning conditions (Fullan, 2001, 2007; Louis & Wahlstrom, 2011; Van Velzen, Miles, Eckholm, Hameyer, & Robin, 1998), and creating an emotionally safe conducive learning environment for students and staff (Virmani, 1996). The findings show Headteacher ‘dissatisfaction over the low level of student achievement which is, according to her, not only because of the lack of time and resources to focus on learning outcome but also lack of proper planning and ineffective institutional support’ (Bryk, 2010; Qutoshi, 2004). Leithwood, et al, (2004) in their studies on headteacher leadership and students ‘achievement concluded that three sets of practices make up the basic core of successful leadership practices that account for students’ high achievement: (1) setting directions; (2) developing people; and, (3) redesigning the organization. They suggest that setting directions account for the largest proportion of a leader’s impact aimed at developing a clear vision focused on students’ academic progress. Such goals and vision help headteachers to make sense of their work and enable them to find a sense of identity for themselves and the context in which they work.

Cotton (2003) in his study of successful schools concludes that the following types of behaviours by a principal have a significant impact on pupil achievements:

- a. Establishing a clear focus on pupil learning by having a vision, clear learning goals, and high expectations for learning for all students
 - a. Maintaining good interactions and cordial relationships with relevant stakeholders and ensuring effective communication, emotional and interpersonal support, visibility and accessibility, and promoting effective parent/community participation;

- b. Developing a school culture conducive to effective teaching and learning through shared leadership and decision-making, collaboration, risk taking leading to continuous improvements;
- c. Providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and
- d. Being accountable for affecting and supporting continuous improvements through monitoring progress and using pupil progress data for program improvements

Researchers in Texas (SIRC, 2009) found that students who were enrolled in college preparation classes during high school found the experience helpful when going to college. The students' responses also indicated that their preparation for college spanned all the key areas (academic content, cognitive strategies, academic behaviors and skills and college knowledge) identified as critical for success (Jobs for the Future, 2011). The students indicated that it was not just one course or one instructor, but rather the level of difficulty of the course work.

High schools that prepare students in each of these areas provide them with better chances for college completion (Conley, 2010). Students who achieve higher academic performance, even those students with lower abilities, achieve the result by merely stating their high expectations (Schilling & Schilling, 1999). According to Miller (2001), when teachers have high expectations of students and these students fail, the failure is deemed a fluke or bad luck, and despite failing the teachers continues to expect high academic performance. However, when students for whom teachers have low expectations fail, both the teachers and the students blame the

failure on low ability. In turn, teachers' expectations are lowered for those students, and expectations for future performance are impacted. When teachers have higher expectations of students, the "Pygmalion effect," a transformation in belief and behavior that can change a low-expectation student into a successful learner, is possible. Students will achieve what is expected of them (Miller, 2001). Teachers are most motivated when school leaders create high expectations for student learning. In short, when there is collaboration between the school and professional communities, the student efforts are exceeded in other classrooms (Louis et al., 2010). According to the research, when administrators, teachers, students, and families share expectations, students excel academically (Henderson & Mapp, 2002; Kirk & Jones, 2004; Schilling & Schilling, 1999; Williams, 2011). According to Benard (1995), schools that establish high expectations for all students and provide the support necessary to achieve these expectations have higher rates of academic success. Successful schools often have common characteristics, such as putting an emphasis on academics, clear expectations, high levels of student participation, and alternative resources such as library facilities, vocational work opportunities, art, music, and extracurricular activities.

Bernard pointed out that one of the most significant findings is that the longer students attend successful schools, the more their problem behaviors decrease, whereas the opposite is true for students who attend schools that are not successful. High expectations have been clearly defined in the literature (Benard, 1995; Bottoms & Schmidt-Davis, 2010; Miller, 2001), and when districts put a strong emphasis on high expectations and have powerful mission statements, a culture of high expectations is developed in their communities. Communities that are not supportive of their districts tend to set low expectations by focusing most of their time and

energy on strategies for helping students meet the minimum requirements, rather than teaching an accelerated curriculum. When expectations are set low, student achievement fails to improve and often declines (Bottoms & Schmidt-Davis, 2010).

Henderson and Mapp (2002) examined 31 studies that specifically addressed the connection between student achievement and various parent and community involvement factors that produced higher levels of student achievement. According to Henderson and Mapp, schools that succeed in engaging families in school events share key practices. The schools focus on building trusting collaborative relationships among teachers, families, and community members, and recognize and respect families' needs and cultural differences. The schools also embrace a philosophy of partnership where responsibility is shared among educators and parents. When schools, families, and community groups work together to support learning, children do better in school and stay in school longer. Schools that have highly rated partnership programs make greater gains on state tests than schools with lower rated programs. The evidence is consistent and convincing and proves that families have a major influence on their children's achievement in school and through life (Henderson & Mapp, 2002).

2.5 Summary of literature review

The review was focused on the themes of the study which covers; theoretical framework based on the seven effective schools' model by Lezotte (2010) listed as, strong instructional leadership, clear and focused mission, safe and orderly school environment, climate of high expectations for success, frequent monitoring of pupil progress, positive home-schools relations, and opportunity to learn as well. Again, the study was based on the conceptual framework of which the following subheadings;

Junior High School Education, school administration, education administration and the impact of leadership approaches, leadership approaches, professional learning communities and professional development, leadership and school performance, appointment and training of heads of schools, the role of heads of basic schools in Ghana, instructional styles of leadership; (transformational leadership, strategic leadership), head teachers-involvement of parents, leadership and school improvement, learning centred leadership, the concept of school improvement, principles of school improvement, school improvement planning, school improvement and teachers professional development, school improvement and teachers professional development, conditions for school improvement program, school improvement and teachers professional development, challenges for school improvement program, school culture, how junior high schools are working with their communities to improve teaching and learning, the opportunities and support given to pupils in the schools to enhance teaching and learning and challenges leaders encounter. The literature was also, based on Empirical framework. In the next chapter, emphasis will be on methodology of the study. The next chapter provides a discussion of the research methodology and methods.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

Methodology refers to the specific procedures a researcher uses to identify, collect, process, and analyse information pertaining to a particular phenomenon (Leedy & Ormrod, 2013). Accordingly, this chapter outlines the paradigm selected for the research; research paradigm, research design, Site and sampling characteristics, population and sampling, the data collection method and the data analysis method used to systematically explore shared value and its influence on brand image.

3.2. Research paradigm

A research paradigm is a model or approach to research that is considered the standard by a substantial number of researchers in the field based on having been both verified and practiced for a long period of time. Paradigms depict a cluster of beliefs (du Plooy-Cilliers, 2016a) and are prominent as they influence what will be researched, how phenomena will be studied and how findings are interpreted (Bryman, 2012). Similarly, Denzin & Lincoln (2000), state that paradigm as a human construction, which deals with first principles or ultimate indicating where the researcher is coming from so as to construct meaning embedded in data. Research paradigm constitutes researcher's worldview, abstract beliefs and principles that shape how he/she sees the world, and how s/he interprets and acts within that world. In a similar vein, Kivunja & Kuyini, (2017) mention that paradigms are thus important because they provide beliefs and dictates, which, for scholars in a particular discipline, influence what should be studied, how it should be studied, and how the results of the study should be interpreted. Therefore, before a researcher defines an appropriate research paradigm, it is important to study its philosophical assumptions

and clarify that it is suitable for his/her research. The paradigm selected for this research was pragmatic paradigm. The pragmatic paradigm implies that the overall approach to research is that of mixing data collection methods and data analysis procedures within the research process (Creswell, 2003). The pragmatist researchers look to the what and how to research based on the intended consequences where they want to go with it. As a research paradigm, pragmatism is based on the proposition that researchers should use the philosophical and/or methodological approach that works best for the particular research problem that is being investigated (Tashakkori & Teddlie 1998).

Pragmatic inquiry recognizes that individuals within social settings (including organizations) can experience action and change differently, and this encourages them to be flexible in their investigative techniques (Onwuegbuzie & Leech, 2005). As Feilzer (2010) states, ‘a pragmatic approach to problem solving in the social world offers an alternative, flexible, and more reflexive guide to research design and grounded research’ The pragmatic paradigm was considered appropriate to the current study for a number of reasons. Firstly, pragmatism offers all alternatives that embraces both of the positivist and constructivist paradigms along with research questions that determine the extent to which quantitative and or qualitative methods are used (Teddlie & Tashakkori, 2009). That is, it provides a middle position both methodologically and philosophically by offering a mix of qualitative and quantitative methods to answer research questions (Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). Secondly, pragmatism allows researchers to use the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach. Pragmatist researchers therefore grant themselves the freedom to use any of the methods, techniques and procedures

typically associated with quantitative or qualitative research. Mixed method researchers are able to choose the combination of qualitative and quantitative methods to answer their research questions (Johnson & Onwuegbazie, 2004).

In addition, pragmatism guided the researcher sampling strategies by helping him identify information which respondents most likely use to provide useful practice-based knowledge, as well as ensuring the sampling process uncovered a range of perspectives. Pragmatism also allows the potential and possibility to work back and forth between qualitative data and quantitative data, which is often viewed as incompatible.

The rise of pragmatic paradigm occurred side-by-side with the rise of the mixed-methods approach. Pragmatism accepts a flexible approach to solving research problems. According to pragmatism, there cannot be one way to solve a problem but a mix of approach can better help solve a problem and find the truth. Pragmatists believe that there cannot be a single reality but multiple realities. The pragmatism paradigm follows both positivism and interpretivism to seek the answers to the problems. The research participants both the researcher and the researched acquire active roles in this knowledge construction. By promoting both methodological and epistemological pluralism, researchers are able to conduct research more effectively (Johnson & Onwuegbazie, 2004). This is based on the argument that a pragmatist approach to mixed methods research allows researchers to be flexible in their choice of methods to answer research questions. Therefore, this research paradigm would suggest a mixed-method approach to research. A mixed-method approach means that such research will use both qualitative and quantitative research methods.

3.3. Mixed methods approach

The purpose of the study was to examine school improvement practices of Junior High School Headteachers in the Tano North. To achieve this purpose, mixed methods approach was employed. A mixed method study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the research process (Gutmann & Hanson, 2002). In other words, the approach helps the researcher answer questions that cannot be answered using only quantitative or qualitative methods alone. Creswell underpinned by Plano Clark (2011) define mixed-methods research as those studies that include at least one quantitative strand and one qualitative strand.

One of the proposed advantages of mixed methods research is that it can overcome the disadvantages that are inherent when adopting monomethod research (e.g. Greene and Caracelli, 1997; Creswell et al., 2003; Johnson and Turner, 2003; Onwuegbuzie and Johnson, 2006; Teddlie and Tashakkori, 2009). For example, Teddlie and Tashakkori (2009) point out that combining questionnaires and interviews in a single study brings together the advantages of breadth and depth associated with these two respective methods. The effect of integrating the results of these two methods is the possibility of providing a more complete picture of a research topic that can address a range of research questions and by so doing can provide a more complete knowledge that can enhance theory development and practice (Johnson and Onwuegbuzie, 2004). By carrying out quantitative research along with qualitative research, mixed methods research may overcome some of the drawbacks with qualitative research, including:

1. The problem of trying to test hypotheses and prior theories.

2. The influence of the researcher's personal biases when interpreting research results.
3. The problem of generalising results to other subjects. Likewise, by conducting qualitative research with quantitative research, mixed methods research may overcome some of the drawbacks with quantitative research, such as:
 - i. Reductionist research models that may omit important constructs that could be identified by using qualitative methods to generate theory.
 - ii. Quantitative research models developed from prior quantitative research results may not reflect the understandings of potential research subjects.
 - iii. Generalised quantitative research results may not be in a form that can be applied usefully to individual subjects.

By utilising a mixed methods approach, researchers can use quantitative data to confirm and test the results of quantitative data, and qualitative data to confirm and add meaning to quantitative data. By formalising this approach to conducting research, mixed methods research represents an attempt to legitimise the use of both quantitative and qualitative methods, rather than forcing researchers to make a choice between one of these two methods (Johnson & Onwuegbuzie, 2004). Consequently, mixed methods research has become regarded as an alternative to conducting either quantitative or qualitative research (Teddlie & Tashakkori, 2009).

The first rationale of employing a mixed method research approach is the expansion of study. This means a mixed method research approach allows researchers widen their inquiry with sufficient depth and breadth. For instance, when a researcher wants to generalize the findings to a population and develop a detailed view of the meaning

of a phenomenon or concept for individuals, the advantages of collecting both close-ended quantitative data and open-ended qualitative data support understanding a research problem (Creswell, 2003). Furthermore, qualitative data (such as interviews and focus groups) can provide depth in the research inquiry as the researcher can gain a deeper insight into the phenomenon from narratives.

Then, a quantitative approach of data collection can bring breadth to the study by supporting the researcher with accumulating data on different aspects of a phenomenon from different participants. Another driving motive for combining the two methods is the belief that both kinds of research have values and that in some respects they are complementary, and therefore, there will be an added value in combining them. The researchers use both data sets to answer the same research question which can produce greater certainty and wider implication in the conclusion (Maxwell, 2016; Morgan, 2014). In other words, mixing two methods helps to produce a more complete picture and provides an opportunity for a greater assortment of divergent or complementary views; which are valuable as they not only lead to extra reflection and enrich our understanding of a phenomenon, but also open new avenues for future inquiries (Teddlie & Tashakkori, 2009).

3.4. Research Design

A research design is the ‘procedures for collecting, analyzing, interpreting and reporting data in research studies’ (Creswell & Plano, 2007). It is the overall plan for connecting the conceptual research problems with the pertinent (and achievable) empirical research. In other words, the research design sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Grey, 2014).

The researcher adopted sequential explanatory mixed- method design to examine school improvement practices of public JHS headteachers, teachers and pupils in the Tano North Municipality. Therefore, sequential explanatory mixed- methods design consists of two distinct phases model: quantitative followed by qualitative (Creswell, J.W, Plano C. V., Gutmann, M., and Hanson, W, 2003). Thus, the researcher collected quantitative and qualitative data sequentially in two phases, with one form of data collection following the other. Quantitative data was collected first and then qualitative data to help elaborate on the quantitative results. The quantitative data and results provided a general picture of the research problem and qualitative data was collected to extend the general picture.

3.5. Site and sampling characteristics

The study was carried out in the Tano North Municipality in the Ahafo Region of Ghana. It was carved out of the Tano District in 2004 with Duayaw Nkwanta as its Administrative Capital. It shares boundaries with Offinso North District to the north east and Ahafo Ano North Municipal to the south, all in the Ashanti Region. In the east, it shares boundary with Tano South Municipal and Asutifi South Municipal in the Ahafo Region and on the west with Sunyani Municipality in the Bono Region.

The Tano North Municipal had six educational circuits at the time of study. The study focused on the sixty-seven (67) public Junior High Schools. The researcher used Tano North Municipality as the site selection because, a study on school improvement was absent.

3.6. Population of the Study

According to Amoah and Eshun (2015), the term ‘target population’ refers to the population that the researcher would ideally want to generalize to. As stated by

authors Wiid and Diggines (2013) population refers to “the total group of people or entities from whom information is required”. Therefore, to adequately define the population, three parameters were utilised namely the nature, size and unique characteristics of the population, allowing the researcher to distinguish between the target and accessible population (Bryman & Bell, 2015). The population for the study was all JHS Pupils, Teachers and Headteachers in the Tano North Municipality of Ahafo Region. Therefore, the population for the study was six thousand four hundred and sixty-eight (6468) as it can be seen in Table 3.1

Table 3.1: Composition of respondents

Respondents	Frequency		Total
	Male	Female	
Pupils	2964	2888	5852
Teachers	406	143	548
Headteachers	57	10	67
Total	3427	3041	6468

Source: Fieldwork data (2021)

3.7. Sample and sampling techniques

A sample comprehends a “subset” of the population and may be considered representative of the population (Pascoe, 2016). Sampling is the process of selecting a predetermined number of units (people or objects) with the same relevant characteristics from a larger population under investigation, denoting a “sample” (Pascoe, 2016). The researcher employed census frame and simple random sampling method to select the sample size for the study. Census frame is the method of statistical enumeration where all members of the population are studied. Thus, for a census frame, it will consist of a list of all the known units in the universe, and each unit will need to be surveyed. A census frame can provide detailed information on all

or most elements in the population, thereby enabling totals for rare population groups or small geographic areas. Since, the researcher employed census frame, all the sixty-seven (67) JHS headteachers were involved in the study.

In furtherance, the qualitative phase of the study involved interview. Therefore, the researcher used Maximum variation sampling to select twelve (12) headteachers who had already responded to the questionnaire, twelve (12) teachers and six (6) pupils were interviewed for qualitative data through interview. Here, in selecting the headteachers for the interview, the researcher employed judgmental sampling since experience headteachers were needed because of their knowledge in teaching and learning. Again, judgmental sampling was employed in selecting the teachers because, the researcher wanted experience teachers. In addition, the researcher employed judgmental sampling since the emphasis was on school prefects [girls' prefect (3) and boys' prefect (3)]. In this method, a wide range of individuals, groups, or settings is purposively selected such that all or most types of individuals; groups or settings are selected for the inquiry. This allows for multiple perspectives of individuals to be presented that exemplify the complexity of the world (Creswell, 2002). Therefore, the sample size for the study was eighty-five (85) as it can be seen in Table 3.2

Table 3.2: Composition of respondents and sample size

Circuits	Frequency	Sample Size
Duayaw Nkwanta 'A'	11	11
Duayaw Nkwanta 'B'	14	14
Bomaa	17	17
Tanoso	14	14
Terchire	15	15
Yamfo	14	14
Total	85	85

Source: Fieldwork data (2021)

3.8. Research instruments

Mugenda and Mugenda (2003) define research instruments as instruments with which to collect the necessary information. The study adopted a structured questionnaire and semi structured interview.

3.8.1. Structured questionnaire

A questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. Therefore, a questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects (Barnes et al., 2003). The questionnaire comprised close-ended questions. Questionnaires are quite useful when responses are required from a large number of respondents (Orodho, 2004). Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset on how the findings will be used.

A questionnaire is used in case resources are limited as a questionnaire can be quite inexpensive to design and administer and time is an important resource which a questionnaire consumes to its maximum extent, protection of the privacy of the participants as participants will respond honestly only if their identity is hidden and confidentiality is maintained, and corroborating with other findings as questionnaires can be useful confirmation tools when corroborated with other studies that have resources to pursue other data collection strategies.

The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. This method was used because it enabled the researcher to obtain responses and allow for a quantitative analysis method. Questionnaires are appropriate to obtain data from large samples at a time and provides freedom for the participants to express their ideas and opinions freely without interviewer's bias and answers are in participants' own words (Kothari, 2004). The designing of the questionnaire was informed by the specific objectives and the literature review. The questionnaire was divided into two main sections. The section 'A' elicited information on the bio data of the respondents. Section B contained items on school improvement practices of Junior High School Headteachers in the Tano North Municipality.

Again, the questionnaire has five sections: as; A, B, C, D and E:

- a. section "A", was on bio data of the respondents;
- b. section "B", was on the Strong Leading Instructional Program/Instructional Leadership
- c. section "C" was on Clear and focused School Mission preparing
- d. section "D", on the Opportunity to Learn and Keep on Task
- e. finally, section "E", was on the home/community-school relationship

The questionnaire was designed using a 5-point likert scale where; 1=Strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree, and 5 =Strongly Agree.

Therefore, respondents were then instructed to respond to their degree of agreement with the statements contained in the instrument. After granted permission by the Municipal Director of Education (Tano North) to conduct the study in the schools, the informed consent of the JHS headteachers were also sought. Then the questionnaires

were self-administered to the headteachers within a duration of two months. All the 67 headteachers, representing 100% responded to the items. The quantitative data collected from the respondents were analysed with the help of Statistical Package for Social Sciences (SPSS). Means and standard deviations were used to analyse and interpret data relating to the school improvement practices.

3.8.2. Semi-structured interview

An interview is a social encounter and not merely a data collection exercise (Cohen et al., 2000). Interviews are the most common form of data collection in qualitative research (Lichtman, 2010). Interviews are the most effective tool for my data collection process as my goal was to learn what my interviewees thought, believed and felt about school leadership and their roles as head teachers. Semi-structured interview was considered since it is flexible and allows researchers to unearth valuable information from interviewees (Kusi, 2012). A semi-structured interview is qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. An in-depth interview using semi-structured interviewing techniques was used. Mutch (2005) defines the semi-structured interview as “an interview where a set of guiding questions is used but where the interview is open to changes along the way”. She notes that qualitative interviews are usually semi-structured or unstructured and are conducted one-to-one in order to gain in-depth understanding from participant perspectives.

The overall purpose of using semi structured interviews for data collection is to gather information from key informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest. Researchers can use semi

structured interviews to collect new, exploratory data related to a research topic, triangulate other data sources or validate findings through member checking (respondent feedback about research results). If using a mixed methods approach, semi structured interviews can also be used in a qualitative phase to explore new concepts to generate hypotheses or explain results from a quantitative phase that tests hypotheses. Semi structured interviews are an effective method for data collection when the researcher wants:

- a. to collect qualitative, open-ended data;
- b. to explore participant thoughts, feelings and beliefs about a particular topic;
and
- c. to delve deeply into personal and sometimes sensitive issues.

Thirty in-depth interviews were carried out. The average time of each interview was one hour and half. The interviews made use of carefully designed open questions. It was agreed before beginning the interview session that the research results would be presented anonymously so that the interviewees could feel free to express themselves openly. Flyvbjerg (2006) affirms that member checks ensure that appropriate interpretation of the data has been made. To further ensure objective interpretation of data, Flyvbjerg (2006) suggests peer review of data and data interpretations through reading and critiquing. The researcher, also had ethical concerns and not compromised information received. The qualitative component of this study involves undertaking in-depth interviews with headteachers to provide response to the research topic; school improvement practices of JHS headteachers in the Tano North Municipality. Qualitative researches are designed to provide the researcher a means of understanding a phenomenon by observing or interacting with the participants of the study (Denzin & Lincoln, 2008). Therefore, one of the greatest strengths of qualitative

methods is that they have the potential to generate rich descriptions of the participants' thought processes and tend to focus on reasons "why" a phenomenon has occurred (Creswell, 2003). This study intends to pursue the qualitative approach through interviewing twelve (12) headteachers, twelve (12) teachers and six (6) pupils. Therefore, qualitative researchers are interested in exploring and/or explaining phenomenon as they occur in the natural setting. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Newman & Benz, 1998). The qualitative data gathered through the interviews were used to explain or elaborate on the quantitative data when necessary. The interviews were administered personally to the selected headteachers and the interviews, each of which lasted for about 45 minutes.

3.9. Validity and reliability of the instruments

Validity refers to the extent to which an account accurately represents the social phenomena to which it refers (Hammersley 1995 as cited in Silverman, 2006).

It means "truthfulness" in qualitative research (Neuman, 2006). In order to establish the validity of the instruments, the researcher gave the questionnaire and the interview guide to the supervisor for a thorough review. Indeed, his comments were favourable and did not require any major changes in the instruments. In addition, face validity is the extent to which a test items appears to measure what it is intended to measure. This was done to check the accuracy of the instrument as well as language appropriateness. Furthermore, the legitimacy of the study was ensured through content of the instruments by making sure that, the items in the instruments were correct and conformed to the study objectives. In furtherance, the construct validity of

the instrument was ensured through making sure that all ambiguous or irrelevant items in the instrument were reframed or eliminated.

In this study, reliability ensured before the actual collection of data of which consistency was ensured. Instrument reliability then yield results that are the same (Creswell, 2012). Headteachers questionnaires and the interview schedules were administered to headteachers of Duayaw Nkwanta educational circuit 'A' and 'B. It deals with replicability: the question of whether or not in future researchers could repeat the research project and come up with the same results, interpretations and claims (Silverman 2006).

Public JHS headteachers were chosen for the pilot exercise because they have same or similar characteristics and the situation there was not different from that of the other public JHS headteachers. Pilot testing was carried out on the instruments to determine the appropriateness before they were used for the actual study. The pretest was done to identify questions on the questionnaire, and interview guide that the respondents might have difficulty understanding or interpreting as intended. This was done to ensure that instructions and questions on the items were clear and also devoid of ambiguous and misleading items. The comments of the participants were considered before the actual interview data collection began. In an attempt to ensure the validity of the instrument, the drafted questionnaire and interview were given to my supervisor to read and make necessary correction.

3.10. Data collection procedure

Cooper and Schindler (2011) state that data collection methods refer to the process of gathering data after the researcher has identified the types of information needed which is; the investigative questions the researcher must answer, and has also

identified the desired data type (nominal, ordinal, interval, or ratio) for each of these questions and also ascertained the characteristics of the sample unit that is, whether a participant can articulate his or her ideas, thoughts, and experiences.

Accordingly, a formal letter was sent to the Municipal Director of Education for permission. After permission had been granted to conduct the study, attention was drawn to each of the headteachers of the selected schools to inform them of the impending meeting for the distributing of the questionnaires. The administration of the interview guide and questionnaires was done personally at the various selected schools. The researcher assured respondents of the confidentiality of whatever information they provided.

Quantitatively, data was collected from sixty-seven (67) headteachers. Therefore, all of them were given questionnaire to answer for quantitative data. The questionnaires were left with the respondents for four weeks to allow them enough time to respond to the items appropriately and were collected.

Qualitatively, data was collected from twelve (12) headteachers who have already answered questionnaires. In addition, twelve (12) teachers and six (6) pupils were interviewed. Therefore, all of them were interviewed for qualitative data.

3.11. Data analysis

Data analysis is the most crucial part of any research. As stated by authors De Vos, Strydom, Fouche and Delport (2011), data analysis is defined as ‘the process of bringing order, structure and meaning to a mass of data’ and involves sifting, sorting, selecting and organising collected data to gain an enriched understanding of phenomena (du Plooy-Cilliers, 2016). Data analysis is the process of arranging and

fusing raw data in an attempt to reduce it into manageable units by searching for patterns, in order to ascertain important information to present (Patton, 2015). It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends. After all the data was collected, data cleaning was done in order to identify any inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data was coded and entered in the computer for analysis. Data analysis procedures employed involved both quantitative and qualitative procedures.

Descriptive statistics were used to analyse the quantitative data. The researcher took account of these steps while doing the analysis. When organizing the analysis, the researcher codes into concepts, focused on the data that was informative and directly related to his research questions. As his initial thoughts might have proved superficial or inappropriate, he reorganized, rewrote and rethought his categories several times before developing his final concepts or themes. Data from completed questionnaires were checked for accuracy and consistency. The open-ended questions were grouped based on the responses given by the respondents. In summary, the researcher took account of these steps while doing the analysis according to Lichtman (2010) who has broken down this process into six steps as:

- a. Step 1: Initial coding. Going from the responses to some central idea of the responses.
- b. Step 2: Revisiting initial coding.
- c. Step 3: Developing an initial list of categories or central ideas.
- d. Step 4: Modifying your initial list based on additional rereading.
- e. Step 5: Revisiting your categories and subcategories.

f. Step 6: Moving from categories to concepts (themes).

Therefore, the mean and standard deviation scores, frequencies were generated through the use of the Statistical Package for Social Sciences (SPSS) version 26.0. Apart from that, the researcher then statistically analyzed, using the Statistical Package for Social Sciences (SPSS) version 26.0 indicating frequencies and percentages to present the results in tables and charts.

Qualitatively, the interview data was transcribed and the results used to further explain and interpret the findings from the quantitative phase. Out of the thirty (30) respondents made up of twelve (12) headteachers who have already responded to questionnaire, twelve (12) teachers and six (6) students. To attribute statements to the interviewees, the twelve (12) headteacher respondents were given the serial number HT, twelve (12) teacher respondents were given the serial numbers T, and the six (6) students respondents were given the serial number ST, where HT stands for headteacher respondent, T for teacher respondents while ST stands for student respondents. Therefore, the qualitative data was analyzed qualitatively using content analysis. The responses were grouped into themes according to the objectives of the study. Further, analysis was conducted to derive meanings and implications emanating from respondents' information and comparing responses to documented data on the school improvement practices.

3.12. Ethical considerations

Research ethics is the process of conducting research in a responsible and morally acceptable way (Gray, 2013). Research ethics enables the researcher to take the safety needs and concerns of the participants into consideration while conducting research (Mack et al., 2005). Henning et al. (2004) maintain that the researcher is accountable

for the ethical standards of the research and must strictly adhere to ethical principles while conducting the research. Saunders et al. (2009) postulate that the researcher must consider the participants' voluntary participation and right to withdraw, maintenance of confidentiality and anonymity, as well as the informed consent and privacy of participants. The researcher obtained an introductory letter with reference number: UEW/EAM/INT/27 signed and dated 02/03/2020 from the University of Education, Winneba. Based on this letter, permission was asked from the Municipal Director as well as the Circuit Supervisors before the commencement of the data collection. Therefore, this implies that the researcher satisfied all the ethical conditions that were required.

3.13. Summary

In this chapter, the methodology and design of the research were outlined, and situated within a mixed method design. The discussion of the approaches to data collection and analysis were also discussed. In addition to that, the discussion of the researcher's claims about the trustworthiness and data analysis of the study were discussed. In the next chapter, readers expect discussion on the results from data collected from headteachers will be presented.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter of the research focuses on the results from data collected from head teachers in the Tano North Municipality. The study sought to explore school improvement practices of Junior High School head teachers in the Tano North Municipality by finding out how Junior High schools are working with their communities to improve teaching and learning, investigate into the opportunities and support given to the schools to enhance teaching and learning, examine the instructional leadership style practised in the schools and also to find out the other activities/opportunities engaged in or created by the schools to bring about improvement in teaching and learning.

4.1 Questionnaire return rate

The study targeted a sample size of eighty-five (85) Public JHS headteachers, teachers and pupils. In all, sixty-seven (67) questionnaires were distributed to Public JHS Headteachers and all returned dully filled which represented 100% of the total questionnaires expected. However, the researcher interviewed thirty (30) respondents made up of twelve (12) Public JHS headteachers, twelve (12) teachers and six (6) pupils. Therefore, all the eighty-five (85) participated in the study.

4.2 Bio-data of respondents

The demographic variables of respondents included the following: sex, age, qualification, rank and experience. Demographic variables were presented in Table 4.1. The analysis of the demographic variable involved only headteachers.

The Table 4.1 below presents data on the demographic data of the respondents in frequencies and percentages.

Table 4.1: Demographic data of respondents

Variable	Frequency	Percentage
Gender		
Male	58	86.6
Female	9	13.4
Age		
21-30 years	3	4.5
31-40 years	26	38.8
41-50 years	26	38.8
51-60 years	12	17.9
Educational Qualification		
Cert 'A' Post Sec	2	3.0
Diploma	22	32.8
First Degree	42	62.7
Masters Degree	1	1.5
Current Rank		
Senior Supt. II	1	1.5
Senior Supt. I	3	4.5
Principal Supt.	10	14.9
Assistant Director I	27	40.3
Assistant Director II	36	38.8

Source: Fieldwork data (2021)

Table 4.1 sought to identify the demographic features of the respondent. In terms of sex, the study was dominated by males of 58(86.6%) as compared with female participant of 9(13.4%). Age-wise, there was a majority bracket of 26(38.8%) participants for the ages, 31-40 years and 41-50 years. Furthermore, 12(17.9%) of participants were in the age bracket, 51-60 years while the age bracket, 21-30 years had 3(4.5%) participants. With regards to their educational qualification, 42(62.7%) participants had first Degree, followed by 22(32.8%) participants with Diploma. 2 (3.0%) participants had Cert "A" Post-Secondary whereas only 1(1.5%) participant had a Master's degree.

On the issue of their current rank, majority of participants, that is 27(40.3%) were Assistant Director I. This was closely followed by 26(38.8%) Assistant Director II. The rank of Principal Superintendent had 10(14.9%), Senior Supt. I 3(4.5%) and Senior Superintendent II 1(1.5%).

4.3: Presentation of results obtained from the study

4.3.1: Section 'B': Strong leading instructional programme/instructional leadership

Objective one: Examine the instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality.

This is the first objective of the study which was to examine how the heads of the public JHS in the Tano North Municipality work with their communities to improve teaching and learning. With reference to this 'key': 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree. Therefore, respondents were given the opportunity to indicate the degree to which they agree or disagree with the following statements.

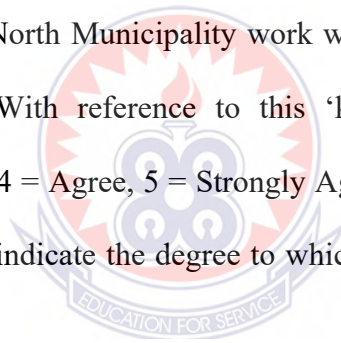


Table 4.2: The instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality

Statement	N	Mean	Std. Deviation	Rank
I am able to manage individuals and lead effective teams	67	4.22	.692	1 st
I am visible and accessible during supervision	67	4.21	.789	2 nd
I provide feedback to teachers about how to improve instruction	67	4.12	1.052	3 rd
I encourage careful monitoring of pupils exercise and progress by teachers	67	4.06	1.085	4 th
I monitor curriculum and instruction	67	4.04	1.093	5 th
I organize in service training for teachers	67	4.00	.835	6 th
I carefully monitor/evaluate implementation of school improvement plans	67	3.96	1.272	7 th
I involve teachers in the preparation of School Performance Improvement Plan (SPIP)	67	3.88	1.225	8 th
I develop school improvement plans from results of inquiry and reflection	67	3.79	1.274	9 th
I challenge staff to think critically and creatively about their teaching and learning practices	67	3.78	.951	10 th

Source: Fieldwork data (2021)

According to Table 4.2, this sought to find out views of public JHS headteachers on their instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality. According to the headteachers, they have been using democratic leadership style and the reason is that, it improves the culture of employee engagement, commitment, and job satisfaction. This leadership style also leads to deeper relationships specifically, between the

headteacher and their team members. This is accomplished by building trust and respect.

With reference to the scale used, ranged from 1 – 5 thus, strongly disagree to strongly agree. 1-1.80 represents strongly disagree, 1.81-2.60 represents disagree, 2.61-3.40 represents neutral, 3.41-4.20 represents agree, 4.21-5.00 represents strongly agree.

From the Table 4.2 above, participants strongly agreed to the statement, I am able to manage individuals and lead effective teams with mean ($M=4.22$) and standard deviation ($SD=0.692$). This means that majority of the respondents agreed to the statement and only 0.69% of the respondents deviated from that assertion making it the highly ranked school and community activity to improve teaching and learning in the Tano North Municipality. The interview data also affirmed the above statement.

The headteachers' response was that, we have been using democratic leadership style. With the reason that, it improves the culture of employee engagement, commitment, and job satisfaction. This leadership style also leads to deeper relationships specifically, between the Participative leader and their team members. This is accomplished by building trust and respect. (HT- 4 respondents)

This was followed by this statement, 'I am visible and accessible during supervision' with a mean and standard deviation score ($M=4.21$, $SD=0.789$), indicating strong agreement, since mean ($M=4.21$) falls within the strongly agree range however the standard deviation shows that about 0.79% of the respondents disagreed to the statement hence majority of the respondents agree with that assertion.

The third to the tenth rank statements read as follows with their respective mean and standard deviation scores; I provide feedback to teachers about how to improve instruction (M=4.12, SD=1.052), the statistics indicated that the respondents agreed to the statement as only 1.1% of the respondents disassociate themselves with the rest of the respondents as seen in the standard deviation. The next statement, I encourage careful monitoring of pupils' exercise and progress by teachers (M=4.06, SD=1.085), the mean tells us that majority of the respondents agreed to the statement and the standard deviation shows that just 1.1% of the respondents disagree with the statement. I monitor curriculum and instruction (M=4.21, SD=0.789), was also agreed to by the respondents because it has a mean of 4.21 and the standard deviation reveal that only 0.79% of the respondents were not in agreement with the statement. I organize in service training for teacher (M=4.04, SD=1.093), was again agreed to by the respondents in that, it has a mean of 4.04 and the standard deviation reveals that 1,1% of the respondents disassociate themselves with the statement.

I carefully monitor/evaluate implementation of school improvement plans (M=4.00, SD=0.835), again shows that the respondents agreed to the statement and that 0.84% of them however disagree with the statement. A headteacher's assertion was that; I do delegate responsibilities to my teachers and pupils because it helps develop the capacity of others and make them feel valuable to the organization, which was seconded by the eight ranked headteachers' response that, I involve teachers in the preparation of School Performance Improvement Plan (SPIP) (M=3.96, SD=1.272). The mean and standard deviation indicated that the respondents agreed to the statement and that only 1.3% of them disagree with it. The statement, I develop school improvement plans from results of inquiry and reflection (M=3.88, SD=1.225), the statistical figure of mean and standard deviation shows that the statement agreed

to by the respondents and that only 1.2% of the respondents disagree with the statement. I challenge staff to think critically and creatively about their teaching and learning practices ($M=3.78$, $SD=0.951$). Also, the statement was agreed to by the respondents and only 0.95% of them agreed with statement. The mean scores from the third item to the tenth item indicates an agreement to school and communities' effort in improving teaching and learning in the Tano North Municipality.

4.3.2: Section 'C': Clear and focused School mission preparation

Objective two: Find out whether the headteachers have clear and focused school mission to enhance teaching and learning.

This is the second objective of the study which seeks to find out whether headteachers have Clear and focused School Mission to enhance teaching and learning.

With reference to this 'key': 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree. Therefore, respondents were given the opportunity to indicate the degree to which they agree or disagree with the following statements.

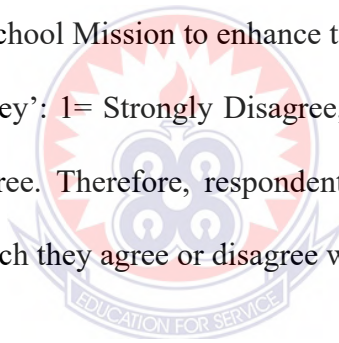


Table 4.3: Clear and focused school mission to enhance teaching and learning.

Statement	N	Mean	Std. Deviation	Rank
I ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals	67	4.16	.898	1 st
I share responsibility for achieving the vision with teachers and SMC	67	4.03	1.101	2 nd
I develop a well-defined vision, mission and goal with teachers	67	3.87	1.192	3 rd
I visit the classroom to ensure classroom instruction aligns with the school goals	67	3.84	1.274	4 th
I communicate the school goals to all stakeholders	67	3.82	1.167	5 th
I use school goals, visions and missions when making academic decisions	67	3.76	1.280	6 th
I remind teachers regularly on school goals or visions	67	3.76	1.327	7 th
I make sure the performance and attitude of teacher helps in the attainment of school goals/objectives	67	3.73	1.238	8 th
I encourage Teachers to set their class objectives from the school vision and mission	67	3.67	1.364	9 th
I develop action/calendar plan from the vision/goal of the school	67	3.54	1.491	10 th

Source: Fieldwork data (2021)

Under this section, participants were requested to indicate the opportunities and support given to teachers and pupils in the schools to enhance teaching and learning in the Tano North Municipality. The scale used ranged from 1-5 thus, strongly disagree to strongly agree. 1-1.80 represents strongly disagree, 1.81-2.60 represents disagree,

2.61-3.40 represents neutral, 3.41-4.20 represents agree, 4.21-5.00 represents strongly agree.

Table 4.3 sought to investigate into the opportunities and support given to pupils in the schools to enhance teaching and learning. From Table 5, participants agree to the statement, I ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals with a mean and standard deviation score ($M=4.16$, $SD=0.898$). This was considered the most agreed on the statement in that, it also has the mean that shows that, the statement was agreed on by majority of the respondents and that only 0.9% of the respondents disassociate themselves with the majority of the respondents. The second ranked statement, I share responsibility for achieving the vision with teachers and SMC was also agreed to with a mean ($M=4.03$) and standard deviation ($SD=1.101$), the standard deviation shows only 1.1% of the respondents were not in agreement to the rest of the respondents. This was followed by the statements; I develop a well-defined vision, mission and goal with teachers ($M=3.87$, $SD=1.192$), the statement was equally agreed to, by the respondents but 1.2% of the respondents however disagreed with the statement. This was a support of the headteacher's response that; "I have a well-defined vision, mission and goal and the reason is that, I want to align results to such goals." Again, the headteachers views' that I do supervise my teachers to teach, and the reason is that, I want to achieve the best for the school" (HT-1 respondent).

I visit the classroom to ensure classroom instruction aligns with the school goals ($M=3.84$, $SD=1.274$), this statement was agreed by majority of the respondents and only 1.3% of them disagreed to the statement. I communicate the school goals to all

stakeholders ($M=3.82$, $SD=1.167$). This statement was agreed to by majority of the respondents and only few thus 1.2% of them disagreed with the statement. I use school goals, visions and missions when making academic decisions ($M=3.76$, $SD=1.280$), was equally agreed to and 1.3% of them disassociate themselves to it. This was supported by the headteachers views during the interview where some of them said: ‘‘I allow the community to use school facilities and vice versa due to this, there is a cordial relationship with schools, services and agencies’’(HR-1 respondent).

I remind teachers regularly on school goals or visions ($M=3.76$, $SD=1.327$), the mean shows that the statement was agreed to by the respondents and only 1.3% of the respondents disagreed to the statement, meaning majority of them agreed to the statement, I make sure the performance and attitude of teacher helps in the attainment of school goals/objectives ($M=3.73$, $SD=1.238$), here 1.2% of the respondents were not in agreement to the statement. Therefore, majority of the agreed to the statement, I encourage teachers to set their class objectives from the school vision and mission ($M=3.67$, $SD=1.364$), was agreed to the statement but 1.4% of the respondents disagreed. Final statement, I develop action/calendar plan from the vision/goal of the school ($M=3.54$, $SD=1.491$) was also agreed to by the respondents and that 1.5% of the respondents disagreed to the statement.

4.3.3: Section ‘D’: Opportunity for teachers to learn and keep on task

Objective Three: Examine the opportunities created by the public JHS headteachers for teachers to learn and keep on task school improvement.

This is the third objective of the study which examines the opportunities engaged in or created by the public JHS headteachers for teachers to learn and keep on task school improvement. With reference to this ‘key’: 1= Strongly Disagree, 2= Disagree, 3 =

Uncertain, 4 = Agree, 5 = Strongly Agree. Therefore, respondents were given the opportunity to indicate the degree to which they agree or disagree with the following statements.

Table 4.4: Opportunity for teachers to Learn and Keep on Task

Statement	N	Mean	Std. Deviation	Rank
I make the school environment welcoming, pleasant-looking and attractive	67	4.48	.725	1 st
I delegate responsibilities to my teachers and pupils	67	4.46	.703	2 nd
I encourage other members of the school to be involved in decision-making	67	4.37	.868	3 rd
I am passionate about teachers learning new things from me	67	4.34	1.008	4 th
I build a climate of mutual trust and respect	67	4.31	.783	5 th
I am open to different perspectives, views and contributions to be made across the education system.	67	4.31	.925	6 th
I foster a sense of belonging in both teachers and pupils	67	4.22	.902	7 th
I encourage free flow of information with any omission or distortion	67	4.21	.845	8 th
I build a collaborative culture	67	3.85	1.077	9 th
I create networks with schools, services and agencies	67	3.75	1.119	10 th

Source: Fieldwork data (2021)

Under this section, participants were requested to indicate the opportunities for teachers to learn and keep on task in the Tano North Municipality. The scale used

ranged from 1-5 thus, strongly disagree to strongly agree. 1-1.80 represents strongly disagree, 1.81-2.60 represents disagree, 2.61-3.40 represents neutral, 3.41-4.20 represents agree, 4.21-5.00 represents strongly agree.

From Table 6, participants strongly agreed to the statement, I make the school environment welcoming, pleasant-looking and attractive with mean ($M=4.48$) and standard deviation ($SD=0.725$), the statement was agreed to by majority of the respondents as only 0.73% of them disagreed with the statement making it the highly ranked to the opportunities to learn and keep on task in the Tano North Municipality. This was followed by the statements, I delegate responsibilities to my teachers and pupils ($M=4.46$, 0.703). Because only 0.7% of the respondents disagreed with the statement. This was in support of the headteacher's response that; "I do delegate responsibilities to my teachers and pupils because it helps develop the capacity of others and makes them feel valuable to the organization"(HT-1 respondent).

And, I encourage other members of the school to be involved in decision-making had mean and standard deviation as follows, ($M=4.37$, $SD=0.868$). The mean revealed that the statement was agreed to by majority of the respondents and that only 0.87% of them disagreed with the statement.

The fourth on the rank was, I am passionate about learning new things from others, with mean ($M=4.34$), and standard deviation ($SD=1.008$) indicating strong agreement, since mean ($M=4.34$) falls within the strongly agree range and the standard deviation shows that only 1% of the respondents were in disagreement with the statement. This was followed by the fifth, sixth and seventh on the rank with statements, I build a climate of mutual trust and respect ($M=4.31$, $SD=0.783$), this statement was also agreed to by majority of the respondents and only 0.78% of the

respondents disassociate themselves with the statement. I am open to different perspectives, views and contributions to be made across the education system (M=4.31, SD=0.925), the mean revealed the statement was agreed by the respondents and the standard deviation revealed that only 0.92% of the respondents disagree with the statement. I foster a sense of belonging in both teachers and pupils (M=4.22, SD=0.902), the statistics shows that only 0.9% of the respondents were in disagreement with the statement meaning majority of the respondents were in agreement. The means indicate that participants expressed strong agreement with the statements as the opportunities to learn and keep on task in the Tano North Municipality in the municipality. It was the same for the eighth on the rank (I encourage free flow of information with any omission or distortion, M=4.21, SD=0.845) as the mean (M=4.21) fell within the strongly agree range and the standard deviation shows that only 0.81% of the respondents disagreed with the statement.

In addition, participants agreed to two statements, making them the ninth and tenth on the rank. Thus, I build a collaborative culture (M=3.85, SD=1.077), though this statement was agreed to by the respondents, 1.1% of them disassociate themselves with the statement. And I create networks with schools, services and agencies (M=3.75, SD=1.119), was equally agreed with the respondents but 1.2% of them disagreed with statement.

4.3.4: Home/community-school relationship

Objective four: Examine the strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning.

This is the fourth objective that examine the strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning. With reference to this ‘key’: 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree. Therefore, respondents were given the opportunity to indicate the degree to which they agree or disagree with the following statements.

Table 4.5: The Strategies Adopted/Employed By The Public JHS Headteachers To Enhance Positive Home/Community-School Relationship To Bring About Improvement In Teaching And Learning.

Statement	N	Mean	Std. Deviation	Rank
I run parent/staff meeting effectively	67	4.30	.779	1st
I provide opportunities for parent involvement in the school management	67	4.16	.914	2nd
The community attend the school’s durbars and forums	67	4.10	.923	3rd
There is a cordial relationship with schools, services and agencies	67	4.01	.961	4th
I allow the community to use school facilities and vice versa	67	3.99	1.080	5th
I provide a social service to community- act as social worker	67	3.96	1.007	6th
I communicate with all stakeholders of the school	67	3.91	1.228	7th
I provide School partnerships with community-based organisations and NGOs	67	3.60	1.142	8th
The community attend speech and prize- giving days organized annually	67	3.57	1.234	9th
I allow the school to take part in communal labour	67	3.42	1.327	10th

Source: Fieldwork data (2021)

Under this section, participants were requested to examine the strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning. The scales used ranged from 1-5 thus, strongly disagree to strongly agree. 1-1.49 represents strongly disagree, 1.50-2.49 represents disagree, 2.50-3.49 represents neutral, 3.41-4.20 represents agree, 4.21-5.00 represents strongly agree.

From Table 7, I run parent/staff meeting effectively ($M=4.30$, $SD=0.779$) is the highly ranked activity/opportunity engaged in or created by the schools to bring about improvement in teaching and learning, indicating participant strong agreement because it has a mean of 4.30 showing strongly agreed and a standard deviation of 0.779 meaning about 0.78% of the respondents disagree with the statement. This was also supported by the headteacher as some of them indicated in the interview that;

“I organise PTA/SMC meeting once a term in order to keep parents informed about how the school works, Also, helps the school to improve and ensures that parent's voices are heard in decision making” (HT-1 respondent)

This was followed by, I provide opportunities for parent involvement in the school management ($M=4.16$, $SD=0.914$). This was agreed to by majority of the respondents as only 0.91% of the respondents disagreed with the statement. Participants also agreed that, the community attend the school's durbars and forums ($M=4.10$, $SD=0.923$) was one of the activities/opportunities engaged in or created by the schools to bring about improvement in teaching and learning making it the third on the rank as the statement was disagreed by only some 0.92% of the respondents as revealed by the standard deviation. This was followed by, there is a cordial relationship with schools, services and agencies ($M=4.01$, $SD=0.961$) , the mean shows that the

statement was agreed and the standard deviation shows that only 0.96% of the respondents disassociate themselves with the statement hence majority of the respondents were in agreement with the statement, and I allow the community to use school facilities and vice versa (M=3.99, SD=1.080) as the fifth ranked statement as though it was agreed by the respondents but 1.1% of them were in disagreement.

In addition, the statement, I provide a social service to community- act as social worker with mean (M=3.96) and standard deviation (SD=1.007) was the sixth, in that about 1% of the respondents disagreed with the statement and about 99% of the respondent agreed with it. I communicate with all stakeholders of the school (M=3.91, SD=1.228) as the seventh ranked statement means that majority of the respondents agreed with the statement and that about 1.23% of the respondents were in disagreement with it, I provide School partnerships with community-based organizations and NGOs (M=3.60, SD=1.142) as the eighth ranked statement was still agreed to by the respondents just that 1.2% of the respondents disassociate themselves with the statement. This was equally seen in the headteacher's response as one said, 'I always invite them to our programmes like speech and prize giving day. Sometime ago I wrote to one of the NGOs for support but did not respond to us' (HT-1 respondent).

Participants also agreed that, the community attend speech and prize-giving days organized annually (M=3.57, SD=3.57) however, about 3.6% of the respondents were in disagreement with the statement. And the statement I allow the school to take part in the communal labour (M=3.42, SD=1.327) shows that the respondents were neutral to the statement but 1.33% of them however disassociate themselves from that

position meaning though majority of the respondents were uncertain about the statement, a few of them either agreed or disagreed with the statement.



CHAPTER FIVE

ANALYSIS AND DISCUSSION OF FINDINGS

5.0 Introduction

This chapter is a presentation of discussion of findings obtained from the field responses.

5.1 The instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality

Instructional leadership is a very important subject as far as school improvement is concerned. It is a collaborative effort that builds a common focus, enhances school-wide problem solving, and embraces decision-making and shared best practices. The practices involved offer the promise of efficiency, control and predictable routines.

The answer to the research question under this section is to find out for the instructional leadership practices in the Tano North Municipality include, making the school environment welcoming and pleasant, delegating responsibilities, involving members of the school in decision making, learning new things from others, building a climate of mutual trust and respect, opening to different perspectives, fostering a sense of belongingness, encouraging free flow of information and building a collaborative culture.

The highly ranked item, I make the school environment welcoming, pleasant-looking and attractive had mean, $M=4.48$ and standard deviation, $SD=0.725$. This finding confirms the finding of Marsden (2010): more than 250 teachers agreed that schools cannot positively affect student's learning without first working to maintain a safe and orderly environment. This means that the headteachers in the Tano North municipality are managing the school environment seriously, with the aim of

improving students learning and the school in general. This is what the National School Climate Council (2007) advocates, a positive school climate promotes students' achievement.

It is important to note that, the headteacher's responsibility towards the environment cannot be overemphasized. This is because the environment in which teaching and learning takes place can have a major influence on academic achievement which means that, in the Tano North Municipality, it is likely that academic performance will keep increasing. With structures put in place and an effective monitoring system, the environment of the school will be in the best of shapes.

Also, in situations where there are changes in the school, the speed with which those changes may be introduced mean that headteachers may have little or no time to train and motivate staff. According to Day et al. (2000) as cited in Harris (2005), it makes it difficult for the headteachers to see things through as they have to learn to delegate more of the responsibility for managing change. It is therefore better for the headteacher to identify teachers or other members of the school and delegate responsibilities. In the absence of change, head teachers can still delegate some tasks to ensure that goals and objectives are achieved with minimum time as one of the headteacher said; 'I do delegate responsibilities to my teachers and pupils because it helps develop the capacity of others and makes them feel valuable to the organization' (HT-1 respondent).

This is in line with the second item on the rank: I delegate responsibilities to my teachers and pupils (M=4.46, 0.703). This finding implies that the head teachers in the municipality express instructional leadership by delegating responsibilities to teachers and pupils. As this happens, the delegates, feel part of the school and put in their best

towards the improvement of the school. This is confirmed by interview responses as one participant alluded thus students' responses, most at times, when my class teacher is not around, Master puts me in charge of the classroom. Because I do well in class and I am able to teach my classmates to understand. So, I stand in front of the class then we go over what our teacher has been teaching us. Sometimes Master comes round to check." (ST- 2 respondents). Also, in contrary view, a participant (ST-1 respondent) 'indicated that in the absence of the class teacher pupils are allowed to play either outside the class or inside the class.

Another instructional leadership practice, which appeared as the third on the rank is, I encourage other members of the school to be involved in decision-making (M=4.37, SD=0.868). This finding links with the assertion of Stoll 1991: at the class level, student can be encouraged to take responsibility for their own learning and through involvement, to learn organizational, planning, discussion, decision- making and leadership skills. This means that students can be involved in decision making in the school. The work of Glatter (2001) also proposed that parents are important decision-making policy makers who have the right to know what goes on in school and to have a say in how their children are taught. This means that both parents and students must be encouraged more and given the platform to partake in decision-making.

This links with the sixth item on the rank: I am open to different perspectives, views and contributions to be made across the education system. (M=4.31, SD=0.925). The headteacher cannot stick to one way thus his or her way of doing things, ideas and views must be solicited from other stakeholders, particularly students, to ensure that stakeholder interests are factored in the educational provision. According to Harris and Lambert (2003), "Students themselves have a huge potential contribution to

make, not as passive objects but as active players in the education system. Consequently, students need to be part of the drive for higher standards and achievement.”

The fourth item on the rank, I am passionate about learning new things from others, had mean ($M=4.34$) and standard deviation ($SD=1.008$). This was supported by the interview response thus teacher’s response highlighted; “Issues about the curriculum keep changing. I am always trying to know what has changed and how to implement the change in our teaching and learning”. The headteachers must continually review the curriculum to know the aspects that have changed or the aspects that are not given much attention to ensure that teachers are always using the right techniques in their lessons” (T-1 respondent).

According to Simmons (2000), in a successful and high performing school there must be mutual trust, respect, two-way collaboration, support, and equality. This finding confirms the findings of Salfi (2011). The author researched the issue on mutual trust and respect, interviewing 351 rural and urban head teachers in Pakistan and found that leaders of successful schools created a culture of working together, trust and support. This is supported by the fifth item on the rank, I build a climate of mutual trust and respect ($M=4.31$, $SD=0.783$). It is important for the school head to gain the trust of stakeholders particularly parents as Campbell (2010) asserted that distributing leadership to some parents, a trust basis is established which enables ‘hard to reach’ parents to come into school which breaks down barriers and encourage inclusivity.

Also, the headteacher was expected to genuinely care for the members of the school. He is supposed to make them feel ‘at home’. This introduces the seventh item, I foster a sense of belonging in both teachers and pupils ($M=4.22$, $SD=0.902$). This

finding means that the headteachers take the welfare of the members of the school into consideration. The finding supports the study of Karns (2005) which found out that learning can only take place when teachers have good relationships with students and with one another as well as if the instructional materials for teaching have connection with students' background and prior knowledge. Payne (2003) also declares that for students from poor homes, primary motivation and care for success would be in their relationships.

It was also found out that, the headteachers encouraged free flow of information without any omission or distortion ($M=4.21$, $SD=0.845$). This implies that information is readily assessed by members of the school whenever the need arose. It is important to note that the manner in which information is sent out to teachers, council members, parents and other community members will determine the seriousness attached to it which will in turn influence the level of participation.

From the interview data, teachers' commented: that the fastest way we receive information from the headmaster is by social media (WhatsApp). Sometimes, we have emergency meetings whose decisions may have to be affected in class the following week. The headteacher communicates with us directly through WhatsApp in the comfort of our homes, without necessarily waiting for us to converge at school. At other times, the headteacher sends us links to attend online seminars and workshops that will help us improve upon the teaching practice. (T- 2 respondents 2).

This respondent affirmed the views of the headteachers, "that they organize workshop at least once in a term for teachers, even though I need to organize more than that I believe all boil down lack of funds" (HT-2 respondents).

This is consistent with the study of Blasé and Blasé (1999) which found out that successful principals provided teachers with information about and encouraged teachers to attend workshops, seminars, and conferences about instruction.

The ninth and the tenth items on the rank are, I build a collaborative culture ($M=3.85$, $SD=1.077$) and I create networks with schools, services and agencies ($M=3.75$, $SD=1.119$). For an effective instructional leadership, there must be coordination and collaboration. According to Hopkins (2002), the importance of coordination for school improvement is so vital that schools that have a well-coordinated team are likely to have successful implementation of reform programs.

When there is a collaborative culture, things flow in the accepted way. The headteacher creating networks and connecting with agencies has a lot of benefits for the school; financial and moral. Two participants explained this, R-3 elaborated: formerly, when we want to print our mid-term exams and main examination papers, we used one printing firm that always delayed in submitting print-outs. Our headteacher went to various printing organisations and established rapport with them. He settled on two. Since then, all our printing issues have been sorted (T-1 respondent).

Interview respondent number 5 also said: “The point is that, the printing organisations do not only print for us, they send representatives to grace our events and also support us financially”. (T- R-5). According to interview respondent number 7: ‘it is easy to get things done quickly in the school. This is because, I have put together a structure that monitors teacher and student attendance. I also ensure that responsibilities are shared among teachers. This creates a collaborative structure

that influences high performance, on the part of both teachers and students' (HT- 1 respondent)

In brief, the instructional leadership practices (making the school environment welcoming and pleasant, delegating responsibilities, involving members of the school in decision making, learning new things from others, building a climate of mutual trust and respect, opening to different perspectives, fostering a sense of belonging, encouraging free flow of information and building a collaborative culture) in the Tano North Municipality imply that headteachers are working assiduously with the members of the school and community also cooperating effectively. The result of this is the high probability for school improvement.

5.2: Clear and focused school mission to enhance teaching and learning.

The duty of the headteacher is not only to be a ceremonial head but also to support pupils in diverse ways to enhance teaching and learning. Thus the response to the research question under this section, opportunities and support given preparing teachers and pupils in schools to enhance teaching and learning includes; ensuring that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals, share responsibility for achieving the vision with teachers and SMC, develop a well-defined vision, mission and goal with teachers, visit the classroom to ensure classroom instruction aligns with the school goals, communicate the school goals to all stakeholders, use school goals, visions and missions when making academic decisions, remind teachers regularly on school goals or visions, make sure the performance and attitude of teacher helps in the attainment of school goals/objectives,

encourage Teachers to set their class objectives from the school vision and mission and develop action/calendar plan from the vision/goal of the school.

The highly ranked item in Table 4.3, I ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals with a mean and standard deviation score ($M=4.16$, $SD=0.898$). According to DFID (2007) it is vital to ensure the provision of adequate instructional materials as it assist in improving student's performance. To add, the resources should be provided in quality and quantity in schools for effective teaching-learning process However, it is the responsibility of the head teacher to ensure that all the resources needed in supporting teaching and learning is enough for all classes or levels in the school. Adeogun (2001) affirms that, schools endowed with more resources performed better than schools that are less endowed.

Also, the headteacher seeks to align with the achievement of the vision and goals of the school. It is thus not surprising that, participants agree that the head teacher develop a well-defined vision, mission and goal with teachers ($M=3.87$, $SD=1.192$). Communicating the goals and vision is does not only make sense of the work of head teacher but allows the teachers to also identify themselves and the context in which they work. That is to say, it allows the teachers to see themselves as pivot in achieving the goals and objectives of the school being communicated to them by the head teacher.

To check that, teachers are conforming to the goals of the school, head teachers visit the classroom to ensure instructions align with school goals ($M=3.84$, $SD=1.274$). Regular visit to the classroom puts the teachers on their toes to deliver since they do

not know the headteacher will visit the class, but have the surety that he or she (head teacher) will visit the class before the close of the day.

In similar vein, the analysis shows that headteacher communicates school goals to stakeholders ($M=3.82$, $SD=1.167$). Communicating the school's mission and goals to stakeholders is very crucial. This is because the stakeholders have the tendency to affect or be affected by the dealings of the school either directly or indirectly. Bottoms and Schmidt (2010) assert the ability of a head teacher to communicate the mission and goals of the school shows how effective he or she is as a leader. Gabriel and Farmer (2009) suggest that communicating the school's mission and vision to the stakeholders helps them (stakeholders) to be involved in the school's progress towards the achievement of the set mission of the school. This is because the school's mission creates a path of expectation from the stakeholders.

5.3: The opportunities created by the public JHS headteachers for teachers to learn and keep on task School improvement.

School improvement mainly focuses on educational change that has positive influence on teaching and learning. It highlights the need to enhance students' learning outcomes and achievements. It behoves on school leaders and other stakeholders of educational institutions to ensure holistic school improvement.

The answer to the research question is that, opportunities engaged in or created by the public JHS headteachers for teachers to learn and keep on task school improvement include, running parent/staff meeting effectively, provision of opportunities for parent involvement in school management, attendance of school durbars and forums by community members, establishment of cordial relationships with schools, services and agencies, allowing community to use school facilities, communicating with

stakeholders of the school, establishing partnerships with community-based organisations, community attending speech and prize giving days and school partaking in communal labour.

The first item on the rank is, I run parent/staff meeting effectively with mean, $M=4.30$ and standard deviation, $SD=0.779$. The headteacher has the responsibility to ensure that there are activities that connect the teachers and the parents in such a way that they take decisions for the good of the school. Snow, Barnes and Chandler (2001), in their two-year study of home and school influences on literacy achievement among children from low-income families, found that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. This first finding is consistent with the study of Snow, Barnes and Chandler (2001) as the aim of the headteachers running parent and staff meeting is to promote school improvement. Also, Renee Rubin Ross (2010) discusses the factors that lead to parental involvement in Jewish Day and Catholic schools and perceived that parent feel invested in the school when they get involved and feel a deep sense of belonging and desire to make it better for everyone. With teachers, they feel valued and supported when they are involved in decision making.

This is evident from the explanation interview respondent number 6 gave: “The essence of the PTA meetings is for we the teachers to mingle with the parents and take decisions together. We are able to understand how some parents think which makes us discover the background of the children. During the meetings, some parents are able to make valuable suggestions which helps us to improve. But this would not be possible without the effort that the headteacher puts in. He gives prior notice of

the meeting and also conducts the meeting well: conflicts are resolved and recommendations are made” (T- 1 respondent)

The second item on the rank is, I provide opportunities for parent involvement in the school management (M=4.16, SD=0.914). Parental involvement in the management of the school for instance, involving parents in the school board for them to contribute in the making of management decisions can influence school improvement greatly. These personal relationships between educators and families encourage shared understanding of children’s educational needs (Dorfman & Fisher, 2002). Lezotte (2001) emphasized that in effective schools, parents understand and support the mission and vision of the school and participate in leadership activities. This finding identifies with the proposition of NCLB (2002) that, each school receiving funds must demonstrate parent involvement by involving parents in leadership, convening an annual meeting of parents and developing with individual school-parent compact that outlines actions to be taken by the school and parents to improve child’s performance. That said, school principals, teachers, non-teaching staff, students and parents, governing bodies, and the school board are the largest factions and agents involved in the dynamics of the school-community relationship. This falls in line with the third, fourth and eighth items on the rank: The community attend the school’s durbars and forums (M=4.10, SD=0.923), there is a cordial relationship with schools, services and agencies (M=4.01, SD=0.961), I provide school partnerships with community-based organisations and NGOs (M=3.60, SD=1.142). This was also affirmed by the headteachers as many of them indicated ‘yes’ to a question seeking to find out if the headteacher does provide school partnership with NGO’s and they went further to state that, ‘I always invite them to our programmes like speech and

prize giving day'. And again add 'Sometime ago I wrote to one of the NGOs for support but did not respond to us'.

This finding is consistent with the conclusion Cotton (2003) made that, maintaining good interactions and cordial relationships with important stakeholders, as well as guaranteeing effective communication, emotional and interpersonal support, visibility and accessibility, and supporting successful parent/community engagement have a significant impact on pupil achievements.

This is evident from the interview as headteachers' recalled: 'There was a time that parents became more interested in the affairs of the school. Most of them wanted to find out the roles they can play to ensure that their wards perform well in the BECE. When school events were organised, they attended in their numbers. In that year, most of the students scored excellently in their final exams. (HT-3 respondents)'. Interview respondent number 11 and 12 answered 'no' to a question which wanted to know if parents were interested in their wards' education. In furtherance, they indicated 'I don't know' (HT-2 respondents) in answering what could be done to make parents be interested in their wards' education.'

This leads to the fifth item on the rank, 'I allow the community to use school facilities and vice versa' ($M=3.99$, $SD=1.080$). One interview participant pointed out that most of the school infrastructure was the result of communal labour as such community members are entitled to full usage.

The interview respondent number 9 mentioned that: 'Most of the structures you see here, the community members assisted the contractors in putting them up. It is therefore not out of place to allow community members to use the classrooms and

school field for their activities when the need arises. When they ask me, I don't hesitate in granting them the permission. Hence, the school is also able to use the community centre for its functions''. (HT- 1 respondent).

Again, highlighted that, although the community is given the access to use school facilities, it is not void of rules and regulations. "When we give out the facilities, we make the users aware that they are supposed to keep the place in the best of shapes. In the event where damages are recorded, the users are fined a sum of money, which the chief of the town is well aware of. We instil this discipline to not only harness school-community partnership but also to maintain our facilities for effective teaching and learning towards school improvement." (HT- 1 respondent).

Also, the seventh item on the rank is, I communicate with all stakeholders of the school ($M=3.91$, $SD=1.228$). This finding is consistent with the finding of Tatum (2013) as it was revealed revealed that, before implementing the vision of a school, the leader needs to communicate to all educational stakeholders, particularly those inside the school. This particular act can make stakeholders provide feedback and also feel part of the school. Daiktere (2009) explored the importance of communication to stakeholders and concluded that good communication to all stakeholders leads to fewer conflicts, less tension and promotes the development of a desirable and sustainable school culture.

That said, the ninth item on the rank is, the community attend speech and prize-giving days organized annually with mean, $M=3.57$ and standard deviation, $SD=1.234$. The essence of the speech day event is to celebrate students in public, which encourages other students to work harder and excel. It sends out a signal that learning is not punishment but an act which gives life-long benefits.

Interview respondent number 1 and 5 shared their experience that; “when I received the award, it makes my parents happy. They bought me more books to read. That is not all, my younger brother keeps telling me that he will study hard and also collect awards”. (ST-2 respondents).

This proved that events such as speech and prize giving day can indirectly nurture school improvement. Furthermore, the last item on the rank is, I allow the school to take part in communal labour with mean, $M=3.42$, standard deviation, $SD=1.327$. For school students to take part in communal labour, they must be taught the importance of doing things individually or collectively to help the community. This item links with the sixth item, I provide a social service to the community, with mean, $M=3.96$ and standard deviation, $SD=1.007$. The teachers must act as role models; they must engage in communal labour from time to time for students to emulate. This serves as their social service to the community.

From the interview, participants expressed how passionate the school authorities are about communal labour. They mentioned that the headteacher always joined us in the work.

Interview respondent number 1 highlighted: “in this particular school, we mostly organise clean-up exercises during vacation. All students, parents and teachers are well informed of the day and time. When the work starts, our headmaster joins in with his cleaning tools and this motivates us to work harder to support our community”. (Interview data, T-R1).

Also, interview respondent’s number 6 recalled that: “the chief of this town once recognized our headteacher during a community durbar for always organizing

students to partake in communal labour.” He entreated other school authorities to emulate him by instilling a sense of community spirit in the youngsters’ classes so that they may put what they have learned about fighting environmental illnesses into reality”. (T- 1 respondent).

To reiterate, the opportunities engaged in or created by the public JHS headteachers for teachers to learn and keep on task school improvement include, running parent/staff meeting effectively, provision of opportunities for parent involvement in school management, attendance of school durbars and forums by community members, establishment of cordial relationships with schools, services and agencies, allowing community to use school facilities, communicating with stakeholders of the school, establishing partnerships with community-based organisations, community attending speech and prize giving days and school partaking in communal labour.

This implies that, improvements are happening in the schools indirectly through the aforementioned activities/structures. That said, there must be quality improvement training for teachers, students and members of the community towards school improvement, there must be flexibility with regards to educational changes, identification of problems with existing activities directed towards school improvement and identification of more useful extra-curricular activities and also indulgence of the community mostly as an important resource that contributes to school improvement.

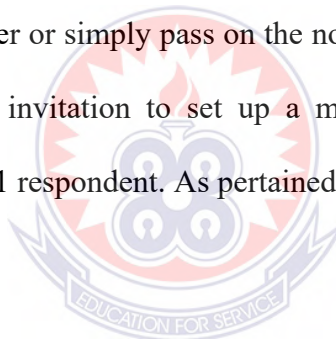
5.4: The strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning.

School-community engagement is vital for successful schools. Therefore, it is important for schools to be working with their communities to improve teaching and learning. That is to say, teaching and learning encompasses the effort of the teacher, students and parents or guardians in the home. As the teacher does his or her part in the school, so it is expected of the parents and or guardians to also play their part in ensuring their wards learn at home.

The highly ranked item, I am able to manage individuals and lead effective teams had mean, $M=4.22$, and standard deviation, $SD=0.692$. This finding is consistent with the findings by Shannon (2004) that having the right expertise can help lead teams effectively to promote teaching and learning. This implies that to help all students learn, teachers must work collaboratively with the community and its members. Teachers should not work in isolation but rather work in high-performing, collaborative teams. Everyone wins when the school shifts from a culture of isolation to a culture of collaboration. The only way to discover if collaborative efforts have been effective is to focus on results. Fullan (2007) attests that for school culture to contribute to improved student learning, it requires a focus on learning (students and teachers) and a focus on collaboration between all factors of school culture. According to Addi-Racah and Ainhoren (2009) parental engagement and involvement in schools is very important, as it helps to put a check on student's academic performance. They suggest that ideally there should be a partnership where, everybody's strengths are acknowledged and utilised in school, so that teachers and parents are empowered to create a balance of influence on the child.

Furthermore, the statement; I provide feedback to teachers about how to improve instruction had mean, $M=4.12$ and standard deviation, $SD=1.052$.

This finding affirms the findings by giving feedback to teachers is a symbol of a leader's positive influence in the teaching and learning process. Southworth (2005) adds that, providing feedback increases the combined effect of the learning outcomes of students. Thus, provision of feedback helps the teacher to identify his or her strength and weakness, and map up strategy to increase the pace where necessary. It is important to note that, not all feedback needs to be in the form of an elaborate report or a scheduled meeting. This interview respond affirmed the above statement. Interview respondent's number 1 has agreed that: "a headteacher can send a short email or note to the teacher or simply pass on the notes taken during a classroom visit and accompanied by an invitation to set up a meeting and discuss the feedback further, if necessary" (T-1 respondent. As pertained to Table 4.2).



CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter focuses on the summary of findings, conclusions drawn from the study as well as the recommendations made. The study sought to explore school improvement practices of Junior High School headteachers in the Tano North Municipality. The research objectives that guided the achievement of this purpose were to find out how Junior High schools are working with their communities to improve teaching and learning, investigate into the opportunities and support given to pupils in the schools to enhance teaching and learning, examine the instructional leadership style, practicing in the schools and find out the other activities/opportunities engaged in or created by the schools to bring about improvement in teaching and learning. The following research questions were thus derived from the objectives.

- a. What are the instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality?
- b. In what ways do the headteacher create clear and focused school mission to enhance teaching and learning?
- c. What are the opportunities created by the public JHS headteachers for teachers to learn and keep on task towards school improvement?
- d. Examine the strategies adopted/employed by the public JHS headteachers to enhance positive home/community-school relationship to bring about improvement in teaching and learning?

The effective schools' model by Lezotte (2010) underpinned the study. The study employed the mixed-method approach which was underpinned by pragmatic paradigm.

The sequential explanatory design was used as the framework for data collection and analysis. The population of the study comprised of the entire public JHS headteachers, teachers and pupils in the six educational circuits in Tano North Municipality. The census sampling technique was employed for the quantitative phase whereas maximal variation sampling technique was employed for the qualitative phase. The structured questionnaire was the instrument used for collecting quantitative data in the quantitative phase whereas the semi-structured interview guide was used to gather qualitative data for the qualitative phase. SPSS version 20 was used to generate the tables for the descriptive statistical analysis using frequencies, percentages, mean and standard deviation. The qualitative data was transcribed using the Nvivo 8 to generate key themes relating to the analysed quantitative data. The issue of ethics was ensured, and paramount to the success of this research was the anonymity of participants and confidentiality of the data provided.

6.1 Summary of key findings

The following findings emerged from the study in line with the research questions.

1. The first research question explored how the instructional leadership styles employed by the public JHS headteachers to improve teaching and learning in the Tano North Municipality. It emerged that, head teachers were able to manage individuals and lead effective teams, provide feedback to teachers about how to improve instruction, encourage monitoring of pupils and exercises by the teachers, carefully monitor/evaluate implementation of school

improvement plans and involve teachers in the preparation of School Performance Improvement Plan (SPIP).

2. The study also revealed the opportunities and support given to pupils in the schools to enhance teaching and learning to be that, the headteacher ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals, develop a well-defined vision, mission and goal with teachers, visit the classroom to ensure classroom instruction aligns with the school goals, communicate the school goals to all stakeholders, use school goals, visions and missions when making academic decisions and remind teachers regularly on school goals or visions.
3. On the instructional leadership practices, it emerged from the study that, the headteacher make the school environment welcoming, pleasant-looking and attractive, delegate responsibilities to my teachers and pupils, encourage other members of the school to be involved in decision-making, passionate about learning new things from others, build a climate of mutual trust and respect, open to different perspectives, views and contributions to be made across the education system and foster a sense of belonging in both teachers and pupils.
4. The other activities/opportunities engaged in or created by the schools to bring about improvement in teaching and learning, it emerged that head teachers run parent/staff meeting effectively, provide opportunities for parent involvement in the school management, ensure the community attend the school's durbars and forums, ensure there is a cordial relationship with schools, services and agencies, provide a social service to community- act as social worker, provide School partnerships with community-based organisations and NGOs and

allows the community attend speech and prize- giving days organized annually.

5. Finally, it has been established from the study's findings that, headteachers refusal to organize regular orientation for newly trained teachers, regular in-service training for both new and old teachers, provision of teaching and learning resource, free flow of capitation grant, provision of text books, furniture among others.

6.2. Limitations of the study

Limitations are challenges anticipated or faced by the researcher (Kombo & Tromp (2006). This study faced a lot of challenges as the researcher found it very difficult in assessing information from the selected Junior High Schools Headteachers due to initial resistance. However, the researcher used an introductory letter from the University to persuade them to cooperate and this helped to avoid suspicion and enabled head teachers to disclose the needed information. The study could not cover all Junior High Schools in the Ahafo Region due to time and resource constraint on the part of the researcher. Again, due to time constraints, only selected Junior High School headteachers in the Tano North Municipality participated in the study. Finally, due to the sample size, results may not be generalizable beyond the specific population from which the sample was drawn.

6.3. Conclusions

Based on the findings of the study, the following conclusions were drawn;

1. Based on the findings on how Junior High Schools are working with their communities to improve teaching and learning, it was revealed that head teachers were able to manage individuals and lead effective teams, provide

feedback to teachers about how to improve instruction, encourage monitoring of pupils and exercises by the teachers, and carefully monitor/evaluate implementation of school improvement plans. It is concluded that, head teachers played a massive role in working with the communities to improve teaching and learning in Tano North Municipality.

2. From the findings on the opportunities and support given to pupils in the schools to enhance teaching and learning, it was revealed that the head teacher ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals, develop a well-defined vision, mission and goal with teachers, visit the classroom to ensure classroom instruction aligns with the school goals, and communicate the school goals to all stakeholders. It is thus concluded that, opportunities were created to support pupils in the school.
3. The study also concluded the instructional leadership practices by head teachers were well implemented as the head teachers made the school environment welcoming, pleasant-looking and attractive, delegate responsibilities to my teachers and pupils, encourage other members of the school to be involved in decision-making, passionate about learning new things from others, build a climate of mutual trust and respect, open to different perspectives, views and contributions to be made across the education system and foster a sense of belonging in both teachers and pupils.
4. In addition, the findings on other activities/opportunities engaged in or created by the schools to bring about improvement in teaching and learning revealed that opportunities for parent involvement in the school management, ensure the community attend the school's durbars and forums, ensure there is a

cordial relationship with schools, services and agencies, provide a social service to community- act as social worker, provide School partnerships with community-based organisations and NGOs and allows the community attend speech and prize- giving days organized annually. It is concluded that, head teachers harnessed other available opportunities which sought to improve teaching and learning in the schools.

5. Finally, the study concluded that, headteachers refusal to organize regular orientation for newly trained teachers, regular in-service training for both new and old teachers, provision of teaching and learning resource, free flow of capitation grant, provision of text books, furniture among others.

6.4. Recommendations

Based on the conclusions of the study, the following recommendations are proposed in line with the research questions.

1. It has been concluded from the study's findings that, headteachers harnessed other available opportunities, for instance, creating a cordial relationship with the Tano North Educational Directorate and other stakeholders of education which sought to improve teaching and learning in the schools. As it is recommended that, the headteachers can liaise with the Tano North Educational Directorate and other stakeholders of education to ensure rapid and adequate supply of resources to the schools, as it makes the teaching and learning improves in these schools more enhanced for better BECE outcome.
2. The study's findings indicated that headteachers make the school environment welcoming, pleasant-looking and attractive, delegate responsibilities to my teachers and pupils, encourage other members of the

school to be involved in decision-making, passionate about learning new things from others, build a climate of mutual trust and respect, open to different perspectives, views and contributions to be made across the education system and foster a sense of belonging in both teachers and pupils. Hence, it is recommended that, headteachers who work hard to ensure improved whole school program should also be rewarded to motivate them. Again, headteachers can liaise with the community through the opinion leaders to institute reward scheme for both teachers and pupils to ensure excellence in teaching and learning towards improved BECE results.

3. It emerged from the study that headteachers liaise with corporate bodies or stakeholders of education like Parent Association, for instance, provide opportunities for parents, other personalities who matters in education involvement in the school management, ensure the community attend the school's durbars and forums, ensure there is a cordial relationship with schools, services and agencies, provide a social service to community- act as social worker, provide School partnerships with community-based organisations and NGOs and allows the community attend speech and prize- giving days organized annually. In connection with the above, it is recommended that headteachers should partner cooperate organisations in the Municipality to enlist their support for holistic teaching and learning in the Municipality.
4. Finally, it has been concluded that, headteachers refusal to organize regular orientation and in-service education and training for teachers. Accordingly, the orientation and regular in-service education and training

(INSET) for both newly posted teachers and others should be a permanent feature of the teaching and learning process by the Municipal Director to register effectiveness and efficiency in the management and administration of basic schools in the Tano North Municipality.



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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

This interview guide seeks to elicit information on the topic ‘School Improvement Practices of Junior High School Headteachers in Tano North Municipality’. It is purely an academic exercise and you are kindly invited to read and complete this questionnaire. You are assured of confidentiality of all information that will be provided.

Thank you.

INTERVIEW GUIDE FOR HEADTEACHERS

WRITE THE APPROPRIATE ANSWER RESPONDENT NO.....

1. Did GES organize workshops for when you were appointed as a headteacher for the first time?.....
2. If yes how many times in a term was workshop organised for you?.....
3. Do GES organize workshops for you as a headteacher for free?
.....
.....
4. What leadership style do you employ as a headteacher in your school?
.....
.....
Explain your answer.....
4. Do you delegate responsibility to your teachers as well as pupils?.....
Explain your answer.....
5. Do you organize PTA/SMC meetings? Yes [] No []
Explain your answer.....
6. Do you supervise your teachers teaching and how often in a term?.....
Explain your answer.....
7. How do you make the school environment welcoming, pleasant-looking and attractive?.....

.....
8. Do you have a well-defined vision, mission and goal? Yes [] No []
Explain your answer.....

9. Do you provide School partnerships with community-based organisations and NGOs?
.....
.....

Yes [] No [] Explain your answer.....

10. How do you open up the school to stakeholders?.....

11. What challenges do you face in the performance of your duties?.....
.....

12. What recommendation can you give that would go ahead to improve headteachers performance in the school?



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

This interview guide seeks to elicit information on the topic ‘School Improvement Practices of Junior High School Headteachers in Tano North Municipality’. It is purely an academic exercise and you are kindly invited to read and complete this questionnaire. You are assured of confidentiality of all information that will be provided.

Thank you.

INTERVIEW GUIDE FOR TEACHERS

WRITE THE APPROPRIATE ANSWER **RESPONDENT NO.....**

1. As a teacher how do you receive information about your work from your headteacher?.....
.....
2. Do you attend seminars or workshop?.....
.....
3. If yes, what plat form do you attend your workshop?.....
.....
4. Do your school collaborate with other organisations?.....
.....
5. If yes, what are some of the institutions do you collaborated with?.....
6. What are some of the support you get from such institutions?.....
7. How do you interact with the parents of your pupils?.....
8. What are some of the importance of the PTA meeting?.....
.....

9. Are parents interested in their ward's education?.....

.....

10. If yes, what was the outcome of their interest?.....

.....

11. If no what can be done to make parents be interested in their wards education?

.....

12. How was it shown?.....

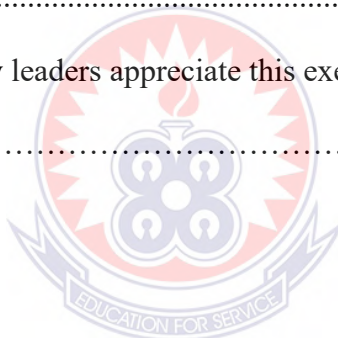
.....

13. What do your school do to strengthen the relationship between the school and the community?

.....

14. Do the community leaders appreciate this exercise and how do they express it?

.....



APPENDIX D

UNIVERSITY OF EDUCATION, WINNEBA

This questionnaire seeks to elicit information on the topic ‘School Improvement Practices of Junior High School Headteachers in Tano North Municipality’. It is purely an academic exercise and you are kindly invited to read and complete this questionnaire. You are assured of confidentiality of all information that will be provided.

Thank you.

TICK OR WRITE THE APPROPRIATE ANSWER

RESPONDENT NO.....

1. Sex Male [] Female []
2. Age 21-30 [] 31-40 [] 41-50 [] 51-60 []
3. Educational Attainment. Cert ‘A’ Post Sec. [] Diploma [] First Degree [] Master Degree [] others (specify)
4. Current rank in the Ghana Education Service. [] Senior Supt. II [] Senior Supt I [] Principal Supt. [] Assistant Director II [] Assistant Director I []
5. Which programme did you study at your highest educational level?

.....

Section ‘B’: Strong Leading Instructional Program/Instructional Leadership

Indicate the degree to which you agree or disagree with the following statements.

Please tick (√).

KEY : 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly

Agree

Statement	1	2	3	4	5
1. I develop school improvement plans from results of inquiry and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I carefully monitor/evaluate implementation of school improvement plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I monitor curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I provide feedback to teachers about how to improve instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I encourage careful monitoring of pupils exercise and progress by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I challenge staff to think critically and creatively about their teaching and learning practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am visible and accessible during supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I involve teachers in the preparation of School Performance Improvement Plan (SPIP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I organize in service training for teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to manage individuals and lead effective teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX E

Section 'C': Clear and focused School Mission preparing

Indicate the degree to which you agree or disagree with the following statements.

Please tick (✓).

KEY : 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
1. I develop a well-defined vision, mission and goal with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I encourage Teachers to set their class objectives from the school vision and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I Share responsibility for achieving the vision with teachers and SMC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I communicate the school goals to all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I develop action/calendar plan from the vision/goal of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I visit the classroom to ensure classroom instruction aligns with the school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I remind teachers regularly on school goals or visions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I use school goals, visions and missions when making academic decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I make sure the performance and attitude of teacher helps in the attainment of school goals/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

Section 'D': Opportunity to Learn and Keep on Task

Indicate the degree to which you agree or disagree with the following statements.

Please tick (✓).

KEY : 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
1. I build a collaborative culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I build a climate of mutual trust and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I create networks with schools, services and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I encourage other members of the school to be involved in decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am passionate about learning new things from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am open to different perspectives, views and contributions to be made across the education system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I delegate responsibilities to my teachers and pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I foster a sense of belonging in both teachers and pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I make the school environment welcoming, pleasant-looking and attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I encourage free flow of information with any omission or distortion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX G

Section 'E': Home/Community-School Relationship

Indicate the degree to which you agree or disagree with the following statements.

Please tick (✓).

KEY : 1= Strongly Disagree, 2= Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
1. I provide opportunities for parent involvement in the school management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I provide a social service to community- act as social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I communicate with all stakeholders of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I allow the community to use school facilities and vice versa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The community attend the school's durbars and forums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The community attend speech and prize- giving days organized annually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I allow the school to take part in communal labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There is a cordial relationship with schools, services and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I run parent/staff meeting effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I provide School partnerships with community-based organisations and NGOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you

APPENDIX H

**Ghana Education Service
Tano North Municipal
Post Office Box 64
Duayaw Nkwanta
18th November, 2021**

**The Head of Department
University of Education, Winneba,
Department of Educational Administration and Management,
Post office box 25,
Winneba-Central Region.**

Dear Sir/Madam,

REQUEST FOR LETTER OF INTRODUCTION

NAME: DANQUAH-OFFEI DANIEL

INDEX NUMBER: 200018985

I am a student of University of Education, Winneba with the above mention information therefore wish to file in for the above subject from your good office. I am offering a Master of philosophy in Educational Administration and Management and as part of the programme, I am expected to collect data for my research project titled **‘School Improvement Practices of Junior High School Headteachers in Tano North Municipality’**.

I hope my letter would be given a favourable consideration and approval.

Thank You.

Yours faithfully,

Danquah-Offei Daniel

APPENDIX I

INTRODUCTORY LETTER



UEW/EAM/INT/27

2nd March, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Mr. Daniel Danquah-Offei, a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and Management.

Mr. Danquah-Offei is currently working on a research project titled: *"SCHOOL IMPROVEMENT BY JUNIOR HIGH SCHOOL HEADTEACHERS OF DUAYAW-NKWANTA EDUCATIONAL CIRCUITS 'A' & 'B' IN THE TANG NORTH MUNICIPAL"*

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Salome O. Essuman".

Salome O. Essuman (Prof.)
Head of Department

cc: Dean, School of Graduate Studies