UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING THE INSTRUCTIONAL LEADERSHIP ROLES OF HEADS OF DEPARTMENT OF PUBLIC SENIOR HIGH SCHOOLS IN THE KINTAMPO NORTH DISTRICT

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DECLARATION

Student's Declaration

I, Kuuzuing Blanche Cherubin, declare that this dissertation, 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 that it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ……………………………

Date: …………………………………

Supervisor's Declaration

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

Name of Supervisor: Dr. Hinneh Kusi

Signature: ……………………………

Date: …………………………………

DEDICATION

I make this special dedication to my beloved Husband Mr. Paul Kofi Larry, and my children: Berisford, Bevelyn, Mirabel and Miriam for their love and prayer support that has made this work successful.

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I acknowledge all contributions made directly or indirectly by many individuals to the completion of this work. In the compilation of this thesis, I made references to a wide range of textbooks, seminars, articles and other materials, of which some have been clearly spelt out in this study.

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v

TABLE OF CONTENTS

Contents   **Page**

LIST OF TABLE

LIST OF FIGURES

ACRONYMS

DEOC	:	District Education Oversight Committee
SISO	:	School inspection and support organization.
DTSTS	:	District Teacher Support Teams
SMC	:	School Management Committees
PTA	:	Parent Teacher Association
GES	:	Ghana Education Service
MOE	:	Ministry of Education

ABSTRACT

The purpose of this study was to explore the instructional leadership roles of heads of department in public Senior high schools in the Kintampo North District of the Bono-East Region of Ghana. Qualitative approach with case study design were adopted in carrying out the study. The study sought to explore ways by which HODs of public SHSs organize activities at the department level to enable the school achieve their set objective, examine the roles of HODs in training their staff for the development of their schools, find out the curriculum development roles of HODs in the Kintampo-North District. Examine the challenges HODs in public schools face in carrying out their instructional leadership roles. A sample of 16 participants were purposively selected for the study out of which a total of 12 HODs views were sampled using One self-designed instrument (semi structured interview guide) to collect primary data. Qualitative data were analyzed thematically. The major findings indicated that HODs are more competent in vetting of lesson notes than in setting up academic activities within their departments, also it came out that HODs in public SHS are not involved in recommending areas teachers are lacking behind in terms of lesson delivery for training to be organized. Furthermore findings revealed that the curriculum development roles of HODs in public SHS in the Kintampo District are not clearly outlined because most head masters do not delegate instructional roles to HODs. The conclusions drawn were that, if the school would obtain its goals, then there is the need to apply the human relations theory of supervision within which workers are viewed as individuals who can contribute to the development of the school hence the need to apply consultative or collaborated style of supervision. Again, the position of the HOD should be competed for by selective means rather than appointment by management and that, the managerial competence of the prospective HODs should be redesigned to achieve better results, lastly the HODs roles should be properly defined for effective work to be done.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has been edged upon as being the best tool for national reforms in the socio-economic and political arena in any country (Machingambi, 2014). Globally, the governments of various countries on a continuous basis are aimed at funding schools to ensure that they have instructional materials and teaching personnel besides providing an environment that is conducive to both the leaner and the teacher (Glickman, 2010). Some countries, including Ghana, have introduced free education from kindagaten to SHS level to ensure that there is a high enrolment rate in schools. Effectively providing education requires an educational system that is reliable. In the context of educational system, reliability is solely enhanced through practices of supervision conducted by the head teacher or other school administrators (Peretomode, 2004). According to Peretomode (2004), supervision is categorized into two: personnel and instructional supervision. Instructional supervision is defined by Archibong (2010) as "a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner". On the other hand, personnel supervision involves "the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the education system" (Archibong, 2010). This study was, however, confined to the instructional supervision roles of HODs at the SHS level. In the Ghanaian context, instructional supervision aim is to provide objective feedback to teachers so that they can help diagnose and solve teaching and learning

1

problems. Instructional supervision again in Ghana is focused on helping teachers develop strategies and skills that will enable them evaluate their work (Archibong, 2012)

Despite the investments and high enrolments in education which has to be accompanied by the provision of an effective instruction (Elacqua, 2016), Concerns always arise when the expectations of the stakeholders are not met regarding the school performance and student academic outcomes. For this reason there's the need to assign roles in academia to achieve set objectives. When we take a close look at various organizations, their success is dependent on some key functions that the organizational leaders play which leads to the achievement of set goals (Buchanan & Huczynski, 2014). An instructional supervision programme that is well managed is often reflected through the behavior of the teachers (Wanzare, 2012). Despite the importance of instructional supervision, several challenges are being encountered as impediments to the achievement of educational goals The importance of improving teaching and learning quality through practices of instructional supervision is appropriately documented. For instance, Sergiovanni (2001) asserts that the supervision of teachers should enable them to grow as well as improve their basic teaching skills. Wachira (2012) posits that there is the need to bridge the gap in terms of performance between the private and public schools. Wachira (2012) notes that public primary schools have had pupils who proceed to their secondary education without the numeracy and reading skills, an issue that is connected with their performance. Wachira (2012) attributes this situation to poor and or lack of instructional supervision practices among other reasons. This could perhaps imply that the poor and or lack of instructional supervision practices could be contributing to the performance of students as they numeracy and reading skills that are wanting.

Investment inputs on the instructional programme from the government and other educational stakeholders have been increasing over the years (Wachira, 2012). The returns of these investments have however remained poor particularly in the secondary schools. This is manifested from the fact that despite the high investments in the instructional programme, the rate of transition from secondary learning institutions to institutions of higher learning has remained relatively low at 36% (Kinuthia, 2009). According to the government's vision 2030 flagship project, it aims to make the transition from secondary schools to institutions of higher learning hit the 70% level (Lynn & Orodho, 2014). The pace of transition however remains low and unless the education undergoes some changes, the educational goals remain unattainable to achieve. The heart of academic excellence rests with the school administration and the instructional supervision practices adopted in the schools (Olembo, 1982). According to them leadership functions are to establish directions, aligning people, monitoring and inspiring subordinates as well as influencing outcomes. In this regard, exploring the instructional leadership role of heads of departments (HODs) in SHS in Ghana have become necessary since concerns are raised on inadequate instructional supervision which is core to students' academic achievements.

Heads of department (HODs) instructional leadership role is eminent for the academic achievements of students in the SHS level. Heads of departments' instructional supervision is dependent on the type of leadership style heads possess. Gardner (1995) affirms the head's role when he states that leaders are individuals who affect the thoughts, feelings and behaviors of a significant number of individuals.

3

Since supervision is essentially the practice of monitoring the performance of school staff, it's incumbent for every academic supervisor to note the merits and demerits and to use appropriate techniques to handle the flaws of staff and build on their strengths to ensure improvement of the standards of educational goals. Burke and Krey (2005) defined supervision as instructional leadership that relates perspectives to behavior focus on processes, contributes to and supports organizational actions, coordinates interactions, provides for improvements and maintenance of instructional program and assesses goal achievements.

The historical antecedents of supervision were rooted in the principles of bureaucracy. Latter efforts however have shifted to developing professional status in schools. Throughout the twentieth century, theories or models of supervision emerged in response to reconcile inherent bureaucratic professional conflicts of schooling. Understanding this construct will enable us to understand the progression of various models of supervision and how the HODs in public second cycle schools are a part of the academic supervision.

According to Zepeda (2003), supervision may be formal or informal, or clinical supervision. The advocacy to change supervisory theory and practice to a more democratic one occurred in the 1920s as a direct result of growing opposition to autocratic supervisory methods (Sullivan & Glanz, 2000). Sullivan and Glanz (2000) noted that democratic supervision was influenced by Dewey's (1929) theories of democratic and scientific thinking as well as Hosies's (1920) ideas of democratic supervision.

According to Pajak (1993), supervisors in time past attempted to apply scientific and co-operative problem-solving approaches to educational problems. Hosie (cited in

Sullivan and Glanz, 2000) thought that it was not expedient, humane, nor wise, for supervisors to be autocratic. Hosie cautioned that the supervisor should eschew his/her "autocratic past". HODs in their bid to execute their duty as co-academic supervisors towards the academic set objectives has to adopt the democratic supervision that advocates respect for teachers and co-operation in supervisory processes.

Sullivan and Glanz(2000) posit that the tenets of democratic supervision assumed that educators, including teachers, curriculum specialist and supervisors would cooperate to improve instruction. Newlon (cited in Sullivan & Glanz, 2000, p.15) maintains that school organization must be set up to "invite the participation of the teacher in his development." This model recognizes the teacher as a fellow worker rather than a mere "cog" in a big machine (Sullivan & Glanz, 2000). The idea behind this model is that supervisors and teachers decide together what and how to teach. This was an initial attempt to introduce collaboration in supervision which involved supervisor and teacher, but not collaboration among teachers.

Neagley and Evans (1980) argued that modern supervision is democratic in nature: modern supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. It consists of positive, dynamic and democratic actions designed to improve instruction through the continued growth of all concerned individuals thus the child, the teacher, the supervisor, the administrator, and the parents or other lay persons.

In Ghana, we have internal and external supervision. The external supervisors function on at least three of the four levels: central, regional, district and local or school based (De Grauwe, 2001). The head of school and his assistant and HODs are

responsible for improving classroom instruction through internal supervision. Typically, supervisors of instruction include heads of institutions and their assistants, heads of departments or lead teachers. Glickman, Gordon and Ross-Gordon (2004) noted that what is crucial is not the person's title or designation, but rather the responsibility.

In Ghana, head teachers of primary schools and headmasters in junior high schools are responsible for school site supervision. However, at a higher level, heads of school take up administrative tasks, while their deputies and heads of department supervise instruction internally.

The team that carries out external supervision includes; District directors of education, the circuit supervisors in charge of the second cycle division, the regional school inspection team and the national inspectorate. At the basic level, we have school inspectors also known as school inspection and support organization (SISO) from the district education office inspect school facilities and provide assistance and support to teachers and head teachers at the basic level, while inspectors at the regional offices and headquarters normally conduct inspection in senior high schools, technical and teacher training colleges.

The Ghana Education Service (GES), mandates assistants head teachers/mistresses of primary and junior high to be at the helm of affairs while the heads are away on official duties. Within the education office at the district level we have the district education oversight committee (DEOCs), we also have the district teacher support teams (DTSTs) the school management committees (SMCs) and Parent-Teacher Associations (PTAs) all established to contribute to school supervision.

According to Glickman, Gordon and Ross-Gordon (2004) proposed that supervisors should perform the following roles; providing personal development by providing ongoing contact with the individual teacher to observe and assist him/her in classroom instruction; ensuring professional development by providing the learning opportunities for faculty provided or supported by the school and school system; and providing group development through the gathering together of teachers to make decisions on mutual instructional concern. According to Neagley and Evans (1980) effective supervision demands a high level of leadership and hence an effective supervisor should be intelligent, well trained in educational psychology, likeable, experienced and an expert in democratic group processes.

A National Association of Elementary School Principles (2001) defines instructional leadership as leading learning communities in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs and take responsibilities for what students learn.

Instructional leadership is a concept that emerged in the early 1980. Largely influenced by research that found effective schools lead by principals who stressed the importance of leadership in this area (Brookover & Lezotte, 1982). In the first half of 1990, attention to instructional leadership seemed to waver, displaced by discussions of school- based management and facilitative leadership (Lashway, 2002). Recently however, instructional leadership has made a comeback with increasing importance placed on academic standards and the need for schools to be accountable.

So in exploring the instructional leadership roles of HODs in two selected Senior High School in the Kintampo-North District, there was the need to look at how HODs create vision for their schools, the roles of HODs in public SHS in the training and

7

development of their staff, the curriculum development roles of HODs in public SHSs, the challenges HODs face in the discharge of their duty and also take suggestions as to how to solve the challenges identified.

For HODs to be able to offer quality academic supervision, there was the need to set clear goals and visions, allocate resources for instruction, manage the curriculum well, monitor lesson plans through departmental in-service training and workshops and evaluate teachers performance and issue appraisals. According to Creswell and Brown as cited by Bryman (2009), there are six discrete roles that an academic leader such as school heads can perform to help a member of the staff grow professionally which include provision and facilitation of scholarly work, advocating, mentoring, encouraging, collaborating and challenging teachers to do more.

The effectiveness of an academic leader influences the quality of education which directly impacts the learning outcomes of the students. So, it is obvious that the success of an educational institution depends largely on qualified and adequately trained academic leaders who have the qualities, knowledge and skills to provide guidance to his people and to motivate them to work towards attaining the vision, mission and goals of the college or university (Cohen & Brewer, 2008, p. 151).

1.2 Statement of the Problem

Education has been edged upon as being the best tool for national reforms in the socio-economic and political arena in any country (Machingambi, 2014). Globally, the governments of various countries on a continuous basis are aimed at funding schools to ensure that they have instructional materials and teaching personnel besides providing an environment that is conducive to both the leaner and the teacher (Glickman, 2010). Some countries, including Ghana, have introduced free education

from kindagaten to SHS level to ensure that there is a high enrolment rate in schools. Effectively providing education requires an educational system that is reliable. In the context of educational system, reliability is solely enhanced through practices of supervision conducted by the head teacher or other school administrators (Peretomode, 2004). According to Peretomode (2004), supervision is categorized into two: personnel and instructional supervision. Instructional supervision is defined by Archibong (2010) as "a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner". On the other hand, personnel supervision involves "the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives and objectives of the education system" (Archibong, 2010). The numerous roles played by heads, make delegation to HODs to perform some aspects of their work necessary. One aspect of the Heads roles delegated to the HODs is instructional supervision. It however appears that the HODs are not familiar with their roles enough to be able to properly and adequately perform their instructional leadership roles such as planning activities of learning in such a way that will lead to achievement of the vision of the school, exploring their roles in training their staff for the development of their schools, developing instructional duties through efficiently discharging their roles as HODs, examining challenges they face in carrying out their instructional supervisory roles and the efforts that can be made to overcome these challenges.

I understood this study to explore the instructional leadership roles of HODs of public SHS in the Kintampo-North District of Ghana. Literature reviewed on HODs instructional leadership roles reveals that HODs at the SHS level do not play

significant roles in creating departmental activities to support the vision of their schools, training of their staff for the improvement of academic work, curriculum implementation roles for development in their various schools, challenges faced in carrying out their instructional leadership roles and the efforts that can be made to overcome these challenges.

1.3 Purpose of the Study

The purpose of the study was to explore the instructional leadership roles of HODs in public SHSs in the Kintampo-North District of the Bono-East Region of Ghana.

1.4 Objectives of the Study

The study sought to;

i.   Find out some of the activities organized by HODs of public SHSs to enable their schools achieve set vision.

ii. Explore the ways by which HODs assist through recommending areas for training of staff for the development of their schools.

iii. Find out the curriculum development roles of HODs in public SHSs in the Kintampo-North District.

iv. Find out the challenges HODs in public schools face in carrying out their instructional leadership roles.

1.5 Research Questions

To be able to achieve the purpose and objective of this study, these questions were designed to guide the research.

i.   To examine some of the ways by which HODs in public SHS organize activities to support the vision of their schools in Kintampo-North District?

ii.   To identify some of the roles of the HODs in public SHSs in the training of their staff for the development of their schools?

iii. To explore some curriculum implementation roles of HODs in the Kintampo-North district?

iv.   To examine HODs in public SHSs face in carrying out their Instructional implementation roles?

1.6 Significance of the Study

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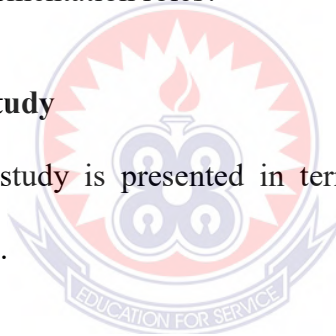
1.6.1 Theoretical significance

Fain (2004) defines a theory as "an organized and systematic set of interrelated statements (concepts) that specify the nature of relationships between two or more variables, with the purpose of understanding a problem or the nature of things". Hence, a theoretical framework comprises of concepts that are interrelated such as a theory but do not need to be a theory in itself.

According to Lederman and Lederman (2015), whereas a theoretical framework could actually be a theory, it does not necessarily have to be one. The theoretical framework of this study was based on collegial model (Bush, 2003). Collegial model assumes that institutions make decisions and determine policies through a discussion process

11

that consequently lead to consensus. The collegial approach has brought a paradigm shift and focuses on collegial relationship as opposed to hierarchical relationship in the teacher-supervisor relationship. The approach also emphasizes on a collaborative effort pitting the HODs and the supervisors which ultimately enhances teacher's growth as opposed to compliance. In an educational setting, collegial relationship between the supervisor and the HOD is a component of teacher enhancement and school effectiveness.

In schools that enhance collegial culture, the HODs/teachers are empowered and they are regularly involved in a continuous reflective inquiry. The collegial model focuses on the teachers' interests and they stand to gain something when they work together. The professional growth and development of the teachers as a result of collaboration arising from a democratic environment in a school would be influential in the performance of students.

The supervisor in a school is considered as a joint contributor/coach and not a boss. The teachers feel a sense of fulfilment and worthwhile and self-actualization. The self-actualization has been linked to performance of the students as the goal is aimed at helping the student (Shrifian, 2011).

Theoretically, the study employed the behaviorist leadership approach and Human relations theory propounded by, Follet and Mayo (1930). This study attempted to bridge the gap in literature and contribute to the existing body of knowledge on the instructional leadership roles of HODs in public SHSs in the Kintampo-North District. For instance it appears that all the existing research conducted in the field of instructional leadership roles in Ghana, focused on teachers, headteachers/masters and principals. Some of these studies include; Christopher Day, University of Nottingham

(March, 1984) in an article titled "the Role of a head of department in staff development", posits that the principle of 'ownership' was to be central to any project. He also stressed that reflection is important on current practice since it is claimed that it helps one to critically assess one's performance. Also, Andre Du Plessis and Eric Eberlein University of Pretoria (Dec, 2017) "on the role of heads of department in the professional development of educators; a distributed leadership perspective" this article was a qualitative study undertaken from a distributive, leadership perspective, and was an attempt to provide understanding of how heads of department develop educators. These works are not conducted in Ghana hence little work is done when it comes to the instructional leadership roles of HODs in SHSs in Ghana. This has left gaps in literature which the current study seeks to address through the human relations theory.

This study contributes to instructional leadership and HODs role in SHSs. The study highlights how HODs organize activities to enable the school achieve set vision, their roles in training of staff, the roles they perform to promote curriculum development and the challenges they encounter as HODs in carrying out their instructional leadership roles.

1.6.2 Methodological significance

Qualitative case-study research design was one of the methodological lenses that underpinned this study. This made it possible to explore and understand the instructional leadership roles of HODs in public SHSs within their natural settings. Similarly, the qualitative research approach allowed for direct interaction between the researcher and the researched. I was able to establish personal interactions with the participants, owing to the one-on-one semi-structured interview adopted for the study.

1.6.3 Practical significance

The findings emanating from this study will inform the municipal and district directorates of education in the area, the headmasters of the selected schools and other stakeholders of education of the challenges that HODs encounter in their roles as instructional leaders at the SHS level. Also this work will serve as a bench mark for broader consultation by second cycle school heads whenever they meet to organize workshops for their staff and furthermore this work will alert autocratic heads to treat their staff as fellow human beings who can offer quality knowledge that will go a long way to improve academic performance.

Moreover, the findings from the study could improve on factors that encourage HODs to accept instructional responsibility roles assigned to them. Also, stakeholders could base on recommendations from the study organize workshops for heads and assistants/HODs in the study area to find appropriate measures to solve difficulties encountered by HODs and empower them with the appropriate resources to work.

1.6.4 Conceptual framework of the study

According to Orodho (2008) a conceptual framework is a diagrammatic representation of the relationship between variables in a study. The various variables and their relationship with each other are presented in Figure 1.1.
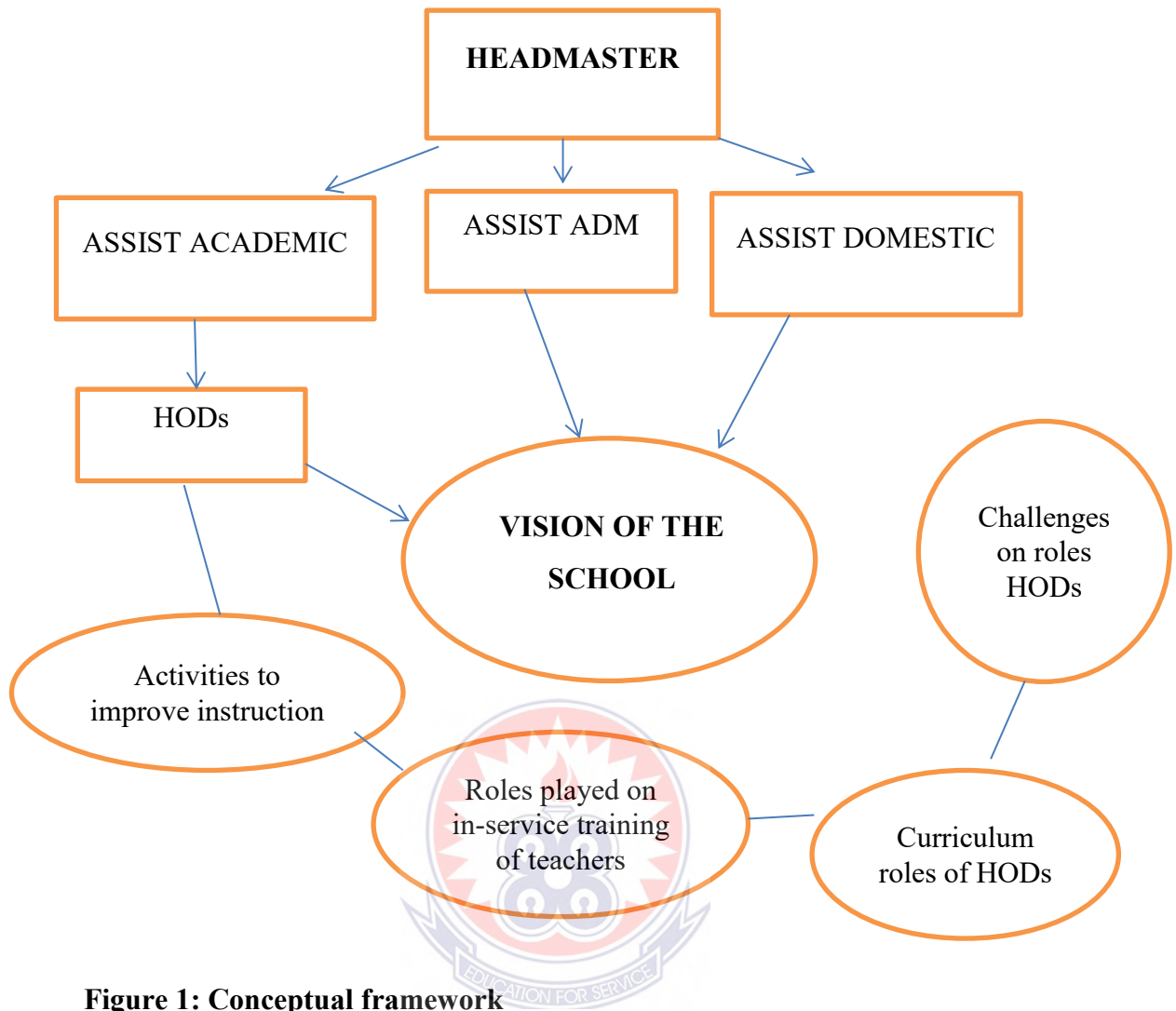
Figure 1: Conceptual framework

Source: (Researcher, 2018)

Figure 1 shows that the headmaster is the overall instructional provider at the SHS level, he is however supporter to do so through collaboration and delegation to thee three assistant heads in the school. The assistant headmaster in charge of academics directly delegates and supervises the activities of the HODs who in-turn organizes and allocates activities or duties to be performed by teachers. For the analyses of this study, the HODs needs to be up and doing by coming out with academic activities that will improve instruction, play significant role in the training of staff for the development of their school, take active role in curriculum implementation and finally improvise solutions to challenges they come across.

The approach has to be one that would be welcomed by the teachers. The workload of the head masters is a hindrance to effective supervision. Besides, the workload that the head masters have in the course of their daily activities would determine whether or not they engage in instructional supervision practices that aid in the student performance.

The experience and professional qualification of the head masters as supervisors is

also a determinant of effective instructional supervision. They ought to have high professional qualification or equivalent to that of fellow teachers. This would enable them in being effective in conducting instructional supervision which would ultimately improve the student outcome.

The intervening variables include in-service training of HODs on how to improve their instructional supervision practices, performing their roles in recommending training needs of staff and preparing the grounds for training to take place, ensuring teachers are in class on time and lessons delivered effectively and finally refer challenges incurred to management to address them.

1.7 Delimitation of the Study

The scope of the study was confined to second cycle level and specifically HODs. This is because the research objectives is centered on supervision of HODs hence the need to work within that scope. Also, the scope of the study was delimited to supervision. The researcher believes that, instructional supervision is the bedrock on which instructional improvement is built and subsequently academic excellence, lastly public schools was centered on since they form the majority of SHSs education in Ghana.

1.8 Definition of Terms

Secondary education division:

This is a division under the Ghana Education Service (GES). The second cycle division assists the GES to implement and monitor ministry of education (MOE) policies and guidelines on equitable access to education, improvement of quality of education, effective education management, promotion and demystification of science mathematics, technology and engineering at the second cycle level.

Senior High Schools: Educational institutions that follow basic education and provides formal instruction to young people within three years' duration in the context of Ghana which lead to either employment or college of education (university).

Supervisory: The role of someone who oversees the activities of others in an organization.

Supervision: It is the act or function of overseeing something or somebody.

Curriculum: Curriculum comprises of all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school (Jadhav & Patnkar, 2013).

Competence: Ability to perform an activity efficiently with excellence.

Competencies: All actions taken by an overseer that are related to those that help orient the organization towards its objectives.

HODS: Heads of department. A head of department at the second cycle level comprises of a senior teacher appointed by the headmaster in consultation with the management of the school to lead and manage the affairs of subject department.

1.9 Organization of the Study

This study is organized into five chapters. The first chapter deals with the introduction of the study. This comprises the background, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, and definitions of terms.

The second chapter focuses on the review of the related literature on constituent(s) of HODs instructional supervision roles at the SHSs level. This chapter is tackled under the following sub-headings: How HODs create vision for their schools, the roles of HODs at the SHS level in training their staff for the development of their schools, the curriculum development roles of HODs in public SHSs in the Kintampo-North District, and the challenges HODs face in carrying out their instructional leadership roles.

Some relevant literature reviewed include; Concept of Supervision; Administration and Supervision; Nature and level of supervision; Theories of supervision; Principles of supervision; Aims of supervision; Functions of Supervision; Contents of supervision; Types of Supervision and Supervisors; Supervision Policy in Ghana and Training and Development of the teacher. Competencies for instructional improvement; assessing competencies; the instructional supervisor and Challenges in Supervision. The chapter ends with a summary of the literature review.

The third chapter deals with the introduction, research paradigm, research approach, research design, population, target population, sampling techniques, research data collection tool and data collection procedure, ethical consideration and summary of the chapter. Chapter four comprises presentation, analysis and discussions of findings. Chapter five contained summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

The purpose of this chapter was to discuss the literature review relevant to the study. It reviewed related literature on constituent(s) of instructional supervision carried out by heads of department. The task in this chapter was tackled under the following subheadings: Concept of Supervision, Theories of supervision; Administration and Supervision; Nature and level of supervision, Principles of supervision, Aims of supervision, Functions of Supervision and Contents of supervision.

Other literature relevant reviewed include; Types of Supervision and supervisors; Supervision Policy in Ghana, Training and Development of the teacher, Competencies for instructional improvement, Assessing competencies, the role of the instructional supervisor on the concept of supervision.

Literature was also reviewed on creation of instructional activities by HODs to help the school achieve set goals at the second cycle, roles played by HODs in SHS on training of their staff for the development of their schools, curriculum implementation roles of HODs in public SHS in Ghana, challenges HODs face in carrying out their instructional leadership roles and the possible ways of finding solution to challenges faced by HODs in Ghana.

2.1 Concept of Supervision

The concept of supervision can be traced back to the origin of public education, a

19

period when young states used it establish a common culture and language (De Grauwe, 2007). During this time, supervision gradually emerged as a practice that is distinct in connection with professional, cultural, academic and institutional dynamics which have for a long time generated the schooling agenda. Much of school supervision history describes as a series of unrelated and disjointed events (Glanz, 1994). The concept of supervision was originally introduced in order to improve the teaching and learning situation through professional growth and development of the teachers and educators (Glanz, 1994).

Supervision is meant to improve the performance in work in any context. It should be used to enhance effective methods of teaching as well as contribute to professional growth and development of the teachers (Blumberg & Weimer, 2008). The concept of supervision has been defined differently by various scholars (Olembo et al., 1992). From an educational view point, Zepeda (2007) conceptualizes supervision as process that is ongoing and which is meant to improve instructions and professional development. Waweru (2004) defines supervision as "the process of working with and through others in a more humane understanding to achieve to the greatest extent possible a quality education for all students". On the other hand, Olembo et al. (1992) define supervision as that phase or dimension in education administration that is associated with the improvement of instructional effectiveness. The key denominator among the various definitions and views on supervision is that it is aimed at developing better quality of education. According to (Glickman, 2010) supervision is "the school function that improves instruction through direct assistance to teachers, curriculum development, in-service training, group development and action research".

The primary goal of school supervisory practices is improving instruction of teaching and learning (Archibong, 2010). Opportunities arising from supervision make it possible for the teachers to be moulded through a deeper study of classroom interactions and instructional activities in order to perform teaching duties in accordance with their professional code of conduct. Supervisors ought to help the personnel being supervised to realize their potential in the course of conducting supervisory exercise (Jahanian & Ebrahimi, 2013). It is important the supervisor monitors the teachers' work, queries the teachers on why they use certain teaching methods and later provide them with information on best practices in teaching which would hence improve the educators in their teaching practice. The practice of supervision offers an opportunity to both the supervisors and teachers to work harmoniously in improving student learning (Aseltine, Faryniarz & Rigazio-Digilio, 2006). Inadequate school supervision has inimical implication on the students' output academically as well as challenges to the realization of educational objectives (Usman, 2015). Consequently, it would be prudent to ensure that wide ranging instructional supervisory techniques are adopted in order to achieve quantitative and qualitative delivery of service by the teachers (Usman, 2015).

The concept of supervision is two-fold where on one hand it serves to improve the professional growth and development of the teachers while on the other it is tied to improving the students' performance. It can thus be premised that supervision function is a manifestation of instructional leadership (Okumbe, 2006). Instructional supervision and process aids in the improvement of academic performance among students. This is premised on the fact that instructional supervision enhances teaching and learning through proper planning and guidance. Furthermore, Okendu (2012) asserts that through supervision of instruction, new ways are devised that aim to

21

improve teachers professionally and as a result help them to unleash their creative potential and consequently ensure instructional process is well articulated and improved.

2.2 The Concept of Instructional Supervision

Supervision is a way of stimulating, guiding, improving, refreshing encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision, (Ogunsaju, 1983).

School instructional supervision refers to the interaction between the supervisor and supervisee, with each having a recognized input in the process but within a defined individual role. As such teaching as a group effort toward a group goal should not be prescriptive for teachers. The supervision process should be able to enhance teachers' own capabilities by developing the regeneration and growing abilities of an institution as well as improving the instructional processes.

Zepeda (2007) scrutinizes supervision as a three-stage process for the supervision of teaching practice, professional development and evaluation. These phases are the main headings that address all aspects of teacher and teaching in the supervisory process (Zepeda, 2007; Lee, Dig & Song, 2008). Due to the dynamic changes in the school environment and increased teachers' demand for guidance and support, the paradigm shifted from a directive model of inspection to a more collaborative approach of supervision. Various authors suggested that teachers should have access to various options of instructional supervisory approaches (such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios and professional growth plans) in order to enhance their professional growth and instructional efficiency (Sergiovanni & Starratt, 2007);

22

Zepeda (2007) added that contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers implementing different supervisory approaches are essential, not only to give choices to teachers but also to provide choices to administrators and schools. The widely used approaches to instructional supervision are categorized as clinical supervision and collaborative supervision.

Clinical supervision is the process by which the student or supervisee assumes the apprenticeship role with minimal skills or knowledge but learns the work by observing and being assisted to receive feedback from an accomplished member of the same field.

It was believed that because the "masters" were quite good at the work, he or she would be equally good at teaching/supervising. This also presupposes that a "master" clinician may not be always a "master" supervisor without the addition of training and competency in supervisory knowledge and skills.

Furthermore, its documented that clinical knowledge and skills are not easily transferrable as the master –apprentice model implies(Falender&Shafranske,2008). Observing experienced clinicians at work is without question a useful training tool, but is not sufficient to help students/supervisees develop the skills necessary to become skilled clinicians themselves.

Development is facilitated when the supervisee engages in reflection on the counseling work and relationship as well as the supervision itself.

2.2.1 Collaborative approach

In a collaborative approach, supervisors present teaching as a problem solving situation. In this approach, two or more individuals pose a challenge, try and implement the teaching strategies that are considered to be relevant (Glickman, 2010). The supervisor in this approach guides the process of problem solving while keeping teachers focused on their shared problems. The supervisors and the teachers have an agreement that is mutually binding regarding the criteria, processes and structures for subsequent instructional improvement. The plan of action is negotiated between the teacher and the supervisor. The views of both the supervisor and the teacher are included in the final action plan for instructional improvement. If any of the parties is dissatisfied with the action plan, they stand to reject it and negotiate again till they agree. However, the parties in a collaborative approach have to accept idea modifications and not necessarily taking hard stands (Glickman, 2010).

Glickman (2010) states that "collaborative models advocate that the supervisor is equal with the teacher, presenting, interacting, and contracting on mutually planned changes". The supervisor's role in this approach is guiding the problem solving process while remaining an active participant in the interaction. Collaborative approach of instructional supervision provides opportunities for the teachers to share their perceptions as well as offering likely alternatives for future action. Ibrahim (2013) in a study of student teachers in United Arab Emirates established that 83.3% of them preferred the use of collaborative approach.

The collaborative approach to instructional supervision is interactive in nature. The parties plan the process collaboratively. This way it creates rapport and hence both supervisor and the teacher have ownership of the entire process. It is non-evaluative in

nature but aimed at strengthening professional relationship between the supervisor and supervisee. According to Kimosop (2007), feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher's suggestions helps build his/her confidence hence enhancing learning process. Since it is a supportive activity, the supervisor provides alternative approaches of a variety of skills as would be necessary and this strengthens the supervised teacher's pedagogical skills.

Consequently, the teacher would be able to confidently be able to apply appropriate teaching methodologies so as to achieve better student academic outcomes.

2.3 Nature and Level of Supervision

Mullins (1996) quoted Myers and said "the effective supervisor is one who provides a climate in which people have sense of working themselves" (p.525). The nature and level of supervision is a factor, which can influence the satisfaction people derive from their work. Supervision involves technical knowledge, human relations skills and co-ordination of work activities.

To Mullins (1996 p.525), effective supervision is necessary for job satisfaction and for high levels of work performance. He continues by saying that supervisors who adopt a considerate manner towards their workers tend to have the more highly satisfied work groups. Considering the nature of supervision, one may wonder the development of supervision and how it can be packaged to yield the effectiveness it deserves in this twenty-first century.

2.3.1 Evolution of supervision

In the school context, supervision started in America. Knezevich (1984) traces its origin to the United States of America's (USA) strategy for quality education. Oliva and Pawlas (2001, p.5) date the major periods in the historical development of supervision as far back as the 1620s. There has been a gradual evolution of the concept of supervision through the years. Originally, the process was authoritative and sometimes primitive. It was not surprising that supervision process was such that the supervisor was present only to criticize and admonish. From this stage, the concept of improving the teacher through supervision changed to school Effectiveness and school improvement.

From 1935 to date, USA placed emphasis on the development of human relation and competencies necessary for making supervision meaningful. Due to the quality nature of education at the time, instructional leaders wanted supervision of instruction to undergo innovative panaceas to search for instant progress. Supervision took the form of visitation by school committee members and members of school boards. The purpose was more or less inspection (evaluation).

It is questionable if much assistance in the improvement of instructions resulted from the visits of these lay persons who were mainly concerned that the three R"s (Reading, wRiting and aRithmetic) and insisted seeing them being taught effectively. However, the laymen had the power and terminated some teachers' appointments.

In the middle of the nineteenth century, it was generally agreed that professional supervision be initiated with the organisation and the country's superintendents of schools' office. For the following 55 years, the community's superintendents in many

areas provided notable service to the school including direct supervision of the instructional process.

The USA's Institute originated during this era as a means of improving teachers' skills and keeping them abreast with the latest educational trends. Harris (1976, p.332.) agrees with Wiles and Rogers in their attempt to give a brief historical perspective of the role of instructional supervision, they grouped the events into three eras from 1950 as follows: 1950 – 1960 - Emphasis on human relations skills, avoidance of conflict, lack of directionality, and uncritical response to teachers' expressions of need.

1955 –1965 – Population explosion, crash programmes of teacher preparation, permanent employment of men and women to teach with little selection or evaluation, rapidly expanding schools and districts to outrageous sizes, and emphasis upon growth with little attention to quality.

By 1960 – 1975 – there was growing demands for change in instructional practices, frenzied demands for newer and better programmes, and appeals for meeting special pupil needs, insistence upon opportunity for all children with little tolerance for

failure.

2.3.2 Development of supervision in Ghana

In the Ghanaian context, supervision of instruction started in the early part of the 15th century with the inception of the Castle Schools in Elmina, Christiansburg and others. However, supervision took the form of super ordinate – subordinate relationship and limited itself to the administration of the Castle Schools.

Later, in 1882, when Rowe became governor of the Gold Coast now Ghana, he passed the 1882 Education Ordinance which sought to promote the advancement of education in the British Colonies - Ghana, Nigeria, Sierra Leone and Gambia. Among the provision in the ordinance was the payments of government grants to schools comprise both government and mission schools which were assisted by government on the basis of enrolment of pupils in each class in a school.

The minimum enrolment qualifying a school for this grant was at least twenty pupils in a class. To enforce this provision, a central general school board was set up in Ghana with the mandate to establish local boards in the other colonies – Nigeria, Sierra Leone and Gambia. These local boards were to have inspectors of schools responsible for certifying schools for government grant in their respective countries (then colonies).

However, due to lack of personnel, Reverend Sunter was appointed the first inspector of schools, (now called supervisor) in the British colonies under the general board to be in-charge of supervision of schools in these countries. Due to the large area of coverage Reverend Sunter's supervision was ineffective. This era marked a dramatic turn from the castle centred supervision. This supervision however placed emphasis on pupil's enrolment and attendance to school to the neglect of performance and this supervision to a greater extent was limited to the schools in Cape Coast. This was as a result of the poor nature of roads, which made travelling difficult and sometimes impossible.

Then, in 1987, when Griffiths took over the reign as governor in Ghana, he passed the 1887 Educational Ordinance for Ghana alone. This ordinance abolished the payment of grants on the basis of enrolment and rather tied it up to pupils' academic

28

performance in class. This was to ensure that government's investment in education was worth its cause. This brought about the concept of "payment by results." By this concept a board of education was established with the power to appoint inspectors of schools and certificated teachers.

The inspectors were to set and conduct a yearly examination in the affected schools, and the results of such schools were the basis of the payment of government grants to them. For instance, according to McWilliam and Kwamena-Poh (1975, p.41), an amount of two shillings per pupil per year was paid for a pass in Reading, wRiting and aRithmetic and additional amounts ranging from six pence to two shillings per pupil, based on average attendance were paid in each of the other subjects. That is, the teachers' salaries depended on the number of pupils passing the inspector's examination in each class in each school. This marked the conflict between teachers as instructors and inspectors as supervisors.

In 1908, when John Roger was appointed governor of the Gold Coast, He set up a committee whose terms of reference was to study the various ordinances passed, and make recommendations for the advancement of education in the Gold Coast. Among these recommendations were the termination of the "payment by results" and the introduction of payment by general efficiency of schools.

To enforce and maintain the implementation of this provision, the concepts of school boards were withheld and some inspectors of schools were appointed. These inspectors were assigned the responsibility of inspecting schools to ascertain their general efficiency in classroom instruction, teacher and pupil attendance to school among other environmental factors like cleanliness. Schools, which did not meet the criteria set, did not receive any grant from government.

After the end of the First World War in 1918, Gordon Guggisberg was appointed the Governor of Gold Coast. He showed tremendous interest in the development of education in the country. Consequently, he formulated the sixteen principles for the development of education in Ghana. Among these principles was the abolition of payment of grants based on general efficiency of teaching. However, to improve upon the quality of teaching/learning in school, he thought this could be achieved through improvement in teacher training and supervision of instruction.

This brought about the concept of teacher certification. This concept of teacher certification led to the closure of one hundred and fifty "bush" schools which were not manned by trained certificated teachers and the establishment of more teacher training colleges, and the upgrading of the existing ones to certificate "A" and certificate "B" awarding institutions, (MacWilliam & Kwamena-Poh,1975, p.59).

The concept of supervision was so dear to Guggisberg's heart that he had to personally inspect schools in the Northern Territories (now Tamale, Bolgatanga, North-east, Savana and Wa). This visit resulted in the appointment of Rev. A.H. Candler as head of the Northern Territories Education Department in 1925. To give legal backing to his principles, the 1925 Education Ordinance was passed. This ordinance remained in force until the 1961 Education Act came to replace it. It is clear that until the early 1960s however, these systematic inspections operated at the level of basic education.

In 1961, the Inspectorate Division of the Ghana Education Service (G.E.S.) was formally established as a professional unit distinct from the administrative schedules of the Ministry of Education. It was responsible for school inspection and evaluating administrative standards and maintenance of standards in pre-university education

institutions as inspecting officers and principal teachers who worked mainly at the district and circuit levels now called SISOs , visited and inspected primary and middle schools today referred to as senior high schools.

The early inspectors assessed the work of teachers and pupils. These inspections were characterised by the use of force and issuing of orders, treats and commands. The inspectors were regarded as "tin gods", all knowing, and people who can have ultimate authority to hire or fire and dismiss teachers, to discipline everybody in the school and to open or close schools on their own volition. School Inspectors, tip-toed or sneaked to schools without the knowledge of the teacher and sometimes left their cars kilometers away from the school's premises. Schools were sometimes inspected during weekends when the school was out of session and reports were made and sent to the regional and headquarters offices.

In April 1969, the first substantive Chief Inspector of Schools with the rank of Deputy Chief Education Officer was appointed to head the Inspectorate Division of Education. The inspectorate maintained pre-determined basic minimum educational standards in pre-university institutions to ensure equality of educational opportunities throughout Ghana. They ensured that the work of teachers, pupils and general conditions in the schools conformed to the policies and specifications determined by the government through the Ministry of Education.

During and after the 1987 Education Reforms, some National Service Personnel were appointed as Monitoring Assistants to the District Education Officers (DEOs) who reported directly to the then Secretary of Education. They were empowered to enter any school premises to carry out school inspection even though they were not professional teachers. With the coming into force of the District Assembly Concept

and the implementation of the government's decentralization policy, management of both basic and second cycle institutions came under the District Director of Education.

In 1990, the post of Circuit Supervisors was created, and the first batch of Circuit Supervisors who received training, replaced the then circuit officers. Before then, to qualify for the post of a circuit officer, a teacher was expected to pass the General Certificate Examination (G.C.E.) Ordinary Level in at least five (5) subjects and should be on the rank of Principal Superintendent of the Ghana Education Service. Presently, Circuit Supervisors are first-degree holders who give clinical supervision to teachers at the basic level and report to the Assistant Director in charge of supervision.

In addition, the Ghana Education Service Act, 1995 (Act 506) established the District Education Oversight Committee (DEOC) to oversee the proper functioning of education at the district level and to work with the School Management Committee (SMC) to promote teaching and learning. These events were more or less sequential in nature; and each one tended to promote, stimulate and reinforce the next one. Having made strong commitment to humane, nondirective, service oriented supervision, the tidal wave of events caused by population explosion left many supervisors struggling for survival inundated by teacher incompetence, overextended, overworked, and inappropriately tooled.

2.4 Theories of Supervision

According to Creswell (2003 p.5), theories provide a lens to guide the researcher as to what issues are important to examine and the people that need to be studied.

32

Sergiovanni and Starratt (1998), noted that supervisors and teachers typically do not characterise their work as being informed by theory.

It is very difficult to engage in teaching or supervisory practice without being theoretical. Sergiovanni and Starratt (1998), continued to look at some of the pioneers in administrative theory. According to them, Van Miller often spoke of the practical art of using theory. Miller, cited in Sergiovanni and Starrat (1998 p.5), also noted that it was very difficult to administer and supervise in schools without using theory.

They continued that practices typically do not lead to other practices without some help. To Miller, with theory, the professional can reach a new step in professional decision-making and practice. He continued that theory can provide the profession with a surer view of the situation, serve as a guide to the selection principles, and provide a basis for evolving improved practices in the light of improvements in one's theoretical outlook (Sergiovanni & Starratt 1998, p.6). Having known the importance of theory in supervision and teaching, there is the need to look at some of the different theories of supervision and teaching. Presently, supervisory practices in schools are largely based on one or a combination of four general views of the following:

2.4.1 Scientific management

Frederick Taylor who is the father of this theory came up with the idea that human beings could be programmed in such a way as to perform efficiently and effectively like machines in factories. Drucker, cited in Afful-Broni (2004 p. 46), contended that this "man-the-machine" perspective of Taylor and his followers believed that it was the best for any organization especially the industry to function efficiently. So in order to achieve the optimum output, workers must be offered a minimum of moral and monetary motivation, and unfailing amount of constant direction.

Taylor's ideas were later refined and these principles stated that all the workers in any organization need to be provided with clearly defined daily tasks. This according to the proponents of this theory, the worker would not be lazy or lie idle after every task performed. Further on, Taylor developed the principle that the worker ought to be provided with standardized conditions and appliances; this way he/she could be more efficient to accomplish his given tasks.

Under this principle was the assumption that, given the necessary tools, the worker had to be able to achieve the assigned tasks. He established the best way of doing things. He instructed workers to do what they were told and only as they were told. Obviously, one's pay would be determined by the extent to which one was able to perform the assigned task; and again, failure to perform a task was tantamount to forfeiting one's pay, irrespective of any potentially valid reasons for nonperformance. He also proposed that as the organisation became more developed and complex, those workers who could not rise up to challenges should be gotten rid of. This was justified by insistence on regular human resource training. This theory is reflected in the images of supervision portrayed by category of supervisors. It represents a classic autocratic philosophy of supervision within which workers are viewed as appendages of management and as such hired to carry out pre-specified duties in accordance with the wishes of management.

In the school situation, teachers are viewed as implementers of highly refined curriculum and teaching systems and where close supervision is practiced to ensure that they are teaching in the way in which they are supposed to and that they are carefully following approved guidelines and teaching protocols. Control,

accountability, and efficiency are emphasized in this theory within an atmosphere of clear-cut manager subordinate relationship.

Though elements of the scientific management of supervision can still be found in schools today, by and large, traditional scientific management is not currently in favored. Though it's basic building and precepts are still thought to be attractive by many policy makers, administrators and supervisors, the ideas have not changed but strategies for implementing these ideas have. However this theory's ideology is opposing to the human relations theory and the behaviorist theory found relevant for twenty-first century supervision.

2.4.2 Human relations supervision

The human relations supervision emerged during the 1930s. The works of Follet, Mayo and others are important in the development of human relations supervision. They believed that the productivity of workers could be increased by meeting their social needs at work, providing them with opportunities to interact with each other, treating them decently, and involving them in decision making process.

The classic research carried out at the Hawthorne plant of the Western Electric Company of Chicago in 1920s gave testimony to these ideas. Human relations supervision can be applied to the school situation. Teachers were viewed as whole persons in their own right rather than as packages of needed energy, skills and aptitudes to be used by administrators and supervisors.

Supervisors needed to work to create a feeling of satisfaction among teachers by showing interest in them as people. It was assumed that a satisfied staff would work harder and would be easier to work with, to lead, and to control. Participation was

considered to be an important supervisory method and its objective was to make teachers feel that they were useful and important to the school.

Human relations approach promised much but delivered little. The problem was as a result of how the approach should work. It eventually resulted in the widespread neglect of teachers and the participatory supervision became permissive supervision, which in practice was the laissez-faire supervision. Although this approach developed considerably up till the 1950s, it became clear that increases in school productivity would not be achieved merely by assuring the happiness of teachers.

2.4.3 Human resources supervision

Sergiovanni and Starratt (1998, p.14), "in 1967, the Association for Supervision and Curriculum Development's Commission on Supervision theory concluded its 4–year study with a report entitled: Supervision, Perspectives and Propositions. With William Lucio as the head of the team, the report discussed scientific management and human relations view on supervision to combine emphasis on both tasks and human concerns into a new theory.

 The main features of domains were individual commitment and self-responsibility. In the school situation, there is high regard for teachers' needs, potential and satisfaction. Teachers have a sense of worth and importance. Teachers are again, creative and innovative when room is created for them to contribute their quota for the achievement of the educational goals.

2.4.4 Principles of supervision

Supervision like any other service cannot function effectively without laid down principles governing it. Sidhu (1996, p.310) enumerates these as the twelve principles

36

of good supervision. That is supervision should contribute to the general efficiency and improvement of the school and to the professional growth of teachers; Supervision should be done sympathetically; Supervision should be very thorough and comprehensive; Supervision should try to assess the spirit of a school in addition to its instructional work.

This spirit will be reflected by records of staff meetings, programmes of the morning assembly, co-curricular activities, experimental projects, standards of discipline, and the human relationships in the school; The teacher's individuality should be respected; Supervision should not be cursory in character; The work and ability should not be judged in a few minutes; The supervisor should not hold back praise when it is deserved; The supervisor should not expect impossibilities from the teachers; Inspection should not be confined to the four walls of the school. Those done outside the school should be assessed; Inspections should be done in advance. The academic work of the school will be thoroughly checked by a panel of experts with supervisor as chairman.

2.5 Aims of Supervision

There are a number of aims and purposes of which supervisory services has to be fulfilled. Sidhu (1996 p.228) has summed up these aims as it provides professional leadership to educational workers so as to improve their work and give them correct direction; It offers technical service to teachers in the form of teaching techniques, instructional aids, diagnostic techniques and remedial measures; It promotes the professional growth of all teachers by providing in service training now and then; It clarifies and interprets educational goals for educational institutions and gives them all types of help and guidance to achieve these goals.

Negatively speaking, supervisory service aims at checking inefficiency and negligence in schools, finding out serious lapses and irregularities in their functioning and ensuring that all these short – comings are removed. Positively speaking, it aims at offering new, forward looking and constructive suggestions to educational workers. It also goes to their help in solving their difficulties. It is the duty of the supervisor to inspire teachers by his wise counseling; It aims at appraising the work of educational institutions so that those not doing well may be encouraged to do better and those doing well may be guided to come up to the mark.

2.6 Functions of Supervision

Burton, cited in Oliva and Pawlas (2001, pp.20-21), listed the tasks he saw pertinent to the supervisor and labeled it "arenas". These they pointed out as, the improvement of the teaching act (classroom visits, individual and group conference, directed teaching, demonstration teaching, development of standards for self-improvement among others). The improvement of teachers in service (teachers' meetings, professional readings, bibliographies and reviews bulletins, inter-visitation, self-analysis and criticism, among others);

The selection and organisation of subject-matter such as setting up objectives, studies of subject matter and learning activities, experimental testing of materials, constant revision of courses, the selection and evaluation of supplementary instructional materials, etc.; Testing and measuring (the use of standardised and local tests for classification, diagnosis, guidance, etc.); The rating of teachers (the development and use of rating cards and checklists, stimulation of self-rating. Oliva and Pawlas (2001 p.20) quoted Burton's work above as, 'the first modern statement and concept' of

38

supervision. The contents are still relevant in examining the numerous tasks that supervisors actually perform today.

Harris (1985) also enumerated ten tasks of the supervisor as Developing curriculum: Designing or redesigning that, which is to be taught by whom, when, where and in what pattern. Developing curriculum guides, establishing standards, planning instructional units and the instituting new courses are example of this area; Organising for instruction, Making arrangements whereby students, staff space and materials are related to time and instructional objectives in co-ordinate and efficient ways, for instance, grouping of students, planning schedules, assigning spaces, allocating time for instruction, scheduling, planning events, and arranging for teaching teams;

Providing staff: Ensuring that there is availability of instructional staff in adequate members and with appropriate competencies for facilitating instruction. Recruiting, screening, selecting, assigning and transferring staff are endeavors of this area; Providing facilities: Designing and redesigning and equipping facilities for instruction, the development of space and equipment specifications is included in this area; Providing materials: Selecting and obtaining appropriate materials for use in implementing curricular designs.

Previewing, evaluating, designing and otherwise finding ways to provide appropriate materials; Arranging for in-service education: Planning and implementing learning experiences that will improve the performance of the staff in instruction-related ways. This involves workshops, consultations, field trips, and training sessions, as well as formal education; Orienting staff members: Providing staff members with basic information necessary to carry out assigned responsibilities.

This includes getting new staff members acquainted with facilities, staff and community but it also involves keeping the staff informed of organisational developments; Relating special pupil services: Arranging for careful co-ordination of services to children to ensure optimum support for the teaching process; Developing public relations: Providing for free flow information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction; Evaluating instruction: Planning, organising and implementing procedures for data gathering, analysis and interpretation, and decision making for improvement of instruction**.**

2.6.1 Content of supervision

The supervisor is concerned with the improvement of instruction. Hence he/she has to observe the methods of teaching, the audiovisual aids employed, the time table, distribution of work among teachers, written work of teachers and it's correction, teachers' diaries and the entire planning of instructional work of the school (Sidhu, 1996, p.297),

On co-curricular activities such as sports and games, it is the supervisor's duty to coordinate all including activities like educational tours and library service in the school; the supervisor has to examine all sorts of school records and registers. He has to scrutinize all government's accounts and student's funds and make sure that they are not misused and misappropriated. He has to verify the school stocks of equipment and apparatuses; concerning school environments, he has to look into the school discipline and general behaviour of students and their habit of cleanliness. These duty schedules of the school head are so involving and that reason instructional supervision has to be a collaborative effort.

On development of the school: The supervisor has to assess whether the school is justifying its existence or not by examining the various steps taken by the school to serve the community. The report of the school is obtained from the year to year progress towards educational objectives. The supervisor is also concerned with the general development of the students. All these can't be done by the headmaster alone hence the need for the HODs to be assigned with some of these supervisory practices.

Another area is Guidance. The supervisor is expected to help and guide the teachers in their activities and programmes and construction of test; analysing test results and remedial measures, planning and initiating instructional devices; in conducting workshops for the study of special problems; in utilising community resources for enriching classroom teaching; and in their overall professional growth. He arranges and holds meetings and conferences of teachers so that they discuss their problems.

In terms of management, he runs his own office as a clearing house of new ideas, techniques and practices for the improvement of instruction. He has to collect statistics of, deal with aided schools and their managing committees. He has to arrange for the onward communication of the large number of orders and curricular issued from the directorate, the disbursement of grants received from the government for the schools in his area, holding a number of enquiries and investigations as a result of complaints, sanctioning leave, appointing and transferring teachers, providing clarification and interpretation of rules, conducting surprise inspections from time to time, acting as a channel for departmental correspondence, and making various recommendations about various schools.

2.7 Types of Supervision and Supervisors

In Ghana, there are two types of supervision - external and internal supervision. According to Neagley and Evans" (1970) The Internal Supervision refers to supervision in the various institutions by the institutional heads while the external supervision deals with supervision from the local, district or national office.

They look at the internal supervision as the principal in present day public school organisation as the chief school administrator and the representative in the day- to-day administration and supervision of the school. Musaazi (1985) sees internal supervision as a situation where the head is to ensure the improvement and effectiveness of the instructional process. He added there should be check-up visits which are usually informal. This is to help the supervisor form an opinion on what he sees. So on the definition of who a supervisor is, Oliva and Pawlas (2001 p.14) noted "a supervisor is anyone who oversees the work of another". They further explained that if the concept of supervision is limited to management of resources and personnel, then the administrator is labeled as a supervisor.

However, if we delimit supervision to the means of improving curriculum and instruction, we may not conclude that every administrator is an instructional supervisor. Thus, any school official who assists teachers in improving curriculum and instruction is a supervisor. On the question of types of supervisors, Oliva and Pawlas (2001 p.16), again refer to supervisors as auxiliary personnel or staff. They continued by quoting Sturges who recommended two types of instructional supervisors. These he said are, "The Consultative Instructional Supervisor and the

Administrative Instructional Supervisor"(p.67). He stated that the Consultative Instructional Supervisor is concerned with the improvement of instruction and works closely with teachers.

The Administrative Instructional Supervisor on the other hand is also concerned with the improvement of instruction but from controlling and co-coordinating level. In most cases, according to him, the Administrative Instructional Supervisor is housed at a central office. His duties are mainly administrative functions and the overall coordination of the instructional programme. Oliva and Pawlas (2001), again describe two types of supervisors as generalists and specialists. According to them, the Generalists are the supervisors who have responsibilities for supervising teachers in a number of grades or in a variety of subjects. They possess expertise and are experienced in at least one teaching field. They also supervise in areas they have or have had no special training at all.

They are experts at teaching and know good general methods and classroom managements. Generalists, according to them, understand learning theories and have broad view of the curriculum. In Ghana, heads of institutions, district and regional directors of education can be put under this group. The Specialists, according to them are the type of supervisors who have depth of preparation and experience in a particular level of subjects. They know the subject thoroughly and also know modern techniques and latest trends in teaching. This group of supervisors possesses some of the same knowledge and skills as the generalist.

They also understand learning theories and can help teachers with classroom management and methodology. The specialists can help the teacher on the appropriate use of Teaching/Learning Materials (TLMs). They know the sources of useful TLMs

to teachers. Whereas the specialists have more limited view of the curriculum and instruction than the generalists, the specialists work within one area and the generalist works across areas. Circuit Supervisors in Ghana can be likened to specialists.

In Ghana, both Generalists Supervisors and Specialists Supervisors are found at the headquarters of the education sector, the regional level, district and the school levels. Meanwhile, different supervisors at each level have their peculiar role to play as far as supervision is concerned in Ghana.

2.8 Educational Policy on Supervision in Ghana

Thompson (2000, p.22-29) emphasizes that to a large extent, what education is and does is not determined by the educator but by others. The government of Ghana had realised supervision as the main hope for bringing about change in the educational delivery system in the country. It is against this background that the 2001 Policy and Strategic Plan for the education sector outline four elements in school quality assurance policy.

These are: inspection, monitoring, internal supervision & management and external supervision and support. These four elements, according to the policy document are "combined in a multi-layered, integrated school inspection and supervision system with a clear distinction between inspection and supervision functions" On the issue of supervision, the document makes it clear that, the skills of the Circuit Supervisor will be upgraded through training, and also, supervision system will remain decentralised with quality control of supervision in the hands of the national inspectorate. This document divided the main elements of school supervision and quality management into two categories firstly: Supervision which is external to the school: This type of supervision provides an element of independent inspection.

44

Secondly Supervision based in the school; this aspect of supervision they said, forms the basic layer of self-regulation and school based improvement under the responsibility of the head, his assistants and the HODs. This policy document has realised the importance of the role of HODs in supervision and had placed the responsibility of the school-based supervision on headmasters, assistant heads and HODs shoulders. However, the document made no provision for training and development made available for supervisors and their supervisees who for that matter need adequate tools for the accomplishment of their job.

2.9 Competencies for Instructional Improvement

Instructional improvement is a unique role for instruction. Competencies needed for such a unique and demanding form of educational leadership are numerous. Harris (1976, p.334) quoted special education supervisor training project, Document No. 7, and enumerated twenty – four (24) critical professional supervisory competencies titles as: Developing curriculum, setting instructional goals, designing instructional units, developing and adapting curricula, developing learning resources, evaluating and selecting learning materials, producing learning materials, evaluating the utilisation of learning resources, staffing for instruction, developing a staff plan, recruiting and selecting personnel , assigning personnel, organising for instruction, revising existing structure, assimilating programmes, monitoring new arrangements, utilising supporting services, analysing and securing services, orienting and utilising specialized personnel, scheduling services, evaluating and utilisation of services, providing in-service education, supervising in a clinical mode, planning for individual growth, designing in-service training sessions, conducting in-service training sessions, training for leadership roles, relating to public, Informing the public, involving the public and utilising public opinion.

The basic idea of competency - based training is that it should be criterion-oriented, directed at developing the ability of trainees to perform specific tasks directly related to the job they are in or for which they are prepared, expressed in terms of performance outcomes and specific indicators. The mere fact that someone is in the teaching service and has the rank of Senior Superintendent, Principal Superintendent or Assistant Director and bears the title of HODs does not necessarily mean that the individual is competent enough in terms of having the right attitude for knowledge of, or skills in performing a task as challenging as instructional supervisor.

2.9.1 Ways by which HODs create and organize learning activities for their schools to achieve set vision

Head masters are bestowed with the duty of supervising the teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Fitzgerald, 2011). There are numerous and endless supervisory practices that head masters can perform in the effort to improve teaching-learning and consequently impact on students. Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth (Dipaola & Hoy, 2013). Sule, Eyiene, and Egbai (2015) notes that it is incumbent upon the headteachers to develop as well as maintain the competence of their juniors.

The competence, according to Sule et al. (2015), is developed and maintained through instructional supervisory practices such as moderating marking schemes, moderating

46

examination question papers, micro-teaching, workshops, conferencing, demonstration, classroom observation, checking teachers' regularity in class, teachers' punctuality, pupils' notes, schemes of work, lesson notes among others. It is worth noting that in order to conduct these tasks, the school principals ought to have adequate supervisory capacity and as well encourage their teachers to utilize their talents where necessary so as to improve instructional procedures at the end.

On the other hand, Charles, Chris and Kosgei (2012) identify supervisory practices that they ought to perform such as ensuring strict teacher adherence to the curriculum, good teacher-student relationship, proper teacher use of teaching aids and backups, summary of major points at the end of the lesson, use of voice variation, previous knowledge revision, well structuring of lessons, early lesson planning and that they are regularly observed. Hereunder, are few instructional supervisory practices discussed. As a result of these numerous roles of school heads there is the need to delegate some to the heads of department.

According to Guardian Professional Looking, Alamy Peter Smith (2013), He is an assistant headteacher at East Bergholt High School in Suffolk. He came out with seven things successful heads of department do to make your department shine; Successful departments need to be led. Be the first to share ideas and encourage others to do the same.

Wise chap Gandhi once said: "You must be the change you want to see in the world." If you want a department where ideas are shared, students are enthused and teaching is dynamic, you have to take the lead. The job of head of department can be a lonely one; trying to be professional with your department members and therefore keeping a little distance (written by someone who married one of his department, this is more of

a do as I say not as I do moment) and not always being taken seriously by SLT. Don't focus on you, instead put your efforts into modelling the very best practice. Be the first to share ideas; lessons, model answers, revision guides. Put all your lessons on the shared area, encourage others to observe you. Not because you think you're amazing, but because you want others to do the same, and if they see you doing it, they're more likely to return the efforts/opportunity.

Praise others, not yourself, while you should aim to be the best teacher in the department, you shouldn't publicise this. Go about your role with confidence, but let others work out that you're really good. If you go about listing your track record of outstanding observations or the time the local authority inspector cried at how beautiful your lesson on slavery was, it will only eventually demotivate and intimidate your staff. Instead praise your staff when you catch them doing something well or hear something good about their lessons. And pass these things on to the head; big up your staff whenever possible. By doing this you build their confidence. Linked to this, when you delegate roles out, leave what they produce alone. Resist the temptation to rewrite the revision guide front page as it doesn't quite fit with how you'd do it, or edit the material for the website. If it's correct allow the member of staff ownership of it rather than you taking the credit.

Don't do things for Ofsted, Ofsted is an important government body auditor and what they say about us is how we're judged as schools. It is not an improvement body and until it is, it won't have my support or credibility Ofsted is important, and I'm not saying disregard it, I'm saying do things for the right reasons. And if you do that, turns out Ofsted will probably like it. So ask for student input into the department if you genuinely care and you're going to reflect on the results. If you're doing it just because

48

it looks good then frankly don't bother; it's a waste of your staff's valuable time and when the inspectors scratch below the surface they'll realise it's done purely for effect anyway.

Protect your staff, as a department they're your most valuable resource. Appoint wisely and then look after them. Keep an eye on how hard they're working, and if they look stressed relieve some stress by sending them home without work for a weekend or helping with their mock marking. Sometimes this will put you in direct conflict with your line manager or headteacher, as sometimes you will be disregarding school policy. Be brave and stand your ground.

Deploy your troops wisely, look at your subject. For example history really competes for students at GCSE and A-level and the more students the better; more resources, more specialist teachers, more status in the school. Make sure therefore that the people delivering your year 9 curriculum are those who are likely to make students want to study your subject and at year 11 – have your best teachers ensuring good results. This sometimes isn't an easy call to make, but your department lives and dies by results and numbers so get the staffing right.

Exploit what you've got, exploit your subject matter to boost your profile. Again using the example of my department history lends itself to explaining current affairs, so shed the tag of being stuck in the past by keeping the department relevant. Ask to take over the Remembrance Day assemblies to publicise the importance of history, run a school election next time there's an election and make connections with the past, use your display boards to make links to current news stories, foster links with the primary schools. No other subject gives you as much scope to do this as history. Be as creative as you can, so in a World Cup year make a wall display of a footballing team

from history and ask for students to contribute personalities who would be suitable for the various positions, Bouddica on the wing maybe?

Set, short, achievable goals each term/year, most importantly, know where you're going as a department. Set the focus as a team of what you want to achieve; better GCSE results, higher numbers, better teaching. Then work out the steps to get there; better exam technique, revision materials, whatever. Next allocate jobs, but do more than your fair share. Finally meet regularly and discuss how you're getting on with the goal you set. Once it's achieved, celebrate, tell someone, and set another one.

Mpisane, Bonga Basil (2015), "the role of high school heads of department as leaders of learning". According to this research, HODs in some schools complain about teachers' absenteeism, late coming and the workload. Heads of departments, being middle managers in schools, have a significant role to play in improving teaching and learning through supervision and control. Proper time-management is necessary in order for them to execute this duty effectively. Some scholars have declared that instructional leadership should be driven by HODs since they play a key role which determines whether teachers teach and leaners effectively learn. However HODs experience challenges in their role. This study therefore, explored the role of high school HODs as leaders of learning.

In their role function as outlined by the department of education HODs supervise teaching and learning, ensuring that class activities are undertaken, marking done and feedback given on time. They conduct departmental meetings and assess teachers' performance. This study adopted a qualitative approach utilizing a case study design. Purposive sampling was used to select the participants from two schools. Semi-structured interviews and document analysis were employed to generate data.

50

The study revealed that, HODs encountered challenges in implementing the goals set because teacher absenteeism and late coming present a problem; HODs experience challenges in managing classwork and giving feedback because of the workloads that they themselves have; overcrowded classes become a problem when trying to give learners individual attention; holding meetings assists in empowering teachers as they share information and improve their communication skills and enhance their knowledge. Recommendations were made that HODs should closely supervise and monitor class activities and involve parents of learners. Parents should counter-sign books of learners, since parents are one of the most important stake holders in teaching and learning. HODs should create their own mechanisms and put structures in place to monitor as well as to curb absenteeism and late coming in their departments.

According to Murphy, the contemporary school is a competitive organization, which incorporates elements and sets goals that a few years ago seemed unthinkable. He sees the role of the school principal as a leader very crucial because they are the visionaries; the ones who capture and inspire a vision for the future of their school units and together with their collaborators the teachers are called to realise it.

The role of school manager in education is crucial, although discredited in the educational hierarchy, for the proper functioning of the schools they run. At the same time, they are the ones responsible for the proper functioning of the school unit. Finally they are the connecting links of all the groups that make up the school unit, the collaborators of all, but also the final liable for any negligence or unfortunate incident that arises in the educational unit they lead. Therefore their role has a

multidimensional character and concerns not only their direct collaborators, but also reflects on a wider part of society.

Strategies for Improving School Performance

By: William L. Johnson, Ed.D.; Annabel M. Johnson, Ph.D.; Jared W. Johnson, B.S.(June 11-12, 2014) The rapid development of the United States from raw wilderness and frontier to the leading nation of the world is in itself a marvel. The vast expansion of its population was made possible by the immigration of literally millions of peasants. At first glance, these traditional peasants, largely illiterate, would hardly seem to be the material from which to build a sophisticated society. The chief structural element which made possible this rapid development was the American public school system. In fact, the creed of the early 20th century was the democratic

faith in the instrument of the American common school (public school) inherited from Mann (the model of free and compulsory education directly imported from Prussia) and Jefferson but now applied to the problems of training the urban and rural citizenry for jobs, as well as for acculturating the masses of immigrants. Schools were not only an expression of the American philosophy; they were the most effective agent in its formulation and dissemination. Consequently, our educational system took the children of the immigrants, along with the children of the backwoods, and made them rapidly, often in only a generation, into fully American citizens and participants in an industrial society. This success story made possible rapid upward mobility and created our present middle-class society. For all the years of state TAKS and STAAR testing, my students maintained passing rates at very high levels. In this presentation, I want

to share several of these strategies that I have used with my classes. I will first examine school culture and a model to build productive school cultures.

Part One: School Culture Past and Present

The Changing School Culture

Considering what American education has accomplished, one must acknowledge today the limitations and restrictions imposed on our public schools: a society that is not scholarly; communities that do not see education as the silver bullet to erase poverty; a media which devalues hard work and degrades the pleasure of learning; and an electronic media that is "rewiring" the structure of students' brains. For example, released on September 17, 2013, Grand Theft Auto Five earned $800 million dollars the first day it was sold and achieved worldwide sales of more than $1 billion in its first three days. Students' writing and math skills are very weak as they are moving away from text and becoming more verbal and visual. At least 41 states do not require schools to teach cursive reading or writing. The issues in education are large and connected to the state of society as a whole. We cannot ignore these

effects when we talk about improving education since schools must deal daily with students' social and emotional problems (discipline issues) like student truancy, classroom tardiest, fighting, and drugs. According to national surveys, about 17 percent of American high school students are drinking, smoking, or using drugs during the school day. Furthermore, recent national test-score data showed that fewer than 40% of students met college-readiness benchmarks, only eight percent of African-American students met all four

Building Productive School Cultures

The effective schools systemic model was developed from the original work of Edmonds' (1979) description of the characteristics of effective schools. Understanding of Edmonds' first generation characteristics (correlates) deepened and broadened into the second generation correlates (Lezotte, 1991). Since the first-and-second generation statistical correlations were dependent on sample size, statistical analyses were expanded to include meta-analysis and effect sizes (Johnson & Johnson, 2012b). Principals are very familiar with the effective schools literature; however, what has been lacking is a research-based school culture production model showing how to use this research to implement school change. The following systemic(ecological) model was developed in part to provide a research-based implementation structure for Edmonds' (1979) correlates. This popular systemic model is used in the United States and internationally in principal training, administrator certification programs, and school management (Johnson & Johnson, 1999b). It provides a framework for the development of schools and also refers to the collective work patterns of a school in the four areas of school-wide planning, people development, program development, and assessment of productivity. This model, based on a review and synthesis of over 400 studies from the school productivity literature and later expanded to over 1000 studies, was developed in a consulting relationship with the authors (Johnson & Johnson, 1999b; Snyder, Anderson & Johnson, 1992). The authors were looking for common threads that ran through exceptional schools. The research showed that most schools utilized one-or-two of the four components. However, the most productive schools utilized all four components. Interestingly, the most deficient of the four components found in the research studies was meaningful assessment. In many cases, there was not the expertise to conduct

high-level statistical research. Research shows that attending an effectively organized high school is worth at least an extra year's achievement for the students (Brandt, 1990-1991). The systemic school production model shows clearly how to develop an effectively organized school, implement Edmonds' (1979) correlates, increase student achievement, and solve school problems like meeting the federally-mandated NCLB legislation. Implementing the Work Culture Model The principal's planning, development, and assessment activities begin by identifying the school's priority needs. These are usually the school's performance levels (typically test scores) and the school's culture (evidenced by the three levels of culture): the physical and social surface environment which can be easily discerned (artifacts); espoused values and beliefs which are conscious strategies, goals, and philosophies; and traditions, ceremonies, and underlying values that reinforce the school's values but exist at a largely unconscious level. Schools that have dysfunctional cultures and poor test scores likely suffer from systemic problems representing a failure at the top levels of school management. The clear goal is to

establish priorities (plans) for improvement using the school work culture model.

 Educators realize that there are always problems inherent in planning. However, our

experience has shown that instead of giving the staff detailed plans and instructions, it is better to communicate strategies as broad intentions of what the school staff can achieve and why it is important. It is also helpful to explain why the previous plans did not work in solving existing

Culture Challenges the Principal

Teachers rated classroom experience as the most critical attribute for principals. However, national surveys have found that three out of four K-12 public school principals rated using data about student performance to improve instruction as the most important experience and skill for principals. Below that, they rated developing strong teachers and evaluating teacher effectiveness as most important. Most principals also believe their jobs have become too complex and often outside their control. This, they feel, has created somewhat of an autonomy gap. In large schools, a breakdown occurs in communication, feedback about performance, and

staff involvement in decision making. Therefore, we see principals reorganizing and moving away from the factory school model of the 20th century that was designed to mimic what factories needed in their workers. We see principals empowering collaborative school work groups like PLCs and school academies and delegating more operations to their administrative staff to free up their personal time for strategic school needs. This would certainly apply to atrisk students.

However, my experience in the public schools has

shown that a concern for others (relationships) and a focus on student success is the best style that will work for administrators and teachers in the majority of schools. This presentation will focus next on strategies for student achievement (Johnson & Johnson, 1999b, 2010, 2012b).After all, a poorly managed school may be a major reason for a school receiving a poor rating.

Productive School Management

Schools, districts, and states are obviously under great pressure to improve student

performance. Increased scrutiny by state legislatures, the media, business, and special interest groups has made school improvement and student achievement a top priority. In 2001, the federal government expanded its role in public education with new legislation motivating annual student performance testing, teacher improvement programs, and a plan to identify underperforming schools. It is now even more urgent that Texas school officials address the weaknesses of their present instructional programs and adequately prepare students for the new educational requirements. Given the complexity of educational systems, many researchers posit using systems strategies to address educational needs. General Systems Theory A system is defined as a group of interdependent items that interact regularly to perform a task, an established or organized procedure, or a method. A system is also defined as an

arrangement (pattern or design) of parts which interact with each other within the system's boundaries (form, structure, or organization) to function as a whole. The nature (purpose or operation) of the whole is always different from, and more than, the sum of the unassembled collection of parts. As noted, a system brings together parts or members into a relationship that adds up to a whole. Furthermore, the whole is often a common way to then look at or study the system itself. At a more technical level, a system can be said to consist of four elements. The first is objects: the parts, elements, or variables within the system. These may be physical, abstract, or both,

depending on the nature of the system. Second, a system consists of attributes: the qualities or properties of the system and its objects. Third, a system has internal relationships among its objects. Fourth, systems exist in an environment. Thus, a

57

system is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts.

In 1990, Senge wrote that the ways organizations think about the world are built on systems thinking. A systems model provides a framework from which an organization can see the patterns and interrelationships that surround its particular problems and help solve those problems much more effectively. Furthermore, a systems model is necessary when attempting to find long-term solutions since linear thinking often results in short-term solutions that may prove to be ineffective over time (National Staff Development Council, 1995). That model must now be superseded by the more complex systems model since the classical model was designed historically for much simpler societies. The systems model allows individuals in organizations to work together instead of working competitively. Working together, individuals become aware of the value of the interconnectedness that exists in the world, and they experience the dynamic energy that is released using systemic models.

Interestingly, our culture refers to schools as school systems since there are interdependent functioning administrative units like payroll, transportation, personnel, and curriculum. Unfortunately, for many districts this is where systems theory ends. What is urgently needed is to apply systems thinking operationally throughout the school district. Next, there will be a discussion of research-based systemic models that have been shown to improve student success. The leadership challenge for school administrators and teachers is to effectively implement one or more of these systemic models. Effective Schools Systemic Model

For more than two decades, many Texas school districts have relied on the effective schools research as the framework for managing and improving their schools. It was

the late Ronald Edmonds' (1979) description of the first-generation correlates of effective schools that launched the effective schools movement in the United States. The effective schools movement has been a major force in American education, and it continues to exert enormous educational influence today. Furthermore, today we see many districts expanding the firstgeneration correlates to include the second-generation correlates. Following is a summary of both the first- and second-generation correlates. Following is a summary of both the first- and second-generation correlates of effective schools (Edmonds, 1979; Johnson, Johnson, Hunt & Gilliam, 2002).

 Shared Vision and Purpose – In the first-generation correlates it was noted that effective schools have a clearly stated and focused school vision, including the school's curricular and instructional goals and priorities. While the first-generation correlates focused on teaching students, the second-generation correlates will focus on learning for everyone in the school.

For example, there can be morning and afternoon tutorials and off-campus test preparation for students who are projected to fail state testing. A Safe and Orderly Environment – The first-generation correlates focused on a school climate

that was free from physical harm and was not oppressive to teaching and learning. For the second generation, learning for all will imply a positive, cooperative, collaborative learning environment for both students and adults. For example, the teacher might divide the class into three-or-four groups by ranking the students' scores from highest-to-lowest and choosing students sequentially from each grouping to be placed in groups for class work. Instructional Leadership – In the first generation, the principal managed the school's instructional program in addition to the daily management duties. In the second generation, top-down bureaucratic management

59

will be replaced by bottom-up leadership that is driven by a vision of success and encourages shared decision making.

2.9.2 The role of HODs in public SHS in training their staff for the development of their schools

Christopher Day, University of Nottingham (March, 1984) in an article titled "the Role of a head of department in staff development", posits that;

> *"the principle of 'ownership' was to be central to any project. He also stressed that reflection is important on current practice since it is claimed that it helps one to critically assess one's performance. From His analyses it is incumbent on all instructional leaders who want to set and achieve goals to first of all own the office assign to him/her."*

Andre Du Plessis and Eric Eberlein University of Pretoria (Dec, 2017) "on the role of heads of department in the professional development of educators; a distributed leadership perspective" this article was a qualitative study undertaken from a distributive, leadership perspective, and was an attempt to provide understanding of how heads of department develop educators within the organizational context of the different schools and subject departments. The findings are related to the current policy frame work for professional development in South African schools. Two fee paying and two non-fee paying schools were selected and interviews were conducted with HODs from single subject and multi-subject departments in each school. The findings confirmed that HODs have formal responsibilities and accountabilities and they wield a horizontal and a vertical influence, recommendations were made to improve professional development practices by HODs in particular and in the education system in general.

Around the globe, nations are struggling to make their educational Sector function efficiently. It is quite obvious that the development of many middle income and

60

developed nations made it possible through investment in the human capital through formal education. Oliva and Pawlas (2001) however regret to find out that educational specialist focus on curriculum development to the detriment of instructional supervision on curriculum delivery hence improvement on staff performance.

Training and development is very vital for teachers in executing their duties. Mathis and Jackson (2000, p.317), see training as,

> "a process whereby people acquire capabilities to aid in the achievement of organisational goals". They made clear distinction between training and development and that development is broader in scope and focuses on individuals gaining new capabilities useful for both present and future jobs".

On the explanation of staff development, Oliva and Pawlas (2001 p.355) quoted Dale

> "the totality of educational and personal experiences that contribute towards an individual's being more competent and satisfied in an assigned professional role"

Oliva and Pawlas (2001 p.354) again noted that

> "staff development connotes the idea of training, the goal of which is improvement of the persons who make up the organisation and the organisation itself" Glatthorn cited in Vellegas Reimas (2003, p.11) see staff development as, "the provision of organised in-service programmes designed to foster the growth of teachers".

On the question of in-service training as a means of developing the teacher, Vellegas-Reimas (2003, p.55) has this to say,

> "the meaning of in-service education is changing, and it varies from country to country depending on the level of preparation teachers receive prior to their entering the profession".

Bolam, cited in Vellegas-Reimas (2003, p.55)", sees in-service training as,

> "Those education and training activities engaged in by primary and secondary School teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively. Vellegas-Reimas (2003, p.16).) again quoted Ingvar son on the meaning of in- service training

> *as,"where the employers have control, the government establish goals, the actors can be universities, employers or consultants, and the models used are usually short-term courses or workshops which are not necessarily related to practical issues"*

In Ghana Education Service, in-service training is often used to update teachers' knowledge. Subira and Nogales commented in Vellegas-Reimas (2003 p.62), that "courses are theory oriented and do not address practical concerns." Sidhu (1996) also said that supervisors lack adequate training and are unsatisfactory in quality; Tovar in Vellegas-Reimas (2003 p.63), also said that courses are offered in locations difficult to reach, particularly by those teachers who need the courses most; Vellegas-Reimas (2003, p. 63) again referred to Davini and Schiefelein et al. that there are few reading materials related to the field available to teachers and supervisors.

Vonk expressing his view on the limitations of in-service training as stated in Vellegas-Reimas (2003 p.63) has these to say that there is lack of clarity on the part of participants; concerning the aims and objectives of this kind of training, many in-service training activities do not target the main goal of improving the professional competence of teachers; hence in-service training providers transmit the knowledge and skills they have, regardless of their relevance to the recipients. Kievet; Sato and Ushiwata stated in Vellegas-Reimas (2003 p.63), noted that the majority of in-service training programmes are too short, too unrelated to the needs of teachers and too ineffective to upgrade teaching knowledge. Jesness cited in Vellegas-Reimas (2003 p.93) commenting on the nature of in -service training and staff development had this to say, "anyone who thinks education can be substantially improved with workshops probably hasn't ever attended one".

Means of developing the teacher have taken a new dimension to professional development. Vellegas-Reimas (2003 p.11) quoted Glatthorn, that "teacher

professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically". He commented on the fact that this new dimension of developing the teacher is a new perspective in teaching.

The only form of professional development available to teachers was, "staff development or in-service training" which consists of workshops or short term courses that offer new information on a particular aspect of their work. He noted that the in-service training was the only type of training teachers would receive and was usually unrelated to teachers work. Vellegas-Reimas (2003 p.12) referred to CochranSmith and Lytle; Walling and Lewis that only in the past years has professional development been considered a long term process that includes regular opportunities and systematically to promote growth and development in the profession. They referred to professional development as "a revolution in the teacher education".
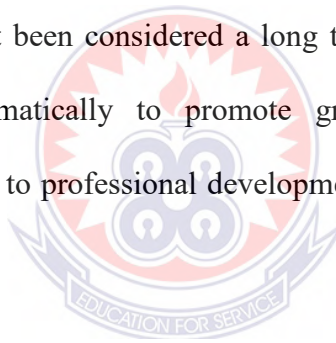
Glatthorn as cited in Vellegas-Reimas (2003 p.11) compared professional development to staff development. He stated that professional development is broader than staff development Training for unqualified teachers as a means of developing the teacher, Vellegas-Reimas (2003 p.50) noted, "in-service training is the only preparation teachers would receive when they are hired while not yet having qualified (or certified) teacher status" Vellegas-Reimas (2003 p.13) in clarifying better option in developing the staff quoted Cohen, Ganser, Lieberman and Dudzinski et al. says that series of related experiences (rather than one-off presentations) is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences. Abdal-Haqq (1996) notes that the most effective form of professional development is

the type which is based in the schools and is related to the daily activities of teachers and learners.

Wood and McQuarrie, cited in Vellegas Reimas (2003 p.14), on the issue of the effective means of developing the teacher had this to say, "the most successful teacher professional development opportunities are "on-the- job learning" Guskey and Loucks-Horsley stated in Vellegas-Reimas (2003 p.14) says that, "professional development is a process of culture building and not of mere training". Concerning the role of professional development, Darling-Hammond and McLaughlin; Shifter, Russel, and Bastable stated in Vellegas-Reimas (2003) comments that the role of professional development is to aid teachers in building new pedagogical theories and practices.

2.9.3 The curriculum development roles of HODs in Public SHS

According to Dr P S Patankar and Megha Sahebrao Jadhar(Oct. 2013). Teacher education provides a platform to student-teachers to acquire the required knowledge, skills and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. And the quality of the teacher produced in any institution invariably depends on the curriculum offered to them during their training period.

After reviewing various researches on the curriculum and significant role of teachers' in framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks. This work posits that Decentralization should mean greater autonomy within the state/district. As curriculum is the best means of overall development of students. Teachers are mediators between curriculum and students.

She/he knows various needs of students, educational institutions, industries, parents (stakeholders).

The quality of teacher education is maintained by curriculum of teacher education. The curriculum development is a dynamic process. This paper defined the concept 'curriculum' as all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school (Jadhav & Patnkar, 2013).

It means all the learning which is planned or guided by the school. Curriculum reform presents teachers, schools and boards of managements with a unique opportunity to engage in professional development to improve learning outcomes and prepare children for the challenges and opportunities of the future.

Curriculum reforms take place in the classroom and they involve teachers translating curriculum documents into practice, embracing new teaching programmes and methodologies, and providing a broader range of learning experiences for their pupils (Stark, 2005). One of the striking features of curriculum change and implementation is the perceived mismatch between the intended curriculum and the classroom reality thus a disparity between policy and practice (Stark, 2005; Altinyelken, 2010).

2.9.4 The challenges HODs in Public SHSs face in carrying out their instructional leadership roles

According to Impact research group publications (2003, p.13), there are numerous benefits to providing high quality and effective supervision, there are equally many challenges and obstacles to the delivery of good supervision. Some obstacles noted

65

include: Inadequate training of supervisors. Also, the supervisors lack the expertise to enable them to supervise effectively.

HODs in general, do not have adequate training. Supervisors are not made to go into any agreement as to the sanctions if they fail to deliver. Another common barrier to supervision is that, there is no supervision for the supervisor. In most cases, they work as they desire. The workers who are in the fore front and are supposed to work for the achievement of the organisational goals lack adequate preparation. Challenges encounted by HODs in carrying out instructional leadership roles are the barriers or obstacles that make it difficult for HODs to conduct their instructional duties responsibly. Several research mentioned barriers to HODs instructional leadership roles, Novick (1996), Stout (1996) and Sparks (1997) focused on lack of funding for staff development needs. Along with lack of autonomy, there is recurrent mention of the lack of release time for further training of staff after work, also they mentioned inadequate resources as well as inadequate financial support (Buczynski & Hansen, 2010); excessive workload , unsupportive working conditions at school, and a lack of provision of relevant instructional schedules (Flores, 2005). Many school based staff development activities do not assist HODs in enhancing their ability to improve student learning especially since school heads may be occupied with administrative schedules (Stanton, 2005).

 Research revealed that overburden and workloads and time constraints are part of the challenges that limit of HODs from discharging their duties successfully (OAED, 2009). HODs are loaded with lots of teaching and administrative work making it difficult to organize training programmes for staff (Jaca, 2013). Kusi, (2008) state that

training of staff programmes often takes place during instructional hours, discouraging many educational professionals from attending them.

Sidhu (1996 p.290) referred to these challenges as "drawbacks" in supervision. In his view, schools have multiplied tremendously and that, there is no appropriate expansion in the supervisory service. Education expansion has outgrown administrative capacity. Whereas money had to be spent in establishing more and more schools, not so much money has been spent in expanding the inspectorate. The inspectorate staff are generally found to be inadequate in numbers and unsatisfactory in quality.

Again, to Sidhu (1996, p.294), that majority of the educational supervisors are heavily involved in the performance of official routine in the office and find themselves lacking in stamina, energy and enthusiasm for academic work. He supported his argument by quoting the observation made by the Indian Education Commission that the combination of administrative and supervisory functions by the same officer affects supervision adversely because administrative work which has increased greatly in recent years always has a priority The Commission again saw, "lack of adequate competence in the inspecting staff".

He again realized that recruitment procedure has become defective since supervisors are appointed on the basis of seniority alone. To him, there is no other criterion of suitability or merit.

2.10 Inquiry Model

Inquiry may be either formal or informal process in which HODs individually or in a group formulate and research on questions of interest to them. Inquiry as a model of

67

training staff based on the notion that HODs do question on their own practice and search for valid answers to their problems leading to the development of new understanding based on their discoveries (Umoh, 2013).

Also, researchers such as Hopkins (1993); Dean (1991); Glover and Law (1996) point out that, the inqu.iry model reflects a simple belief that HODs are capable of formulating valid questions about their own practice and develop objective answers to those questions. This model requires that HODs identify an area of interest, collect data and make changes in their instructions based on the interpretations of those data.

Fullan (1991) reports that "inquiry approach" will become more widely used by HODs as researchers, learners and as reflective practitioners. Guskey (2000) asserts that inquiry model helps HODs to be more systematic problem solvers and more thoughtful decision-makers.

2.11 Summary of the Review of Related Literature

This chapter presented the relevant literature of instructional leadership role of heads of department and provided information about the theoretical framework with emphasis on Human relations theory, ways by which HODs of both public and private SHS create vision for their schools, the roles of HODs in public SHS in training their staff for the development of their schools, the curriculum development roles of HODs in public SHSs in the Kintampo-north district, the challenges HODs face in carrying out their instructional leadership roles and the possible ways of finding solution to challenges identified. Also literature was reviewed on; Concept of Supervision, Theories of supervision; Administration and Supervision; Nature and level of supervision, Principles of supervision, Aims of supervision, Functions of Supervision and Contents of supervision. Other literature relevant reviewed include; Types of

68

Supervision and supervisors; Supervision Policy in Ghana, Training and Development

of the teacher, Competencies for instructional improvement, Assessing competencies,

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This is the methodology chapter of the study. This chapter presents the research paradigm, research approach, research design, study area, the target population, sample size, sampling techniques, the instrument used for data collection and data analyses procedure, validation of instrument, piloting the interview guide and trustworthiness of the study, as well as the ethical issues that are applicable to the study. The study is purely qualitative underpinned by the interpretive paradigm.

3.1 Research Paradigm

The term paradigm is derived from a Greek word meaning pattern (Kivunja & Kuyini, 2017) and has been broadly defined by many academics. For instance, Hughes (2010) indicated that a paradigm is perceived as "a way of seeing the world that frames a research topic" and influences the way that researchers think about the topic. Fraser and Robinson(2004, p 59) also argued that a paradigm is ' a set of beliefs about the way in which particular problems exist and a set of agreements on how such problems can be investigated". Hughes (2010) further asserts that a research is undergirded by paradigm, a specific way of "seeing the world and making sense of it". This study employed the social constructivist paradigm which is alternatively known as a naturalistic and interpretive paradigm (Guba & Lincoln,1989); Merriam & Tisdell, 2016), to explore the instructional leadership roles of HODs. The research assert that the experiences of the participants selected for this study could be constructed into knowledge through interpretations and reflections. The proponents of constructivism also believe that "entities exist only in the minds of the persons contemplating them"

(Lincoln & Guba, 2013, p 39). Also Creswell (2014), assert that constructivism deals with the development of subjective meanings and understandings of one's personal experiences concerning specific topics based on their social and historical background.

According to Chilisa and Kawulich, (2012), every researcher has a particular understanding on what is knowledge and what is truth. Such understanding shape researchers' thoughts and views about themselves and other people. That is to say, the paradigm adopted for a study directs the researchers' investigation which includes data collection and analysis procedures, a research paradigm therefore has important "implications for every decision made in the research process" (Kivunja & Kuyini, 2017 p 26). With these theoretical positions, the study was guided by the interpretive paradigm, which states that social reality is created jointly through meaningful interaction between the researcher and the researched (Grbich, 2007). According to Kusi (2012), the basis of the interpretive paradigm is the constructivist epistemology. The interpretivist paradigm originates from the work of Werber (1864-1930) who argues that our understanding of the social world can be deepened when we make an effort to understand it from the perspectives of the people understudy rather than explaining their behavior through cause and effect (Weber, 1949).

Kusi (2012), argues that interpretive paradigm requires the collection of data verbally because this paradigm acknowledges the feelings, experiences and viewpoints of the participants. It is on these perspectives that this research work adopted the qualitative case study approach since the interviews conducted really acknowledged the feelings experiences and viewpoints of the participants as stated by Kusi.

With regards to constructivist paradigm that is interpretivism, reality is something relative as described previously on ontology. The multiple realities that exist are built between the researcher and the participants (Bunnis & Kelly, 2010). Gray (2014, p 20) has also indicated that varied interpretations of the world are "constructed and not discovered" between parties, researchers and participants. The social consructivist/ interpretivist paradigm is linked to qualitative research approach which is discussed in the next section.

3.2 Research Approach

Qualitative research is employed for the study. Qualitative research investigates meaning, interpretations and the processes and relations of social life. In this approach, the researcher generally explores meaning and insights in a given situation (Strauss & Corbin, 2008; Levitt et al., 2017). He/she also collects and works with non-numerical data that seeks to interpret meaning from the data to help him/her understand social life through the study of targeted populations or places (Punch, 2013). The qualitative research method uses a range of data collection and analyses techniques that uses purposive sampling and semi-structured and open-ended interviews (Dudwick et al., 2006; Gopaldas, 2016). The semi structured interview guide helps reveal new or unanticipated phenomenon, and raises more issues through broad and open ended enquiry; it allows people to open up and permit new evidence that was not initially considered. Qualitative research provides rich and elaborated information about affected populations hence gives the researcher chance to explore the views of homogenous as well as diverse groups of people to help unpack these differing perspectives within a community. Creswell (2009) depicts qualitative research method as an effective model that occurs in a natural setting and enables the

researcher to develop a level of detail from high involvement in the actual life experiences.

Qualitative research offers researcher opportunity to explore the word of human experience. I was interested in exploring the instructional leadership roles of HODs in SHS in the Bono-East region of Ghana, hence the consideration of qualitative approach for the study.

Case study was employed due to the qualitative nature of the study; semi structured interview was used as a method for data collection. This enabled the researcher gather holistic data for the study. The ability to triangulate data by using different methods of data collection places the researcher at an advantage position to gather quality and rich information required for the study (Johnson & Onwuegbuzie, 2004) and can enhance the credibility of the study (Robson, 2002). Qualitative methods are used to gain deeper understanding of the perceptions of people regarding a particular phenomenon (Merriam, 2009). Qualitative research is collecting data from a variety of resources, evaluating the data, analyzing evaluations to produce findings, and presentation of findings (Yin, 2010).

3.3 Research Design

De Vaus (2001) refers to research design as the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring that the researcher will effectively address the problem. The research design guides the entire process of data collection, instrumentation and data analyses. To the researcher, the research design is the overall approach comprising the procedures and methods used in the study.

Case study design was adopted for the study. Gall and Borg (2007) opines that, a case study is an in-depth study of one or more instances of phenomenon in its real life context that reflects the perspective of the participants involved in the phenomenon.

Also according to Cohen, Manion and Morison (2007), case study approach is action oriented and therefore the findings are useful for improving practice. Specifically, the case study approach was chosen by the researcher as the research approach to help in achieving the purpose of the study which is to explore the instructional leadership roles of HODs in two selected public SHS in the Kintampo-north district, in the Bono-East region of Ghana.

This case study approach permitted the use of multiple instruments for data collection to achieve the research objectives of the study. The choice of this design was in line with the researcher's theoretical and philosophical positions. So the ontological position of this researcher is the nominalist perspective of reality, which states that social reality is constructed and hence has no external existence but rather based on human thinking. According to Yin (2014), case studies are appropriate when asking "how", "why", "what", and "who" questions. In the case study, the questions answered are "how" and "what". The case study design was used to assess the instructional leadership roles of HOD in two selected public SHS in the kintampo-North district in the Bono-East region.

The adoption of case study for this work was due to the flexibility and applicability and ease of use in a wide variety of fields. Case study as a systematic design can be prescriptive. Case study is an empirical research method used to investigate a contemporary phenomenon, focusing on the dynamics of the case, within its real life context (Yin, 2003).

3.4 Study Area

The Kintampo- North District is one of the eleven districts in the BONO-EAST region of Ghana. Originally it was formerly part of the then-larger kintampo district on 10 march 1989, until the southern part of the district was split off to create Kintampo-South District on the 12 November 2003(effectively 17 February 2004); thus the remaining part has been renamed as Kintampo-North District, which it was later elevated to municipal district assembly status on 1 November 2007 (effectively 29 February 2008) to become Kintampo-orth Municipal. The municipality is located in the Northern part of Bono-East Region and has Kintampo as its capital town. The population of Kintampo-North according to the 2021 Population and Housing Census, is 139,508 representing 32 percent of the Bono-East total population. Males constitute 49.6 percent and females represent 50.4 percent. The indigenous people of Kintampo-North District are the Mo from Dega. There are however a large permanent immigrant population from the Northern Regions of Ghana (Dagaabas, Dagombas and the Konkombas) who are mainly fishermen and farmers settled in and along the coast of the black Volta.

Kintampo Municipal is sub-divided into four administrative zonal councils. These are the kintampo zonal council, Babatorkuma zonal council, Kadelso zonal council and the new Longoro zonal councils respectively. These substructures are geographically lincked to each other by road and are accessible. Due to the multi-ethnic nature of the inhabitants, the people in kintampo speak multiple languages but however dominated by the deg (Mo), Hausa, Dagaare, Dagbaani, Konkomba, Gruma among others. In terms of settlement, Kintampo Municipal is one of the Agrarian areas in the then Brong Ahafo Region and comprises many farming communities with nucleated type of settlement, except in very few cases.

75

The Kintampo Municipal which falls within the voltain basin and the southern plateau physiographic regions is a plain with rolling and undulating land surface with a general elevation between 60-150m above sea level. The southern Voltain plateau occupying the southern part of the municipality is characterized by series of escarpments. The municipal which falls within the Voltain basin is endowed with a lot of water resources. The major water bodies include the Fra, Urukwain and the Nyamba rivers. Others are rivers Oyoko, Pumpum and Tanfi. These water bodies flow through the west of the municipal and join the Black Volta at Buipe. The slops through which the rivers flow have given rise to water falls. The major ones include the Fular falls on the Oyoko River and the Kintampo Water Falls on the Pumpum River. Most of these rivers are intermittent and the large ones like Urukwain and Pumpum fluctuate in volume. This makes them unreliable for irrigation purpose.

The vast majority of the population is Christian dominated by Pentecostals and Charismatics. There are also significant proportions of followers of Islam and Traditional African religions who in total make up 10.2 percent of the population of the town. About7.4 percent of the population belong to none of the religious group and seems they do not have any religious preferences. Occupational distribution of the area constitutes, agriculture (50,565 making 71.1%) is the most common occupation for persons aged 28years and older in the town. This is followed by commerce (9,743 making 13.7%), industry (2,916 making 4.1%) and service (7,894 making 11.1%) and professionals (4.0%) are least. Currently, 'Okada' business has taking a significant of the teeming youth.

Kintampo-North District was chosen for the study because of the difference in academic performance between public and private SHS. You will often find out that

students in the public SHS will run to the private when they are nearing completion. The reason by the educational stakeholders in the district have to do with outlining of clear vision statements and regular training of staff as well as providing resources relevant to carry out curriculum supervision duties. It was obvious that the clear vision statements and regular organizing of staff training as well as provision of instructional materials were asset to the development of their schools. HODs at the public SHS level seem not to know their basic roles as instructional leaders to augment the efforts made by head masters to raise the standards of education. This was found to be necessary because the headmasters perform numerous administrative tasks living them limited time to be able to add instructional supervision duties, hence the need to explore the roles played by HODs in instructional leadership to improve academic performance in the two selected public SHS and beyond. The recommendations of this study would be used to address the challenges that HODs encounter in the discharge of their instructional leadership roles in public SHSs in Ghana.

Also this area was chosen for this work because the facilities in the privates SHS within the municipality are not better than that if the government schools yet the outcome of students in the private schools is better than that of the public SHS.

3.5 Population

According to Korb (2012), Population is a group of people the researcher wants to draw conclusions about once the study is completed. The population of this study was HODs in two public SHSs in the Kintampo-North District of the Bono-East region of Ghana. Their number was 16 target population and accessible population.

Table 1: Total number of HODs in two public SHSs in the Kintampo-North

       District

Departments (KINS/New Longoro)	Number of HODs in the two SHSs
Languages	2
Mathematics	2
Science	2
ICT	2
Business	2
Home Economics	2
Social Sciences	2
General Agriculture	2
Total	**16**

 Source: GES, 2021

3.6 Sample Size

A sample is the subset of the target population whose properties are studied and analysed and whose findings are used to represent the whole population (Seidu, 2012). The sample size of this study consisted of sixteen HODs comprising thirteen males and three female. Small sample size was chosen for the study because the research wanted to collect data from the participants verbally in their natural environment which was difficult to gather and transcribe when the sample size is large. Scholars argue that sample size for qualitative studies is usually small and based on the information needed and large volume of data collected (Polit & Beck, 2012).

3.7 Sample and Sampling Technique

Kwabia (2006) defines sample as a fraction of the population that has been selected to represent the population. Sampling is the process of selecting the sample.

The population of the HODs of the two selected public SHSs was sixteen (16). Purposive sampling was used to select the sixteen HODs for the study. Cohen (2007) defines purposive sampling as a type of sampling where researchers handpick the cases to be included in the sample on the bases of judgment of their typicality or possession of the particular characteristics being sought. According to Creswell (2011), purposive sampling is advantageous since it enables a researcher to ascertain the exact data from the respondents Also, this was in line with the views of Fraenkel and Wallen's (2003) who stipulate that in almost all qualitative research use purposive sampling. Out of all the teaching staff, only teachers who doubles as HODs were sampled for the study.

The researcher used quota sampling to select (12) HODs from the sixteen HODs of the selected public schools in the district. All the 12 selected HODs were experienced teachers with high ranks in the Ghana Education Service. This sampling technique was employed due to the qualitative nature of the study. The study interviewed twelve(12) HODs who were available at the scheduled time of visits. The HODs have several schedules including lesson delivery that made it very difficult to be interviewed at the scheduled time, hence per whoever was available at a particular slated time was granted interview till the required number was met. The number 12 were interviewed because interview takes a lot of time hence the need to have a reasonable number in order to have quality data.

3.8 Research Instrument for Data Collection

Research instrument refers to the tool used by researchers to measure variables of interest in a research (Salkind, 2010). On the other hand, Kothari (2004, p.7), defines the research instrument as the methods that the researcher uses in performing research

79

operations. A research instrument refers to all the methods that the researcher employs to collect data in his or her research study. Guided by the research objectives, research questions and reviewed literature on instructional leadership roles of HODs, data for the study was gathered with the use of semi structured interview guide.

According to Gay (1996), all research studies involve data collection and that Data collection instruments are the most important components of research design without which it will be impossible for a researcher to lay hands on the data he/she intends to research on. According to Wragg (2002), the semi structured interview as an instrument allows the interviewer to ask initial questions, followed by probes to seek clarifications of issues raised. Probes are either pre-stated or posed in the course of the interview, making the interview process flexible. Kusi (2012) opines that semi structured interview guides are flexible to a greater extent and they offer interviewees the opportunity to express their views, feelings and experiences freely and give the interviewer the freedom to divert from the items in the schedule to seek clarifications.

Shenton (2004) suggests that data contributed by those responsible for service delivery can help enhance the contextual data relating to the area of research and therefore, it was imperative to conduct an interview with the participants. Flick (2006) indicated that the psychologists, Brigitte Scheele and Norbert Groeben, developed the technique for studying 'subjective theories' refers to the fact that interviewees have a complex stock of knowledge about the topic under study' (p155). Semi structured interview provided rich data required for the study (Gillham, 2000). Semi structured interview offered participants the freedom to discuss their views from their own perspective on the instructional leadership roles of HODs.

The semi-structured interview guide was developed in line with the four research objectives of the study. A single interview guide was developed for all the 12 HODs selected with the two public SHS. The interview guide contained 27 items which is found in appendix B.

The interview guide was structured based on the objectives of the study. The first section, Section A, sought to obtain general information of the participants. Section B, obtained data regarding the vision creation by the HODs in their respective schools. Section C, obtained data on how HODs in the two public SHS train their staff for the development of their schools. Section D, comprises data on curriculum development roles of HODs in the two public SHSs selected in the Kintampo-North District. Section E, gathered data on the challenges HODs in the selected schools face in carrying out their instructional leadership roles.

3.8.1 Semi structured interview

Babbie (2007) stated that a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry, including the topic to be covered. Bryman (2008, p.196) argued that in the semi-structured interview, interviewee asks general of interview schedule but is able to vary the sequence of question. For the exploration of the central phenomenon of this research, a semi-structured interview design was deemed most appropriate. Semi-structured interviews involve the use of open-ended questions as an interview guide, and this method is crucial to the study in order to gather more in-depth information relating to the research problem.

Researcher decided to use this instrument because of its flexibility to both the respondents and interviewer. The researcher also decided to choose semi-structured

interview because of the nature of the study, the researcher's topic must determine the choice of method to be used in data collection. Since the research topic is on instructional leadership roles of HODs, semi-structured interview was used as a tool provide a better presentation of the views of participants and getting inside information. As stated by Rwegoshora (2006, p.128) that ' semi-structured interview is very useful because it helps the researcher to know about the subject matter at first hand'. Also, the choice for selecting semi - structured interview was based on the following considerations as well:

- The semi-structured design gives the participants ample time and scope to express their diverse views and allows the researcher to react to and follow up on emerging ideas and unfolding events (Nohl, 2009).

- Results obtained through semi-structured interviews can be compared among each other since all participants are required to express their views about the same general themes (Nohl, 2009).

- Semi-structured interviews allow not only for assessing the participants' opinions, statements and convictions, they also allow to elicit narratives about their personal experiences (Nohl, 2009).

- Anonymity was guaranteed in order to give the participants the opportunity to freely express their views and encourage them to also address politically delicate issues.

A list of guiding questions was compiled and used to guide the interview session in order to make sure that participants addresses in the interview process the issues that are of interest to the study. However, this list was not used for standardizing the data collection procedure, it only provided a frame for the discussions and was intended to

trigger and guide the researchers' data. During the interview processes participants were free to answer the questions as they wished and given room to ask questions for clarification.

Semi structured interview guide was the main instrument used to collect data for this study. Semi structured interview consist of a series of structured questions, but allows the researcher to obtain in-depth information from the participants when she feels it is of particular relevance by probing further (Rockson, 2000).

3.9 Data Collection Procedure

An introductory letter from the department of educational administration and management of the University of Education, Winneba was sent to the two selected schools for permission to collect data. The researcher wrote a letter seeking for permission to collect data and the objective of the study was spelt out for any enquiry from the schools understudy. Also the participants were briefed on the purpose of the study and the task to be completed by them for a successful result. Different dates were scheduled by respondents for the administering of the interview guide. So data on the semi structured interview guide was completed in six weeks.

Data on the instructional leadership roles of HODs were derived from the responses of HODs. The interview guide was administered to twelve (12) respondents using quota sampling technique, hence any of the selected HODs that were available at a slated time was granted interview till a total of six HODs were interviewed in each school, making a total of 12 interviewees. Qualitative research consists of relationship building with the respondents. The researcher gathered the data in a conversational manner in order to encourage respondents to respond openly and honestly. At all times the researcher protected the integrity of the research by following professional

ethics. During this study, the researcher protected participants by obtaining their informed consent and by including an explanation of the nature, purpose, and implications of the study, as well as the confidentiality and security of the data.

3.10 Conducting the Semi-Structured Interview

A day to the agreed date, the researcher gave a notice in a form of a reminder to get respondents ready for the interview within the premises of their various schools. The time frame set for the interview was two months (September -October) to give room for ample time. One month each was spent with participants at each school during my visit for interview to take place. From the 1st of September to the 29th of September, I went to new Longoro SHS to visit the schools but before then, I had visited them the previous month to familiarise myself with the participants before the slated date for 'face- to-face interview at their convenient agreed time. At the beginning of every session, the researcher made an opening introduction by informing respondents about herself, her mission and why she had chosen them to participate. The researcher made it clear to respondents that due to the nature of the interview, the researcher needed an instrument to capture all their views but they preferred to speak slowly to enable the researcher capture all what they had to say. So the researcher took notes as the interview went on and sought clarification and repetition when the need arose. After every interview session, the researcher read to the hearing of the participant what was captured in the conversation and if that was what was agreed on. As courtesy demand, the researcher gave a verbal appreciation to all those who helped to provide relevant data for their cooperation and participation.

3.11 Procedure for Analysing the Data

Glesne and Peshkin (1992) viewed data analysing procedure in qualitative research as a process through which the researcher makes sense of what he/she has heard, observed and read. It involves working with the data, organising them, breaking them into manageable units, coding them, synthesizing them and searched for patterns; in essence, the goal of data analysis is to make sense of the data; to draw out distinct and generalized features from it (Bagdan & Biklen, 2003).

Crang and Cook (2007) acknowledge that data analysis as a process involves doing nitty-gritty things with paper, pens, scissors, computers and software. A qualitative data analysis approach was applied in this study because it is a process of making sense of research participants‟ views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen et al., 2007, p. 461).

 In the study, manual methods for analysing data were used which provided a greater opportunity to understand the findings. This strategy was chosen for two main reasons, firstly, I did not possess knowledge about qualitative computer software; secondly, the volume of data collected was manageable, making it less difficult to identify relevant text passages (Kusi, 2008).

Since the selected design required a qualitative approach, the researcher employed qualitative data analysis procedures. To analyze the qualitative data gathered, the researcher deciphered the meaning underlying all the data gathered. Coding and thematic analyses, interpretation and discussions were used to analyse the data gathered. Braun and Clarke (2006) present thematic analysis as a method used to identify, analyze and report themes and patterns within a data set. They explained thematic analyses as the process of identifying patterns or themes within qualitative

85

data. In addition, they suggested that it is the first qualitative method that should be learned as 'it provides core skills that will be useful for conducting many other kinds of analysis' (p 78). Thematic analysis helped the researcher to identify themes, which are patterns in the data that are relevant to the topic under study, and use these themes to address issues related to the research to analyze, interpret and make meaning to improve practice. Relevant quotes from participants were used to support the discussion.

The data was gathered through interaction with respondents as was daily found with the respondents till the data was completely gathered. This was done through repeated reading of interview guide till the respondents derived meaning hence pattern and ideas were marked for codes. This was followed with transcription of verbal data from the interview into written form. According to Bird (2005), transcription is 'a key phrase of data analyses with interpretative qualitative methodology' (p.227). The researcher ensured that the transcript reflected the data recorded and information gathered from respondents.

Coding was done manually by assigning codes to the data using highlights to represent features of the data and to enable the researcher organize the data into meaningful categories (Tuckett, 2005). The researcher sorted different codes and categorized them into themes. The themes that emerged described relevant data in line with research questions. According to Braun and Clarke (2006), there are no hard and fast rules about what makes a theme. Themes are categorized by their significance. The researcher, after coding, categorized the codes into themes that were predominantly descriptive. The findings are analyzed under major themes that emerged from the data in relation to literature review. The transcripts were sent to the

86

respondents to check for accuracy. Further corrections were made and the corrected transcripts were used for discussion of the study. Stake (1995) contended that in qualitative analysis that, "there is no particular moment when data analysis begins (p. 71), which in this case made the researcher to analyze the interview data under the major themes of the research questions.

3.12 Ethical Considerations

The term ethics refers to questions of right or wrong (Franenkel & Wallen, 2003). When researchers think about ethics, they ask themselves if it is right to conduct a particular study or carry out certain procedures. It is a fundamental responsibility of every researcher to do all in his or her power to ensure that participants in study are protected from physical or psychological harm, discomfort or danger that may arise due to research procedures. A further responsibility in protecting individuals from harm is obtaining the consent of individuals who may be exposed from any risk. As a means to ensure confidentiality, researchers should ensure no one (except sometimes research assistants) has access to the collected data and whenever possible, the names of the subjects should be removed from all data collection forms. All persons should be assured that any data collected about them would be held in confidence. The names of individual subjects should never be used in any publications that describe the research (Fraenkel & Wallen 2003).

Resnik (2015 stated that there are several reasons why it is important to adhere to ethical norms in research. He said, adherence to ethical norms in research: promotes the aims of research such as knowledge; truth, and avoidance of error, promotes to values that are essential to collaborative work such as trust, accountability, mutual respect and fairness; ensures that researchers can be accountable to the public; builds

87

public support for research. People are more likely to fund a research project if they can trust the quality and integrity of research; promotes a variety of other important moral and social values such as social responsibility, human rights, animal welfare, compliance with the law, and public health and safety.

Some general ethical principles to be observed in research as outlined by Shamoo and Resnik (2015) are honesty, objectivity, integrity, carefulness, openness, respect for intellectual property, confidentiality, responsible publication, responsible mentoring, respect for colleagues, social responsibility, non-discrimination, competence, legality, animal care, human subjects' protection.

According to Bryman and Bell (2007), ethical considerations are very important in dissertation. The researcher was guided by the code of ethics laid down by the University of Education with regard to the writing of dissertation. Full consent was obtained from the participants prior to the study in the form of writing and the protection of their privacy was guaranteed. The researcher respected the dignity of the research participants and ensured anonymity of individuals and organizations participating in the research. The names of individuals' subjects were not used in any publications that describe the research (Fraenkel et al, 2003). Respondents participated on the basis of informed consent. The principle of informed consent involves researchers providing sufficient information and assurance about taking part to allow individuals to understand the implications of participation and to reach a fully informed and freely given decision about whether or not to take part without the exercise of any pressure or coercion.

The researcher maintained the highest level of objectivity in discussions and analyses throughout the research. She acknowledged the works of other authors used in any

part of the dissertation and avoided any offensive, discriminatory or other unacceptable language in the formulation of the interview guide. She also maintained the confidentiality of the responses of the subjects involved in the study. Furthermore, she ensured the privacy of the participants and maintained a trustworthy relationship with the respondents.

The researcher promised the anonymity of the research participants by ensuring that the names and addresses of the participants were not indicated in the study. These were replaced with codes. They were ensured that recorded information, instrument for the data collection, and dissemination of research finding did not contain the names of the research participants. The research information gathered from the participants were not passed on to the department. The researcher transcribed all the interviews and for each participant, created a file which was identified using assigned pseudonym.

3.13 Trustworthiness of the Study

A major concern of every qualitative researcher is how to ascertain validity, reliability, objectivity, and generalizability (Marshall & Rossman, 2011; Patton, 2002). Merriam (2002) asserts that quantitative constructs are particularly problematic in the social sciences simply because human behaviour is never static, nor is what experience more necessarily reliable than what one person experiences Smith et al (1994) argue that these concepts were originally associated with positivist research and therefore interpretive researchers were reluctant to consider them in their studies as it would mean accepting positivism as the only absolute source of knowledge. In place of these quantitative constructs, qualitative researchers used credibility, dependability, confirmability, and transferability (Marshall & Rossman, 2011). As

Creswell (2009) notes, "qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.

3.13.1 Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002). Credibility establishes what or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants original views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985). Marshall and Rossman (2011) explained that credibility is the way to show the goodness, quality, or soundness of a study, which are the criteria by which a study is judged valid and reliable in qualitative research.   In this study, member checks and peer debriefing were used to enhance the credibility of the study.

3.13.2 Member checks

This is where the analyzed and interpreted data is sent back to the respondents for them to evaluate the interpretations made by the researcher and to suggest changes if they are unhappy with it or because they had been misreported. Respondents may reject an interpretation made by the researcher, either because it was socially undesirable or because of the way in which it was presented by the researcher (Schwandt et al., cited in Anney, 2014). In order to ensure the credibility of this study, the researcher sent back the tentative findings to the respondents to grant them the opportunity to go through and evaluate the interpretation as well as to cross examine whether their views and opinions were correctly presented. After going through this process, all the necessary corrections were made before the researcher produced the final document for the study.

3.13.4 Peer debriefing

Peer debriefing involves engaging either a colleague or a professor who has insight about the phenomenon to review the work of the researcher and provide feedback on the interpretations (Brantilinger et al., 2005; Creswell, 2009; Johnson & Christensen, 2011). In this study I gave the instrument to my supervisor and colleagues in the Department of Educational Administration and Management to critique, review and make recommendations about aspects that needed to be changed. This helped to avoid ambiguity in the research instrument. In addition, the tentative findings were given to colleagues in the Department of Educational Administration and Management , University of Education, Winneba, who are knowledgeable about this phenomenon to review the project and provide feedback on the data collection methods, analyses, interpretation and conclusions made from the findings in relation to the raw data. After which all the necessary corrections were made before the researcher produced the final document.
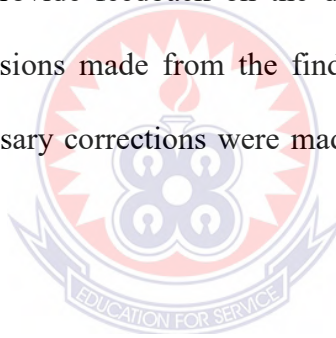
3.13.4 Transferability

Transferability is the extent to which the findings from one study can be applied to another (Shenton, 2004). Transferability, a type of external validity, refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory, practice, and future research (Lincoln & Guba, 1985), that is, the transferability of the research findings to other contexts. Transferability can be critical to the application of research findings because policy and management can rely on data, conclusions, and recommendations from a single or small number of research projects, often relying on evidence from a range of contexts that can be different to the one in which applications will be made. Thus, it is crucial that researchers clearly state the extent to which findings may or may not be relevant to other contexts.

91

From a positivist perspective, transferability concerns relate to the extent, to which the results of particular research program can be extrapolated, with confidence, to a wider population (Shenton, 2004). Qualitative research studies, however, are not typically generalizable according to quantitative standards, because qualitative research findings often relate to a single or small number of environments or individuals (Maxwell 1992; Flyvbjerg, 2006). Consequently, the number of research participants in qualitative research is often smaller than quantitative studies, and the exhaustive nature of each case becomes more important than the number of participants (Polkinghorne, 2005). Often, it is not possible, or desirable, to demonstrate that findings or conclusions from qualitative research are applicable to other situations or populations (Shenton, 2004; Drury et al., 2011). Therefore, the findings of this study can be transferred to other schools and participants with similar conditions and characteristics.

3.13.5 Dependability

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and critique the research process (Sandelowski, 1986, Polit et al., 2006, Streubert, 2007). Dependability is linked to both credibility and confirmability (Lincoln & Guba, 1985). According to Shenton (2004), a researcher can establish dependability 'if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained'. As a quality measure, dependability is particularly relevant to ecological and conservation science applications that are in the early stages of testing findings in multiple contexts to increase the confidence in the evidence (Adams et al. 2014). Detailed coverage of the methodology and methods employed allows the reader to assess the extent to

which appropriate research practices have been followed (Shenton, 2004). I ensured dependability by giving the work to two of my colleagues in same department to audit and critique the entire work.

3.13.6 Confirmability

Shenton (2004) describes confirmability as 'the qualitative investigator's comparable concern to objectivity' (p.72). He further explains that steps must be taken to help ensure as far as possible that the findings of the research are the result of the ideas and experiences of the participants rather than the characteristics and preferences of the researcher. Miles and Huberman (1994) contend that a crucial measure for confirmability is the extent to which a researcher admits his or her own predispositions. To achieve confirmability, researchers must demonstrate that the results are clearly linked to the conclusions in a way that can be followed and, as a process, replicated. By providing a detailed methodological description, the researcher enables the reader to determine confirmability, showing how the data, and constructs and theories emerging from it, can be accepted (Shenton, 2004).

To ensure confirmability of this study, the tentative findings in relation to the raw data of the participants were analyzed by more than one person who checked the adequacy and representativeness of the data as a whole; this increased the comprehension and provided sound interpretation of the data (Burla et al, 2008; Schreier, 2012). Also the researcher presented representative quotations from transcribed text to conform the connection between the results and the data as well as the richness of the data.

3.14 Positionality of the Researcher

In qualitative research, the researcher is the instrument throughout all the stages of the study (Bogdan & Biklen, 2003; Patton, 2002). Patton (2002) points out that one of the

key elements that determine the credibility of a qualitative inquiry is the credibility of the researcher Positionality refers to the stands of the researcher in relation to the subject and the study (Merriam, Bailey & Lee, 2003). Gair (2012), states that the researcher is someone who works within or without the group being researched. The issue of objectivity and subjectivity of qualitative research has been a subject of debate over the past few decades depending on the role and position of the researcher in relation to the participation of the study. Insider researcher is someone who works within the setting of the study and as a result, has direct involvement or connection with the research setting. An insider researcher usually shares an identity, language, and experiential based with the study participants, on the other hand, an outsider researcher is someone who does not work or live within the setting of the study and as a result, study subject external to him/her (Denzin & Lincoln, 2011).

Though I was not born in the Bono-East region of Ghana, I have lived and worked there for three years now, and as a result, I understand the language and culture of the research participants. Also, I have been teaching in one of the two schools selected for this research since 2017 till date. So once I live and work in Kintampo as my research area, I am an insider researcher. I am familiar with some of the roles of HODs in improving academic performance through instructional leadership.

Hence I possess some knowledge and understanding about the phenomenon under study. This could influence the entire research. The challenges was addressed by ensuring that the findings were not influenced by my initial knowledge, understanding and pre-conditioned notions. The data collected was allowed to speak for itself.

3.15 Summary of the Research Methodology

The chapter three of the study discussed the research methodology and provided information about the research paradigm, research approach, research design, population, sample size and sampling techniques. Also this chapter presented the instruments for data collection, validation of the instrument, piloting the instrument, data collection procedure, the procedure for analyzing the data and ethical consideration. The positionality of the research in an insider.

In the next chapter, the data collected will be presented, analysed and discussed in relation to relevant literature especially those reviewed for the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

The purpose of the study was to explore the instructional leadership roles of HODs in two selected public SHSs in the Kintampo-North District of the Bono-East Region. Out of a total number of sixteen (16) HODs in the two selected schools, twelve (12) of them were granted interview using a semi structured interview guide to obtain data. This chapter presents the major findings on the themes under study; how HODs create vision statements for the development of their schools, the roles of HODs in the training of staff for the development of their schools, the curriculum development roles performed by HODs to improve instruction and the challenges HODs face in the discharge of their instructional leadership roles. The data was transcribed, coded and presented thematically based on the research objective.

4.1 Demographic Information of Participants in School 'A' and school 'B':

As part of the interview guide, respondents were asked to provide their demographic characteristics. The demographic questions were designed to elicit information about participants' gender, professional qualification, number of years spent in teaching, rank in the teaching profession and name of department. The detailed demographic information provided by the participants from school 'A' and school 'B' are presented in table two and three respectively. Pseudonyms were used in respect of the participants for the purpose of ensuring that anonymity and confidentiality were strictly adhered to. The selected HODs in school 'A' were designated (FHOD) for female participants and (MHOD) for male participant and same replicated for school 'B' respectively.

Table 2: Demographic information of participants in school 'A'

Respondent	Gender	Professional qualification	Number of years	Rank	Name of department
MHOD1	Male	B.Ed Management	7years	AD1	Business
FHOD1	Female	Bsc. Home Econs Edu.	6years	AD11	H.Economics
MHOD2	Male	Bsc. Agrriculture	5years	AD11	Gen. Agriculture
MHOD3	Male	B/A Soc. Std	8years	AD11	Soc. Science
MHOD4	Male	Bsc. Maths and starts	7years	AD11	Mathematics
MHOD5	Male	Bsc. ICT	7years	AD11	ICT

Table 3: Demographic information of participants in school 'B'

Respondent	Gender	Professional Qualification	Number of years	Rank	Name of department
FHOD2	Female	Bsc. Home Econs.	7years	AD1	H. Econs
FHOD3	Female	B.Edu. Agric	5years	AD11	Gen. Agric.
MHOD7	Male	B Edu. Soc.	8years	AD11	Soc. Stds
MHOD8	Male	B/A Eng. Lang.	7years	AD1	Languages
MHOD9	Male	Bsc. Maths	7years	AD11	Mathematics
MHOD10	Male	Bsc, information technology	6years	AD11	ICT

It is observed from both tables that ten out of the nine HODs interviewed were males while just three were female. The male dominance in both schools can be a contributory factor to the low achievements in the responses from participants on instructional leadership roles of HODs. This is because society sees women to be too strict when given positions.

In terms of qualification, all the HODs holds degrees designed in appropriate areas. The response shows that none of them holds masters or Doctorate degrees. Also data reveals that all the HODs have taught for a minimum of 5years and a maximum of

97

9years. The ranks of these HODs ranged from assistant director two (AD11) to Deputy Director (DD). This is an indication that they are all experienced instructional leaders are should have a fair knowledge on instructional schedules.

4.2 Research Findings from Interview Conducted

The table below shows a codded presentation of individual participants in the interview process. This was necessary in order to maintain anonymity of participants as data is been analysed. The participants were made up of three (3) females and seven (9) males. The letter (F) is prefixed on all female participants for instance first female participant was codded as (FHOD1). Likewise every male participant had a code with the letter (M) prefixed on them. For instance the second male participant was codded as (MHOD2).

Table 4: Key for attributing comments to participants

Participants	Serial Numbers
First female HOD	FHOD1
Second female HOD	FHOD2
Third female HOD	FHOD3
First male HOD	MHOD1
Second male HOD	MHOD2
Third male HOD	MHOD3
Fourth male HOD	MHOD4
Fifth male HOD	MHOD5
Sixth male HOD	MHOD6
Seventh male HOD	MHOD7
Eighth male HOD	MHOD8
Ninth male HOD	MHOD9

I will present an ethnographic account of respondents on the study.

98

Table 5: Excerpts of coded transcript

Semi structure interview guide	Response from the interviewee	Code
What is your vision statement for your department this year?	To establish a well refurbish school farm for practical lessons in agriculture.	MHOD1
	To achieve at least 80% pass for my students pursuing science subjects	FHOD3
	To improve the academic performance of students	MHOD8/MHOD6
	To ensure that my students pass their WASSCE well this year	MHOD5/FHOD1
	I have not thought of a vision statement yet	MHOD4
	Not met with my staff to form a vision yet	FHOD2
	There is no need for a vision statement	MHOD7

Table 6: Excerpts of coded transcript

Research questions	Response from interview	Code
What are some of the training programmes you organized for staff in your department?	I intended to organize refresher courses but the school has no money	FHOD2
	SEIP once a while organizes workshops but it's not regular	MHOD7/FHOD1
	Since my appointment as HOD 7yrs now no training has been organized for my department	MHOD4
	There is lack of in-service training for staff	MHOD1
	Teachers are not ready for any training whatsoever	FHOD3/MHOD5
	There are no resource to enable us organize workshops for the staff	MHOD8
	Induction training is necessary for newly posted teachers but no money to do so	MHOD6

99

What role do you play as an HOD in ensuring curriculum development in your department?	Vetting of lesson notes and scheme of work	MHOD7/FHOD2
	Monitoring staff lesson delivery in my department, making conclusion remarks and suggestions for improvement	MHOD4
	Organizing induction as well as peer learning cessions for staff	MHOD1/FHOD1
	Making departmental budget requisition to management every academic year.	FHOD3
	Organizing departmental meetings	MHOD5
	Inspecting students work books and making recommendations for improving work out put.	MHOD8/MHOD6
What are the challenges you encounter in the discharge of your duties as an instructional leader?	The school management hardly supply our departmental budgetary requisition.	FHOD3
	Teachers absent themselves from class without seeking permission from us. Instead they seek permission directly from the academic head.	MHOD1
	Teachers of late don't write lesson notes for vetting and this trend started with the unset of covid 19.	MHOD4
	Students don't come to school on time as a result of the fact that majority of them are day students who trek from far distance to school daily	MHOD7/ MHOD5
	Lack of TLMs to facilitate teaching and learning in class.	FHOD2/ MHOD2
	For a very long time now there hasn't been any form of training for teachers.	FHOD1
	Since the unset of covid 19 we don't meet at the departmental level and when we call on meetings majority do not turn up.	MHOD6

After primary data was collected, it was transcribed invivo, and coded inductively. The codes generated were categorized into four sub themes.

4.3 Themes and Sub-Themes

Analyses of the data from the individual interviews conducted revealed four (4) themes namely, the role of HODs in creating vision for their department, how HODs organize training programmes for their staff at the departmental level, the roles played by HODs in ensuring curriculum development to improve performance in their schools and the challenges HODs encounter in the discharge of their duties as instructional leaders.

4.3.1 Findings on vision statements created by HODs for the development of their schools

A visionary leader is considered a good leader because your followers take instructions from you. HODs are instructional leaders who direct and coordinate activities within the departments to ensure academic success and for that matter must set visions and work towards achieving them. This is in line with Murphy (1988) who proposed four major dimensions of instructional leadership: Developing missions and goals, managing the education production function, promoting an academic learning climate and developing a supportive work environment.

The first objective of the study was to find out how HODs create vision for their department in terms of instructional leadership practices. This was important because the primary goal of supervisory practices is to set goals and work at it to improve academic performance within the department. The 12 participants were asked how they create their vision statements and whether they do that collectively with their staff or they do that individually.

Vision Statements formed by HODs
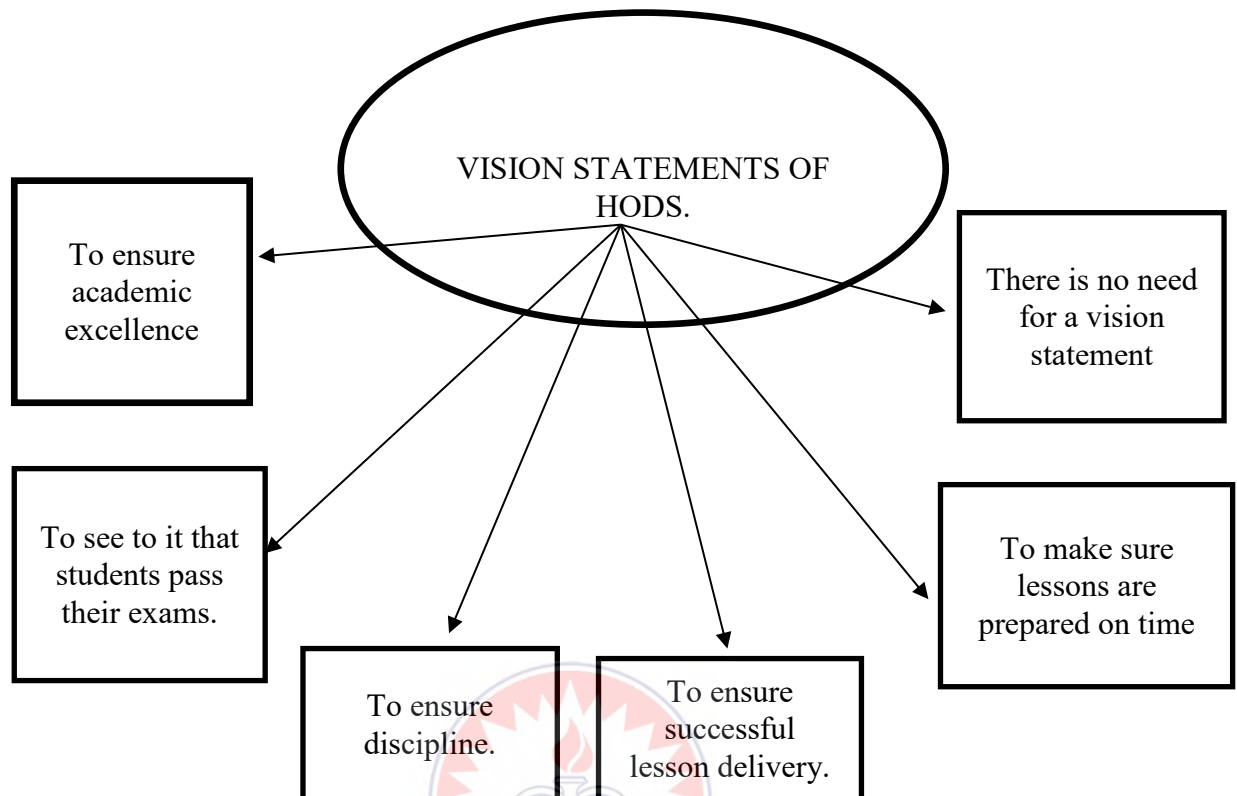
Figure 2: Thematic map showing six main codes

Generally, HODs showed that as instructional leaders they have to state their visions.

While others have stated their visions, some did not have vision statements. For

instance, MHOD7 responses revealed that:

> *" Yes though I admit that it is necessary to create a vision statement and since I was appointed, my predecessor did not write any vision statement before and since i took over that office the resources needed to work are not provided hence making a vision statement is of no use. If we have to meet at department level and make a vision statement, probably most teachers will not even attend, the reason being that when we meet at departmental meeting to evaluate the outcome of targets set, it's clear that nothing has changed because the materials needed to promote teaching and learning are woefully inadequate and efforts made at getting them provided my management seem not feasible".*

FHOD2 commented that;

> *" We don't meet as a department to put a vision on paper, rather we meet to allocate periods among ourselves. Individual challenges in*

terms of instruction are solved as and when they arise, this is to conform to covid 19 protocols which prevent us from frequent gathering. This has however made supervision work more difficult than before she added that teachers are reluctant to aiding HODs to come out with a vision statement that will be all inclusive, most teachers feel that it's the HODs duty to form a vision statement for the rest in the department to follow, however I will try to create a vision statement with inputs from my staff in the next academic year".

FHOD1commented that;

"It's good to have a vision statement as this helps to plan my departmental activities well. My vision statement is to ensure that all my students pass the WASSCE very well, for this reason we meet as department to plan how to achieve excellence in the exams. So from hear I will invite individual staff vision statements for the department and out of that I will curve out a nice vision statement for the next academic year".

MHOD6 expressed that;

" my vision is to achieve at least 85% pass in (WASSCE) for the students in my department and to achieve this we meet to arrange for extra classes to enable our students in the department prepare well".

MHOD1 highlighted that;

" " I seriously agree that making a vision statement is very good and that all HODs should have vision statements and added, my vision statement this year is to improve the academic performance of students. I have had passed vision statements i worked at which i achieved some level of success and citing example, he added I have established mushroom farm as one of my previous action geared towards achieving my vision statement which was successful and my current vision for the department is to establish a vibrant school farm for my department this year".

These responses show clearly that there are mixed reactions about writing vision statements as HOD and working towards achieving it. As some responses indicate that the HOD is not on top of his roles as instructional leaders (MHOD7 & FHOD1), some though from their interaction it shows they did not put pen and paper down to write their vision statements, it came out clearly that they know the right thing but probably due to lack of time and space did not consider writing down their vision

103

statements (FHOD2, MHOD1 & MHOD6). From the analyses above, it is not obvious that all HODs understand their roles as instructional leaders. For instance how could an MHOD1 make a statement that there is no need for a vision statement and that in his view the important thing is to do the work well and not formulation of vision that doesn't reflect work output. For the fact that some HODs has not considered writing down their vision statement since the time of their appointment and could even blame their in-ability to meet their department to formulate vision on Covid 19 is most unfortunate and a clear indication that most HODs are not abreast with their instructional leadership roles. This shows that there's much to be done in terms of HODs instructional leadership roles.

Follet and Mayo (1930) postulated that Supervisors need to create a feeling of satisfaction among teachers by showing interest in them as people. This theory assumes that a satisfied staff would work harder and would be easier to work with, to lead, and to control. This is in line with Murphy(1988) who proposed four major dimensions of instructional leadership : developing missions and goals, managing the education production function, promoting an academic learning climate and developing a supportive work environment.

From the response of some of the HODs, it is clear that they acknowledge the fact that vision statements are necessary in helping the instructional leader to stay focus on well planned activities. In terms of articulation of views and activities put in place to achieve success as instructional leaders, it is clear that some HOD knows their roles as instructional leaders but probably needs to be prompted to work within time lines to achieve success.

From the above data, there is a mixed reaction between HODs and the statement of vision in their departments as some vehemently agree with the vision statement as a first step responsibility of HODs, others feel that it has nothing to add in instructional leadership. It is therefore clear from these responses that, there is more to instructional leadership roles of HODs than just the vetting of lessons and scheme of work. What seems to be the problem however is the fact that whereas others agree with the lapses in their leadership roles as HODs, others simply ignore their duties and turn to blame it on covid-19 and non-availability of teaching resources. It's therefore necessary for HODs to appreciate their own strengths and weaknesses through self-examination on supervisory leadership roles. There is the need for a comprehensive training on instructional leadership roles of HODs in second cycle schools and this should be repeated yearly to ensure new HODs are all abreast with their roles as instructional leaders.

So, there is the need for staff to have in-service training to enable them have a different perception on the duties of HODs. Also, if the position of HODs is competed for, then teachers' who have the intention of occupying such position in future, will be sober to learn from incumbent. Further-more if non-performing HODs are changed every two years; HODs will sit to learn on the job.

4.3.2 The role of HODS in the training of their staff for the development of their school

Recommending teachers for specific training prog.

Placing requisition for refresher course for newly trained staff

Training of staff for improvement of performance

Preparing the grounds and materials for in-service training

Organizing Peer teaching Session for staff
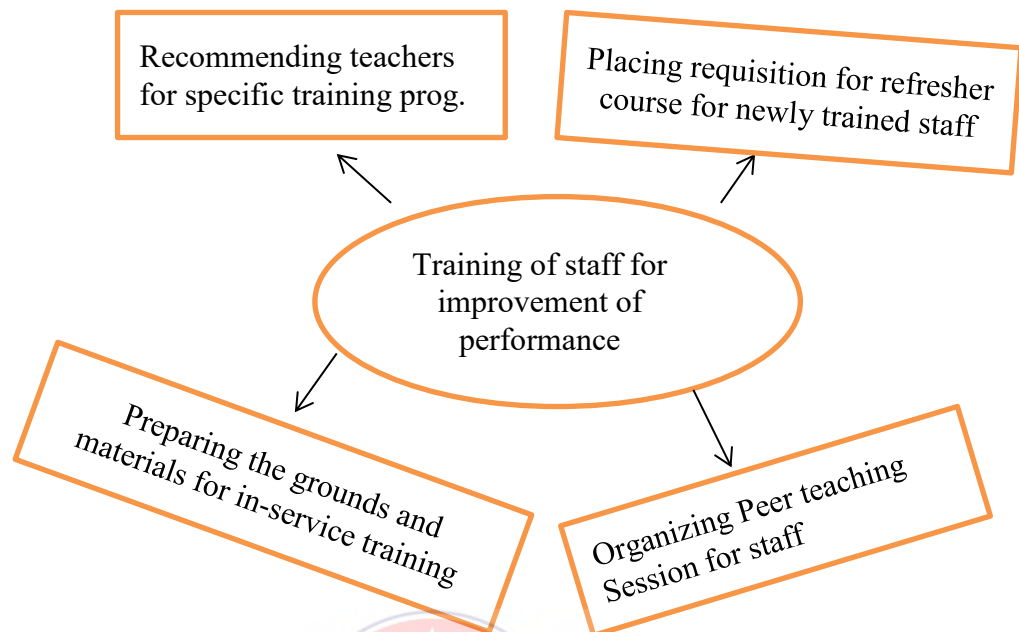
Figure 3: Findings on the roles of HODs in training of their staff for the development of their school

The second objective of the study was to find out some of the roles played by HODs in the training of their staff for the development of their schools. This was necessary because the performance of a teacher depends largely on the education and training he/she has received concerning the area of learning.

Furthermore, was to identify areas that require improvement in as far as instructional supervision practices by HODs are concerned.

Four themes emerged in the responses to training of staff for the development of their schools and these include: organization of refresher courses for staff who have been long in the service, holding workshops to improve instruction, having peer teaching sections to help teachers with special needs and organising in-services training for all

106

staff once a while. Below are some of the emerging themes on staff training for development.

MHOD6 indicated that:

"Since my appointment as HOD, there has not been any form of training for the staff nor for the HODs. There is the need for induction courses especially for the newly trained teachers and also those on transfers to enable the HODs assess their level of competence and to help them overcome their weaknesses at the individual level, he added that its necessary to have induction courses for the HODs to enable them be acquainted with their roles to be able to perform creditably".

FHOD2 Highlighted that;

"There is the need for refresher course to sharpen the teaching skills of the teachers who has been in the service for a very long time, sometimes the things that were taught during their training days are out of the syllabus now and yet some of them don't have the opportunity to attend any form of training programme that will keep them abreast with modifications in the curriculum. Here is the case that we the HODs are not trained how can we help these teachers to pick up new curriculum designs?"

MHOD1 Commented that:

"Every worker needs in-service training and the teacher is not an exception including the HODs. In Ghana it is gradually becoming impossible to have in-service training for teachers once they complete their training. So what if the teacher did not grasp some concepts well back in training, then it becomes obvious that such a teacher will keep polluting students with the wrong concepts. But if there are in-service training courses organized regularly, it will help all staff to be abreast with their instructional duties, he added that all teachers need in-service training, this is because most teachers completed their training many years ago and for that matter most of what they knew is no longer relevant and this is the case that the position of HODs is given to long served teachers making us feel lacking in modern ways of instructional delivery and leadership".

MHOD7 Commented that;

"Peer teaching is one of the training options that most schools don't pay attention to but this aspect of training goes with no cost hence should be explored to enhance teaching and learning in schools. Peer teaching could have been used to solve the problems of individual teachers with difficulty in handling specific topics, however teachers in my department are reluctant to offer peer teaching service"

According to McMahon and Thakore (2006) offering a prime opportunity for teachers to duplicate what they could have acquired in order to better teaching learning process can be achieved through peer teaching. It would be logical to conclude that teachers who undergo model teaching sessions would exhibit improved instructional supervision performance when with their supervisors. These may include: Holding model teaching sessions for newly posted teachers, national service persons and teachers on attachment, Provision of school based in-service courses, Ensuring timely preparation of schemes of work, checking students work books, Organizing for the provision of support curricular materials such as textbooks, atlas, graph books and others, Organizing programs which cater for individual differences such as hard to hear and differential work for the exceptional children, holding an after classroom observation meeting with the teacher, Checking and ensuring the preparation of the schemes of work, Checking the preparation and use of lesson plans and Checking the records of work books and whether they rhyme with the schemes of work.

Similarly, organizing programmes which cater for individual needs would lead to effective instructional supervision practice. All the teachers cannot have similar needs due to differences in the modes of teaching and delivery in the various subjects.

The needs of one teacher may not be the same as the needs of another teacher and likewise the students. This could explain why there's the need to conduct model teaching for teachers by the HODs.

This responds indicates that HODs themselves are worried for not having any form of training to abreast them with current happenings in GES most especially in the area of instructional leadership roles as HODs. It may be surprising to know that the knowledge gap that HODs have is not far-fetched. I mean there may be teachers in the same school who can offer in-service training on areas that teachers are lacking. So, the lapses in the system can easily be addressed internally.

Given that these organized programmes could cater for individual teacher weaknesses, one would be able to conclude that the teachers may improve their performance if HODs holds their instructional supervision with their teachers based on their individual needs. Attending training by supervisors always guarantees that they will have the latest knowledge regarding instructional supervision which is also passed on to the teacher through peer teaching. Hence the need for refresher courses to the instructional supervisors and teachers as well.

In-service trainings are meant to improve the quality of service delivery in the schools for the benefit of the learners. It could therefore be said that the training on instructional supervision attended by the supervisors would help in quality lesson delivery particularly as it pertains to instructional supervision. Sometimes leadership has it that effective leaders are born and not made however the educational ladder in leadership does not give room for only trait kind of leaders to .handle leadership positions especially in Ghana education service. From the above, it becomes obvious that high training of leaders is required at pedagogical and organizational-

administrative level, in order to acquire all the necessary skills and abilities that will enable them to effectively manage their schools and to consolidate the vision they have for them.

The leadership roles of HODs at the second cycle level of education is handled by staff with records of long service who left training many years ago and has forgotten all the skills taught but currently has high ranks in the educational ladder. These are the calibre appointed by management to head various departments in the school who neither are given induction to the new office nor are given any training on the job.

4.4 The Curriculum Development Roles of HODS to improve Instruction

Issues relating to roles played by HODs in ensuring Curriculum Development in the Schools also emerged from the study. This was the findings on research question three. This question sought to find out whether or not HODs are familiar with their curriculum development roles to improve teaching and learning. Four dimensions of the curriculum development roles emerged from the study and these were vetting of lesson notes and scheme of work; monitoring lesson delivery; assigning teachers to classes and allocating teachers to department as figure 3 depicts.
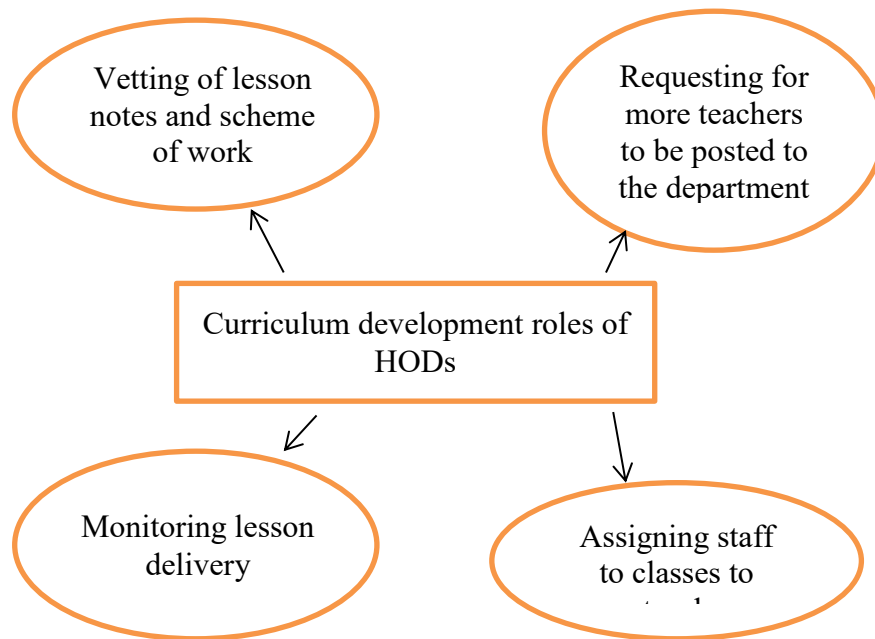
Figure 4: Findings on curriculum development roles of HODs

On the issue of vetting of scheme of work, the HODs considered them as their core

mandate and for that matter have been performing this duty diligently. However on

vetting of lesson notes, this is what

MHOD4 highlighted:

> *"recently most teachers don't write lesson notes for vetting at the SHS level, and this even became worse following the upsurge of COVID 19. He added that there is the need for reorientation of school heads to spell out categorically whether teachers at the second cycle level should still write lesson notes for vetting, this is because the few teachers who were writing has also stopped"*

On monitoring of lesson delivery*, MHOD6 highlighted that;*

> *"the role of HODs to monitor lesson delivery is ridiculous if Assistant heads of academics goes ahead to grant teachers permission to absent from school without involving the department heads, he added that sometimes students will complain to them that some teachers don't come to teach and when you plan to visit the said lesson, you call the teacher only to be told that he sought permission from the assistant head to go somewhere".*

In assigning staff to teach, MHOD6 Said:

> *"some teachers perform their instructional duties very well and sometimes we are tempted to over burden such teachers because there are some lazy teachers that when you assign them to a class, you receive complains from the students till you have to change the teacher".*

On how teachers are brought to the department, MHOD1 said;

> *"some teachers are brought into your department and you are not aware, especially the national service persons and the teachers on-internship, so due to the fact that sometimes you plan the schedules of your teachers using the old staff list, you might leave some teachers who are new to the department out without knowing".*

Analysing the submission made by the above themes, it appears that HODs are not on top of their job. Am saying this because as a head of department, you control all the happenings in your department and if there is the need for staff orientation or reminder to write lessons and schemes for vetting you can do that successfully without involving management.

Also, it is clear from the responses above that there's no collaboration between the assistant headmaster in charge of academics and the HODs. For the school to improve on academic performance through the monitoring of lesson delivery, there is the need for collaboration. Also the management of the school should plan the academic year with the HODs so that they can be abreast with happenings within their departments. Most HODs responses indicates that they are not clear on their duties or roles and for that matter they have no control over their staff nor do they have any plan to make them deliver up to expectation. This could be an indication that the HOD should be given guide lines in the form of induction to keep them abreast with his role when it comes to assigning teachers to teach. Am saying this because if a teacher is not performing his duties satisfactorily you as an HOD need to dialogue with the teacher

to find out his/her challenges and help out. You can't in your capacity as HOD over burden some teachers just because they perform their duties to the latter.

Some responses indicate that new staff are brought to the departments without the knowledge of the HOD. From the above response, the academic head should first introduce the newly posted teacher to the HOD who will in turn introduce the teacher to other teachers in the department. Hence there is the need for orientation courses for the academic heads to stay within their limits to enable HODs work effectively.

The respondents also agreed that classroom visitation as the lesson progress was an effective instructional supervision practice like holding an after classroom observation meeting with the teacher and checking the preparation and use of lesson plans will enable the instructional supervisor to identify and help solve the difficulty of the individual teacher but from the responses received, most of the HODs do not have any planned visitation to classrooms to see the teaching performance of their staff. This they attributed to non-delegation of powers by the school heads and assistance.

These findings are in line with that of Tesfaw and Hofman (2014) who established a significant relationship between instructional supervision and teacher professional development. In-service training and providing guidance to the teachers contributes to their professional development which translates to better performance by the students.

Findings on factors affecting HODs monitoring of curriculum delivery.

Some issues affecting the HODs role in monitoring curriculum delivery also emerged from the study and these are related to teachers absenteeism/ lateness, stdents lateness to class, inadequate textbooks ,and other teaching and learning materials and misuse of instructional time as shown in figure 4 below.

113
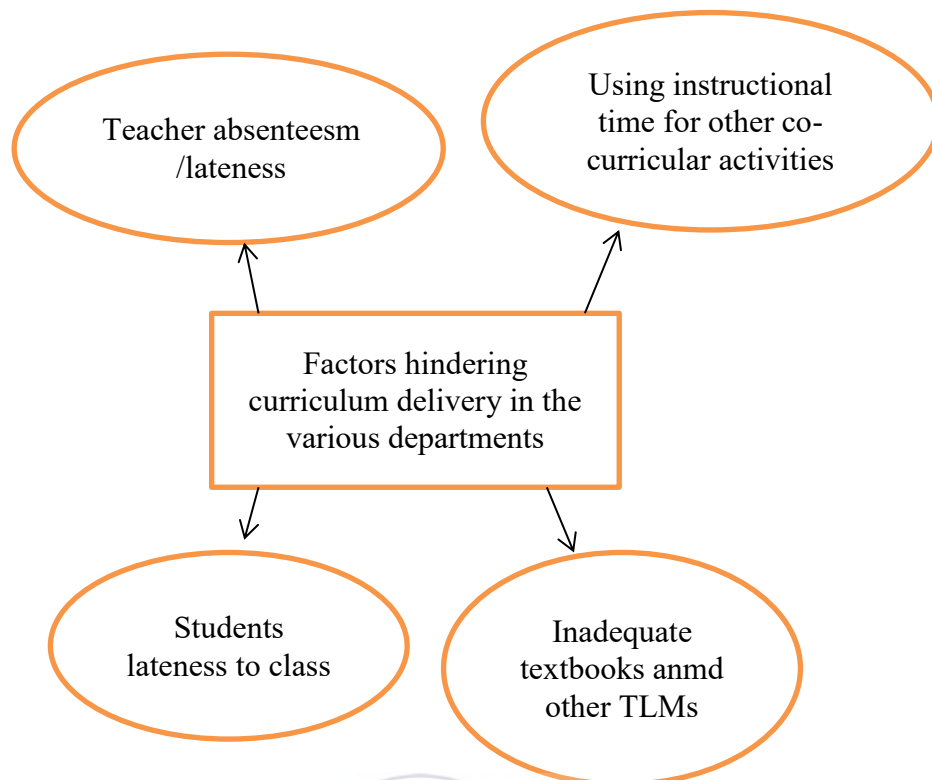
Figure 5: Some factors affecting monitoring of curriculum delivery

Source: Authors construct 2021

Data collected shows that majority of teachers skip some of their lessons and some attend their lessons throughout but sometimes come late to class. The challenge identified however is not even the inability to honour their lessons but rather the fact that those teachers who miss their lessons rather go straight to the academic headmaster to take permission without informing the HOD. This is what MHOD5 had to say;

> *"Teacher lateness to class has become a serious problem; this is because when you question the teacher, he/she confirms he has taken permission from the academic headmaster that he will be late for class on that day and likewise those who absent themselves. So, it's a contributory factor why HODs feel reluctant to embark on class visitation and monitoring activities".*

MHOD7 highlighted that;

> *"Students who are supposed to be seated before teachers come rather come trooping in while the teachers are in class. The reason is that majority of our students are not in the boarding house and hence they commute from*

surrounding villages. This makes most of them late to class and some even misses first lessons each school day".

This response seems to have effect on why teachers come for lessons late probably it could be intentional to delay so that other commuting students will not miss a junk portion of lesson delivery. So, if students are late to class and teachers also become late, then academic standards will fall. So, it's the duty of the instructional leader to put things right so that instructional hours are not lost deliberately.

Also MHOD 8 said:

> *"sometimes, instructional hours are sacrificed for co-curricular activities such as covid-19 education, health screening, among others, these activities are not pre-planned but just come up suddenly making teachers and students taken by surprise and this does not agar well for appropriate curriculum delivery as teachers have a scheme of work to cover before the semester gets to an end").*

These analyses are a trend that occurs in almost all government schools and i think once GES is a body that plans its programme of activities for the schools, they should be able to factor emergency activities somewhere that will not conflict with the school instructional curriculum of study. This is because as teachers prepare severally to class only to be disappoint, they might relax going forward.

Inadequate textbooks and other TLMs seam to also be a problem across academia and during data collection it also came up that there is a shortage of textbooks and other materials relevant to facilitate teaching and learning. On textbooks and other learning materials, about 90% of respondent mentioned it as an issue preventing effective instructional time. MHOD6:

> *" Yes, Textbooks which used to be the most commonly available tool for learning is however now not provided adequately and this makes the work of the teacher very difficult. He added that if textbooks are a problem, how much more will you go requesting for other TLMs. And if these basics are not provided, how will you query a teacher for not doing the right thing in class"*

From the response above one could imagine the plight of the classroom teacher today and the HODs as well. The fact still remains that for TLMs the teacher has the right to improvise and not wait for management, GES or government. So the major issue here has to do with the textbooks that are not provided. Without textbooks what will the HOD be supervising and this is the reason why researching on the instructional roles of HODs and its intended challenges is necessary.

Interview response on teacher development and curriculum performance in the schools. The reason most of them do not monitor lesson delivery is because headmaster and his assistants monitor lesson delivery always. The second common reason given again was the fact that heads do not delegate their roles to HODs to do some of their rounds. Although, monitoring of lesson delivery was considered an effective practice, HODs were reluctant to monitor lesson delivery because they feel that the headmaster and his assistants are monitoring lessons and also they feel that the demands of the teaching materials by the departments has not been supplied, also they were of the view that when teachers are monitored during lesson delivery, it alters their behaviour a phenomenon that is referred to as Hawthorne effect. The supervisor therefore was likely to measure performance of a behaviour that is concealed as opposed to evaluating that which is the true one.

Considering the theories adopted for this work (the human relations theory and the behaviourist theory) they all posits that the supervisor should treat teachers us colleagues and not just subordinates during supervisory practices to improve performance of the teacher in the teaching-learning process.

and also they said the instructional materials needed my teachers to be able to deliver lessons successfully are not provided by management hence it makes them feel reluctant to monitor lesson delivery.

One of major identified during data collection is the curriculum development roles of monitoring lesson delivery at the departmental level. Respondents cited that meeting and discussing observed lessons with teachers as well as orientating teachers to new and suitable teaching methods were all perceived to have a positive influence on the performance of teachers. The findings imply instructional practices must have an outcome on student performance for it to be meaningful through the instructions by the teachers.

Other practices such as provision of school based in-service courses and organizing for the provision of support curricular materials was highly suggested by respondents respectively. Provision of in-service courses serves to equip the newly posted teachers with skills and knowledge to better the teaching-learning process and to improve the outcome. In-service training courses should be as much interactive as possible and one that encourages the use of simulations to depict a real classroom situation.

Provision of support curricular materials would definitely improve the performance of teaching learning process for the benefit of both teachers and learners. When ask why they are not on top of their roles when it comes to curriculum and instruction, they spelt out some challenges that makes their work very difficult. See below. On assessing and promoting teacher development and curriculum performance.

4.5 Findings on Assessing and Promoting Teacher Development and Curriculum

   Performance

This is what MHOD5 had to say:

> *"all teachers need in-service training, this is because most teachers completed their training many years ago and for that matter most of what they knew is no longer relevant and this is the case that the position of HODs is given to long served teachers making us feel lacking in modern ways of instructional delivery and leadership. Since my appointment seven years ago there has not been any in-service training whatsoever on instructional leadership"*

This responds indicates that HODs themselves are worried for not having any form of training to abreast them with current happenings in GES most especially in the area of instructional leadership roles of HODs. It may be surprising to know that the knowledge gap that HODs have is not far-fetched. I mean there may be teachers in the same school who can offer in-service training on areas that teachers are lacking. So, the lapses in the system can easily be addressed internally.

Checking the preparation and use of lesson plans should be a collaborative approach as emphasized by (Glickman, 2010). This was necessary because the primary purpose of instructional supervision is to improve teaching and learning, support teacher

Hence organizing in-service courses for teachers, checking teachers' record of work done, giving appropriate instructional guidance to teachers, providing teaching /learning materials, checking student's progress records are very necessary.

4.6 Challenges HODS Face in carrying out their Instructional Leadership Roles

This is the fourth objective of the study and it sought to come out with various challenges encountered by HODs in the discharge of their duties as instructional leaders. Challenges are a part of life and without challenges in life, people don't get to know their mistakes and correct them. Boge (2008) study oil challenges faced by

HODs in Shinyalu division reviewed that the main challenges in managing departmental staffs included; lack of recognition by TSC for those HODs appointed internally by BOGs. (Boge:54) Labrecque (2007) research shows that assuring the mantle of leadership and changing department members to move ahead or wrestle with difficult issues does not seem to be a natural step (Labrecque: 43). It's in line with the above study that this work seeks to come out with issues of concern in the departments which needs to be addressed to improve instruction.

4.6.1 Challenges in executing vision and evaluating instruction at the departmental level

The challenges HODs face in relation to the discharge of their duties. From the data gathered it emerged from the interview that all the four research questions revealed that HODs encounter challenges in all. These areas with challenges include; challenges HODs encounter in formulating vision statements for their departments, the challenges they face in the training of their staff to improve performance, the challenges in curriculum development roles and general challenges with recommendations for internal evaluation.

4.6.2 Challenges in executing vision and evaluating instruction at the departmental level

Vision formulation serves as a guide to working effectively as an instructional leader. This is in line with Murphy (1988) who proposed four major dimensions of instructional leadership: developing missions and goals, managing the education production function, promoting an academic learning climate and developing a supportive work environment.

119

According to Murphy, the contemporary school is a competitive organization, which incorporates elements and sets goals that a few years ago seemed unthinkable. He sees the role of the school principal as a leader very crucial because they are the visionaries; the ones who capture and inspire a vision for the future of their school units and together with their collaborators the teachers are called to realise it. The findings from data collected indicated that majority of HODs do not write down their vision statement and for that matter they don't set targets to achieve.

Figure 4.5.1 diagram presenting challenges HODs face in creating vision for their department.
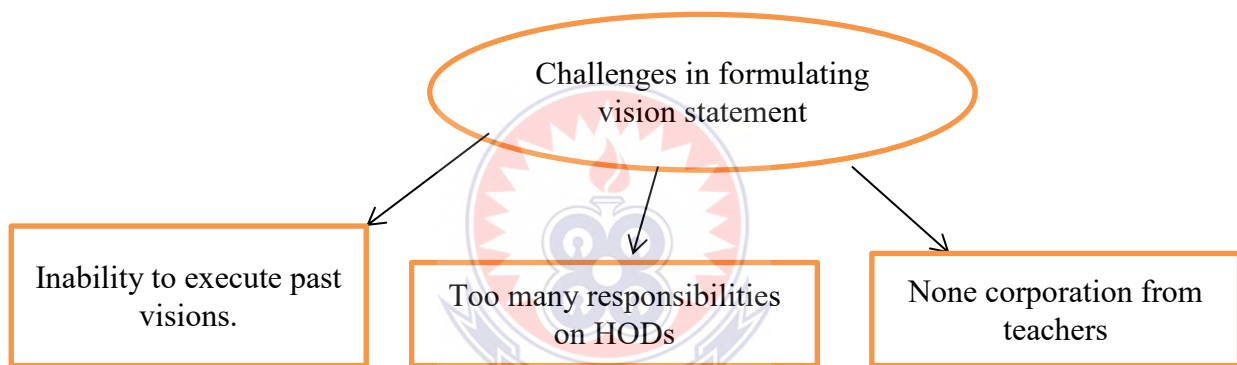
Figure 6: Challenges HODs face in executing their vision statements

When HODs were asked about the challenges they encounter in carrying out their vision statements majority of them are of the view that the instructional materials that will facilitate teaching and learning are not provided by management. So when departmental budgetary requests are not provided, it makes the HODs feel guilty to take teachers on when they are not delivering lessons well. Even the ability to call departmental meetings becomes a problem because during such meetings, previous minutes are analyzed to see what was not acted on. Among the responses, this is what FHOD2 had to say:

> "*Those teachers in the department who are to report directly to you, rather reports directly to your superior by-passing you. So in some cases you will go to monitor a teacher's attendance to class and fines*

120

> *the teacher absent and when you call on his line to enquire, he tells you that he sorted permission from the academic head to be absent from school that day. He was also quick to add that teachers at the departmental levels are insufficient per the number of periods available to share the classes available hence the HODs equally has too many lessons to deliver by themselves and for that matter making it difficult to supervise lessons well".*

This response points to the fact that there is luck of coordination between the academic head and the heads of departments. For such if not corrected leads to apathy. Hence most HODs keep their vision to themselves. It would, however, be worth finding out that the reasons why the instructional supervisors keep the vision statements to themselves is because they are not in control of the staff under their supervision. Teachers will put in their best when materials needed for lesson delivery are adequately provided, this will make the performance of the teachers on instructional duty to improve when they are with the supervisor. Most HODs therefore are reluctant to make a follow up on supervision practices. It would be arguable that supervision practices that do not have a follow-up action could be a source of unreliable educational system. So if HODs do not involve teachers in planning their vision, the teachers will not be able to work towards achieving this vision. The human relations theory has it that the teacher may develop apathy and unwanted attitude towards instruction and this would translate to poor academic output.

4.6.3 Inability of HODs to execute past visions created due to luck of TLMs:

MHOD3 highlighted that;

> *"the school administration keep saying that there's no money to honor departmental budgets and on the other hand when you want your teachers to sacrifice in improvising what is needed for successful lesson delivery, they became angry with you, he added that these days even the text books that are supposed to be the only material teachers rely on, are not available. To worsen the case, students are not equally*

> *serious because there are no materials to refer to so that they can follow lessons. This makes the work of the HOD so frustrating*".

This response means that there is an urgent need for coordination within the hierarchy of communication, textbooks and general instructional materials in learning and this seam worsening as blame is shifted from one end to the other. For instance if the headmaster is saying that there is no money to supply departmental budget and teachers are reluctant in improvising TLMs and students are not serious because they have no text books to follow lesson delivery, it ends up with breakdown of the entire educational system leading to poor educational outcomes in the country as a whole.

4.6.4 Challenges in training staff for improvement of performance
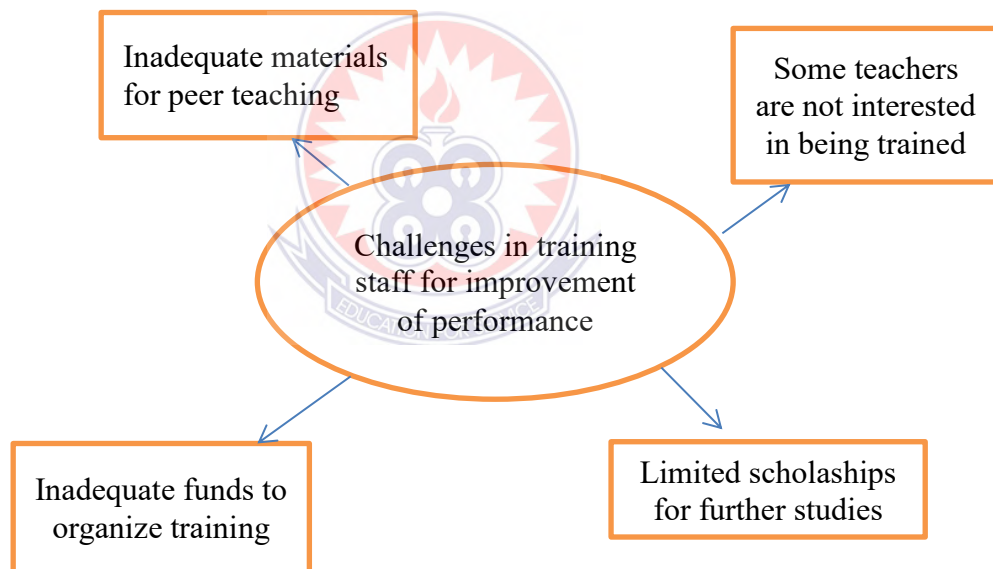
Figure 7: Challenges in getting staff trained to improve performance

Data on the challenges HODs are faced with in ensuring their teachers get trained includes lack of in-service training, inadequate funds to organize training programs , limited scholarships for further studies and some teachers are not interested in being trained among others. Data gathered revealed that for seven years and over now, there has not been any form of training for HODs. This is what an HOD has to say on the issue of training teachers for development of the school:

122

MHOD7 stated that:

> *"there is resistance by some teachers to change, some of the teachers believe that what they know is the best and is final so any attempt to correct these teachers will fail because they will resist what you want them to know"*

with this response, it means that even when there's in-service training in the school or even at the departmental level, some teachers will even resist it because they believe in themselves, however if such efforts are followed with other directives and orders from the district education and regional directorates of education, recalcitrant teachers will have no choice than to bulge.

Data on the efforts made my HODs in ensuring their teachers get trained includes training courses such as: in-service training, going for further studies, peer teaching, and induction courses among others. Despite all these options of training available, data revealed that for seven years and over, there hasn't been any form of training whatsoever for HODs and teachers as well.

MHOD4 stated that:

> *"The slogan is that there are inadequate funds to organize workshops for teachers. As an HOD, sometimes you don't even know whose duty it is to make sure training workshops are curried out. So apart from the training officer at the GES office we don't know how our staff can be trained. Also due to the fact that the teachers in the various departments are insufficient, we are force to report teachers who personally take it upon themselves to go for further studies secretly".*

From the response above, you can see the frustration of the teacher and why training workshops can be organized without money using peer teaching. I think the fact is that headmasters, HODs and teachers all needs orientation workshop thus to reshape their thinking on the fact that it's not all the time that external hands are needed, this is because the school has a variety of human resource that the school can rely on for

123

induction workshops and even for specific training skills needed in the various departments.

Still on the issue of challenges encountered by HODs in training their staff, this is what FHOD2 had to say:

> *"Teachers of late are not given enough scholarships to go back to school, so most teachers are not motivated in any way to feel happy to deliver instruction and sometimes they leave secretly for further studies".*

MHOD6 presented that:

> *"Teachers after a long time of not being treated well are not even interested in any kind of training whatsoever especially when it is internally arranged"*

4.7 The support Systems that can be put in Place to promote HODs Instructional Leadership Roles

From the various suggestions made by HODS, none of them is out of place because these are the very issues that were stated as the challenges that HODs encounter in the discharge of their instructional supervisory roles. Hence these recommendations has to be taken serious and worked at since HODs are the people on the ground and are abreast with the reality on ground.

4.6.1 Support systems to promote HODs instructional leadership roles
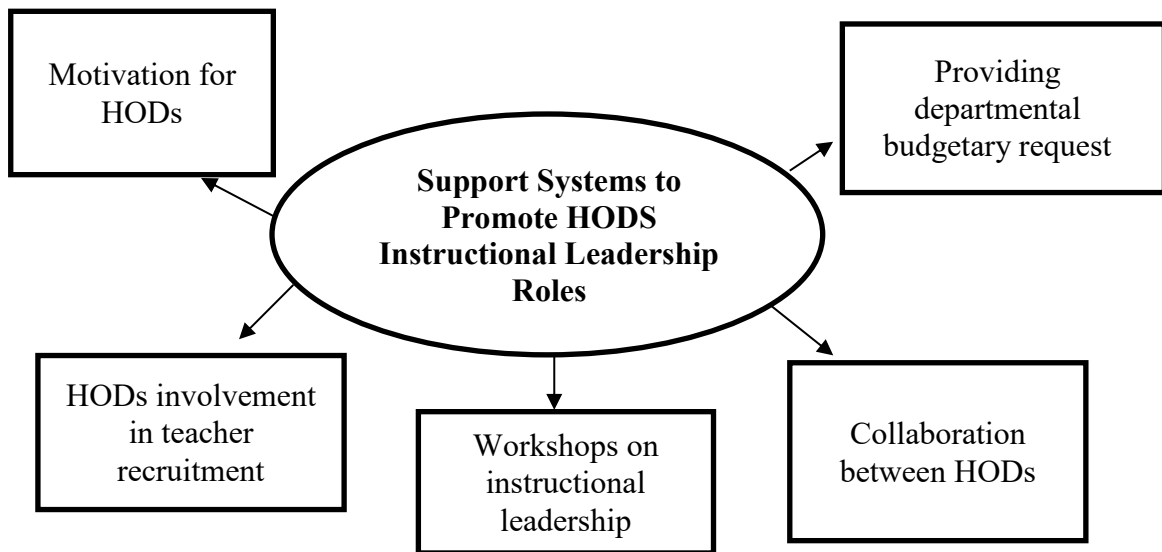
Figure 8: Support systems to promote HODs instructional leadership roles

The support system highlighted five themes

The above figure constitutes the suggestions given by various HODs on how to improve their instructional leadership roles within their various departments. Almost all of them believe that both tangible and intangible motivation will go a long way to improve their performance as HODs. Also they all affirmed the need to have workshops on instructional leadership to help them be abreast with their roles. A few of them feels that the HOD ought to be consulted before recruiting new teachers into the departments, this they added will go a long way to help them exercise authority over these teachers and hence make handling of teachers in the department simple. Also all respondents agree that, the annual supply of departmental budgetary request is crucial to enable them work effectively and efficiently. Lastly, it came out from their responses that there is the need for collaboration between all the HODs to ensure development of the entire school in terms of academic excellence.

The first section of the questionnaire contained a set of questions that sought to establish general information as well as demographic information

The study involved two public secondary schools in Kintampo-North District of the Bono-East Region of Ghana. In particular the study targeted 10 heads of department as the respondents. The sample size for the study was a total of 10 respondents.

The researcher administered a total of 10 semi structured interview guide to all the respondents (heads of department). In return all 10 of the heads of department responded which translated to 100% the good response rate observed in this study could be attributed to the fact that the respondents had been informed in advance about the impending and purpose of the study. The return rate could be attributed to the fact that the respondents were aware of the study and hence their adequate preparation.

The findings also imply that the respondents have exposure in leadership and are therefore expected to understand the instructional supervision process and practices as expected of them to enhance performance. The period within which one is exposed to administrative policies and guidelines has an impact on institutional performance. The length of service exposes individuals to the practices of the profession.

The supervisors in this study were therefore adequately exposed to practices of the teaching profession particularly in as far as instructional supervision is concerned. It is also worth noting that the cumulative years of being in the teaching profession could mean that the instructional supervision process could have enhanced the professional growth and development of the teachers.

Furthermore, teaching learning techniques by the teachers under these supervisors could be considered better improved over the years while they are in the service. This is based on the premise that instructional supervision tends to identify areas of

weakness and strengths among the teachers and consequently the supervisor applies appropriate follow-up activities to improve the pinpointed areas of weaknesses.

Instructional supervision in the present age is meant to better the teaching-learning situation for the benefit of both the teacher and the learner (Nakpodia, 2006). It would be logical to conclude that the 12 participants have better knowledge in instructional supervision in terms of long service as teachers and high ranked as supervisors. It should be noted that instructional supervision is a technical exercise that requires educational training in order to be carried out efficiently and effectively.

This finding also means that the respondents have the prerequisite training required in the teaching profession and are therefore expected to understand the instructional supervision process and activities that the process entails and in turn enhance academic performance.

The supervisors have the necessary qualification to provide information and guidance to their teachers on instruction. Appointment of educational personnel with appropriate qualifications is vital in ensuring appropriate instruction supervisory practices. It may however interest you to know that none of the degree and masters acquired is on instructional supervision or educational leadership as a course of study. The implication is that HODs don't convene meetings to take the input of staff during vision formulation.

In addition, not involving teachers could mean that their performance in instructional supervision would be greatly affected particularly when they are with the supervisors.

According to the respondents, observing teachers as they teach has got no influence on their performance which in essence means that it will have no influence on the

students' academic performance. Perhaps this could be explained by the fact that people tend to alter their behavior if they are aware of the fact that they are being observed, a phenomenon that was referred to as the Hawthorne effect (McCambridge, Witton & Elbourne, 2014). Ordinarily, people do not like being observed while discharging their duties and this definitely would have a negative effect on their performance. This was necessary given the fact that majority of the teachers have a negative attitude towards instructional supervision.

It was also revealed that the head teachers should empower and delegate instructional supervision duties to the heads of departments. Delegating the duties will mean that in the absence of the head master, instructional supervision still will be a function that is carried out with the intention of ensuring improved teacher instruction and better learner outcome.

Most headmasters have no leadership training hence their leadership style makes most HODs Reluctant since the heads do not delegate instructional supervisory duties to HODs. This finding echoes those of A1dikinyi (2007) and Gachoya (2008) who revealed that teachers have a negative attitude towards instructional supervision. The finding means that the teachers are more ambivalent about supervision. In such a case, the teachers are likely not to take any guidance resulting from instruction seriously.

Some school heads were found to be reluctant to delegate supervision duties to their deputies or HODs. This was also established by Ndung'u (2015). This situation negates the essence of having HODs to manage the activities of the departments. This is because some of the responsibilities and duties could be confidently handled by department heads if delegated.

4.8 Summary of Presentation and Discussion of Findings

In this chapter, I presented my findings from the 12 HODs in the two selected SHSs in the kintampo-north district of the Bono-east region of Ghana, using semi structured interview guide. The chapter was presented in two sections 'A' and 'B', the 'A' presented my research findings obtained from the demographic information of the participants and the section 'B' presented the research findings relating to the instructional leadership roles of HODs based on the research objectives. The data obtained from the participants were categorized into four main themes, namely; how HODs in public SHSs create vision for the development of their departments, the roles HODs play in the training of their staff for development of the school, the curriculum development roles of HODs and the challenges encountered by HODs in carrying out their instructional leadership roles.

In the section 'B', the findings that emerged from the interview guide and data were coded and categorized into four major themes which were informed by the research objective. The next chapter will consider the summary, conclusion and recommendation of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter deals with the summary, conclusion and recommendations made based on the findings from the study which explored the instructional leadership roles of HODs in the Kintampo-North District of the Bono-East Region of Ghana. It also suggests areas for further research. The research was a case study located in interpretive qualitative framework. To achieve the purpose and objective of the study, the following questions were formulated to guide the study.

    i.   What are some of the vision statements created by HODs in public SHS in Kintampo-North District?

    ii.   What are the roles of HODs in the training of their staff for the development of their schools?

    iii.   How does HODs contribute to curriculum development in their schools?

    iv.   What challenges do the HODs of public SHSs face in carrying out their instructional leadership roles?

The review of relevant literature of the study focused on: Concept of Supervision, Theories of supervision; Administration and Supervision; Nature and level of supervision, Principles of supervision, Aims of supervision, Functions of Supervision and Contents of supervision.

Other literature relevant reviewed include; Types of Supervision and supervisors; Supervision Policy in Ghana, Training and Development of the teacher, Competencies for instructional improvement, Assessing competencies, the role of the instructional supervisor on the concept of supervision.

Empirical Review; literature was also reviewed on creation of vision by HODs at the second cycle, roles played by HODs in SHS on staff training for the development of their schools, curriculum development roles of HODs in public SHS in Ghana, challenges HODs face in carrying out their instructional leadership roles and the possible ways of finding solution to challenges faced by HODs in Ghana.

The research was a qualitative case study and a purposive sampling technique was used to select two SHSs and quota sampling to arrive at 12 HODs, six from each school as participants for the study. Semi structured interview guide was used to collect data which was coded, categorised and analysed under various themes based on the research questions and presented in narrative form and direct quotes from participants.

5.1 Key Findings of the Study

The first research question explored the vision statements of HODs in public SHS. Most of the participants described various vision statements created in their own view. Results revealed that whereas some HODs see vision statement as a mark of a good instructional leader, others think creating statements was not necessary. Some vision statements revealed that HODs did not have any written or documented vision statement for their department but at the end of the interview, they approved the fact that vision creation is very necessary for any organization to do well.

The second research question dwelled on how HODs organize staff training for the development of their schools. The findings of the study revealed that most HODs keep recommending some teachers for specific training programmes, also HODs request through the assistant Head of academics for refresher courses to be organized for newly trained teachers, during workshops HODs prepare the grounds and arrange

131

for resources needed for the workshops to take off successfully and finally they organise peer teaching within the departments once a while.

Results on research question three revealed four themes on curriculum development roles carried out by HODs as summarised in figure (4). They include; vetting of lesson notes, monitoring lesson delivery, assigning staff to classes to teach and writing to the academic head for teachers to be posted to the department when they are understaffed.

The last objective of the study dwelled on the challenges HODs face in carrying out instructional leadership roles, data revealed that HODs are faced with several challenges ranging from; challenges in getting staff input their views in vision creation for the department, challenges in getting teachers trained for improvement of performance, challenges in executing their curriculum development roles and general challenges with regards TLMS, teacher lateness /absenteeism and students absenting themselves from school.
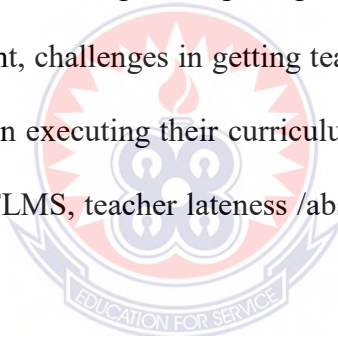
5.2 Conclusions of the Study

The conclusions are based on the findings of the study. First the study concludes that, despite the numerous instructional supervision practices, the instructional supervisors' are overly relying on selected practices which include checking and ensuring the preparation of schemes of work and checking and ensuring the use of lesson plans. Secondly, based on the findings regarding the effectiveness of the instructional supervision practices employed, it was logical to conclude that, whereas one practice could be effective in one area, the same practice could be ineffective in another area. Holding teaching model sessions and organizing in-service programs which catered for individual teacher differences were considered as the most effective.

132

Thirdly, the findings came out that the influence of headmasters' leadership style is not favouring instructional supervision which subsequently also affect the performance of HODs instructional supervision practice and academic excellence.

Lastly, given the challenges that are encountered by heads of department on instructional supervision, it would be logical to conclude that there is a single challenge that runs across all the public secondary schools in Kintampo-North and beyond. This is HODs reluctance to perform their instructional roles and turn to blame their in-efficiency on heads' leadership, teacher lateness and absenteeism, luck of textbooks for teaching, no in-service training, and not holding departmental meeting because of covid-19 among others. I personally feel that these challenges are shared negligence of duty.

Teacher development was one of the constituents under study which sort to find out some of the curriculum development programs that HODs engage in for the development of their departments. Finding came out that teachers are not able to carry out their curriculum duties effectively due to inadequate learning materials; this was because the instructional materials needed to ensure instructional work are not available/provided.

5.3 Limitations of the Study

According to Best and Khan (1989) limitations are those conditions beyond the control of the researcher that will place restrictions on the conclusions of the study and their application to other situations. Although, this research was carefully planned and reached its aims and objectives, there are unavoidable limitations. The limitations of this particular study are essentially those inherent in any qualitative research.

To begin, critics of this case study approach argue that, generalizing the findings of such studies is difficult and unreliable because of their limited coverage (Cohen et al, 2007). Stake (2000), a case study lends itself to 'naturalistic generalisation', not 'scientific generalisation', as a survey does. As already noted, the purpose of this study was to explore the instructional leadership roles of HODs in two selected public SHSs in the Kintampo-North District, the case of HODs in their natural settings using a small size and to make generalization. As such the findings may not necessarily represent the rest of the schools in the district nor in the country and the results may not be generalised beyond the specific population from which the samples were drawn

However, schools with similar characteristics and content could adopt the findings for use. Also, readers could transfer the outcomes to their individual contexts, if they identify similarities between their context and that of their particular study.

Moreover, since the research instruments often gather the views and opinions of the participants, I came to realise that some of the participants could potentially be identified. The threat to confidentiality and anonymity of the participants were very high considering the small sample size used for the study. Therefore, I decided to exclude from the data any comments or quotation that could expose the identity of any of the participants by using codes. Henn et al (2006) argued that in deciding what to include and what not to, we must accept we are introducing some degree of subjectivity, but I ensured that I presented a balanced picture of the data from different participants which provides an account of the competing perspectives found in the data (Kusi, 2008).

Another limitation of this study was related to the sampling of the population of the study, which consisted only HODs, SHSs, and only public schools in Kintampo-North

District due to time constraints and other practicalities. I recognized that other stakeholders like teachers and assistant heads had something to say about the phenomenon being investigated. The exclusion of this stakeholder was felt especially during the presentation of the findings and the data analysis, because their views could have the potential to clarify some issues raised by the participants (Kusi, 2008)

In spite of these limitations, it could be said that the case study was appropriate for the study. It was suitable for answering the key research questions set out in the introductory chapter and allowed the participation of HODs' in the provision of their instructional leadership roles to be investigated in their natural setting.

This is the final chapter of the research, which focus on the findings, conclusions and recommendations as well as limitation of the study made for professional practice. The research topic was "the instructional leadership roles of heads of departments in two selected public SHS in the Kintampo-North District of the Bono East Region. This study sought to explore the instructional leadership roles of heads of department in two public Senior high schools in the Kintampo North District. It sought to explore ways by which HODs of public SHSs create vision for their schools, examine the roles of HODs in training their staff for the development of their schools, find out the curriculum development roles of HODs in the Kintampo-North District. Examine the challenges HODs in public schools face in carrying out their instructional leadership roles. The views of a total of 12 HODs were sampled from two public SHS in the Kintampo- North District in the Bono East Region using case study approach and exploratory research design.

A self-designed interview guide was used for collecting information from HODs in the two selected schools. The major findings indicated that HODs are more competent

in vetting of lesson notes than in setting up vision for their departments also it came out that HODs in SHS do not take active roles in training their staff for the development of their schools, furthermore findings revealed that the curriculum development roles of HODs in public SHS in the Kintampo District are not clearly outlined because most head masters do not delegate instructional roles to HODs. The conclusion drawn was that if the school would obtain its goals, then there is the need to apply the human relations theory of supervision within which workers are viewed as individuals who can contribute to the development of the school hence the need to apply consultative or collaborated style of supervision.

Again, the position of the HOD should be competed for by selective means rather than appointment by management and that, the managerial competence of the prospective HODs should be redesigned to achieve better results. According to Neagley and Evans (1980) effective supervision demands a high level of leadership and hence an effective supervisor should be intelligent, well trained in educational psychology, likeable, experienced and an expert in democratic group processes.

5.4 Recommendations of the Study

Based on the findings of the study and ensuring conclusions drawn, the researcher finds it expedient to put across the following recommendations made to enhance efficient discharge of HODs instructional leadership roles in the Kintampo-North District. The following are recommendations made based on the findings and conclusions.

1. The study found out that whereas some HODs have created vision statements for the development of their department, others are not acquainted with their roles as in vision creation. I therefore recommend that the Assistant heads of

academic in collaboration with management inspect HODs vision statement for every academic year. This is to help put HODs on their toes to go the extra mile.

2. It emerged from research findings that most HODs don't supervise lesson delivery. This was attributed to the fact that most heads' leadership style still portray the dictatorship leadership practice of old which was non consultative in nature and that they don't delegate their instructional duty roles to HODs. Based on this finding, I recommend that the education directorate in the Kintampo municipality should organize a workshop for SHS headmasters on collaborative instructional leadership roles.

3. On training of staff for the development of the department, it came to light that most HODs are not flexible in arranging any form of internal training for their staff. I therefore recommend that HODs be given orientation yearly on some of the practices that can enhance improvement of instruction in their department.

5.5 Suggestions for Further Research

Based on the findings of the study the following are suggestions for further research.

i. A comparative study of instructional supervision practices between public SHSs and private SHSs.

ii. A study of how HODs can employ innovation and creativity in their department without depending so much on management.

iii. A study on consultative supervisory practices.

iv. A study on how HODs motivation can improve supervision.

v. This study explored the instructional leadership roles of HODs in improving instructional leadership in two selected SHSs in Kintampo in the Bono-East Region of Ghana. The study did not consider the role of HODs in the other SHSs in the Bono-East region and other regions in Ghana. This means that for a more complete study on this topic, other Researchers' must advance future research in other SHSs within the Bono-East region of Ghana and beyond.

vi. The current study is a qualitative case study conducted within the interpretive paradigm. This study did not consider the other research paradigm (the positivist) and other research approaches (quantitative and mixed methods). This means that for more complete study on this topic, other researchers must advance future research using the other research paradigms (positivist) and the other research in the same or different SHSs in Ghana.

vii. This study did not consider the role of the school leaders in the instructional leadership in SHSs and how to improve instruction.

Therefore, gaps in literature exist, in which the study recommends other researchers to conduct research to fill the gaps.

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APPENDICES

APPENDIX A

Introductory Letter

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
✉ P. O. Box 25, Winneba, Ghana   ✉ deam@uew.edu.gh

UEW/EAM/MPH/6

Date: 11ᵗᴴ May, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **kuuzuing Blanche Cherubin** a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and Management.

kuuzuing Blanche Cherubin is currently working on a research project titled:

Exploring the instructional supervisory role of S.H.S Heads H.O.Ds and students Academics performance in the Kintampo North District.

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

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc: Dean, School of Graduate Studies

APPENDIX B

Interview Guide Schedule for HODs

Title of the study:

Exploratory study of Instructional leadership roles of heads of departments, visions, curriculum, teacher development programmes and challenges of HODs in Kintampo North District (Ghana)

Name of the student: Kuuzuing Blanche Cherubin

Programme: Master of Philosophy (Educational Administration and Management).

Time of interview: …………………………………………………………………….

Interviewer: ……………………………………………………………………………..

Interviewee:……………………………………………………………………………..

Position of the interviewee: …………………………………………………………….

Length of Service: ……………………………………………………………………..

Academic and professional qualification: ……………………………………………….

Date: …………………………………………………

Let us talk about the Vision you have for your department as HOD in promoting instructional leadership.

1 a. What is your vision statements for this academic year?

………………………………………………………………………………………

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149

1b. How do you form your vision , is it in consultation with your department or it's a personal

vision?...

....

....

1c. What are some of your challenges in getting input from your staff and

headmaster?..

....

....

2 a. What role do you play in the training of your staff for the development of your

school?

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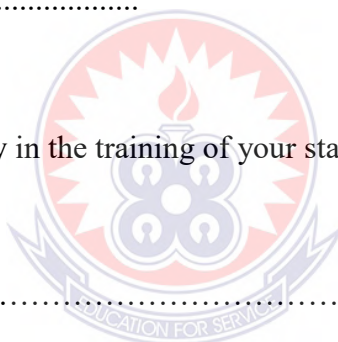
2b. what is your input in the training of your

staff?...

....

....

2c. What are some of the training programmes organized for staff development in

your

department?...

....

....

....

2d. What are some of the teacher-related challenges you face in assessing and

promoting the development of teachers in your

department?..

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....

2e. Why do you think staff training is

necessary?..

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....
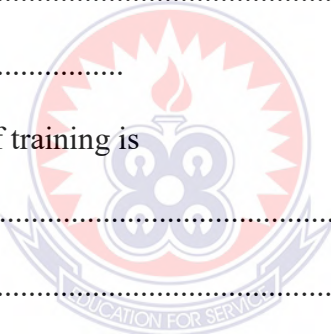
2f. When do you recommend training for the development of your

staff?..

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3a. What are your roles in ensuring curriculum development in your department?

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3b Do you have challenges in ensuring curriculum development in your

department?..

....

....

3c What are some of the student-related challenges faced in assessing curriculum

performance in your

department?..

....

....

3d. Any other issues of concern in assessing and promoting teacher development and

curriculum performance of students in this

school?...

....

....
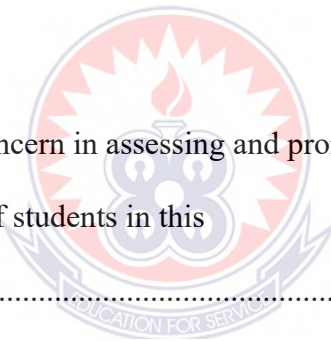
4a What are the general challenges you encounter in your department as an

instructional

supervisor?...

....

....

....

4b. What are the challenges in training staff for improvement of

performance?..

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....

4c. Any other issue you wish to share on creating vision, curriculum development and

training of staff in your department?

…………………………………………………………………………………………

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5a. What do you think are the support systems that can be put in place to promote the

HODs instructional leadership responsibilities?

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6. Apart from the HODs instructional leadership we have discussed do you have any

other thing to say about the HODs instructional leadership role and responsibilities in

this school?

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APPENDIX C

Letter of Consent and Participation

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT.

PARTICIPATION AND CONSENT OF HEADS OF DEPARTMENTS.

I have been fully informed , read and understood the purpose and objectives of this research which seeks to explore the instructional leadership roles of heads of department, a multiple case study of two selected senior high schools in Kintampo-North District of the Bono east Region of Ghana.

I understand that my participation in this research is completely voluntary and if I volunteer to participate, I have the right to withdraw from the study at any point in time without any consequences.

In addition, I understand that my response will be treated confidential and I will not provide any information that will reveal my identity. Moreover I understand that my response will be used only for this research including its publication.

With the above conditions I agree to participate in this research, however I will withdraw from the study including its publication when you go contrary to it.

………………………… …………………………..

(signature of HOD) (signature of researcher)

For further enquiries or information, contact Kuuzuing Blanche on (0556372988) or bkuuzuing164@gmail.com.