

UNIVERSITY OF EDUCATION, WINNEBA



**AN EXPLORATION OF SOCIO-ACADEMIC EXPERIENCES OF
HEADS OF DEPARTMENTS IN SENIOR HIGH SCHOOLS IN
KRACHI-WEST MUNICIPALITY, OTI REGION OF GHANA**



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MUNICIPALITY, OTI REGION OF GHANA**



**A thesis submitted to the School of Graduate Studies in partial
Fulfilment of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)**

**Department of Educational Administration and Management
School of Education and Life-Long Learning**

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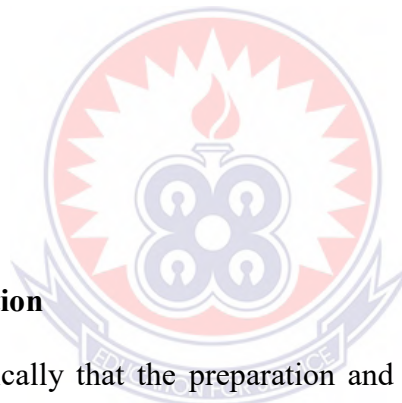
DECLARATION

Student's Declaration

I, Emmanuel Kudjo Adu, declare that this thesis, was my personal handiwork, except the quotations and the references identified and duly acknowledged. This work is owned by me and has not been presented, either in part or whole, for another degree in any educational institution.

Signature:

Date:



Supervisor's Declaration

I hereby state emphatically that the preparation and presentation of this thesis was supervised in line with the guidance for supervision of the thesis as laid down by authorities of the University of Education, Winneba.

Name of Supervisor: Prof. Peter Eshun

Signature:

Date:

DEDICATION

To my beloved mother Stella Kwanyao who played a significant role in my education.



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I would like to thank my mother, who has nurtured me from childhood by enduring all the pains to enable me to achieve my dreams. I can never repay you for your motherly love I enjoyed and continue to enjoy.

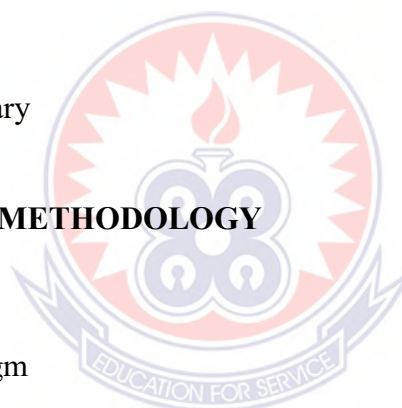
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GLOSSARY

AHoDs	Academic Heads of Departments
AHoSHS	Administrative Heads of Senior High Schools
	Applied Science
DBE	Department of Basic Education
EMIS	Educational management Information System
FLT	Facilitative Leadership Theory
GES	Ghana Education Service
HI	Heads of Institutions
HoDPD	Head of Departments Professional Development
HoDs	Heads of Departments
IJEMASSS	International Journal of Education, Modern Management,
IL	Instructional Leadership
ILF	Instructional Leadership for Learning
IPA	Interpretive Phenomenological Analysis
ISPT	In-Service Professional Training
KRASEC	Krachi Senior High School
KRASTEC	Kete Krachi Senior High Technical School
LfL	Leadership for Learning
MoE	Ministry of Education
PIIL	Political Indirect Instructional Leadership
PLC	Professional Learning Community
PMS	Performance Management System
SAII	Socio-Academic Integration Interaction
SHS	Senior High School
SISO	School Improvement Support Officer
SMC	School Management Committee
SRC	Students' Report Card
TCPD	Teacher Continuous Professional Development
TLMs	Teaching and Learning Materials
TPD	Teacher Professional Development
TSC	Teachers Service Commission

ABSTRACT

The brain behind this thesis was to explore the socio-academic experiences of Academic Heads of Departments (AHOds) of the two schools. These schools are in the Krachi West Municipality, specifically located in Oti Region of Ghana. The following research questions were designed and used for the study: a) What measures do HoDs employ to ensure the timely submission of Lesson Notes by teachers in Kete Krachi Senior High Technical and Krachi Senior High School in Krachi West Municipality? b) How do HoDs of the schools ensure prompt submission of students' Assessment Records? c) How does inter-department relationships enhance the performance of HoDs in Senior High Schools in Krachi West Municipality? d) How do HoDs relate with managements of the Senior High Schools in promoting effective teaching and learning? An interpretivist phenomenological study design was employed by the investigator with exploration to determine the socio-academic experiences of Academic Heads of Department. Purpose sampling techniques were used for the sampling. The researcher used semi-structured interviews to elicit information from HoDs regarding their socio-academic experiences. The researcher intentionally chose twelve Heads of Departments that comprised the sample size for the study. The data was gathered by face-to-face interview which was followed by inductive analysis that unearthed the Academic Heads of Departments' socio-academic experiences. The study discovered that some Heads of Departments combined teaching with supervision and monitoring, which makes them overburdened. Some teachers, realizing that they are older than their Head of Department HoDs find it very difficult to take instruction from them. It was also discovered that Professional Learning Communities PLC sessions held at the schools by HoDs support teachers to perform their duties diligently. HoDs frequent contacts with teachers to remind them of meeting the deadlines for submitting students Report Card has remedied the delays in the submission of such records. In summary, regular staff meetings, Professional Development, and In-Service Training foster collaboration, improved instructional practices, and promoted a culture of continuous learning. These encouraged peer support, sharing of ideas, teamwork that culminated in teacher effectiveness and students' outcomes.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter elaborates on the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitation, operational definition of terms, and organization of the study.

1.1 Background to the study

The rapidly changing nature of the school environment, with the increase in student enrollment and increasing functional roles of Heads of institutions compel heads to delegate their powers to Heads of Departments (HoDs) to directly monitor teachers. Teacher professionals have special expertise that needs to be tapped for better decision-making for classroom practice. Social experience in a psychological perspective is an outcome of mental and practical activities of the individual, which manifest in how the individual synthesizes knowledge about the social realities, experiences in performing the methods of activities, as well as experiences of emotional relationships. Social experience can be explained as an interaction with people. Besides, human beings interact and compete with others in society through communication. Moreover, social experiences are needed to enable people to develop communication and social skills. Communicating with people appropriately in social settings, for example, in schools, requires the skills and experiences of individuals involved in the process.

However, academic experience connotes all experiential learning that Heads of School, Heads of Departments, Management members, and teachers gain in school as a result of interaction with one another, students in the school satisfy one or more aspects of their lives. Similarly, academic experience encompasses all aspects of learning in academia that enhance instructors' and learners' social interactions (Kolb, 2012)

Socio-Academic experience pertains to individuals' social and academic experiences from their working environment that has a significant impact on their behaviour. The Office of Heads of Departments in Senior High School cannot be underestimated. This is because they perform key functions in support of School Management to carry out their leadership roles more efficiently and effectively in a distributed school leadership setting (Blase and Blase, 2004; Ghamrawi, 2010). Departmental heads function as middle-level management personnel in educational settings. Management works through departmental heads to moderate students and teachers' behaviour towards enhancing desired learning outcomes in any educational setting. Departmental heads can influence teachers' performance in the classroom. This is because they are the immediate supervisors of teachers to enhance impactful teaching and learning in schools (Blase and Blase, 2004; Ghamrawi, 2010).

School improvement depends on teacher quality, teacher dedication to work, and effective supervision of teachers using maximum student behaviour control measures to enhance effective teaching and learning. Quality education delivery can be achieved when Heads of Departments HoDs exercise maximum control over teachers in the classroom. Supervision in school boils down to using one's experiences over time to coordinate, oversee, and regulate activities in the teaching and learning process.

Teaching in Second Cycle School is becoming more challenging, especially when the school head does not empower Heads of Departments to manage academic Departments of the school. This situation widens the volume of work to be carried out by the administrative Heads. The various Heads of Departments and Form Masters, together with the Student Representative Council (SRC), perform a few useful functions to assist school management in running the school. Heads of Departments (HoDs) perform instructional leadership functions and, as such, are responsible and accountable for teaching and learning activities in the school daily. Fitzgerald, Gunter, and Eaton (2006) assert that staff and curriculum management is a sole responsibility of Heads of Department.

According to Bush (2003), demonstrated expertise of Heads of Departments contributes significantly towards school improvement. Effective curriculum supervision is needed on the part of Heads of Department (HoDs) to enhance effective school management. Academic Board meetings are held regularly to formulate strategies that will enhance staff performance in school, Sekyere (2006/7).

Countries have attached much importance to education to reduce economic challenges in the form of poverty, malnutrition, bridging the inequality gap between the rich and the poor, and to empower the underprivileged in society (Hopkins, 2001; Epke, 2012). Economists are of the view that education creates the necessary atmosphere for the economic development of nations (Ross et al., 2006). The progress of society, therefore, depends on the level of education of its citizenry. In line with this assertion, Ghana revised its Curriculum and introduced Free Senior High education in 2017 to enable as many children as possible to get access to secondary education. Heads of Senior High Schools (HoSHSs) are responsible for the success of the Free SHS Policy. HoDs who work directly under the Administrative Heads of Senior High

Schools (AHoSHS) perform several functions to support them in the running of the schools. The HoDs exercise maximum control over the staff in their respective departments and, as such, are faced with challenges in the discharge of their mandatory functions. According to Zepeda and Kruskamp 2007; Rosenfeld *et. al.* (2008, role ambiguity, lack of opportunities for professional development, and lack of support from management are contributing factors. Anderson and Newton (2003) assert that a lack of a clear-cut job description often poses problems for Heads of Department. Kruger (2003) is of the view that insufficient time to respond to instructional and non-instructional tasks creates problems for Heads of Department (HoDs) in Senior High School (SHS). In some instances, Heads of Departments (HoDs) who had virtually no training before assuming office are bound to wrestle with challenges (Van Deventer and Kruger, 2003). The situation is compounded when colleague teachers refuse to take directives from them. Gall and Acheson, 2010.

Jaca, (2013) states that Heads of Departments (HoDs) in educational institutions experience these challenges: rigid curriculum, inadequate knowledge of pedagogical content, inadequate teaching learning resources, indiscipline on the part of colleague teachers, overcrowding of classrooms, lack of incentives for teachers, teacher absenteeism, lackadaisical attitude to work, delegation of powers to teachers in their departments among others. Heads of Departments in K S H T School and K S H S in Krachi West Municipality in Oti Region face similar challenges. The researcher therefore aimed at assessing what other educational authorities have said in literature about HoDs experiences to ascertain what happens in the Krachi West Municipality.

1.2 Statement of the Problem

Academic Heads of Departments in Ghana Education Service, particularly in the Second Cycle Institutions, comprise the various Heads who play a paramount function in teaching and learning. These Departments range from the General Science Department, General Agriculture Department, Visual Arts Department, Home Economics Department, Information, Communication Technology (ICT) Department, Language Department, Mathematics Department, and Technical Department.

In 2020, there was a review of the Quarterly Report on Second Cycle Education at Krachi West Municipality. At the meeting, it was discovered that there were delays in the submission of teachers' Scheme of Work, Lesson Notes, and students' Report Cards (SRC) to parents. An issue was also raised regarding delays in the preparation and submission of Annual Departmental Budgets by HoDs to School Management. It was clear that HoDs do not pay regular class visits to monitor student-teacher performance. Teachers' attendance at class and general staff meetings was not encouraging. This is a worrying situation because some of these documents are to be forwarded to the Regional Education Planning Unit for the preparation of the Regional Annual Budget. Headmasters received frequent calls from parents demanding their children's Report Cards. This is affecting teaching and learning and can result in students performing poorly when the situation remains unchanged. The Regional Directorate of Education often puts pressure on school management for the Departmental Budget to enhance the preparation of the Annual Budget for the Municipality. The researcher decided to investigate the root causes of these challenges to minimize the pressure exerted on second-cycle school heads.

Empirical evidence from research conducted by Comighut and Arevalo (2020) revealed that teachers having a good attitude towards teaching and acceptance of the school mission as their mission and obligation is a plus to enhance learner performance. Conversely, some teachers continued to practice but portrayed little advancement in their career achievement Aspan et al., (2020). Ahmeda et al. (2020) noted that the high acumen and dexterity of a professional alone cannot guarantee the maximum level of output without commitment to work.

1.3 The purpose of the study

The brain behind the study was to unravel social and academic experiences of Heads of Departments with regard to the delay in the preparation and submission of teachers' Scheme of Work, Lesson Plan, Departmental Budget, and Students' Report Card.

1.4 Research Objectives

The study sought to;

1. Identify measures that HoDs employ to ensure timely submission of Lesson Notes by teachers in Kete Krachi Senior High Technical and Krachi Senior High School in the Krachi West Municipality.
2. Discover what HoDs do to ensure prompt submission of Assessment Records of students by teachers in the school.
3. To explore underlying factors that contribute to the delays in the submission of departmental budgets by Heads of Departments HoDs.
4. To discover the challenges and contextual factors that influences teacher's timely submission of students' Report Cards.

1.5 Research Questions

These research questions were formulated to guide the study:

1. What measures do HoDs employ to ensure timely submission of Lesson Notes by teachers in Kete Krachi Senior High Technical and Krachi Senior High School in Krachi West Municipality?
2. How do HoDs of the Senior High Schools ensure prompt submission of Students' Assessment Records by teachers?
3. How do HoDs describe their experiences in the budget preparation and submission process?
4. How do teachers prioritize Student Report Card preparation?

1.6 Significance of the study

The increasing roles of school heads has necessitated the need for heads of institutions to shift part of their duties to the heads of departments to oversee instructional leadership roles in second-cycle schools.

The study will support heads of Senior High Schools to collate data on time for submission to the Regional Directorate. In another perspective, the study will enable the Ministry of Education (MoE), for that matter, Ghana Education Service (GES) to discover the socio-academic experiences of HoDs and the telling effects of additional responsibilities on Departmental Heads in Senior High Schools. The Ministry of Education (MoE) and Ghana Education Service (GES) can rely on data from this finding to formulate policy decisions to keep HoDs on their toes. The study will enable other stakeholders in education to support functions effectively.

Again, the study will enable management of Krachi Senior High School and Kete Krachi Senior High Technical School, as well as the Municipal Directorate, to better understand the experiences of Heads of departments in Krachi West Municipality and better position them to support the HoDs. It is foreseen that this study will enable the National Council for Curriculum and Assessment (NaCCA) in formulation of educational policy that will guide teachers in curriculum implementation in Senior High Schools.

The study will benefit teachers tremendously by raising their awareness of the increasing complexities of Heads of Department roles in the twenty-first century, so that they can adequately prepare before aspiring for HoD position. The teachers will therefore understand that HoDs portfolio demands dedication on the part of anyone who is aspiring for the position. Last but not least, this study has the potential advantage of enabling stakeholders in education to work collaboratively in schools to achieve a common goal.

1.7 Limitations of the Study

Some of the participants of the study commuted regularly from their residences to the school because the schools have a limited number of accommodations for teachers. The researcher scheduled an appointment to meet with the participants of the study who were not able to honour the interview session. This has delayed the project completion timeline. Another limitation for the study was that the researcher combined lesson delivery in class with the conduction of the project, that is, marking and recording of Students' assignments, responding to unplanned educational workshops, and what have you. An abrupt change in the academic calendar of Senior High Schools hindered the timely conduction of this research work. Short break

intervals between the various year groups compelled HoDs to go on recess, and the researcher finds it very difficult to reach some of them.

The researcher encountered some methodological limitations due to the complex nature of the design. Using this design was time-consuming and demanded additional effort (Creswell, 2003). Embarking on qualitative studies requires an active role of the researcher (Merriam, 1998). The researcher used semi-structured interviews to address these limitations and moderated the interview sessions to elicit the desired information from the study participants (Patton, 1990). As previously mentioned, the 12 participants of the study were allowed to check and confirm their responses for accuracy in line with validity and reliability (Creswell, 2003). Notwithstanding the challenges, the researcher remains focused to accomplish his goals.

1.8 Delimitation

This study focused on socio-academic experiences of Academic Heads of Departments (AHoDs) in Krachi Secondary Technical School (KRASTEC) and Krachi Senior High School (KRASEC) in Krachi-West Municipality of Ghana. Krachi Senior High Technical School (KRASTEC) and Krachi Senior High School (KRASEC) are the only two Secondary Schools located in the Municipality. The study is confined to the academic Heads of Departments of two Senior High Schools located in the Municipality.

1.9 Operational Definition of Terms

The following key concepts were used by the researcher throughout this thesis.

Social Experience:

According to Dewey, (1938b). Social interaction in Education is very importance because it enhances the acquisition of social skills by Heads of Departments, teachers, and learners. Social experience is therefore a product of socialization. A theoretical concept of social experience is determined to be the result of mental and practical activities of an individual that manifests in the knowledge of HoDs experience about social reality. Social experience is the manifestation of the experiences that HoDs demonstrate in the performance of their duties, which involves their emotional relationship with significant others in the teaching fraternity. Social experience, therefore, connotes awareness of the social code of conduct and the need to moderate one's behaviour to conform to these acceptable standards of society.

Social experience has to do with interaction with people. Social interactions create intimacy and a deep connection with HoDs and teachers through communications and time spent together in school and even outside the school setting (Wang and Wang, 2012). In other words, social experiences of Heads of Departments relate to cognitive and practical experiences in their engagement in activities that manifest in the experience and knowledge regarding social reality, experiences of performing the methods of activities, and experiences of relationships involving interaction that deals with mental experiences. Social experiences can be gained through attending meetings, conferences, and workshops with teachers and interacting with them in and outside the school setting. HoDs used their social experiences to create a network of communication on social media platforms for healthy interpersonal growth in the school setting. Social experiences, therefore, refer to the interactions, engagements, and connections that heads of departments have with teachers through social platforms and online communities.

Academic Experience:

Academic experience refers to all learning experiences gained through education. Academic experience covers the skills, knowledge, abilities, capabilities, and expertise gained from schooling. Other experiences in the form of managerial experience, problem-solving skills, analytical thinking, and the ability to influence people to accomplish a task in an organization can be classified as academic experience.

Middle-level Management:

This is a position that is a little above a teaching position but lower than that of the headmaster in a school setting. The office of Heads of Department (HoDs) features a middle-level management portfolio with curriculum and staff management as its core mandatory functions.

Instructional Leadership:

Instructional Leadership is any leadership that is aimed at motivating and supporting teachers to learn and impact on instructional practices. Instructional leadership significantly impacts teaching and learning, teaching pedagogy, and curriculum implementation. This aligns with the obligations of Heads of Department in the teaching and learning process in Senior High Schools.

Supervision:

Supervision is a process of directing team members to accomplish a task. In other words, supervision is a dialogue between heads and teachers to promote desirable performance of learners. Effective teaching and learning depend on supervision and monitoring by the heads and departmental heads in any given institution. Heads of Departments (HoDs) must guide teachers to give their best to promote learners' academic success. Supervision is about using expertise, knowledge, and experience

acquired over time to oversee direct activities in a coordinated process in order to facilitate learning in educational settings. The functions of institutional Heads in Senior High Schools are becoming very complex and demanding nowadays. Headmasters now make good use of Heads of Departments (HoDs) as instructional leaders in running Senior High schools.

1. 10 Organization of the Study

The study was clustered into five (5) chapters with Chapter One (1) detailing the introduction, research problem, the purpose of the research, guiding questions, and significance of the study. The chapter also elaborates on the operational definition of terms, limitations, and delimitations.

Chapter Two consisted of theoretical framework, conceptual framework, and review of related literature for the study. Chapter Three deals with methodological approaches used to gather, process, and analyze the data for interpretation. The results of the data collected for the study were provided in Chapter Four. Chapter Five talks about discussions of the results and how it relates to the literature.

Lastly, summary of the key findings, conclusions, and recommendations for further research was highlighted.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher reviewed relevant literature on leadership, instructional leadership, and theories in support of the subject matter, followed by a concluding summary of the chapter. The fundamental idea behind literature review is to study existing literature that relates to the topic and determine the research methodology Creswell, (2007). A Qualitative investigator must identify and summarize relevant studies that are in line with their inductive design Creswell, (2003). Per McNabb (2002), a study of this nature used existing literature as the basis for the researcher to understand the data derived from the researcher's interviews. Empirical research in relation to Heads of Departments HoDs socio-academic experiences was explored to understand the phenomenon.

The researcher created the research questions around the topic, thereby maintaining focus and balance between existing knowledge that creates the stage for qualitative data collection, followed by data analysis. This matches with Strauss and Corbin (1998) findings that a better review helps to make direct comparisons of data to enhance understanding and formulate further processes for the purpose of validating the data through saturation of the research topic. Chapter Two of this study throws light on the literature relative to the social and academic experiences of Heads of Departments (HoDs). This literature further supported the meaning of the themes in the data. The Chapter is organized as follows: Conceptual framework, the concept „Instruction“; Leadership, conditions that influence teacher leadership, instructional leadership by HoDs, roles of HoDs in SHS, Teacher preparation for HoD roles, efforts made by HoDs in providing conducive teaching learning environment, HoDs role in

teacher management, teachers' view regarding HoDs roles, leadership challenges of HoDs in SHS, empowering HoDs with Leadership skills, evidence of subject teacher transitional challenges, importance of lesson planning, importance of TLR on learner performance among others. How HoDs developed their social competences, and the impacts of professional development on HoDs socio-academic experience.

2.1 Theoretical Framework

The study is underpinned by Facilitative Leadership Theory, (FLT). This theory was propounded by David Conley and Paul Goldman in (1994). The theory is against traditional top-down bureaucratic structures that allow decisions to be made solely at the highest level. Leaders that used this theory depend on a collective approach to decision formulation by soliciting input from divergent views. These are desirable leadership characteristics that can produce positive results. The assumption is that facilitative leaders focus on the capacity building of individuals and groups to accomplish more tasks on their own. The theory also has the potential to encourage individual innovation as teachers collaborate with their leaders to work ardently towards achieving organizational goals. It is also believed that facilitative leadership balances and manage contents and process group discussions. The relevance of the theory to the study was that HoDs, as middle-level managers, stay focused, empower employees, and facilitate conversations at meetings with teachers. They also facilitate classroom teaching for whole school development.

2.2 Conceptual Framework

This study was underpinned by the Instructional Leadership Framework (ILF). Reitzug and West, (2011) highlighted direct and indirect forms of instructional leadership framework. A study conducted by Reitzug and West, (2011) classified direct instructional leadership into three: linear, organic, and prophetic instructional

leadership. Reitzug, and West (2011) further explained indirect instructional leadership and classified it into three: empowering instructional leadership, relational indirect instructional leadership, and indirect political instructional leadership. Below is the concept developed by Reitzug and West.

Figure 1: Facilitative leadership style



Facilitative leadership style embodied three leadership principles which include: collaborative communication, efficient guidance, and collaborative problem– solving. In collaborative communication, leaders facilitate conversations that lead to finding solutions to problems. The second principle is about leaders giving efficient and explicit instructions to team members towards achieving organizational goals. The

third principle has to do with using collaborative problem-solving skills to address challenging situations in an organization. This is where the leader demonstrates effective communication skills that translate into problem-solving in an organization. Shava and Heystek (2008), stated that the primary role of an instructional leader is to motivate teachers and students to learn in order to achieve educational objectives. DeMatthews, (2014) posited that instructional leadership is an obligation of Institutional and Departmental Heads to control and assist teachers and learners to enable them to achieve educational excellence.

It should be noted that leadership is one of the significant elements required to enhance achievement of organizational objectives (Bush Jackson, 2003; Bush and Oduro, 2006; Simkins, 2005). Effective leaders in school help to promote quality education. Quality education in the twenty-first century calls for good leadership among administrative heads in Senior High Schools, especially management and middle-level management. Effective leadership by heads of departments harmonizes the school system for better outcomes. Further research has demonstrated that quality education depends fundamentally on the effectiveness of school leadership instruction. School performance strongly depends on the quality of leadership administered by management and Heads of Departments HoDs (Bush and Oduro, 2006).

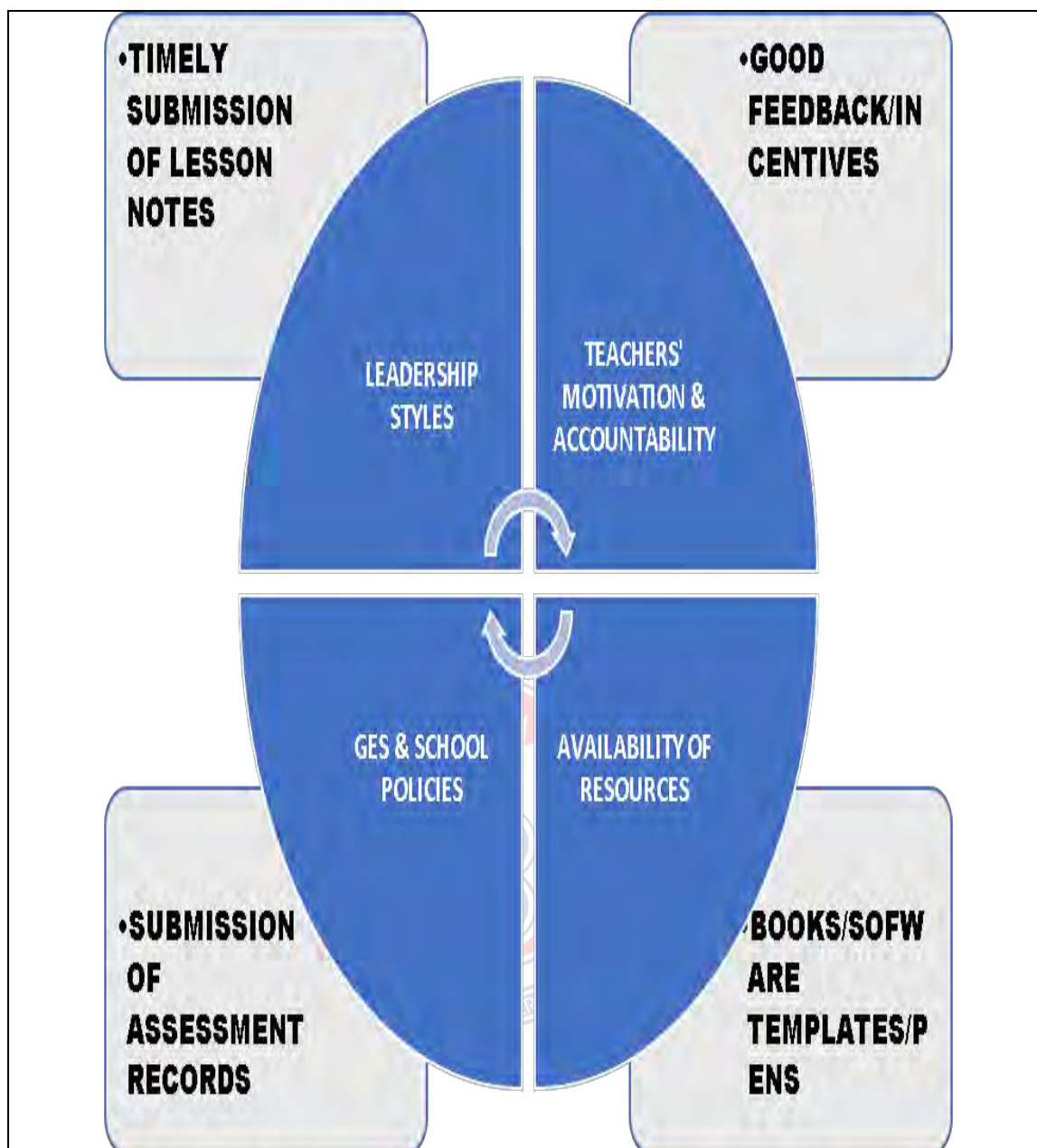


Figure 2: Conceptual framework that HoDs used

Source: Researcher's model.

From the above concept, it is clear that the timely preparation and submission of Lesson Notes by teachers depends on the leadership style adopted by the school head. On the other hand, adequate feedback from the head serves as motivation for teachers to be more responsible on task. The Head of Department's knowledge of Ghana Education Service policies will enable him to educate teachers on the need for them to

prepare student Assessment Records. In a similar vein, available resources in the form of books, software, templates, and pens support teaching and learning in diverse ways.

2.3 The concept ‘Instruction’

Bush and Glover, (2003) opine that the fundamental idea of instruction is to help in management of teaching and learning, a major functional role of Head of Departments (HoDs). Southworth (2011) supported the opinion that school exists to facilitate teaching and learning. Since Heads of Departments (HoDs) give directives to teachers on how to impact positively on students' learning, the success or failure of students depends on HoD's leadership strategies. Leaders must employ instructional leadership measures to influence Curriculum delivery by guiding teachers to improve quality teaching pedagogy (Bush and Glover (2003). Leaders leading learning should be mindful in moderating instruction for students in their daily routines to enable them achieve maximum performance in school.

Departmental Heads create an enabling atmosphere that enhances result-oriented teaching and learning. In an attempt to meet their obligations, Heads of Departments (HoDs) facilitate teacher professional development in diverse ways. Glatthorn, Boschee, and Whitehead, (2011) in a study buttressed that school development strategies are often aligned with Curriculum and instructional leadership. School Administrators must work together with the Heads of Departments to involve teachers in discussing matters affecting the school in a coordinated effort to raise the standard of the school. Heads of institutions should not sideline Heads of Departments (HoDs) when it comes to supervision of teachers because of the significant roles they play in the development of the school. They must be involved in vertical and horizontal relationships that are aimed at achieving the stipulated goals of the school. Effective

coordination of human resources with instructional supervision of the curriculum enhances learners' confidence that will subsequently improve their performance.

Heads of institutions and their Departmental Heads must update their knowledge on new pedagogies in teaching and supervision to be able to attain good results (Glatthorn et al., 2011). Leadership teams of a school must create the needed environment for the staff to evaluate the outcome of new pedagogies in classroom teaching and learning (Hallinger, 2000), points out that Heads of Departments (HoDs) used communication and instruction in tandem with the Vision and Mission of a school. The researcher is in support of the concept of instruction as one of the communication tools that Heads of Departments (HoDs) use to enhance effective teaching and learning.

2.4 Leadership

Bryman, Collinson, Grint, Jackson, and Uhl-Bien (2011) noted that leadership is used in a wider perspective and disciplines, such as in Sociology, Education, Psychology, and in Military Studies across the universe. Leithwood and Riehl's (2005) defined leadership as a process of influencing people's thinking capacity to act in a way that will benefit the organization in which they work. Leadership is about exerting influence on team players vigorously towards achieving desired goals (Bush and Glover (2003). Heads of Departments (HoDs) appear to be middle-level functional officers in educational settings that have the capacity to influence teachers by communicating the school's Vision and Mission Statement to teachers in order to help them understand and work towards achieving the desired objectives of the school. Van Zyl (2009) perceived leadership as using one's experience and knowledge to cause behavioral change in the attitude of teachers to discover their potential maximum output. Bush, Joubert, Kiggundu, and Van Rooyen, (2009) in their study, identified classroom practices and leadership as the major factors that impact the

quality of education. In relation to the related literature, the researcher used the concept „leadership“ to imply measures Heads of Departments (HoDs) used to convey the Vision and Mission of the school to the teachers at departmental meetings.

Heads of Departments (HoDs) help in sustaining the ethos of educational institutions by focusing on classroom supervision. HoDs have the sole responsibility of creating good relationships among teachers and students and supervising them to carry out their daily routine in the classroom. It is therefore clear that Heads of Departments help to promote impactful teaching and learning. They can support teaching staff by organizing workshops for them to sharpen their skills in teaching.

2.5 Conditions Influencing Teacher Leadership

Several conditions affect teacher leadership. These generally involve personal, professional, and organizational influence. (Durias, 2010) opined that having adequate preparation in content, methodology, and leadership skills matters a lot on the part of the leading teacher. Teachers themselves perceived success in leadership as dependent on adequate training and preparation to hold the office. Moller, Childs-Bowen, and Scrivner (2000) discovered in their study that the majority of teachers who assumed leadership positions did not see themselves as leaders, because they often associate the term leadership with principals who hold administrative offices. According to Angelle and DeHart (2011), teacher professionals with expertise and high grade level attainment create disparities among themselves. (Brosky, 2011; Durias, 2010; Muijs and Harris, 2006) noted that some personal characteristics in the form of a reluctant or lackadaisical attitude to work affect traditional and institutional culture, reluctance to embrace change, and lack of optimism affect teacher leadership.

Challenges to enhance egalitarian connections with associates may help any teacher avoid assuming leadership positions, especially when the academy has an amenable culture. (Katzenmeyer and Moller, 2001) in a study affirmed that instructors conceded, and chopping off their superior master improves pupil performance, but rejected assertive conduct of these instructors toward associates. School culture, structures, places, and connections, and administrative support influence HoDs leadership development and functionality. Seminars that warrant consensus building. Durias, (2010) has lower openings to develop teacher leadership. Top-down operative administrative frameworks in seminars thwart teacher initiative because they promote centralized rather than decentralized decision-making, and do not promote collaborative societies and cooperative knowledge in seminars (Wenner and Campbell, 2017). Effective training is truly important to orchestrate the swish knowledge terrain that determines learner efficiency” (Hanushek, 2011). Educational study has expanded its knowledge to incorporate the positive changes brought about by technology in the classroom and overlooked traditional archaic methods of classroom practices. Teaching and learning now technologically driven as teachers and learners are exposed standard-based curriculum that support leaders in managing school more effectively. Louis., Leithwood., Cotton, 2003; Wahlstrom and Anderson, 2010; Waters, Marzano, and McNulty, 2004). The effective size of academic leadership enhances teacher performance and knowledge, promoting a vibrant leadership framework that addresses learning challenges in school, which is truly important, per Robinson and Lloyd (2008).

A formal leader is bestowed with the responsibility of giving direction and partly modeling the institution by setting a conducive academic ethos as one of the pivotal factors in learner progress (Leithwood et al., 2002). Wallace Foundation (2013),

assessed over 70 disquisition research across in United States have identified an important progress made by school heads on learners“ progress through their leadership skills in five pivotal spheres, „maintaining a vision of academic excellence for all scholars, creating conducive atmosphere in education, fostering leadership among teachers, perfecting instruction and managing people, and processing data to promote academic improvement” Waters et al. (2003), examined star’s leadership impacts in a multiple analysis of research conducted into classroom achievement with findings of 70 studies to ascertain the impacts of leadership on learner achievement, and if possible, which specific leadership arrears is more importantly demonstrated. The result proved that there is a strong correlation between principals“ leadership and the influence they had on learners. Principals also understand how to manage the workforce to achieve academic objectives over time. Effective leaders aimed at developing academic ethos, maintaining order, instilling discipline, allocating resources, designing instructional guidelines and administering class instruction and assessment, instructional knowledge fosters success, fastening pretensions, remaining on top of tasks, motivating individual accomplishments, communicating effectively with team members, backing the betterment of the academy, accepting suggestions from staffs, relating failures and celebrating success, developing strong connections, being implicit agents of change, inspiring others, projecting the objectives and dynamic statement of academic scholars regularly, promoting strictness, academic awareness, and sustaining learning process for staff Waters et al., (2004).

The Head of Department analyses learning, examines engagement, and develops strategies for effective school management. Collaboration with different grades within and between departments, combined with effective monitoring of pupil results, forms some of the functional roles of HoDs. Walker and Slear (2011) in their study set up

schoolteacher efficacy, “modeling educational prospects and being suitable and willing to lead preceptors in the perpetration of educational enterprise,” which appears to be one of the strengths of headliners. They explained that tutoring periods also had an impact on leadership styles of headliners and told tone- efficacy. While the part of the star is linked as a crucial factor in academic progress, this notion is dynamic over time, affecting how deeply a star can embody the actions and liabilities listed. This dynamism is not similar in all senior high school level as the complex nature existing curricular content calls for delegation (DeArmond, Gundlach, and Washington University, 2003; Teddlie and Reynolds; Wallace Foundation, 2013) in some seminaries realized the growing demands or complexities of academic program provides an avenue for a shift of their workload.

Interviews with administrators and departmental heads, and experimenters unraveled a lack of precision on the part of both the department heads in the same academy and their senior administrative staff. Enterprises live over time, taking down tutoring, increased bureaucracy, changes in responsibility and monitoring, applicable recognition, and inadequate training for effective leadership are some of the challenges departmental leaders face.

Per (Coleman, 2011), there was a directional improvement regarding HoDs working cooperatively that represents a paradigm shift for organization of seminaries in 21st century”. According to Morris and Dennison, (1982) the idea of departmental leadership has developed over the years due to increasing school size and complex nature of modern school structures and emerging educational needs. Departmental Heads' portfolio was once a position for more experienced subject teachers. the expansion of the functional duties of departmental heads has culminated into questions regarding teachers who assume departmental leadership offices, the

expertise they have acquired, and the assistance they received in line with the duties they perform. Adey (2000) examined the dynamism in school administration set up at the department level; he noticed that there was a change in the perception of departmental heads.

Some HoDs are beginning with power-conscious than leading quality teaching to impact learners' performance in schools and give little concern to faculty supervision that will support in addressing challenges of the school. In planning departmental fancies to align with school vision, HoDs did not see their roles as creating unity among teachers towards achieving the vision of a school. There is mistrust that the range of opinions, involving deployment of inferior staff, tutoring styles, curricular issues, and the use of departmental office by head of department to ensures that the appreciation and more important, the perpetration of art that has profound counteraccusations for the effectiveness of the academy (Morris, and Dennison, 1982). Ghamrawi (2010), study in Lebanese seminaries unraveled success for department heads who set a common purpose for their actions, while generating job satisfaction for all members thereby establishing parameter of trust and cordial relationship.

Morris and Dennison (1982), identified four special areas that department heads takeover as expertise in the classroom setting, as organizers and director of a department in a leadership position, a commercial facilitator of policy at the departments and academy position, and a particularly as they develop their career and establish connections among associates, families, and the community. A study by Brown et. al., (2000), dissect the roles of departmental heads in the UK system when emphasis was placed on reforming educational programs, but no public policy-guideline were available for HoDs despite the fact that research findings have

indicated the importance of HoDs role. By focusing on the roles of departmental heads in a few selected schools in Birmingham and Manchester, the situation was apparently different in that HoDs responsibilities were clearly defined in the schools. The researchers aimed to identify trends that could be examined on a larger scale. The research questions that were used for the multifaceted study were not specifically stated. However, three stages of a research approach by previous studies were clearly indicated.

The available documents in the schools were initially examined when eight departmental heads were chosen and the researchers discussed their roles with them to prepare the grounds for the case studies. The researchers developed structured interviews guide for the eight department heads. The questions in the interview guide were focused on time allocation, leadership style, sense of empowerment, initiatives, and obstacles HoDs faced in improving teaching learning in their department. Four deputy heads were then interviewed using similar questions to understand how their roles were perceived differently by others.

The interpreted results were analyzed and presented back to the heads of department to derive responses regarding the issues and changing role of departmental heads. Brown et al., (2000) in their study findings brings to light an anecdotal response of five trends from the three situations of exploration. Brown et al., (2000) identified time management, class stability, professional development, projection of school vision and effective communication among Department heads is crucial in enhancing HoDs professional success. HoDs preparedness to face responsibility have direct influence on learners' progress in school. Brown et al., (2000) opine that heads of department have extra duties within their jurisdiction but have limited power to fulfill these enormous tasks. Another sphere that impacted on HoDa leadership efficiency

included access to content professional development class stability, lack of initiatives to project the vision of the institution, and communication gaps. In assaying the departmental heads training, a study by Kinsella (2011), noticed that in the area of teacher leadership, professional development training needs to be strengthened to address teacher developmental needs. Kinsella also identified the need to introduce applicable compensation packages in leadership training because leadership is significantly associated with job satisfaction.

Kinsella further explained that departmental heads as schoolteacher leaders need to constantly groom themselves to be able to face their tasks with limited external or no support. HoDs in collaboration with teachers can change the game in schools by doing their possible bests to unify teachers towards attainment of desired educational goal. Kinsella's work varies with the work of Jaynes (2014), which centered on independent education, Kinsella advocated for HoDs developing strategic plans for their department and the academy and working collaboratively to accomplish their roles. When looking at who takes on these places, Tumer and Meyer (2000) state that department heads can function effectively in their complexity and dynamic roles provided they are enticed with motivational packages, less emphasis was attached on the job training. There exists a paradigm shift from seminaries towards 21st century education that has changed the role of the schoolteacher from a facilitator teacher-centered to literacy (child centered) education.

Jaynes research, (2014) contrasted with Kinsella's assertion regarding the role of teacher leaders in improving learners achievement in a department. Jayne is on the view that leaders take a regulatory operation paradigm to a dynamic leadership as well as being strategic mates in registration, reclamation, faculty sustainability and retention of department heads will also have a tremendous impact on the capacity of

individuals in the department through professional development, coaching, peer dialogue and self-evaluation. Hammond, (2000) analyzes the effectiveness of secondary academy department heads, identifies pressures that lived in the past. Repliers applauded with their standing as schoolteacher and subject leader, balancing critical short-term duties with long-term planning, variations in maintenance practice and developing new ideas is the place of departmental pretensions in academy-wide visions, whether HoDs were observing associates in probative disguised situation. Hammond, (2000) unveiled that heads of departmental have a changing impact in classroom by easing the much pressures that arise.

They also associate better classroom practices as complement efficient classroom observation, participating in department meetings and recording schemes of work, appreciating capacity building of their department for change and development, borrowing a suitable operation style, developing trust and respect for associates. In an exploration into a more distributed structure of leadership that includes the development of department head capacity, Klar (2012) found that with the appropriate support, training, and opportunities to practice true leadership, contributions can be made by HoDs generate better initiatives toward school growth. A critical study of heads of departments job and break down of their functions creates different lists of tasks emerging based on the context of the study. Heads of department plays five leading roles which involved improving employee relationship, monitoring and evaluating, teaching, and leaning curriculum` evaluation accountability, and resource management, Adey (2000). Mercer and Ri, (2006) in a study of HoDs functions in Chinese school system where a respondent explained that department heads and head teachers perform significant functions in school administration.

Brown et al. (2000), in a similar vein conducted a study into managerial functions of Heads of Department HoDs at different second cycle schools in the United Kingdom. This study affirmed 10 various classes of leaders used different leadership styles that suit a particular prevailing predicament. They identified effective communication as a synergy that promotes team work: where problem-solving capabilities build knowledge, expertise and experience of others depending on common values, collaborative work and common priorities". The level of decision-making by heads of departments in the performance of their roles was analyzed and the focus was on the department head role, Davies, on eight areas, where the participants were ranked based on their perceived and desired involvement in each task Davies (1983). The outcome indicates that in all eight areas regarding school wide resource allocation, it was clear that HoDs desired involvement in school funding, departmental staffing, use of community fundings, equipment ordering, designing of school curriculum, and staff assignment, was greater than their perceived involvement.

There exist disparities in school resource allocation. Equipment ordering remains the least resort for HoDS with the highest mean score in both categories. These findings call for more involvement of heads of department decisions regarding the importance of communication, the need for harnessing experience, to motivate and impact significantly on HoDs performance (Davies, 1983; Hulpia et al., 2011; Khasawneh, 2011). The differences in the study portrays there are no yardsticks in measuring heads of departments' traditional roles because each of the schools in the district, and region set different parameter expectations for Departmental Head portfolios that go with different leadership styles. However, a number of studies unearthed the significance roles that leadership plays in learners' success, unraveling where Heads of Department matches within the different leadership functions that are undertaken in

a school need to be considered before measures can be taken to support their output with principals, teachers, and learners.

2.6 Instructional Leadership by Heads of Departments (HoDs)

Blase and Blase (2000); Hallinger and Murphy, (1985); Taole (2013), researched on the Concept of instructional leadership in educational discourse. Instructional leadership focuses on instructional supervision that entails observation of learners' behaviours in classroom teaching and learning processes. Instructional leadership was perceived as an effective concept that deals with the roles of school Heads and middle level managers in education.

Instructional leadership set the pace for how Heads of Department (HoDs) can practice effective instructional leadership roles to promote effective management of Senior High Schools in Ghana. Instructional Leadership (IL) enables the researcher to explore the perspectives of Heads of Departments to identify leadership practices that position them as effective leaders in school, Hallinger and Murphy's (1985). They were on the notion that Instructional Leadership (IL) is about institutional Heads and departmental Heads giving guidance to teachers and monitoring them to achieve a desired objective in educational settings (DiPaola and Wagner, 2018; Wiezorek and Manard, 2018). School leaders carved the mission, vision, and ethos of the school in alignment with their leadership framework characteristics to improve academic instruction to attain better results (Sindhvad et al., 2020).

The purpose of improving instructional practice is to enhance performance in the execution of divergent roles by personnel. Elmore (2000) emphasized that provision of adequate Teaching and Learning Resources, timely and effective supervision, introduction of In-Service Professional Training (ISPT) for capacity building, coupled with tracking of students' progress, brings good leadership results Aas, and Paulsen

(2019). Ozdemir et al. (2020) postulate 33 result-oriented instructional leadership tools that institutional Heads can use to promote students' performance.

There is an exponential increase in the demand for educational leaders with expertise to maximize performance Coenen, (2019). They affirmed that instructional leadership aims to enhance dramatic success in the lesson delivery process, where students stand the chance to develop their potential. (Harris A., Jones, M., Adams, D., and Cheah, K. 2019) argued that instructional leadership is a necessary evil as organizational development depends largely on how Heads of institutions and departments pay attention to leading instruction.

Instructional leaders like Heads of Departments (HoDs) can use assessment data in planning for activities to be carried out within a Semester to increase learner performance, DeWitt (2020). The participation of the instructional leader in the teaching and learning process creates a conducive atmosphere in the school, making a significant impact on school development (Boyce and Bowers, 2018). Instructional leadership tends to moderate instructional practices and promotes learner participation in the classroom (Lotan et al., 2019). Furthermore, teachers will have the freedom to incorporate new pedagogies in teaching, where they can receive feedback and be able to meet with educationists at workshops to address classroom challenges.

Lotan and Burns (2019) affirmed the possibility of instructional leadership practices providing a collegial sense of purpose, shared vision, and mission that can sustain professional identity, maintain staff at post to work hard. (Green, 2010) asserts that schools exist in an individual social context and have a direct influence on what transpires in the school. The head of department in an institution must establish the relationship within and outside the institutional setting to promote equity and entitlement. HoDs first need to cultivate good relationships with management and

other departmental heads through collaboration, which is a significant aspect of leadership in promoting effective school performance.

The school environment plays a paramount role in promoting internal management efficiency. Rose and Gray (2006) opine that school progression and students' maximization in achievement scores become possible when parents and the entire school community pull resources together in the planning and management of the school activities. For example, in schools that have a limited number of professional teachers, the community together with the PTA can support by paying a token to untrained teachers recruited from within the catchment area. Green (2010) further explains that it is the responsibility of the head of department to ensure that the school has the needed human and material resources to perform its functions. Management of available resources is one of the key functions for school efficiency. The study takes cognizance of how HoDs manage schools in their jurisdiction by mitigating some challenges that give them tremendous experience in their social and academic sphere.

2.7 Instructional Leadership and Student Achievement

Robinson, Lloyd, and Rowe (2008) state that these schools generally feature the success of school instructional leadership depends on a distraction-free environment, a set of achievable learning objectives, and teachers' high expectation from students, as cited in (Rautiola, 2009). The researchers' meta-analysis on 22 out of the 27 studies that juxtaposed the impacts of instructional and transformational leadership on student academic achievement. According to researchers, the average benefit of instructional leadership on learner academic progress was greater than that of transformative leadership (Rautiola, 2009).

Early research on principals' effectiveness suggests that school leadership could directly affect students' academic performance. This is in line with the direct-effect model. (Goldring & Pasternak, 1994; Sammons, Hillman & Mortimore, 1995), According to Kruger, Witziers, and Slegers (2007), school leadership matters in determining students' academic achievement. This assertion is, however, debatable as it may depend on empirical evidence because leadership is not the only factor that could directly affect learning outcomes. Other factors in the form of organization and culture" (p. 3) as cited in (Rautiola, 2009) have direct influences on students' outcomes.

2.8 Leadership challenges of HoDs

(Gold, 2000) is on the view that the functions of Departmental Heads in the second cycle school are crucial worldwide. HoDs are the largest team leaders who mobilize teachers for decision-making. Administrative bureaucracies affect the roles of heads of departments HoDs and the functioning of a school. Significantly, Heads of Departments HoDs function as middle-level Leaders face some challenges in Senior High Schools.

A number of these challenges include talent management, HoDs responsibility to work with different calibre of teachers in their department to promote the school culture and to interpret the vision and mission statement of the school. Gold asserts that working with other people with clear principles guarantees a manager's success in education. This is supported by Wango (2009) when he stressed that HoDs communication and management style allows teamwork to thrive, thereby encouraging team members to contribute towards decision-making. Wango concludes that teams achieve their objectives when they are made up of people with specialized acumen. The products of success in a team far outweigh individual success.

Nevertheless, the idea of a department working in a team is not all that easy. One can therefore not ignore the challenges that come with teamwork.

There is bound to be a rivalry competition among team members, and sometimes duplication of functions may arise, leading to conflicts in the team. Considering and merging divergent views of people in a team may be time-consuming and could lead to misunderstanding. Another challenge facing HoDs is the management of departmental resources. Gold defined resources as anything that a manager uses in order to achieve an objective. These resources include: the people, time, funds, and physical facilities, among other things. An HoD is expected to manage these resources effectively in his or her department to achieve the objectives of the school. Wango (2009) asserts that it is the function of the school to provide the department with the needed resources by satisfying the departmental budget. When a school is not in a position to provide the departments with the required resources, the HoDs face challenges leading to poor performance of students.

Mathu (2013) in a study agrees that HoD to coordinates with school management in providing the needed resources in their departments. Gold, (2000) further asserts that the important roles Head of Department's play in skill for teachers prior their promotion to the HoDs position because they know a lot about teaching and learning in their subject areas. On-the -job routines enable them to develop managerial competencies which help them to manage their departments effectively. HoDs balancing their job with other things is necessary to keep them on track. HoDs must be abreast with their subject matter, have adequate knowledge in pedagogical strategies to monitor and evaluate teachers in their subject areas, demonstrate understanding of legal frameworks of the curriculum, and manage individual differences to facilitate better performance of teachers. These aspects of a job are not

hierarchically arranged. However, it is significant to understand the area that forms a major activity of HoD, and others that could be delegated to other team members. These activities are not important, not at the same time. Apart from Management expectations from the Head of Departments to understand basic knowledge of curriculum and pedagogical skills, HoDs must demonstrate a high sense of responsibility by progressing in the performance of their roles. Wango asserts that HoDs should be able to prepare departmental action plans, communicate action plans to members of the departments and select instructional resources needed for lesson delivery.

(Pinnock, 2011) discloses that HoDs face challenges relating to how to: manage and implement the Curriculum, under-performance of learners, and how to combine teaching with administrative work. HoDs were confronted with most of the challenges as they had to be at the centre of facilitating all programmes of activities in the school, check educators to present authentic documented evidence of their work, and support in enhancing learner expected performances. Similar to educators, the HoDs require considerable training to help teachers give a helping hand to struggling and confused educators in their areas of specialism. Everyone involved in the curriculum planning and implementation must be held responsible and accountable for its success or failure. HoDs must spearhead educational programmes and guide educators in teaching and implementing the curriculum in the classrooms.

Designing the Curriculum passes through rigorous processes, with educators playing a central role in assessing the curriculum for reporting and accountability purposes. This involved imparting new knowledge, skills, and attitudes needed by the learner. Jansen and Taylor (2003) agree that variations exist in HoDs knowledge of the curriculum, outcomes, implementation, and assessment, because in most cases,

educators are not adequately trained to master the new curriculum. Inadequate training for educators and HoDs results in several challenges in the implementation of the school Curriculum. Moodley (2013) supports Jansen and Taylor's views.

Ontogo et al. (2019), research concurred with the above viewpoints that Heads of Departments HoDs experience challenges regarding the provision of direction to teachers in their jurisdiction. They find it very difficult to give direction in the development of objectives in line with the school's objectives. It was pointed out that the evaluation of achievement progress raises concern on HoDs professional development and the performance of their role. Ongoto, further explained that HoDs help administrators in performing their supervisory roles. They conduct instructional supervision with teachers in their department and provide opportunities for teachers to advance their career aspirations.

Research conducted by Bell, (2011) investigates the functional roles of HoDs in Kenya. It was unraveled that HoD performance is cardinal in education. The level of students' achievement depends on the efficiency of HoDs in their planning and execution of policies with regular monitoring capacity. Mbamba (2013) explained that curriculum practice depends on HoDs offering guidance to teachers regarding contemporary curriculum issues. The HoDs, therefore, function as consultants to the teacher in an educational setting. HoDs also play a paramount role in budgeting, Wanjohi (2007). HoDs organized departmental meetings and coordinated activities to keep schools going.

2.9 How HoDs can overcome the challenges involved in the acquisition and utilization of Instructional Resources

According to Udosen, (2011) and Ibe-Bassey (2012), using technological devices in creating below-average improvised learning materials most often impacts negatively on quality of lesson delivery and learners' performance. But one should not lose sight on the fact that quality technological improvised materials promote strategies that ensure the integration of technology in classroom situations and enhance the teaching in science education. This finding agreed with the findings of Dodge (1997), which discovered that using technology simulation devices expands individual learning processes with the support of environmental learning resources. Using ICT can also reduce some of the problems that one is likely face in relation to accessing instructional resources.

Teachers and learners can access virtual information on the Internet on any potential strand to enrich instructional content and pedagogical practice. It is worth noting that knowledge discovered by experienced teachers in one jurisdiction can be shared to other areas across the globe. New teaching strategies can be shared on the Internet and any other electronic system for easy accessibility, for example World Wide Web (WWW), can be used more efficiently to improve communication and ease access to resources. Tinio (2002) argued that Information and Communication Technology (ICT) had the potential to increase access and improve the quality of education in third-world nations. Tinio further outlined the listed positive effects in education: ICT significantly enhances the acquisition of skills and knowledge, exposing third-world nations to tremendous opportunities that could improve their educational system.

The second cycle schools in deprived and urban areas are increasing in population with attendant challenges in the form of inadequate human and material resources to

address, apart from the need to provide facilities for effective teaching and learning. Teaching and learning of sciences and mathematics can be effective when there are both human and material resources. The material resources for the teaching and learning of mathematics include all the materials that are needed for the effective teaching and learning of mathematics. These resources in the form of microscope, stop watch, meter rule, mathematical sets, hand-lens, preserved specimen, Dissecting kits, petrified gas cylinder, aquarium, school infrastructure (Laboratory), test tube, mathematical charts, beakers, biological charts, school garden, models, filter funnel, measuring cylinders, hygrometer, wind vane, wash bottle, quadrat, reagent, live specimen, weight balance, rain gauge, thermometer, computer, charts, photographs, anemometer, Bunsen-burner and barometer etc. availability and utilization of these materials resources will enhance effective teaching and learning of science and mathematics by the teachers and the students interesting and effective.

According to Eguabor (2006) and Akinrotun (2001) as cited in Adejoh and Ityokya (2001), improvisation is another possible measure to inadequate teaching and learning resources that Heads of Departments are struggling with. Improvisation is the act of constructing instructional resources from materials available in the locality that can adequately replace or function in place of the original material which otherwise may be very expensive or in limited supply or unavailable (Eriba, 2011). Improvisation therefore is not just pre-conceived on the spot activity, improvisation is a state of mind, and it is a skill that lies at the heart of good science teaching. Eniayeju (1983) as cited in (Eriba, 2011) sees it as the art of using alternative materials and resources to facilitate instruction whenever there is inadequate supply of teaching learning materials. It is the art of designing a similar or similar of something to make it work or perform the function of real thing using available materials Akinmoyewa (1992) as

cited in. According to Eriba, (2011), improvisation is the art of using alternative materials and resources due to lack or inadequacy of some specific first-hand teaching aids. Ada, (1985) as cited in (Eriba, 2011) sees it as provision of materials locally made by teachers, students or even an education agency as a substitute and supplement to standard.

2.10 Empowering HoDs with Leadership Skills

Enforcing Instructional leadership is another step to manage effective teaching and learning. Teacher professional development depends on effective Instructional leadership (West, 2011). Learning takes place when the facilitators give their best in class. School Administrators must ensure that the staff is on task by organizing workshops to sharpen their skills. Workshops of this nature must be continuous and not be done for only a short time. Lack of adequate training leads to a bottleneck in delivery and subsequent failure in an endeavor White (2000).

Some teachers are peeved during lesson delivery. These teachers have to be encouraged to overcome such challenges. If teachers are empowered by management, they will overcome fear. It is against this backdrop that Heads of Departments (HoDs) must conduct regular training for teachers in the departments. Teachers who have just completed training are expected to learn from HoDs to be able to adopt a different approach in leadership Hofman, (2014). Some used peer coaching, clinical supervision, and combined it with professional growth strategies. Hofman (2014) further explains that instructional supervision encountered difficulties such as inadequate support for new teachers, erratic classroom visitations, and the absence of peer coaching.

Heads of Departments (HoDs) sometimes shift their attention to administrative functions, with limited time scheduled for supervising teaching and learning. Research conducted by Kruger (2003) indicates that instructional leadership structures need to be strengthened to support (HoDs) as subject heads. Teachers accept responsibility and see (HoDs) as having the mandate to supervise teaching and learning in the school. Heads of Department who portrayed innovative instructional leadership have a positive impact on classroom teaching. Heads of Departments must continue to empower teachers in schools to perform their functional roles in society.

2.11 Teachers' view regarding HoDs roles

Mbiti, (2007) argues that collaboration in decision-making in schools promotes academic success. Research conducted by Teachers perceived HoDs as leaders responsible for giving direction regarding curriculum implementation Gold, (2000) Gold, (2000) further unravel teachers expectations regarding the roles HoDs; Teachers expect HoDs to play significant roles in curriculum implementation, HoDs should inform teaching staff about any new curriculum, the guidelines, examination, new pedagogies in teaching, new textbooks and other relevance materials to facilitate dissemination of information. HoDs must ensure that teachers in their departments participate in the preparation of schemes of work in their subject areas to meet the dictates of the Ministry of Education. HoDs must periodically analyze examination results to identify strengths and areas of improvement for the general benefit of the school. They must offer training and guidance in developmental areas to enable teachers in the department to improve and update their professional skills.

According to Atebe (2009), some teachers have the mindset that other functions of HoDs involve: working in collaboration with other HoDs and the Deputy Principal to prepare the school timetable; calling and overseeing departmental meetings and also

presenting departmental issues for discussion at school staff meeting; instructing teachers to organize tests, assessments and examinations as required by institutional policy; promoting the use of ICT within the department to enhance learners' performance in sustaining their academic progress; arranging for marking of exams in line with the institutional policy, motivate the learners for better work and reward where appropriate; merging school policy with department policy guidelines and ensuring implementation of these policies at the department to foster school development. Onyango (2001) affirms that it is the role of the HoDs to manage students' behaviour to enhance and maintain discipline in schools. HoDs are expected to manage school finance; prepare departmental action plans periodically, and submit reports for management to make decisions in running the school.

2.12 Evidence of subject teacher transitional challenges of the Head of Departments (HoD)

There is limited literature on teachers transitioning to HoD roles. However, teachers face a number of challenges during transition to assumption of leadership roles that appear relevant in this phenomenological research. In the first place, managing change in relationships is often problematic. Bennet (2008) conducted research in New Zealand on first-form subject heads in second-cycle schools. Hesketh (2014) also conducted a study on teachers on the job training by academic heads in primary schools, which proved that HoDs change their relationships with their colleagues. Stephenson (2010) reveals that some Heads of Departments who were promoted in the same school have to turn a new leaf regarding their communication with fellow teacher peers. Who had been their peers before their appointment to the HoD portfolio.

In a study by Beam et al. (2016) it was discovered that novice and experienced school managers on HoD position for the first three years in leadership pre-service programs are better equipped than their counterparts who have little or no experience before been appointed to occupy the position. The study revealed that the novice Heads of Departments faced challenges with regard to relationships with colleague teachers, students, and parents. The HoDs felt that their subordinates do not accord them the due respect. The novice leaders also realized that their educational background, experience, and demonstrated ability to lead were challenged their colleague teachers. This indicates that teacher promotion to HoD role, creates some competition among their former colleagues. Role ambiguity emerges as another transitional setback of HoDs assuming a new leadership role. Heads of Departments started to realize that their expected roles were bigger than their expectations. The findings of Armstrong (2012) supported the transitional challenge of the vice-principal position in North America. It was noted despite the vice-principals receiving orientation to prepare them fully for their roles, they still experienced mirage during their first year in office. Zepeda and Kruskamp (2007) delved into the views of high school departmental heads in the United States regarding their instructional functional roles in teaching fraternity. The study discovered that departmental heads were not adequately prepared for functional supervisory roles. A study by Rosenfeld, Ehrich, and Cranston (2008) in Australia affirmed the challenges HoDs face in performing their duties and the skills they require in performing new role. It was also noted that the advancement of these skills did not take place in a formalized way. Some HoDs learn on the job from their mentors until they become efficient in performing their functions. Others learn to develop their roles through personal experience.

This implies that some teachers failed to adequately prepare for the new tasks before they were allowed to hold office. A similar study was undertaken by Atebe (2009) found that HoDs received training that enables them to acquire skills in information and communication technology. He also found that professional training was offered through consultative meetings when the need arose. In addition to this, it was affirmed that various South African studies conducted on the role of HoDs revealed little or no induction for newly appointed HoDs (Ali and Botha, 2006; Nkabinde, 2012; Du Plessis, 2014). In another South African study, Malinga (2016) found that some HoDs did not have the subject matter knowledge, pedagogical content knowledge or the credibility to lead subjects under their jurisdiction. All these studies provided evidence of challenges faced by teachers in their transition to the HoD role.

2.13 HoDs role in Teacher Management

Supervision of the teaching learning process promotes teacher effectiveness. A study conducted by Atebe (2009) indicated that HoDs have an induction role, orientation, and supervision of teachers. Wango (2009) argued that the role of HoDs is to monitor the fidelity of implementation of curriculum attainment in second-cycle educational institutions. Sergiovanni (2009) posited that HoDs are tasked to promote staff development in schools. Gold (2000) agrees that HoDs and teachers must decide on what support learners need, the duration of the support, the specific objectives, and the outcome. Elements of appraisal must be incorporated into the objectives of the supervision and assessment, and the professional development needs of teachers. These will improve teaching and learning Okumbe, (1998). According to Mathu (2013), the roles of HoDs regarding teacher leadership involved induction and orientation of new teaching staff; provision and fair disbursement of the teachers' load; and incorporating all subjects into the school timetable.

2.14 Teacher Preparation for HoDs role

Ferrucci and Jack (2001) surveyed in Singapore and the United States that a fundamental leadership course on human resource management, focused on instructional management areas, should be taken by HoDs to sharpen their social skills. The majority of the respondents agreed that there is a need for new HoDs to work with or under experienced HoDs to enable them gain experience. Some of the respondents point out that it is very significant for new HoDs to understand the prerequisites and the expectations for the HoD portfolio.

Another respondent suggested the need for HoDs to be mentored by more experienced people. They were of the view that organizing short-term refresher courses could enable HoDs to update their knowledge and skills. Heads of Departments HoDs in middle management positions could control and supervise teachers in their departments more efficiently. In a similar vein, studies conducted by Preedy, Bennett, and Wise (2012) indicated that teachers see their involvement in decision-making solely in the classroom. Teachers see themselves as been only involved in decision-making in classroom situations, and other decisions regarding curriculum and organizational matters are reserved for HoDs in their functional areas.

2.15 Roles of HoDs in Senior High School

Earley and Fletcher-Campbell (as cited in Rosenfeld, 2008), clarifies the role of HoDs in Senior High Schools extends beyond the Curriculum and pedagogical knowledge. HoDs motivate and discipline students, supervise and coordinate the daily routines of schools. These and other functions that they perform go beyond the realm of the curriculum and pedagogical skills. The content of the curriculum and how HoDs demonstrate pedagogical knowledge support effective teaching. Coordination of daily routines by HoDs created a degree of cooperation in departments that goes a long way

to promote a healthy school culture. The majority of HoDs combined teaching with class supervision.

Crowther and McClendon, in their study (as cited in Rosenfeld, 2000), in Queensland, explained that Heads of departments HoDs exercise full control on teachers in the classroom and at the same time perform administrative roles in their workplace. Sergiovanni (2009), explained that principals of Senior High Schools are overburden with administrative tasks and therefore relied HoDs to accomplish their responsibilities. Conners (as cited in Atebe, 2009) states that the major responsibilities of a department head is to contribute, through the institution, the implementation of the curriculum in his respective area, maintaining the continuity and progression of students, performing supervision roles, coordinating, and evaluating of activities in the department to enhance overall progress of the department. Research conducted in Singapore by Beverly, Ferrucci, and Jack (2001) shows that HoDs spend most of their time solving departmental problems.

It was also discovered that HoDs were engaged in preparing students in academic-related spheres to enable students to take part in regional competitions. Further study conducted by Sergiovanni (2009) found that HoDs communicate policy changes and enforce departmental involvement in the implementation of these policies. HoDs in question form part of an interviewing team to select qualified teachers for schools, developing curriculum guides and materials, spearheading departmental meetings, and managing departmental funds. Additionally, HoDs are entrusted with the appraisal of teachers and preparing instructional resources. They also pay regular visits to the classroom to monitor teaching and learning. These are in line with research conducted by Dlamini (2007) in Botswana, which indicates that HoDs are expected to coordinate the work of the department and organize in-service training for teachers' performance,

update teachers' records, ensure time management, and conduct department meetings. Busher and Harris (as cited in Mathu, 2013) highlight the role of the HoD in translating policies that emanate beyond the school to teachers for implementation. It was further discovered that HoDs also develop group identity among teachers to improve academic performance.

2. 16 Leadership Style and Student Achievement

Research testifies that students' academic achievements are impacted by school management and leadership style (Rautiola, 2009). Nevertheless, there are too many factors that affect the headmaster's time allocation process to suggest any policy path based on typical national practices. Nonetheless, there is a correlation between head teachers' expertise in management or leadership and notable turnouts in terms of pupils decreased need to rely solely on family resources (family SES) to raise their performance (Rautiola, 2009).

In line with policy, these findings indicate that to enhance the justice and excellence of the system, it is necessary to permit various managerial approaches that could take advantage of local expertise (Rautiola, 2009). Student academic performance is impacted by school management and leadership. Nevertheless, there are too many factors that affect the headmaster's time allocation process to suggest any policy path based on typical national practices. There is a correlation between head teachers' expertise in management or leadership and notable turnouts in terms of pupils decreased need to rely solely on family resources (family SES) to raise their performance. In terms of policy, these findings imply that to promote the justice and excellence of the system, it is necessary to permit various managerial approaches that could take advantage of local expertise.

2. 17 School Heads and Student Achievement

Result-oriented principals impact students' performance beyond academic spheres (Grissom, Egalite, and Lindsay, 2021). Research indicates that some principals' leadership styles curtail absenteeism without resorting to using suspension as a disciplinary tool (Grissom, Egalite, and Lindsay, 2021). This type of principal works to retain hardworking teachers. Also, principal effectiveness in the area of effective supervision translates into students' achievement and other positive benefits. This means that leadership behaviours in the form of observation and giving timely directions directly influence school success.

Contemporary studies have broadened the scope of school leadership studies to embrace the different organizational trajectories: school administrators, departmental heads, coordinators, and teachers (Goldhaber, 2002; Harris, 2004), who rely on shared leadership, which may have a greater effect on student academic achievement (Spillane et al., 2001, 2004). Effective leaders work in a team, coordinate staff, and use motivation, which invariably aid school improvement (Vidoni, Bezzina, and Gatelli, 2008). This report supports research that shows leadership plays a major role in student academic performance (e.g., Edmonds, 1979; Cheng, 2002; Marzano, 2003) and attempts to validate headteacher behaviour patterns that support students' learning processes and whether these trends are consistent (Vidoni, Bezzina, and Gatelli, 2008).

Research indicates that students' academic performance depends on managerial leadership (Vidoni, Bezzina, and Gatelli, 2008). "These outstanding views are among other factors that affect the headmaster's time allocation process to envision any policy guideline in line with national practices. There is, therefore, a correlation between head teachers' managerial experience in leadership and significant turnouts in

terms of learners decreased need to solely rely on family resources (Socioeconomic status) to improve their academic performance (Vidoni, Bezzina, and Gatelli, 2008). In relation to policy, these findings validate the promotion of the justice and excellence system. Vidoni, Bezzina, and Gatelli (2008) point out that it is necessary to permit scientific managerial approaches that could take advantage of local experience.

2.18 Principal Turnover and Student Achievement

Principal frequent transfer frequently negatively affects student achievement, teacher retention, and school ethos (Grissom, Egalite, and Lindsay, 2021). Attrition rate is higher in schools with low-income, low-achieving, and schools with low enrolment. This is a potential threat to inequalities. This situation could be offset by replacing ineffective principals with effective ones.

Frequent principal attrition and its potential threat schools and sometimes raised by the school leadership and the various ways that principals influence teachers and students (e.g., Boyd et al., 2011; Coelli & Green, 2012; Grissom, 2011; Grissom, Kalogrides, & Loeb, 2015; Kraft, Marinell, & Yee, 2016)” as cited in (Branch, Hanushek, and Rivkin, 2008).

Principals can enhance school success, for example, principals can foster instructional leadership, create a better learning environment, support teacher development, and put measures in place to attract and retain hardworking teachers (Grissom & Bartanen, 2019b; Grissom, Loeb, & Master, 2013; Robinson, Lloyd, & Rowe, 2008; Sebastian & Allensworth, 2012; Simon & Johnson, 2015).

Research testifies that students' academic achievements are impacted by school management and leadership style (Rautiola, 2009). Nevertheless, there are too many factors that affect the headmaster's time allocation process to suggest any policy path

based on typical national practices. Nonetheless, there is a correlation between head teachers' expertise in management or leadership and notable turnouts in terms of pupils decreased need to rely solely on family resources (family SES) to raise their performance (Rautiola, 2009). In line with policy, these findings indicate that to enhance the justice and excellence of the system, it is necessary to permit various managerial approaches that could take advantage of local expertise (Rautiola, 2009). Student academic performance is impacted by school management and leadership. Nevertheless, there are too many factors that affect the headmaster's time allocation process to suggest any policy path based on typical national practices. There is a correlation between head teachers' expertise in management or leadership and notable turnouts in terms of pupils decreased need to rely solely on family resources (family SES) to raise their achievement. In relation to policy guidelines, these findings imply that to promote the justice and excellence of the system, it is necessary to permit various managerial approaches that could take advantage of local expertise.

2.19 Importance of Lesson Plan in Lesson Delivery

(Walberg, Fraser, and Welch, 1986) explained that the preparation of lesson plans and the subsequent effective use of the lesson plans in the classroom, and quality of instruction, among others, translate into learners' academic progress. Therefore, when teachers prepare a learner plan frequently and make use of it, it enhances the quality of instruction among teachers and thereby promotes learners' academic performance. Lesson planning is paramount and plays a very integral role in the teaching process. A teacher cannot perform when he or she fails to prepare for the lesson. If any teacher can work without a lesson plan, then it would not be called teaching; perhaps another term, almost close to giving a public address, could be rightful, Dorgu, (2016).

Empirical research supports the idea that a lesson plan that has been meticulously prepared has the potential to arouse learners' interest, boost a teacher's confidence, and maximizes his classroom output. According to Innocent (2021), students' academic performance in Nigeria was a reflection of teachers' effective lesson planning, regularity in class, consistent teaching, dedication, and honesty to obtain better results from the students. A few studies reported that cordial relationships among teachers and the preparation and use of lesson plans lead to better academic performance. It is affirmed that teachers who prepare and use their lesson plans do not deviate in lesson delivery.

Preparing a guided instructional plan facilitates excellent teaching, which is the most significant factor that positively affects learners' academic performance and the nurturing of the learner's potential. Research at all costs conducted by (Dorgu, 2016; Lika, 2017; Nesari and Heidari, 2014). For example, Dorgu (2016) shows that lesson planning is a professional practice that is at the heart of effective teaching. They contended that lesson planning supports the acquisition of knowledge by learners and helps the teacher to reflect on what needs to be done to bring about desired changes in the learners. Teachers should not go to class without a lesson plan since it is a prerequisite and road map for effective teaching According to Nesari and Heidari (2014).

Lika (2017) observes that lesson planning helps in aligning teaching with curriculum goals and objectives, ensuring that every learner's needs are met at all costs with maximum effort from the teacher. Stella (2012), in one of her studies aimed to investigate the perceptions of Chemistry teachers in the Mosoch Division of Kisii District, Kenya, found out that lesson planning plays a vital role in the teaching

process. Her study revealed that most teachers embraced lesson planning as a necessary element in effective lesson delivery.

The study revealed that the majority of chemistry teachers had prepared and utilized the lesson plans to their benefit because they understood their significance, but a few were unable to make good use of the lesson plans after their preparation. It can be argued that facilitators must learn to make good use of the lesson plans after they have spent sufficient time preparing them. If at all, the positive attitudes did not translate into the preparation and effective use of the prepared lesson plans in the classrooms; the lesson planning policy guides the teacher to plan very well before his lesson.

Additionally, the study by Abbasi, Azizifar, Gowhary, and Heidari, (2015) aimed at investigating teachers' views towards lesson planning based on their gender and revealed that female teachers were more likely to use lesson plans as compared to male teachers. The reason being the female teachers have a belief system of using lesson plans to positively impact learner performance. The differences in the preparation and usage of lesson plans in the classroom settings could imply that female teachers were more likely to comply with rules and regulations than their male counterparts. Moreso, Bazrafkan and Shokrpour (2005) in their study affirmed that teachers were very positive with lesson plan preparation, though their activeness in implementing the lesson plans was very minimal. It can be argued that teachers prepared lesson plans but failed to use them in the classroom. Failure to use lesson plans in the classrooms suggests that teachers have not yet understood the motive behind these professional obligations, or other reasons may be at play, such as class size, extra workload, laziness, and what have you. (Laitsch, Nguyen, and Younghusband, 2010) assert that the impacts of class size have been debated in academic literature for over a century, dating back to the early 1900s.

Nesari and Heidari (2014), in their exploratory study in Iran, discovered opinions towards the use of lesson plans. The study was centred on English Language teachers at secondary schools, excluding the subject teachers in other areas. They had noticed that the majority of English Language teachers preferred using lesson plans. Nevertheless, Moradan and Pourasadollah (2014) in their study had noticed that in Iran, the acceptance rate of the use of lesson plans was disappointingly low. Most of the older and experienced teachers complied with using lesson plans more than the younger and novice teachers. Fattah, Jalili, Alizadeh, and Adhami (2009) in their study observed that the majority of the teachers at Iran, Kerman University of Medical Science, did not show interest in preparing and using lesson plans in the teaching and learning process.

This attitude stems from an individual's level of education, rank, and experience. Teachers with higher qualifications and higher ranks had a positive attitude toward preparing lesson plans, while the rest, including those with long-term experience, failed to comply. According to Jones (1998), most of the long-serving teachers in the United Kingdom did not write their lesson plans but rather relied on their experience in teaching to deliver in class. It can be said that the attitude of teachers may contribute significantly to their adherence to professional practice. If a teacher has a negative attitude towards lesson plan preparation, the chances of preparing and using lesson plans could be minimal.

Again, some teachers, in their effort to impress internal and external supervisors, prepare lesson plans but do not use them, especially when the supervisors are not present. The most crucial part of teaching to enhance learners' academic performance involves lesson planning. The lesson plan serves as a teacher's working tool, providing him with the opportunities to plan instructional processes for the attainment

of students' learning requirements (Kibret, 2016). Further, lesson plan guides instruction delivered by the teachers and enables students to benefit from the lesson taught. (Oser and Baeriswyl (2001), is on the view that through planning, the teacher organizes and structures concrete instructional activities of students to enhance the cognitive activation of students. It should however be noted that the process of lesson planning is, however, a complex activity and therefore demands from the teachers to prepare lessons for activating-oriented teaching and learning by taking the relevant assumed knowledge of the learners into consideration; foresee the kind of mental activities to take place when students learn the planned lesson; design remedial learning activities for the weaker learners and plan how to assess the outcomes of implemented instructional plans (Oser and Baeriswyl, 2001).

The literature above indicates numerous benefits of instructional leadership in schools. This is not to say that instructional leadership has no challenges. Several setbacks are likely to confront leaders who adopt instructional leadership to effect significant results in teaching and learning. In the first place, Heads of institutions confessed that they have limited time at their disposal to focus on instructional leadership functions. They do not feel comfortable visiting teachers in class all the time (Carraway and Young, 2014; Salo et al., 2014). To mitigate these challenges, heads of institutions can incorporate Leadership for Learning (LfL) principles where they can be involved directly in the teaching and learning process and work alongside teachers to learn new things, deliver lessons to learn new pedagogical skills to be abreast with classroom challenges (McEwan, 2003).

The advantages of instructional leadership outweigh the demerits. Of late, school Heads have the prerogative power to prepare a budget, defend the budget, and discipline students. They are also obliged to manage time in order to supervise

teachers for effective teaching and learning as a means of defending the Curriculum. These are some of the peculiar challenges institutional heads encounter in the discharge of their duties (McEwan, 2003).

(Graczewski et al., 2009) state that despite the limited time at instructional leaders' disposal, their ability to manage time to allocate for instructional leadership duties serves a great deal of support to the staff, culminating in effective learning outcomes ("Four Instructional Leadership Skills," 2015). Institutional leaders must find time within their busy hours to practice instructional leadership. (Kaparou and Bush, 2015; Salo et al., 2014) noted that instructional heads sometimes feel uncomfortable discussing topics regarding teaching with teachers. (Graczewski et al., 2009) is on the view that institutional Heads who are not comfortable meeting teachers on learning issues end up failing as effective administrators. Instructional leadership is about reciprocal openness and trustworthiness of leaders and teachers (Salo et al., 2014). (DuPlessis, 2013) confirms that instructional leadership is about building a congenial atmosphere that will enable community involvement in the affairs of the school. Teaching Staff have varied expertise, and instructional leaders are expected to provide adequate guidance to teachers in order to improve their lesson delivery student performance (Rigby, 2013). (Salo, Nyland & Stjernstrom, 2014) states that some Departmental Heads are not able to carry out instructional leadership strategies based on lack of competencies.

2.20 Importance of TLR on learners' performance.

Material resources for teaching and learning involve textbooks, maps, charts, electronic and audiovisual instructional materials in the form of radio, television, tape recorders, and videotape recorders. Another category of learning resources consists of paper supplies and writing materials, for example, pens, pencils, exercise books,

crayons, drawing books, chalks, rulers, arm boards, among others, Atkinson (2000). Adcogun (2001) discovered that there is a very strong, positive, and important linkage between instructional resources and academic performance. Schools having adequate teaching and learning materials performed better than their counterparts that lack such facilities.

Mwiria (1985) also supported this assertion that the quality and quantity of instructional materials augment teaching and learning. School heads are responsible for the supply of teaching and learning resources for the teachers by meeting HoDs academic budget periodically. Chonjo (1994), studied the physical facilities and teaching learning resources in elementary schools in Tanzania supports the above views. Chonjo examined the role of instructional materials on effective lesson delivery. Learners and teachers were interviewed to collect data on the subject matter. From this study, it was clear that better performance of learners was attributed to the availability and adequate use of teaching and learning materials in the school. He was of the view that providing quality education requires the availability of sufficient quality learning facilities. Chonjo's study in Tanzania directly linked the importance of physical facilities with students' academic progress in basic schools. However, Chonjo's study was based on only physical facilities rather than instructional materials. To the researcher, physical facilities, including classrooms, buildings, chairs, and desks, are not adequate to support effective teaching and learning in schools. Instructional resources also promote learning. A study by Maundu (1987) concurs with the investigator's view that better performing schools are endowed with the needed resources like textbooks as well as other relevant teaching and learning resources.

2.21 Teacher Accessibility to Instructional Resources

Teachers serving in community secondary schools, especially in rural areas, have some problems in accessing instructional resources. One of the challenges that bedevils teachers in community-based senior high schools is how to access instructional resources and funds from the government to enable them to procure instructional resources. Community secondary schools depend on the government for funding. It should be noted that very little support is received from local governments annually to support provision of teaching and learning resources. The funds are provided in the subventions to the schools to support learning opportunities, to make sure that teaching and learning materials are purchased by the Heads and the departmental heads. Schools depend on the finance to purchase textbooks and other teaching and learning resources, as well as to funding for repair work, administrative expenditure, and examination-related costs (Uwazi, 2010).

Onche (2014) disclosed that public legislations directed towards adequate provision of learning resources face bottleneck challenges because there is a lack of adequate planning, poorly executed, supervised, and evaluated, especially in semi-urban areas, in measuring the policy directives. School heads are therefore facing the challenge to resort to improvisation and persuade teachers at the schools to manage with the limited resources available to sustain schools.

Inadequate skills and creativity on the part of a teacher may impede his or her efforts to improvise instructional materials.

2.22 Importance of Assessment Records in Senior High Schools.

Bloom (1969) Assessment for learning appears to be an evaluation instrument that aims to enhance positive growth in an educational program. Assessment for learning is a continuous and periodic process of collecting data as evidence of a student's

acquisition of knowledge (Heritage, 2007; McCarthy, 2017). Assessment for learning is a responsive, usually tacit process dependent on student discovery, professional knowledge, and experiences, and plays a crucial role in teaching and learning (Briggs et al., 2012). Assessment for learning is broadly categorized into four: the design of the assessment task; asking questions that will demand critical thinking by students; moderating students' thinking capacity and concepts; and, above all, giving feedback that will enhance student thinking and creative abilities to surface (Brookhart, 2013).

Compliance with these four processes and adding a fifth component to enable students to give their feedback on the process involved in the assessment, or the entire design, could help promote a student-centred approach in the learning process. Learners can independently reflect on their performances and make the necessary corrections to their learning through the continuous use of assessment for learning in the teaching and learning process Andersson, (2015). It was established that continuous class assessments support students to make them responsible for their learning needs (Harris et al., 2018). Assessment for learning enables learners to think critically and do their own independent learning (Kingston and Nash, 2011).

According to Black and William (2003), assessment for learning focuses on questioning learners in a manner that will increase their idea development and boost their morale to partake in effective learning. Besides, assessment for learning enables the classroom teacher to: align lessons to specific needs of learners; make appropriate choice of teaching and learning materials; employ different teaching strategies; provide varied learning opportunities for learners to advance in their learning engagements (McCarthy, 2017); and provides a means to motivate and commit +students to learn hard (Panadero et al., 2018) and improve teaching practice (Heritage, 2007; Pryor, 2015).

The rapid technological advancement in the global economy has dramatically changed the expectations of students in the 21st century. In this knowledge economy that is fast driven by information and communications technology, the rote form of learning has outlived its usefulness and is no longer considered as valuable for learning (López-Pastor and Sicilia-Camacho, 2017; Shavelson, 2007; Heritage, 2007). Assessment for learning is targeted at meeting the needs and aspirations of weak students and building students' ability to learn and cope with the stress associated with their learning.

Black and William (1998) undertook a comprehensive review of 250 peer-reviewed publications on assessment for learning and found significant positive student learning gains in the assessment for learning approach. Again, Black and William (2003) extensively investigated the strengths and weaknesses that are associated with formative assessment and found that low-performing students made some improvement in their academic achievements. Dunn and Mulvenon (2009) also confirmed the overarching importance of formative assessment as a useful assessment strategy for enhancing students' learning outcomes. (Cotton, 2017) research affirmed this view.

According to Broadfoot (2001), using assessment for learning, students can develop deeper levels of thinking, effectively solve their learning problems and challenges, ask intelligent and thought-provoking questions, and take full ownership of their learning. Besides, López-Pastor and Sicilia-Camacho (2017) and Heritage (2007) posited that since assessment for learning is a continuous activity, it aids teachers to collect adequate information and gather evidence about students' learning progress and enables them to revise techniques for teaching to cater to the specific learning needs of students. Lekwa et al. (2017) assert that applying assessment for learning

while teaching and learning guides instructors to investigate what their students already know, and to understand their dilemmas and pre-conceptions, conceptions, and misconceptions. Comparatively, McCarthy (2017) argued that the summative assessment does not inform current teaching practice.

2.23 Efforts by HoDs in providing a conducive Teaching Learning Environment

One major function of an organised school is the provision of directional guidance to learners in a friendly school setting to enhance effective teaching and learning. A positive learning setting largely supports teaching and learning. However, one should not lose sight of the fact that some troubling issues in the form of drug and alcohol abuse, bullying, sexual abuse, student unrest, and capital punishment remain a challenge in some schools. The results of these negative occurrences not only cause loss of life and property, but also disrupt teaching and learning in affected schools. Gold, (2000), contends that the prevalence of these factors affects teachers' learning delivery. HoDs, in performing their roles, assist teachers and learners in creating a conducive environment that supports collaborative learning in school settings.

Heads of Departments HoDs should create a school culture that will promote students' learning and staff professional development. According to Sergiovanni (2009), the effective performance of HoDs functions will enhance a sustainable positive culture of teaching and learning in schools. It necessitates HoDs assisting teachers to create an environment in which learners and teachers learn together and are assisted in moving their acumen (Preedy, Bennett, and Wise, 2012). The challenge facing HoDs in this regard is how to create an environment in which learners and teachers can learn together and where teachers can work together to improve their learning experiences. In this regard, the HoD has to facilitate effective communication

in and beyond their areas of operation, active participation of teachers and students in the department (Wango, 2009).

Onyango (2001) in his study discovered that in recent years, teachers, parents, and other stakeholders have raised concerns regarding an increased number of incidents regarding students' indiscipline in many senior high schools. Students' riots claimed lives and destruction of school property. HoDs therefore need to manage students' behaviour, establish and maintain discipline. Research by Mathu (2013) found that HoDs were to guide students in the selection of their subject combinations, ensure there are standard examinations for students, determine disciplinary action to be taken against students, and determine rules and regulations in line with the Ministry of Education.

2.24 Financial Management Functions of School Heads

Financial management is one very important functional role of school heads Owusu (1998). A sound financial obligation brings about efficient use of resources that translates into school success. Owusu explains further that most of the heads of institutions in Ghana do not have the opportunity to pursue a fundamental course in financial administration before being appointed to office. The Commonwealth Secretariat (1993) considers heads of educational institutions as school planners and finance managers who are responsible for procurement and efficient distribution of facilities and finance. The Secretariat admonishes the heads of institutions to play an active role in determining, acquiring, and managing financial resources. The Secretariat identifies the underlisted effective means of implementing school programmes effectively. A school head or head of department monitors and audit school finances challenges.

According to Robina, Bernard and Jack (2018) novice appointed school heads encounter challenges in the area of monitoring, auditing and evaluation which adversely impacts financial record management leading to failure in controlling internal resources of the organization. Heads with limited record keeping acumen can hardly monitor account clerks to do the right thing at work. Muthanga, (2014) affirmed that school communities make use of frequent monitoring to enforce financial discipline among staff and by so doing gives approval for all annual activities undertaken by the school. It should be noted that the issue of financial misappropriation results when a school head is unable to keep adequate financial record for reporting purposes and accountability. Magak, (2013), supported the view that managers in education require training in financial administration to help them improve the financial standing of schools. In line with this assertion, to support school heads in attaining financial management skills, Phylister, Mulwa and Kyalo (2018) opine that financial management training is compulsory for all school managers. This must be a matter of concern to teacher dreaming to be appointed into school leadership positions. School heads with no knowledge in financial management struggle to administer schools in their jurisdiction and may suffer from misappropriation of funds since they may not have records to support financial transactions in the school. Heads working to overcome the shortcomings of financial management in schools all for establishment of financial committees in schools, stakeholders' involvement in the form of Parent Teachers Association to identify viable projects for the school to embark on with collaboration of these members in financial record keeping, (Lourens, Beyers, and Tekedi, 2015;

Krishnan and Fashid, 2019), emphasize that heads must pose a very strong financial management expertise in handling transaction recordings with ease to the benefit of the institution and the individual at large. Setting a clear-cut goals for organisation in line with explicit vision and mission statement of an institution couple with recognition for student leadership involvement in school funds management minimizes grievances relating to financial mistrust and building a very strong cohesion in school resources management, Gabriel, and Farmer, 2009; Gurley, 2014). Kaguri, Njati, and Thiane (2014) advised from their study that policies regarding financial management should be in place to regulate institutional finance as a way of guarding against misuse of public funds. Institutionalization of measures in this form will mitigate any financial malfeasances and also sanitize the system. School heads must maintain financial discipline and demonstrate a sense of responsibility, credibility and transparency with consistent systematic check on team members on how they manage funds allocated to them. Sustainability in efficient resource management will promote quality education in second cycle schools.

2.25 Financing of School

Financial management is one of the key elements of stewardship in school management that head cannot overlook. Okeze et al., (2018) proclaimed that some school leaders violate procurement policies in acquiring resources for school. Limited supply of resources in schools and leaders in educational administration the lacking necessary skills to be able to manage scarce resources to maximize significant output is a major challenge facing school administrators. A school leader needs to be knowledgeable with procurement principles to coordinate resource available in running an organization. Godda, (2018) reckoned the need for organizational heads to develop an annual fiscal budget to enable him control expenditure. Preparation of

comprehensive financial plan will clarify budget variances and gives an HoD the mandate to navigate through the uncertainties that may arise in particular financial year. Understanding fundamental Information and Communication Technology ICT will assist the HoD to prepare budget with ease. It is apparent that inconsistencies that may arise will be reduced if the manager of the school is versatile and ready to address the challenges on time. A school head having the expertise in managing finance prudently will continue to attract local authorities' and other donors to solve infrastructural challenges of his school.

Payment of employees in the educational sector, provision and maintenance of school plant and vehicles, release of grants for perishable and long-term assets, in some cases payment of subsidies and the provisions and maintenance of health facilities for some staff and students cannot be underestimated.

2.26 Guidelines by Heads on effective communication Policy

Graham (1998) emphasizes employee communication and participation in administration. According to Graham, participation is the inclusion of the human capital in the decision-making process of an institution. He again stresses that the form of communication has a tremendous impact on the employees and the extent to which they understand and comply with management policies. He is of the view that the origin of major disputes in an organisation is due to inadequate communication. Graham maintains that reciprocal communication promotes social cohesion that translates into organisational success. Research by Genster (1981) admits that participation style in communication is relevant for effective leadership and has the tendency to promote teamwork that is „a favourable team spirit that encourages better performance“. Asiedu Akrofi (1978) opines that in most parts of Africa, parents were

uncertain about the school's ability to train their children, and, for that matter fails to participate in school activities.

2.27 Some Prescribed Duties of School Heads by Ghana Education Service

Heads of educational institutions in Ghana are responsible through the Board of Governors or school management Committees (SMC). Arko Boham and Oduro, (2012) explain that some institutional heads are not conversant with the concept „Budget“; what goes into it, and the legislation governing school budget execution. This challenge is inherent among heads of public institutions. Departmental heads and unit heads' understanding of the school budget and the rules governing its preparation and timely submission is very significant in the performance of administrative functions. Adesina (1990), opines that heads of institutions are obliged to familiarize themselves with the procedures involved in budget preparation to reflect the action plan of a school. Preparation of the school budget should be transparent and participatory for all teachers, Asiedu Akrofi, (1978). He further advised that in preparing the school budget, departmental heads should collate information from teachers, students, parents, and other stakeholders in the school to overcome the uncertainty of estimated figures. Similarly, Owusu (1998) objected to the monopoly of budget preparation by school Heads and Bursars.

Millet (1954) proposes three important headings in the budget statement as follows: Actual expenditure of the year, actual appropriation of the year, and the needed expenditure for the following year.

2.28 Positive Implications of Large Class Size

Boboy (2017) opines that contextualization of initial learning about familiar things in the learner's environment is paramount. He was of the view that a learner's familiarity with relevant concepts in his or her environment is a catalyst in assimilating broader

concepts. Boboy spearheaded „‘context-embedded’“ and „‘cognitively-demanding’“ performance tasks that enhance learners’ learning. This implies that teachers must teach from the known to unknown, simple to complex, and concrete to abstract. In line with this, Carpenter (2006) noted that tertiary education institutions were encountering tremendous growth in student enrollment in the United States. Koeining et al. (2015) is on the view that learners appreciate being taught in smaller classes than larger classes. Students indicated that they received a high level of attention with better learning experience in a serene environment, and adequate attention span as reasons advanced concerning small class sizes. Mulryan-Kyne (2010) substantiates that students play an active role in small classes more than in larger classes during teaching and learning. Jawitz (2013), discovers that large classes promote learners’ participation in the learning process and aid collaborative teaching where teachers can dialogue with learners at the same time. According to (De- Paola, Ponzio and Vincenzo, 2013), large classes are appropriate in providing an overview of concepts that students are supposed to master. (Emerson, English and McGoldrick, 2018), support the assertion that large class sizes help students to gain more experience to explore their lives with the challenges they face in a broader society, and how they can manage with the limited resources of the school. Gleason (2012) opines that large classes offer a major opportunity to exploit social dimensions in the classroom and are associated with economies of scale. Gleason (2012), further explains that large classes enhance students' learning by fostering companionship and collegiality, as students from affluent homes prefer to learn in large classes.

2.29 Impacts of Large Class Size on Teacher Output.

Class size varies per Ngoboka and Schultz, (2002) what constitutes an optimal class size remains a debate over the years. They pointed out that teachers' perception about an ideal class size depends on their experiences over time. Etsey (2005) posits availability of learning resources contributes greatly to teacher performance in school. She stated further that a large class size creates problems for the class teacher. Large class size puts pressure on the limited resources in schools, especially tables, chairs and other available resources. Ehrenberg et, (2001) describe a large class as a class with a Pupil Teacher Ratio PTR exceeds 40:1 Ehrenburg et al. (2001) in their findings revealed that teaching and managing large classes cannot tailor their teaching strategies to meet the needs of individual learners. Management of large problem calls for the teacher to arrange for the learners to manage with space and resolve frequent conflicts among learners. Large class sizes also affect. Black (2000) notes that providing feedback to learners and parents is very crucial for teachers to reflect on their performance. A report by UNESCO (2006) brings to light the difficulties teachers encountered in large classes. (Thompson and Goe, 2006) researched into Teachers' Assessment for Learning practices and resolved that formative Assessment encompasses learners' involvement in the teaching and learning process, where the learners develop creative potentials that enable them to acquire analytical skills.

Some researchers also discovered Assessment for Learning as a useful practice that involves quizzes, class tests, quick checks, questioning in class by the teachers and provision of answers to questions in class, classroom dialogue, peer assessment, and self-assessment used by the facilitators to promote students' progressive learning (Kippers et al., 2018; Martinez et al., 2009; Suurtamm et al., 2010; William et al., 2004; Yan et al., 2021). Studies in developing countries have indicated that teachers

use diverse assessment practices in recording students' learning outcomes. For instance, Figa et al. (2020) identified the use of formative assessment in the West Arsi territory Second Cycle School in Ethiopia with empirical evidence that teachers used verbal questioning, oral presentation, class activities and homework. Empirical evidence shows that large class size negatively impacts teachers' use of assessment practices in support of students' learning (Kyaruzi et al., 2019; Xu and Harfitt, 2019). Class size is attributable to the real number of students in the classroom setting (Asodike and Onyeike 2015).

A class size, either large or small, is measured by the student-teacher Ratio. This is typically the number of students enrolled in school divided by the number of teachers available in the school. Xu and Harfitt noticed challenges encountered by teachers who are handling large class sizes and the strategies they employ in managing the situation. They identified inadequate attention on the part of the teacher for individual learners. Teachers in this situation find it very difficult to monitor learners' progress; apart from the difficulties involved in providing feedback to learners, marking, and recording of learners' assessment scores pose a challenge to the teacher.

Further studies conducted by Aljoudi's (2019) found that teachers in Senior High Schools in Saudi Arabia's classrooms struggle with large class size situations. Similar findings have been discovered in Ghana in a study conducted by Anass (2020) in Colleges of Education. Anass's study unearthed the negative impacts of large class sizes on teachers' inter-personal relationship with students, instructional methods, assessment in the learning process, and classroom management practices, among others. Yelkperli et al., (2012) in an exploratory study of students and lecturers in the University of Ghana regarding the impacts of large class sizes, both students and teachers agreed that large class size affects assessment of students difficult for

lecturers. Exploratory studies by (Bruhwiler and Blatchford, 2011; Chingos, 2013; Muya, 2016) reveal that management of smaller classes is easier for teachers than larger classes when it comes to assessing learners. Machika et al., (2014). Indicates that classrooms with a large number of students pose related challenges in the form of academic performance, teaching and learning challenges, student assessment challenges, and physical aspects.

2.30 Strategies for large class size management.

The issue of large class size is a common problem facing Ghanaian teachers. Etsey (2005) explain that teachers undergo training but the trainings are not planned to equip teachers in managing large classes. Therefore, teachers with limited skills battles with large class sizes. Notwithstanding the challenges inherent with large class sizes, Benbow et al., (2007) propose peer tutoring, small group discussion, and shift teaching as some measures to be adopted to handle large classes. Beefing up the numerical strength of qualified teachers in a school can help to adequately address the situation.

2.31 Management strategies of Heads of Departments (HoDs)

Research confirmed that effective leaders are courageous and visionary people who are ready to take risks. Hall (2002) discovered that some women portrayed a model of educational institutions that eschewed from the laid down managerial culture so as to preserve the integrity of the educational system and its fundamental goal of young people's learning and development. Hall's discoveries suggest that women leaders do not compromise values and the domination of others. Many women academic leaders work in masculine environments and develop a repertoire of management and leadership qualities that enable them to work toward the ethical as well as the social merit of education.

2.32 Impacts of professional development on HoDs social and academic life

Internationally, studies have shown that Heads of Departments' professional development is significant in enhancing role performance. Gordon (2013) reports on Heads of Department professional development in the United States of America says that they are expected to lead by example on the current educational debates, enforce important change, champion any new educational policy or practice, and act as a crucial middle person when it comes to the implementation of these policies in a secondary school setting. He further states that Heads of Departments are charged with establishing the appropriate links between their department members and the upper executive of their schools.

Professional development of heads of departments has continued to attract a lot of discussion internationally (Gordon 2013). However, most of the studies tend to focus on whether professional development of heads of departments has led to an improvement in student performance without much attention on the effectiveness of Heads of Departments' professional development on their role performance (Zapeda, 2015). There is increasing evidence that Heads of Department in secondary schools in the world continue to experience challenges in executing their roles (Hargreaves and Fullan 2012). Zapeda (2015), reporting on professional development in the United States of America, highlighted that the Head of Department is a leader who contributes to the success of a school.

This could lead to improved educational leadership that will result in the quality of what happens in the classroom. Coherent education reforms and school improvement depend on the professional development of HoDs to impact better learning outcomes for learners in the public education settings. Hargreaves and Fullan, (2012), reporting on Professional Development for Heads of Department in the United Kingdom says

that it aims at developing their capacity to perform their functional roles effectively. This encompasses empowering Heads of Department to have a common voice and act on their sense of purpose. According to Hargreaves and Fullan (2012), improvement of learning outcomes depends upon change of practices, knowledge, and attitudes through staff development. Teacher Professional Development is an important factor in teacher education. Formation of a positive culture, improvement in individual teachers' skills, and development of prospects for peer learning are the products of teacher professional development.

Generally, contemporary education demands highly professional acumen. Hargreaves and Fullan (2020) in the United Kingdom noted that capacity development in the educational sphere calls for building innovative ideas harnessed from both formal and non-formal education. Hargreaves and Fullan (2012) further clarify that purposeful capacity building of staff in an educational setting is a coherent attempt to modify classroom practice, change educators' beliefs and perceptions, thereby precipitating a change in students' learning outcomes.

Heads of Department Professional Development (HoDPD) is an integral component of teacher education. Heads of Departments, in the course of developing their career, gain experience in the area of pedagogy and classroom management. There were no reports on the effectiveness of professional development on their role performance. A study conducted in Kenya by Gichobi (2012), reported that HoDs are increasingly expected to take up new roles and responsibilities. For example, they are now part of teacher recruitment and disciplinary panels in some Senior High Schools.

The policy decision has vested HoDs with additional administrative and financial responsibilities. However, HoDs have not been prepared or trained to equip them with the necessary skills to handle the added responsibilities and manage challenges arising

from these changes. This has resulted in role ambiguities, role conflicts, tension, and sometimes stress.

2.33 Teacher Professional Development and Students' Achievements

There is available literature on the impacts of Professional Development PD on teacher learning and practice, as well as its negative impact on student academic achievement (Garet et al., 2001). This literature supports the effectiveness of curricula instruction. Kennedy's (2016) review shows the essence of content focus in high-quality teacher Professional Development. (Gulamhussein, 2013) is of the view that teachers are regarded as an essential component of effective teaching and learning. Teachers must endeavour to acquire new teaching methodologies in teaching (Hodge, 2016). Hodge 2016 further explained that effective teaching has a link with result-oriented professional learning that culminates in students' academic achievements. Teachers make use of identical teaching learning resources that match the dictates of the curriculum, but students perform abysmally (Hodge, 2016). Educators frequently conduct intervention programmes for weaker students. An intervention programme normally departs from current practice because it is designed to promote learner improvement (Hodge, 2016).

Educators are guided by Professional learning standards to help them develop and improve their expertise and practices, which can trigger student learning outcomes (Hodge, 2016). Standards-based professional development promotes improved educational practices. Improvement in instructor practices enhances students' performance (Learning Forward, 2001).

Equally important is the focus on content knowledge, opportunities for active learning, and other Professional Development PD activities have shown significant impact on teachers' knowledge and skills, which translates into positive classroom learning (Garet et al., 2001). Teachers require further professional development relevant to their area of specialism to enable them support learners (Hodge, 2016). Teacher self-appraisals and evaluations should conform to their Professional Development that meet the needs of students, be peer-reviewed, and job-embedded, vary by level of career, skills, and other factors (National Education Association, 2011). School leaders, policymakers, and educators therefore encounter the challenge in designing and commissioning professional development (PD) activities to help teachers become effective (Commission on Effective Teachers & Teaching, 2011).

2.34 Knowledge gap

Managing a school department is aimed towards enhancing stipulated goals to develop a value system that would translate into academic success of the entire school. This calls for dedication of the workforce and building of strong value systems by management and middle-level managers. The reverse form of commitment on the part of a teacher is a challenging situation in the two schools. For instance, some teachers demonstrate little advancement in their career development. Others show a low level of commitment to accomplish tasks scheduled. This is affecting Kete Krachi Senior High Technical and Krachi Senior High Schools, and the researcher wants to fill this gap.

2.35 Chapter Summary

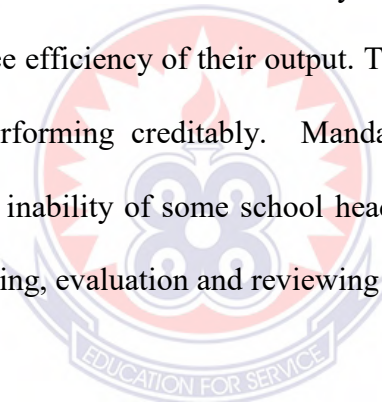
This chapter highlights and examines important concepts that are related to this study. The Chapter defines the conceptual and theoretical frameworks that support the study. Clarke et al. (2010) also support the opinion that leadership needs to be exercised across all levels of the education system to enhance the quality of learning taking place. HoDs should make sure that they sharpen their skills. Gold, (2000) argues that the role of HoD is the most exciting and probably the most influential position in a well – organized secondary school. At the forefront of knowledge about specific subjects, and a member of the largest team in the school, the HoD has enormous potential to affect decision – making and to influence the direction of the school. Sometimes that potential can be masked by bureaucracy and administration, and the power to dispense and share knowledge and experience may seem temporarily frustrated, but senior managers know the value of good HoDs, and they usually strive to clear the way for inspiration where possible. HoD's potential can sometimes be concealed in bureaucratic administration, and the likelihood for HoDs to share knowledge may be temporarily frustrated. However, senior managers acknowledge HoDs expertise and support them in the discharge of their functions.

Middlehurst, (as cited in Atebe, 2009) opines that the ambiguity of the HoDs function emanates from the dual identity associated with the position by manager leaders and their academic colleagues. The literature reviewed makes it clear that little has been done to resolve ambiguities and challenges facing HoDs in the performance of their roles. A combination of administrative roles with classroom teaching surfaced as a difficult task for HoDs in contemporary schools. HoDs role with no clear boundaries is an issue of concern that needs to be addressed with suggested recommendations. As curriculum consultants, HoDs, and middle managers manage both physical and

human resources in their departments. Management style and curriculum changes also exert pressure on HoDs.

It was clear from the related literature reviewed that HoDs in the performance of their duties in Senior High Schools have gone through Socio-academic experiences as subject leaders. Studies of HoDs socio-academic experiences are not well codified, thereby creating a knowledge gap that this study intends to address. The following chapter discusses the methodology that was used during the study.

The chapter explained the need for instituting sustainable financial policies in public institutions to aid proper financial management and reduce mismanagement of funds. Training of school heads were identified as very necessary in equipping heads of departments to guarantee efficiency of their output. Training of this nature will prepare them adequately in performing creditably. Mandatory training programmes will change the narrative of inability of some school heads to prepare school budget and lack of skills in monitoring, evaluation and reviewing of budgets.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter three of this thesis embodies the rationale and assumptions for qualitative design, type of design used, the researcher's role, site and sample selection as well as data collection techniques. The chapter further explains how the data collected were transcribed, coded, and analysed. The data was verified to enhance trustworthiness of the finding. Ethical issues in social research were considered followed by the summary of the chapter.

3.1 Research Paradigm

A Research paradigm is a basic framework of values and belief systems and assumptions that is commonly shared by researchers. These assumptions guide researchers to understand, the suitable approach in conducting their studies (Guba and Lincoln, 1994). There are three main Research Paradigms: These are positivism, interpretivism and pragmatism.

Positivist paradigm, measures a single reality which is studied using quantitative methods. According Neuman (2014), positivists build their assumption on an objective, and constant reality which is based on the idea that social sciences should be studied systematically. The investigator emphasizes on empirical observation, and logical reasoning in an independent study.

Interpretivism deals with the subjective study of a phenomenon by exploring the lived experiences of individuals. Walsham (1995). Interpretivists' researchers immerse deeply into participants perspectives to understand their feelings and experiences regarding a phenomenon.

Pragmatism is about combining qualitative and qualitative approaches in conducting research Maxcy (2003). The researcher used interpretivist research paradigm because this paradigm is appropriate for exploration of lived socio-academic experiences of Head of Departments in Senior High Schools in Krachi-West Municipality of Ghana.

In this case, the researcher used semi-structured interviews in collection, analysis, and interpretation of the data in a natural environment to understand the socio-academic experiences of Heads of departments in Second Cycle Schools.

3.2 Research Approach

The study adopted a qualitative research approach. Qualitative research is an inquiry into an individual's experience using distinctive methodologies to understand a tradition by exploring social or humanitarian problems (Creswell 1998). This research method is underpinned by an interpretivist philosophy that is based on the assumptions that social reality is not singular or objective but is rather shaped by human experiences in a social context (ontology). The researcher interviewed the participants to collect data, analysed words, reported detailed views of informants, and conducted the study in a natural setting to aid understanding of a phenomenon.

The researcher laid emphasis on how the respondents construct meaning and knowledge through interactions within the social context, which often aligns with the investigator's aim to explore the socio-academic experiences of Academic Heads of Departments to understand how they relate with their superiors and subordinates in the school setting.

Qualitative research is distinct from other research designs, such as mixed-method design, in that the former focuses on experiences of human beings to gain insights into their actions and motivations. The latter uses both qualitative and quantitative

methods to clarify the relationship between lived experiences and develop theories to explain these experiences, which are augmented by quantified variables. It must, however, be noted that phenomenological studies have the following limitations: In the first place, researcher-induced bias can affect the outcome of the study. It can be difficult to establish validity and reliability when using this research approach (Amstrong, 2010), as taken from Easterby-Smith et al. (1991).

Again, maintaining pure bracketing can be challenging for the researcher. Presenting the findings can be very difficult because the results are highly qualitative. Last but not least, data gathering and analysis in phenomenological design may be daunting and time-consuming. However, the researcher saved time and prevented the stress of dealing with the large amount of data involved by using the Delve qualitative data analysis tool to organize, analyze, and gain more insights into the data to improve the validity of the research. An exploratory study of this nature provides an in-depth knowledge about a phenomenon and explains issues rather than finding solutions to them.

The attributes and socio-academic experiences of Academic Heads of Departments (AHoDs) were not evaluated with regard to numbers, quantity, or frequency. Emphasis was laid on a qualitative approach (Denzin and Lincoln, 2000). This is because a single phenomenon may have different meanings in each natural setting (Hammersley, 2013, p. 26). Interpretivist philosophy helps to understand that knowledge regarding how people construct and maintain perceptions of the world varies over time. It assumes that there are other sources of knowledge apart from scientific discovery (McGregor and Murnane, 2010). (Lincoln and Guba 1985), support the view that knowledge is not centered on one reality. This philosophical

position of the researcher enables him to understand the complexities of views and ideas of the participants in relation to their experiences as Academic Heads of Departments (AHoDs).

3.3 Research Design

The researcher employed a phenomenological study design to conduct the study to uncover the participants' socio-academic experiences and provide a rich description of such experiences. The origins of phenomenological study design can be attributed to Vandenberg (1997) regards Husserl as "the fountainhead of phenomenology in the twentieth century". Husserl rejected the assumption that information about objects in the external world is reliable because such objects exist independently. People have different viewpoints about how things appeared, present themselves, or appeal to their conscience (Eagleton, 1983; Fouche, 1993).

Phenomenology, therefore, implies the return to the concrete, with its slogan „back to things themselves“ (Eagleton, 1983, p. 56; Kruger, 1988, p. 28; Moustakas, 1994, p. 26). According to Holloway, Husserl learned under the tutelage of Franz Brentano, who provided the basis for phenomenology. A student of Husserl, Martin Heidegger (1889 - 1976), introduced the concept of „Dasein“ or „Being there“ and the discourse between a person and her world. Heidegger and Husserl (Schwandt, 1997) explored the lived world“ they described as average existence in an ordinary world. The idea of “the human world connotes multiple meanings” (Vandenberg, 1997, p. 7). Existential phenomenology was later championed by Heidegger, among others. Jean-Paul Sartre (1905 - 1980) and Maurice Merleau-Ponty (1908 - 1961) propagated the ideas of phenomenology. It should be noted that phenomenology, as a variable alternative to the traditional natural scientific approach, had not gained root in the International Journal as of 1970 (Stones, 1988).

Giorgi explained that phenomenological study design, a systematic and sustained method, had not yet been developed (Schwandt, 1997). Based on this, Lippitz (1997, p. 69) asserted phenomenology developed during the twenty-first years of World War II, after which the concept diminished. Stones (1988) asserts that methodological realization of the phenomenological philosophical view emerged in the 1970s. The operative word in phenomenological research is „describe“. The researcher refrained from any pre-given framework in describing the blueprint of socio-academic experiences of Heads of Department (HoDs).

Welman and Kruger (1999) noticed that phenomenological studies are concerned with the discovery of social and psychological perspectives of participants in the study. This research was predominantly focused on the lived experiences of the participants. The researcher did not impose descriptive strategies on the participants as the method was purely devoid of prescription, Holloway (1997). It must, however, be noted that the researcher started with a synopsis of the research paradigm, then a description of the location of the research participants, followed by a detailed outline of the data-gathering and data-storage process.

Phenomenological study design is referred to as descriptive phenomenology. This design was used to describe human experiences that involve perceptions, memory, thoughts, imagination, emotions, and feelings. Phenomenological studies often involve a small sample of participants, but not always. Social Science Researchers identify themes and make generalizations as a way of analysing the data collected using a phenomenological study design. The phenomenological study design posits that there is no single objective reality about social phenomena; rather, individual experiences shape the way they view things. This study explored the socio-academic experiences of Heads of Departments in Krachi Senior High Technical and Krachi

Senior High School, respectively. The outcome of the research was described from the participants' points of view. However, the researcher follows the guidelines of a traditional phenomenological study design as explained in Mustakas (1994), where the role of a researcher was to generate a deductive description of respondents' responses in a recorded interview. Choosing a phenomenological study design supported the researcher in understanding multiple realities of HoDs social-academic experiences. This concurs with Creswell's (2009) assertion that phenomenological studies seek to explore contextual meaning about situational knowledge of the participants of the study.

The investigator used a series of steps that relate to the phenomenological approach throughout the thesis. The researcher, in the first place, described the lived experience of interest, and worked to discard perceived judgment, acknowledged the realities on the ground, and lastly discards subject object contradiction and accepted the reality through the individual's experience. Using a phenomenological study design enabled the researcher to derive a set of findings that can be used to identify themes relating to the phenomena under study. The socio-academic experience of Heads of departments varied from person to person. However, the researcher combined participants' responses that were similar in one theme during the analysis. This means that respondents' responses that appear to be similar were integrated together as a common theme during the results analysis.

3.4 Researcher's Role

The researcher embarked on this study in Krachi Senior High Technical and Krachi Senior High School. These schools are located within Krachi West Municipality, where the researcher doubled as a teacher and an administrator. The researcher has the desire to contribute to the development of education in Ghana with a kick start to

explore the socio-academic experience of Heads of Departments in the two schools. This project was worth embarking on because reaching out to the participants of the study was not difficult.

Per (Kincheloe and McLaren, 2008), a study is affected by the viewpoint of the researcher in line with his experiences, thoughts, but the objective interest of the collective voice has always been the researcher's desires. The researcher's interest in contributing to the development of education in Ghana shaped his capacity to focus on this project to explore the underlying socio-academic experiences of Heads of Departments (HoDs). The researcher aimed to explore the socio-academic experiences of Heads of Departments (HoDs) in these selected schools in order to understand the prevailing situations in these schools using a qualitative study (Creswell, 2007). It must, however, be noted that the researcher remains objective throughout the thesis work and did not let any personal prejudice influence the data and the findings. The participants' answers to the interview questions were analyzed critically to enhance the trustworthiness of the findings. The researcher is committed to unearthing the voice of the participants of the study in order to make the findings authentic Lutrell, (2010). To achieve this objective, the researcher allowed the participants of the study to have access to the interview scripts to enable them to effect corrections should there be any deficiencies identified after coding the recorded interview. The researcher also endeavored to give a rich description of (HoDs) socio-academic experiences to match the themes identified in the coded documents. In order to work towards managing the influence of bias, the researcher welcomed suggestions from a colleague in a PhD studentship at the University of Cape Coast. The approval of the sample size was given by the researcher's Thesis Supervisor.

To meet one of the requirements of social research, the researcher dispatched an introductory letter to the Heads of the two Senior High Schools to seek their consent before the researcher embarked on the study. Apart from satisfying the curiosity of the researcher, a study of this nature will benefit significant others Lutrell, (2010). Knowledge of socio-academic experiences of Heads of Departments and understanding the procedural assistance they offer teachers in their department in support of their lesson delivery functions is very important for school administrators.

The researcher investigated what HoDs were going through in the performance of their duties to discover their lived experiences Luttrell, (2010). The researcher remained neutral and subjective throughout the study. This further transcended to describe and link his commitment to research ethics and the thesis topic to justify his disposition with the findings (Denzin and Lincoln, 2008). Working to achieve success in a team has been a cherished goal of the researcher ever since he started working in 2007 as a teacher. Here, the researcher will listen attentively to the respondents as they narrate their experiences that form the recorded version of the primary data for the researcher to transcribe. A phenomenological study design can support the literature and provide explicit meaning to compensate for existing gaps in research work (Creswell, 2009). Although complete bracketing was not possible, the researcher tried as much as possible to reduce personal biases with consideration of Moustakas (1994) methods, which require working with the detailed data analysis results to discover important themes.

3.5 The Study Site

The study was conducted in Senior High Schools located in Krachi West Municipality. Kete Krachi Senior High School is located about two kilometers from the lorry station with students' population of one thousand six hundred (1,600). The

school has a few bungalows that provide accommodation to management, teachers, and other administrative staff. Kete Krachi Senior High Technical, on the other hand, is located about one Kilometer away from the lorry station. The population of Krachi Senior High School was six hundred and fifty-four (654). The school has only two bungalows that house the headmaster and the Assistant Headmaster of Administration. The Teachers and other administrative staff live in town.

3.6 Sample Selection

The researcher used a purposive sampling technique in selecting 12 participants out of 14 for the study. Seven of the participants were selected from` Krachi Senior High School and five from Kete Krachi Senior High Technical. The participants who were accessible to the researcher were recruited and interviewed. The researcher selected 12 participants because qualitative research requires few participants for the study. Another reason was that the fewer the participants of the study, the greater the merit with regard to deriving quality data. Saturation occurred when 12 participants were selected and interviewed, meaning collection of additional data will not produce new themes. The researcher used a purposive sampling technique because members of the targeted population met similar criteria. For instance, the participants for the study were easily accessible and available to be interviewed by the researcher. Meeting with the participant to review the interview responses for the purpose of correcting any deficiencies to validate the data was less cumbersome for the researcher. easy as the participants of the study are readily available. With this, a sample size of 12 targeted academic Heads of Departments (AHoDs) of the two schools was chosen for the study. Creswell (1998) recommends 1-10 participants for phenomenological studies using interviews. McNabb, (2002) is in support of this view. The participants were selected because some have served on the portfolio for more than four years and, as

such, can provide answers to the interview questions appropriately. The population of interest of the researcher was 14, of which 12 formed the sample that was used for the study. The responses of the respondents reflected the views and opinions of the group (AHOs) that the researcher had sampled. The sample possessed adequate knowledge about the phenomenon under study.

The researcher considers the welfare of the study participants when investigating the experiences of Academic Heads of Department in Krachi-Senior High Technical and Krachi Senior High School within Krachi-West Municipality. Participants of the study were interviewed to elicit information regarding the experiences they had in their areas of operation. The data collected were coded, transcribed, analyzed, and interpreted to enhance understanding of the participants' socio-academic experiences. The researcher generated relevant information from the interview responses of the participants.

The criterion used for selecting the research sites involves two Senior High Schools located within Krachi West Municipality. The researcher investigated the phenomenon by exploring the socio-academic experiences of Heads of Departments using related research questions. Participants received and signed consent forms that explained the scope of the project and the role they were expected to play in the success of the project. The researcher strictly adhered to social research ethics in data collection. In this regard, confidentiality of the participants' data was taken care of in order to meet ethical standards of social sciences research. The participants were advised to take part in the interview of their own free will without compulsion.

Ethical considerations promote academic discovery through autonomy, beneficence, leading to trustworthiness, validity, and the reliability of the data collected. The overall sample for this phenomenological study involved 14 Heads of Departments

from two Senior High Schools. This includes Heads of departments for Mathematics, General Science, General Arts 1, General Arts 2, Agricultural Science, Technical, Business, Physical Education, Home Economics, and Visual Arts. Information and Communication, and Languages. The researcher focuses on the sample to derive conceptual understanding until no additional concepts emerge.

3. 7 Instrument for data collection

The researcher prepared semi-structured interview questions that sought to generate answers to the research objectives and research questions. Each of the questions was directed to address a specific objective of the study. The researcher identified the components of the research topic and then, based on these, prepared the research questions. The interview questions give room for the interviewees to go beyond the initial question when providing answers to interview questions. The interview questions were designed to probe HoDs social and academic experiences, which sought to provide relevant answers to the research questions. The researcher arranged the questions in sessions for the participants of the study to voluntarily provide answers to all the questions at their convenience. Notes were taken by the researcher to facilitate the data collection process. Interview sessions with each of the participants lasted for about 30 to 45 minutes. Using semi-structured interviews made it possible for the researcher to derive genuine and credible responses. The only disadvantage of resorting to individual interviews was that it was very tedious and time-consuming. Kvale (1996) drew a relationship between the research question and the interview question. This finding may or may not address a problem, as explorational studies are devoid of finding solutions to problems. "Inquiry does not mean looking for answers," Jon Kabat-Zinn (cited in Bentz and Shapiro, 1998).

The exploration was done from the perspective of the researcher, with attention being paid to Bracketing (Caelli, 2001; Davidson, 2000; King, 1994; Kruger, 1988; Kvale, 1996). The participants' feelings, explanations regarding a phenomenon, and how they relate to their superiors and subordinates were considered as pivotal in the study. The focus was on how the participants of the study "think and feel in most direct ways" (Bentz and Shapiro, 1998, p. 96). The researcher based on "what transpired in the natural setting" and tasked the participants to "describe their socio-academic experiences individually. The researcher bracketed himself in one form and the participants in a similar way. The researcher distanced himself in order not to allow his personal prejudice to influence the data. There was an exchange of ideas between the researcher and the participants on a mutual theme of interest, where the researcher tries to understand the world from the subjects' perspectives, to discover the meaning of their experiences. The researcher prepared field notes that complement the recordings of the interviews on the socio-academic experiences of Heads of Departments. The researcher maintained a balance between descriptive notes and reflective notes, such as hunches, impressions, feelings, and so on to explain the situation.

3.8 Validation of the instrument

To ascertain the validity of the instrument, the researcher makes sure that the interview questions were constructed based on the objectives of the study. A pilot study was conducted where the researcher interviewed one of the participants of the study. The audio of the interview was transcribed, data were analyzed by sorting identical themes into groups, after which the researcher coded the results with interpretation. The result was taken to the interviewee for confirmation of his

response. The result was crosschecked and its content meets the objectives of the study.

3. 9 Data Collection Procedure

The researcher organized and kept track of the text recorded during the interview sessions. The researcher attached an identification code to each respondent's responses and made the data ready for analysis. A copy of the data was stored on a hard drive for safekeeping while the researcher worked on the original copy. Working with small amounts of data was convenient, especially as the researcher identifies the responses with a code. The researcher also keeps track of the source of the information and the context to locate the source of all the individual data sites. The coding was accompanied by sorting the data and creating files for Word documents with memos based on the themes. The investigator stored all related data into individual groups and kept them separately for easy retrieval in a Word document file. These steps were taken to meet the parameters that were considered convenient to the investigator. A wide margin was left to have space for jotting down codes, labels, and notes in the data transcription process. The researcher looked for important ideas and marked emerging themes using symbols and abbreviations. Related themes were organized and combined into major categories in Word document files. Care was taken during the cutting and sorting of the data to keep track of the source of the raw data. The cutting and transfer of data leads to the division of texts and loss of contextual meaning. The researcher included enough surrounding text to compensate for texts losing its original meaning. These step-by-step procedures provide an understanding of the data by supporting the credibility of the findings.

Thematic coding was done by the researcher. The researcher immersed himself in the data, read and reread the data, developed codebooks, discussed and debated on the

coded data, revised the codebooks and the recording until clear patterns emerged from the data. The researcher then sought assistance from a qualitative researcher to review the coded data for him to be sure of the quality of the coding. Suggestions and inputs of the outsider researcher at this level were accepted and acted upon accordingly.

Finally, the researcher searched through the internet to extract empirical literature that is in support of the coded versions of the respondents' responses. The researcher used these empirical data to buttress each of the individual's coded data in the data analysis.

3.10 Data Analysis Procedures

The investigator used Interpretive Phenomenological Analysis (IPA) to analyse the data collected regarding participants' socio-academic experience. The researcher conducted semi-structured interviews to understand the participants' feelings about the experiences they had had with the phenomenon (Smith, 2003). The recorded data were transcribed and regrouped into thematic areas with similar ideas clustered into one group using tips that offer some guidelines for organizing and managing qualitative data, until the entire sorting became exhaustive. This was done systematically to ensure that the data is together, accurate, and of sufficient quality.

The researcher engages in an interpretive relationship with the transcript to capture the meanings from the respondents' responses in line with contextual and personal meaning of socio-academic experience derived from the interview transcripts and subjected the results to interpretive phenomenological analysis (Smith, Osborn 2003). to learn about their socio-academic experiences. The sustained engagement of the participants helped them to come out with their perceptions regarding their experiences, thereby furnishing the researcher with the required interpretation. This method of data analysis is not prescriptive. It must be noted that qualitative analysis is

a personal analytic procedure that comprises interpretation work that the researcher does at each phase of the analysis.

The researcher read the scripts several times to identify matters of interest about the responses. Reading and rereading enable the researcher to transcribe the respondents' version closely associated with the themes. Each reading gave the researcher an insight into the respondents' responses that indicates a free textual analysis. This phase of analysis does not require the researcher to segment the data into meaningful units with comments, although some aspects of the data may appear to be richer than others.

The investigator was guided by the research question to arrive at a neutral finding in line with Braun and Clark (2006). Some HoDs on the job were new and were perceived to be struggling through the transition process. The researcher broke down and coded the data based on the interview questions. The researcher then sorted the coded themes and assembled all related codes within identified themes. Afterwards, the investigator revisited the assembled data extracts and organized the data into a clear, consistent interpretation supported by quotations. The researcher transcribed the recorded version of the data and immersed himself in the written data until the researcher understood the implied and the contextual meaning of the data (Braun and Clark, 2006). In pursuance of this study, the researcher analyzed the data using Colazzi's (1978) interpretive phenomenological analysis procedure as shown below:

The researcher proofreads the transcribed interview version thoroughly to make sense of individual responses in relation to their socio-academic experiences. The researcher identified important themes from the transcribed responses that linked with the study subject matter and deduced the interpretation of each of the respondents' responses. The researcher further edited the interpretations to make sure that it matches with the

original descriptions. This was followed by clustering the themes to stand out, after which the researcher fell on the participants for validation to avoid unnecessary repetition of themes. The validated themes were collated and summarized to provide a concise statement presented to the study's participants for final validation. Any discrepancies identified were tackled interpretively in order to address the stated concerns. The summarized results of the exhaustive descriptions as the overall source of their experience emanated. Note-taking and coding with the researcher immersing himself in the data were paramount in facilitating categorical saturation (Locke, 2001).

The researcher immersed himself in the data by reading over the data several times before he began the analysis (Marshall and Rossman, 2006). McNabb (2002) suggests that developing a map to enhance qualitative data collection, note-taking, coding, and analysis will impact significantly on the investigator's perception of the interpretation of a phenomenon. In using this method, the following phases guided the researcher's early data examination for this study before moving into two phases of clustering and coding. The researcher pondered on the data by stepping back to reflect the entire picture as the researcher reviewed the conversation and then moved to read all the material from the beginning to the end.

To develop a structured process, researchers prepared notes and read through the data to eliminate repeated content. As stated earlier, the study was underpinned by a phenomenological perspective. In the first place, phenomenology creates an opportunity to discover the real experiences of the respondents. From their stories, the researcher compared the participants' experiences of the phenomenon as meaning finally emanated from relationships in the data. The researcher brackets the commentary systematically and begins with the phenomenological reduction of the

data. Here, the researcher began the process with open coding and interpretive memoing to merge identified words that best represented the topics that might serve to form categories of meaning. This enables the researcher to determine the direction for further analysis.

Further, the investigator noticed the significant themes that appeared in the data and shaped the emergence of important topics. At another phase of the process, the researcher focused on coding and memoing to justify the data analysed through connecting directly to the data, aiming at validating and reconstructing emerging topics and recreating those concepts into meaningful units.

The last process was when the researcher thought deeply about the categories of the data and searched for different meanings prior to converting the final findings into thematic results and using the themes to form descriptive reports. This was in line with Creswell (2007), who suggested that researchers search for patterns by “pulling the data apart and putting them back together in more meaningful ways” through a systematic process. At the final stage of the confirmation of the themes involved drawing conclusions and validating, if possible, changing the ideas before settling on the general and special themes to support the entire summary.

3.11 Methods for Verification / Trustworthiness

To enhance the trustworthiness of the data collected, the researcher persuaded the study participants to feel free to take part in the study. Empirical research indicated that high-quality research is worth paying attention to, Maree (2013). Krefting (1991) noted the underlisted qualities of a study that support trustworthiness: Dependability, Credibility, and Confirmability. These qualities concur with the requirements of qualitative research to validate the trustworthiness of the study. The researcher used „member-checking“ to establish the credibility of the data collected.

In this case, the researcher allows participants of the study to clarify their intentions by correcting errors and adding any relevant information they deem appropriate.

To ascertain dependability requirements of the data, the researcher verifies to check and find out whether his findings were consistent with the data collected. The researcher codes and recodes the data before delving into the analysis (Maree, 2013). To further validate the dependability of the results, the service of an outsider researcher was employed to conduct an audit check on the research study. The researcher examined the processes involved in the collection and analysis of the data and the results of the research study. This was done to ascertain the accuracy of the results supported by the data. It should be noted that the interpretations and conclusions were also examined to determine if they have a link with the data. The audit-checking enables the outside researcher to explore and challenge the data analysis and interpretation done by the researcher, should there be any discrepancies. This further equips the researcher with adequate knowledge on the dependability of his work when it comes to defending his Project Work. The researcher also played the audiotape to the participants to determine the reliability of the data, Maree (2013). The researcher allowed a few weeks after coding, then returned to the participants for final confirmation.

Transferability. This research study is transferable because it can apply to other situations, contexts, time and populations. The data provided by the researcher is convincing as it provides a thick description of the phenomenon under study. A detailed account of the participants' experience surfaced in the data collected. The researcher portrayed lucid contextual socio-academic experiences of the participants. Where the interview took place, and observing the necessary protocols about conduction of social research were adhered to.

The researcher opens up for the participants to feel free and give the desired information needed during the interview process to generate credible data. Data generated from the twelve (12) Heads of Departments (HoDs) were compared to determine whether the answers to the research questions have something in common. This was done to enhance the credibility of the findings. The researcher identified the differences between the findings because the participants were from different school settings with supervisory roles in the various departments. Similarities in the data collected implies that the result was credible and vice-versa. The researcher uses different theoretical perspectives to generate similar data that substantiated credibility of the data (Hesse-Biber and Leavy, 2011).

Using semi-structured interviews enables the investigator to elicit information from the respondents in two senior high schools with varied contexts to enhance the trustworthiness of the findings. Since the findings were focused on two schools, the reader can depend on the findings. The level of trustworthiness of the study is achieved because the findings presented in the next chapter were developed from different perspectives. (Krippendorff, 2004; Lincoln and Guba, 1985; Merriam, 2009; Yin, 2003), are based on the notion that credibility, transferability, trustworthiness, and consistency of data in qualitative studies and findings are crucial issues researchers must consider. To meet these parameters, the researcher used debriefing, the respondents' validation and feedback Creswell, (1998), as well as Bracketing (Maxwell, 2005; Merriam, 2009). Maxwell (2005) asserts that respondent validation leads to overcoming misinterpretations of the participants' answers to research questions.

The researcher consulted the subjects of the study to check and validate their answers after the interview audio was transcribed. To be doubly sure of the trustworthiness and consistency of the data, the researcher allows a space for the participants to confirm their responses after the emergence of the themes. This was to enhance precision in the presentation of the participants' social and academic experiences in support of the findings. Bracketing enhances the understanding of a phenomenon in its own context and helps the investigator be more aware of the biased perspectives that may affect the research findings (Maxwell, 2002; Merriam, 2009).

3.12 Ethical Considerations

Code of ethics connotes a set of rules and regulations that are promulgated in order to establish a cordial relationship between the researcher and the participants of the study. Researchers must endeavor to always maintain ethical standards, Reardon (2006). The extent to which the participants will benefit from the research (beneficence) and how the research will benefit significant others (non-maleficence) are to be catered for by the researcher Cohen et al. (2011). The research guards against any harm that can be caused to the participants of the study by ensuring that the process of data collection is guarded by ethical values. Niewenhuis, (2007) asserts that anonymity of the participants of research work must be assured. The researcher therefore did not use the exact names of the participants of the study. In this case, the information the participants provided to support the study was maintained as confidential.

Providing a consent form to individual participants of the study indicates that the project will not cause any harm to the participants (Hesse-Biber and Leavy, 2006). Permission was obtained from the headmaster of the two sister schools to involve their Heads of Departments (HoDs) in the study. All participants received a consent

form, and it was clear that they took part in the study voluntarily. (Blanche et al. 2006) opined that the name of the school and the participants of a study, as well as the setting of the school, must be protected when conducting research. Participants were made to sign a consent form as evidence of agreeing to participate in the study. Flick (2006) foreshadowed the likelihood of researchers being confronted with ethical problems in generating the data for the study. The researcher considered the possible harm that could affect the participants of the study. Adequate care was taken to construct the research questions to eliminate any negative effects that the study might cause to the participants of the study (Blanche et al. 2006).

The research questions were devoid of reminding Heads of Departments (HoDs) of the conflicts they had had with their Team Members over the years, but how they relate and motivate teachers to enhance effective teaching and learning. The researcher interviewed the Heads of Departments (HoDs) in a conducive environment. Flick (2006) posits that social science research should not be conducted merely but must benefit the participants and society. Heads of Departments are conversant with their roles regarding how to promote teaching and learning, and participation in this study sharpens their skills. Emergence of any unforeseen harm in the study will be compensated for by the researcher giving a copy of the Thesis to the participating school Library since participation was voluntary.

3.13 Chapter Summary

This chapter dilated on research design and methodology used for the study. The research paradigm and research approach employed by the researcher were presented. The researcher used a qualitative research method for the study. Procedures for data generation and how the data were interpreted and analyzed were clarified. A purposive sampling technique was chosen to sample the participants for the study.

This chapter further envisages a discussion of the ethical issues and the trustworthiness of the data collected for the study.

The preceding chapter explained the presentation and discussions of the analysis of the data collected. Answers to interview questions by the participants appear in the chapter with empirical literature in support of the participants' views.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the findings of the study in order of the specific objectives. This includes the socio-demographic characteristics of the respondents, measures that HoDs employed to ensure timely submission of Lesson Notes by teachers in the two Senior High Schools in Krachi West Municipality, strategies HoDs, of Senior High Schools used to ensure that teachers submit Students' Report Cards on time, factors that contribute to the delays in the submission of departmental budgets by Heads of Departments HoDs and supervisory related interview questions that seek to address socio-academic experiences of HoDs in the two Senior High Schools. Qualitative data were collected by tape recording during the interview from a sample of 12 HoDs, and was letter transcribed into thematic areas by the principal investigator and presented below.

4.1 Socio-demographic Characteristics of Respondents

The majority of the respondents [61.6% (8)] were between the ages of 36 and 42 years, followed by those above 43 years, who represented 30.7% (4). Most of the respondents [76.9% (10)] had a first degree, while the rest [23.1% (3)] had postgraduate degrees (master's). The majority of the respondents [61.6% (8)] have been in service for 16 years and above, while the rest [38.4 (5)] have served between 8 and 15 years. The majority of the respondents [53.8% (7) of the respondents have served in the positions of HoD for 6 years and above, while [46.2% (6)] have served in the HoD position between 2 and 5 years. Most of the respondents have served in HoD positions for a long time and have had enough experience to provide the appropriate responses to the research questions of interest.

4.2 Measures HoDs used to ensure that teachers in Krachi West Municipality submit their lesson Notes on time.

The first aim of the study was to find out the measures that HoDs employed to ensure timely submission of lesson notes by teachers in the two Senior High Schools in Krachi West Municipality. In seeking their views in this regard, two major questions were posed before them. The first question was: What measures do you employ to ensure that teachers in your department submit their lesson notes on time? The respondents gave views which proved that they aided teachers in their department in the preparation of their Lesson Notes in order to meet the submission timeline. For instance, when one of the HoDs was asked the questions, he said he organized performance reviews and conferences for teachers where we discussed how best they can prepare Lesson Notes to meet the submission timeline. They identified reluctance on the part of teachers to prepare lesson notes as one of the contributing factors leading to teachers' inability to deliver lessons effectively.

HoD: 1. I often organized workshops in the Semester to train teachers in my department on how to plan and prepare Lesson Notes and submit them on time. I made it clear to them to understand that Lesson Note preparation is an obligation for every professional teacher. Here, we looked at areas where the teachers are having difficulties in lesson note preparation and addressed them. We further examine contributing factors that result in students' splendid performance so that we can reinforce such areas. We also come up with factors that lead to poor performance of students. I encourage teachers in my department to prepare their lesson notes and submit them for vetting before they enter class to teach.

This view agrees with the study of Malloy (2017) in the Pinetown district of South Africa which revealed that, though majority of head of departments do receive praises and good incentives of the roles they played in discharging their duties which were reflective in the academic performances in the results of the student, there were still some few challenges faced which mostly could be attributed to reluctance of

some teachers being supervised to obey fully the instructions of their HoDs. This action according to Nkabinde (2012) could be attributed to the fact that, since the HoD position is a rotational role, there are instances where some people have already served in those positions and feel they are superior or even more experience than the current holder of the position and so giving them the full support and cooperation in terms of discharging the HoD's duty may not be too relevant to them.

This was clearly mentioned by an HoD who said they organized monthly performance review meetings to discuss how teachers can prepare Lesson Notes and submit on time as one of our professional obligations.

HoD: 2. „I must say, since I became a HoD in this enclave, particularly our school, I mobilized teachers in my department to meet monthly to examine our performance. At our meetings, we talked about areas where our performance is encouraging and where we need to improve. Teachers who fail to submit their lesson notes on time are given a caution at such meetings. At our meetings, I made it clear to teachers that I will not allow anyone who fails to prepare a lesson plan to enter his or her class to teach. I reiterated that refusal on the part of a teacher to write a lesson note is an affront to teacher professional ethics.

Another HoD, made mention of the fact that they meet regularly to discuss issues regarding delays in Lesson Notes preparation and share ideas with their team members on how to write Lesson Notes for submission. By doing so, teachers in their department can submit their Lesson Notes on time.

HoD: 3. „I have Team Teaching on our departmental itinerary where teachers in the Mathematics) Department members support one another to write lesson notes on time for vetting before they deliver. In fact, it has been a success for the department working together as a team. This is because we can discuss certain topics that seem to be challenging at our meetings, and get support from experts to be able to work effectively. I mean, I support teachers in my department to perform their mandated duties, of which lesson note preparation is one of such duties.

Research conducted by Kenneth Nordgren at the Centre for Social Science Education at Karlstad University, Sweden, cited in (John ,2006; Yinger (1980) affirms that teachers' planning and preparation (PaP) of lessons is the backbone of teaching. PaP are outside-of-classroom activities that teachers do to arrange for learning to happen. That is everything from relating to aims to content, selecting and constructing tasks, assignments, and tests, and preparing the classroom for positive behavior.

This assertion is commensurate with Zingir (2013) in „Am I planning well“ “Teacher Trainees” voices on lesson planning shed light on the difficulties that pre-service teachers faced while preparing lesson plans. Cecik and Tok,2014) further explained that by implementing a good lesson plan, students are more engaged in the lesson, avoid wasting time, and create a healthy classroom atmosphere during the lesson. „Lesson planning is the most important part of teaching, and of improving students” learning“ (Kibret, 2016).

Another HoD in his explanation said he organizes In- service training for teachers to update their expertise in Lesson Notes preparation to enable them write and avoid delay in submission.

This was what he had to say:

HoD: 6. „In some instances, some of the teachers underestimate their HoDs dexterity to help them in Lesson Note preparation. In our school and some schools that I know, the HoDs are not given the mandate to sanction their subordinates. Only the headmaster has the reserved power to do so. This does not allow us to be firm with teachers to prepare their Lesson Notes. We discuss issues regarding how to prepare our lesson notes at meetings and how to submit the notes regularly before we enter the class to deliver as professionals. For example, I have deadlines for teachers in my department to handover their lesson notes for vetting before they can go to the class to teach.

The use of an in-service training approach by Heads of Departments (HoDs) to help teachers develop their professional practices is in conformity with a study conducted by Junejo, Sarwa, and Ahmed 2018 who highlighted the importance of In-service Training and its associated benefits. According to Sim (2011), the basic purpose of In-service teacher training programs is to create an enabling environment for effective practice of teaching within a classroom. Harris and Sass (2011), determining the

relationship between student achievement and teacher training, found a positive and significant correlation between the two variables. Research conducted in Nigeria by Martha Nkechinyere, cited in policies and initiatives: Reforming Teachers Education in Nigeria, Harper, H. and Dunkerly, (2009) supported HoDs using In-service training to help teachers master pedagogical contents and integrate these into their practice, especially in their Lesson Planning.

In questioning to explore how HoDs manage to overcome the delays in the teachers' submission of their lesson notes, another HoD made mention of him Organizing Professional Learning Community Sessions (PLCS) to sharpen teachers' knowledge on how to prepare Lesson Notes to meet submission deadlines.

HoD: 11. „ Meeting with teachers regularly in my department has been my routine. During such meetings, I probe teachers to come out with their views on how best we can support one another to prepare Lesson Notes on time to avoid sanctions from school management. Ideas are tapped from teachers on the subject matter and put together for implementation. Although we do not have Lesson Notebooks, we informed the school authorities to support us in getting access to such facilities on time to function effectively.

This viewpoint of the HoD concurs with International Journal of Scientific and Technology research Volume 10, Issued 2nd February 2021, which stated that PLCS has more advantages for teachers' performance at schools than other mandatory programs. Dufour, et al., (2010) stated that Professional Learning Community Sessions help to close the gap in teachers' knowledge and make the teacher to be abreast with current issues in education.

4.3 The second question related to objective two of the study, which sought to discover what HoDs do to ensure prompt submission of Assessment Records of students by facilitators in the school.

The majority of the respondents said they used monitoring tools and reminded teachers in their departments to submit such documents on time.

This was what one respondent had to say:

HoD: 1. „*We have a monitoring chart that we use to monitor submission of Students’ Assessment Records and other relevant documents. Teachers in my department are aware of the measures put in place by management to facilitate collation of such documents on time for administrative use. Teachers who failed to submit these documents on time are therefore reminded to do the needful in order to meet the deadline. I monitor and remind teachers who seem to forget about the deadline. Some are given verbal queries as a way of reminding them to live up to expectation. In as much as teachers give exercises in class and expect students to submit the exercises on time, teachers are made aware to do same by submitting Students’ Assessment Records on time*”

Another HoD who has a similar view put it this way: „I reminded teachers in my department to submit Students’ Assessment Records on time.

This is what he has to say:

HoD: 6. There are instances where I must call some teachers on the phone to remind them about meeting the deadline. As long as I remain in Office, I am duty bound to make sure that teachers do what is required of them to enhance the success of the school.

In support of the majority of the HoDs idea of reminding teachers to submit Students Assessment Records on time, another HoD emphasized: Teachers are reminded to perform their mandatory duties by submitting school records on time.

HoD: 7. As a teacher, our dream is for our students to perform very well in their academic work. The teacher must prepare very well to be able to deliver in class. One of such preparations is about preparing a Scheme of Work and keeping school records that we cannot do away with. Every teacher is aware of this before we converge in the school.

This agrees with the findings of Mitchum, Young, West and Benyo (2001) which reported that self-monitoring interventions are among the most flexible, useful and effective strategies for behavior modification.

Another HoD pointed out that he used peer teaching to encourage teachers with computer knowledge to assist their colleagues who have no knowledge to fill Students’ Assessment Records. This was what the Hod said:

HoD: 10. *Supporting teachers in my department has been my plan over the years. They are guided to work towards finishing a task on time. The current demands for using Oxy System to submit Students' Assessment Records has eased the difficulties involved in filling the report cards. Our members who are not computer literate are guided by the few who have the knowledge to manipulate computers.*

In a similar view, another HoD made it clear that he set an example for teachers to emulate. He said that he encouraged teachers regarding the dictates of the school Academic Calendar for them to submit their Scheme of Work and Students' Assessment Records on time.

HoD: 3. *In the mathematics department, I encourage every teacher to submit their Scheme of Work and Students' Assessment Records on time. Teachers in my department who fail to submit their Scheme in the first week are given the grace period to do so on Monday being the second week after school reopens. Any teacher who is facing a challenge must consult my office for permission to submit his Scheme on Tuesday morning. It must be noted that submission deadlines of Students' Assessment Records and other administrative documents are showcased on the academic calendar for teachers. As a result, everybody works within the time frame to submit his documents to avoid queries.*

Another HoD said he is dedicated and committed to duty and goes the extra mile to call teachers in his department to do the same. This was what he said:

HoD: 4. *I want to say emphatically that apart from my effort to remind teachers to submit their records to meet administrative demands, the school Academic Calendar specifies a deadline for teachers to fill such records and submit them accordingly. I will not wait to be called upon to answer questions relating to why a teacher fails to submit his record. So, I put it on myself to coordinate with teachers in my department to ensure they finish filling these records on time for submission'.*

This view of the HoD confirms the works of Armstrong (2012) who in his study reported that Principals and school managers always have ease in carrying out their mandate in the environment where there is enough availability of materials and resources. This, according to him motivates the teachers intrinsically since they can work at ease as well as developing the ability to perform multiple tasks at the same time. This was again stressed by Ali and Botha (2006) who reported in their study that

teachers who work at well-endowed schools had better inner satisfaction towards services compared with those who work at less-endowed schools. This mandate therefore calls for the urgent demand of the various institutions or stakeholders responsible to provide the schools with the needed resources.

4.4 The third objective was aimed to discover HoDs experiences regarding delays in budget preparation and submission process.

All the 12 respondents gave a similar response. For example, the first respondent narrated his experiences in relation to budget preparation and submission as very tedious.

This was what he said:

HoD: 1. I personally have found budget preparation a challenging task due to delays in dissemination of information and limited deadline for the submission. Sometimes, most at times, the information reached us very late with pressure from the Headmaster to collect the budget for onward delivery to the District Directorate. This respondents' answer aligned with research conducted by Libby and Lindsay (2010) pinpoints the fact that entities are not ready to do away with budgets despite the difficulties involved in budget preparation. The process is heavily affected by poor communication are major problems that militates against school budget preparation and submission.

The second HoD supported the idea that school budget preparation is not easy for him considering his tight schedules.

This was his answer to the question.

HoD: 2. I have encountered a number of challenges in the area of budget preparation in my department. The delays in the flow of information couples with classroom workload threw everything off. It appears like trying to fit a square peg in a round hole. You know? The late information throws off the whole timeline. We often rushed to meet the deadline. I think if the information reached our domain on time, we will not relent to prepare and submit this document on time.

This was his opinion:

HoD: 3. Timing is everything, sometimes other priority areas clash with budget deadlines. Timing is crucial in budget preparation, when the deadline passes by or unexpected issues come in and clash with your budget preparation time, his is like working to extinguish multiple fires at a time is not easy.

The fourth respondent also expresses the same opinion that there were delays in budget preparation and submission in her department.

This was his viewpoint:

HoD: 4. I struggle with estimating costs for new projects. This causes delays on my part to hand over my budget to meet a deadline. This is because it appears like trying to predict the weather. Sometimes, you do not know what to factor into the budget in relation to unexpected needs. Underestimation on the other hand is another challenge in preparation of school budget. It becomes difficult to balance reality with competitive situation.

Another HoD who has a similar view to share responded this way:

He said that school budget preparation requires a lot of planning. This was his mindset:

HoD: 6. "Accuracy is the foundation of budget preparation and planning. Failure to get figures right will affect the entire budget. Preparing department budget calls for planning to get numbers right meaning, resources, staffing and strategy are on point. If your estimates are not accurate, it implies budget cuts, missed target and or scrambling to fix challenges later. This might be a very big responsibility as you are expected to work in meeting submission deadline.

Further responses of the other 7 HoDs are in congruence with these 5 respondents' responses.

These views expressed by the respondents agree with the study of Long (2018) which reported that a budget incorporates plans and the need to control revenue. Lumadi (2020) in his empirical study discovered similar experience of some teachers finding it difficult to prepare and submit budget on time.

4. 5 The interview question two is connected to research question four of the study was targeted to discover the perception of teachers regarding preparation of Student Report Cards?

In response to this question majority of the HoDs stated that preparation and submission of students report card as a difficult task for teachers.

This was what he lamented:

HoD: 3. With fifty to fifty-five students in class, filling meaningful report takes time. capturing each of the student's strengths, weaknesses and progress when the numbers are high is not an easy task. In some instances, the pressure from school authorities keeps the teacher rushing and the report might not favour the students. Is about balancing quantity with quality of which the teacher needs to be meticulous in order to get accurate report.

Another HoD who has expressed the same idea said that performing other school duties delays submission of school Report Card submission.

This was how he buttressed his view:

HoD: 9. „If you are religiously time abiding to meet learners need, you will be a little bit disturbed and have to work an extra time to fill students' report card to avoid any embarrassing situation. Most at times unplanned but necessary staff meetings or sudden administrative demands may cropped up to affect the rate at which I worked to grade my learners. But that is not to say I feel ok in submitting students report cards very late. You will agree with me that having adequate time to work on students' report will enable the teacher to produce quality report with better comments'".

A similar viewpoint was championed by another HoD that preparing students report cards is not a flexible task especially when the teachers are not given support in the form of training.

HoD: 4. „I think teachers should be given solid training in using computer software to aid students' report card preparation. This will speed up the process, especially when there is limited time for submission. Knowing the shortcuts, how to navigate through smoothly and not struggling in the process will save time. spending less time on certain duties means being focused on the actual grading and writing meaningful comments.

Another HoD's view on the question was captured below:

His narrative goes this way:

HoD: 10. „Large class size and heavy workload is like having two to three balls in the air to head at once. Grading and writing reports for a lot of students takes a long time. here if one has other responsibilities piling up, the straw will break the camel's back. You end up working against time to get everything done, and quality is compromised. Apart from large class size, inconsistent student attendance compounds the puzzle that keeps changing. You plan your grading based on the students who are regular, but later realize the truant ones

unexpectedly come to school, adding another layer of complexity to an already tough task.

These ideas expressed by HoDs regarding large class size contributing to delays in preparation and submission of students' report cards concurred with research conducted by Harfitt (2012), which revealed that large class size affected teachers' effort to submit students' report cards on time. Monks and Schmidt (2010) in their findings agreed that large class size enables learners to exhibit disruptive behaviours that affects their attendance, but that is not the case with small size classes. The study of Muya, (2016) affirms that management of smaller classes with regards to filling of students' record is less cumbersome as compared to large classes.

A few of the HoDs with different view stated that submission deadlines do not put pressure on them at all.

This was what he said in support of his argument:

HoD: 1. "Systems and processes are very important. This HoD made it clear that he complied with the systems and the processes for grading, giving feedback, and managing data. I made use of templates and checklists that helped me to be on top of things, irrespective of class size. I can say with confidence that digital tools and being a member of some platforms streamline my grading processes, tracking of students' progress, and communicating with students and parents. This has enabled me to manage large classes more easily. In fact, I prioritized my tasks and focused on the most critical aspects of Report Card preparation. I sometimes call on an ICT expert for guidance when I face any challenge in the course of entering the data.

The HoD equally has a class to teach and at the same time monitor teachers to teach.

Another issue is that some of us do not have prior knowledge in financial administration and require some training to keep up matching with the system. Introducing short courses for us will support us learn new skills in working to meet deadlines to prevent delays in submitting this important document on time scheduled.

Again, this was what another HoD said: Experience promotes efficiency.

This was his stands:

HoD: I have developed strategies for handling large classes and working strategically to meet deadlines. I also focused on tasks and do not give excuses, no matter the situation. I believe that effective teaching and student engagement are what matter most. It is about being organized, leveraging, and staying focused. Though I don't totally, I worked hard to complete tasks.

This view agreed with a study conducted by Stanley and Porter, (2002), which suggested putting large class learners into small groups, learner-to-learner support and mentoring, employment of most competent teachers for large classes, use of teaching assistants, and team teaching, among others, to overcome the negative effects of large classes.

4.6 The next question relates to the respondents' feelings regarding the lack of learning resources. The question was put this way:

“How do you feel about the situation”?

The majority of the respondents said they were not happy about the situation in the school.

This was what HoD 2 said: I feel uncomfortable, but now enjoy teaching and working as HoD simultaneously.

He buttressed his dissatisfaction in this way:

HoD: 2. It is not easy, but as time goes on, I have gained the experience and I am enjoying the office as an HoD. I also enjoy working as HoD, and I combine discharging of these duties with classroom teaching.

Another HoD with dissatisfaction expressed his sentiments by saying that he feels unhappy about the situation. We are looking forward to seeing a change in the right direction.

This is what he said:

HoD: 3. “I am worried in the sense that the lack of Teaching Learning Resources is affecting our lesson delivery. This makes some teachers teach in abstract, which does not enhance learner understanding of the content delivered. The government must address this problem by providing the necessary funds for Senior High Schools to enable School Heads to meet HoDs Annual Budget. This will enable us to purchase the needed TLR to facilitate lesson delivery.

Another HoD whose perception is not different from what his colleagues have said emphasized that he feels very disappointed because the future of the youth is blur.

This was how he put it:

HoD: 6. „In fact, I do not feel comfortable because we often struggle in looking for accommodation to settle down before we can carry out our duties”.

Another HoD with the same mind-set explained that he feels very bad because teachers cannot complete their syllabus on time.

He lamented that he feels very bad about learners reporting back to school late after recess because teachers cannot complete their syllabus on time.

This was how he presented his case:

HoD: 8. „Students reporting back to school very late cannot enhance academic success. This means that teachers cannot complete the syllabus for the various subjects before students write their exams. These are some of the factors that account for students’ failure in our school”.

It seems that in one way or the other, the respondents have expressed similar sentiments of dissatisfaction about the challenging situations in their school, for example, *HoD 11. expressed disappointment when he stated that he feels bad because it is not easy to handle students who cannot read or write at S H S level.*

This was how he lamented about the situation:

HoD: 11. I feel bad because it is not easy to handle students who cannot read nor write in a Senior High School. As an HoD I am to face the challenge in order to get a headway. Day in and day out we must think of how best we can strategize to help these students to improve on their predicament.

4.7 The fifth interview question was aimed at identifying how HoDs managed with the available Learning Resources in their school.

The question was framed this way:

How do you manage the available teaching and learning resources to enhance effective teaching in your school?

Most of the respondents (HoDs) stated that early morning intervention classes were organized for students to address this unfortunate trend.

This was how he put it:

HoD: 8. We do not have adequate learning materials in our school. This is adversely affecting our lesson delivery. Teachers must find their own means to get materials that will enhance their classroom teaching. This situation, if not addressed, will not promote effective learning. Lessons that are to be taught with reliable or concrete materials to enhance learners' understanding are taught in an abstract. In fact, the government must do something about this before it is too late. How can a teacher whose salary is nothing to write home about be willing to part with some of his salary to purchase TLM?

Another HoD's response that is in line with the above said they manage to set up a laboratory and are managing with the limited resources available.

This was his submission:

HoD: 11. We set up a Laboratory, and we are managing the number of equipment that is available. School management is working in collaboration with the Parent and Teachers Association to supplement our lab equipment for effective studies. I sometimes borrow certain science equipment that we are lacking from our sister School and return them when we finish using them.

HoD 12 confessed that they had sensitized students and organized Extra Classes for them.

This was what he said:

HoD: 12. „We sensitized the students and made them know the reasons why their seniors did not make it. We also put in extra effort by organizing free Extra Classes for the students in the Business Department. We also increased the contact hours where we can give them extra tuition.

Some HoDs also managed poor performance of students by organizing PLC sessions and soliciting support from external examiners in the school. We also make use of Digital Learning and nuanse French Teachers to teach English.

This was how HoD: 1. presented his case:

HoD: 1. We have recruited some French teachers to complement English Teachers in the Department. But if I had my way, I would have only retained those who study English.

We do organize a Professional Learning Community (PLC) in disguise, as we do not make it so glaring. We discuss some topical issues and encourage a few of our colleagues who are examiners to update the department on current trends, which could equip teachers in the department. We encourage our teachers to also make good use of the WASSCE Marking Scheme to acquaint themselves with the dictates of the marking scheme to meet the standard. We habituated reading from Form One to Form Three, and we even have a reading club. We also use G.E.S Digital Learning materials to support students' learning.

A similar strategy was adopted by HoD 2. He stated that he encouraged teachers to attend the Professional Development Program to update their knowledge in their teaching careers.

This was his answer to the question:

HoD: 2. I encourage teachers in my department to put knowledge acquired from our meetings into practice to have a lasting impact on the students and develop ourselves professionally.

Secondly, I advised my students to do everything possible in order to complete the syllabus before learners write their semester and final year examinations. Students are guided to learn as preparation towards their exams'". These HoDs ideas of using Professional Learning Community to improve learning is supported by empirical evidence of research conducted by International Journal of Research and studies (IJRS) January 2008 Where it was cited by Berry et. al., (2005) reported that teachers in one learning community searched for outside ideas to help them solve their teaching dilemmas. Bolam et al. (2005) indicated that teachers saw a clear connection between their own professional learning opportunities within the PLC and changes in their practices and student learning. Englert and Tarrant (1995), in support of the PLC ideas, noted that researchers brought new ideas and strategies rooted in scholarly literature to three special education teachers attempting to change their reading instruction for students with mild disabilities.

4.8 Challenges HoDs encountered during monitoring and supervision of teaching-learning in their school and how they manage them?

One major finding was that the HoDs create friendly learning communities with inspection routines devoid of fault-finding in order to overcome lackadaisical attitudes. This was what one HoD had to say:

HoD: 1. “Mostly, our challenge may be the lackadaisical attitude of colleagues. In as much as we are seen as subordinates in one sense, generally we are all colleagues. I have tabled on several occasions in our departmental meetings that my inspection routines are not fault-finding missions; rather, they are to equip all of us and help all of us muster the act of teaching because teaching is an art. The masterful people in all professions are people who have availed themselves of corrections and current updates by learning from others, be it their superiors or subordinates. For some, they do not feel comfortable with some of the things we identify during monitoring and supervision, for instance, I will not endorse anything substandard, and later a superior will ask you were the one who appends to this. Some are also trying to learn. I always told them it is intended to be good professionals and professionals with character. Being in a leadership position is an opportunity to raise other leaders. I also suggest to them if today I assume any leadership position and I have nobody to recommend for a similar position, it means I have failed”.

Another HoD stated that he allows a free environment and does not make supervision a sole responsibility. This was how he narrated his case:

HoD: 9. Actually, supervision of teachers in my department is not my sole responsibility. I will only make sure that you prepare and go to class to teach in a free environment and fair environment devoid of stress. When I play this part, but they do not go and teach it means you are not doing well. All of us were trained teachers in the Technical Department so there is no problem going to class except that the teachers have a different view.

These views of the HoDs conform to the findings of Abdul-Rahaman and Ming (2018), who stated in their study that subordinates at High schools feel threatened when being supervised stringently, and this results in poor outcomes. They stated, however, that, if the supervisors create a free but instructional environment for their subordinates to follow with clear objectives, they feel more responsible and put aside all lackadaisical attitudes and become more productive.

A few HoDs also reported that their major challenge has to do with the delay in submitting school records. They stated that sometimes the teachers being supervised look mean to them. This was how one HoD narrated his story.

HoD: 7. One of the challenges is that when you are appointed as an HoD, your colleagues look mean to you, so monitoring them is sometimes not easy. Some of my colleagues feel reluctant to submit their School-Based Assessment, Teaching Notes, their Scheme of Work, and marked student exercise books. Marking and recording students' Continuous Assessment Forms are some of the difficulties I face. My superior, who is the Head of Academics, always demands such documents from me. Based on this, I also put pressure on teachers to do the right thing. Some of them do not use appropriate language to communicate their thoughts regarding my passionate request for school records. Some will complain that you are worrying me, and others will delay in submitting such forms. I always explained to the teachers in my department that this is the nature of the work, and they should not say I am worrying them.

The failure of teachers being supervised to fill or submit required documents on time agrees with the study of Abonyi and Sofo (2019), who reported in their study on "exploring instructional leadership of leaders in Ghanaian basic Schools" that found that most teachers would not submit their documents within stipulated timelines but would always plead for mercy with flimsy excuses. They stated that most of the teachers changed their attitude when they realized that query letters were sent to them as a form of deterrence. They fear such queries being placed on their files since it will go against them during promotional interviews.

Another challenge that was stated by the HoDs was the lack of in-service training for teachers. They stated that while new teachers and service personnel who come to the system lack adequate knowledge of the hands-on skills needed in their task delivery, the old teachers in the system, too, are not abreast with the modern techniques and technologies that are required to advance teaching and learning. And all these require regular and effective in-service training for the teachers. This was how one of the HoDs lamented:

HoD: 11. A lot of new teachers are entering the system, and they need In-Service Training to prepare them for the work. The old hands also need support from Management to learn new methods of teaching because some of the things we teach are obsolete. Without this, we will always be lagging. Even the GES has introduced digital learning, where we are provided with some digital resources for our teaching and learning. Without the prerequisite skill of the teachers, those resources cannot be put to effective use.

Abugre (2018) reported in his study on “Institutional governance and management systems in Sub-Saharan Africa higher education” that the majority of schools do not have routine in-service training for their staff. And this sometimes makes implementations of policies difficult. He argued in his study that most educational institutions allow the teachers and staff to use their own knowledge and skills to deliver in whatever role is assigned to them. And this confirms the findings of this study. Adamba (2018) also noted in his study on “Effect of school electrification on learning outcomes in Ghana” that the lack of knowledge on modern technology and its hindrance to education in Ghana is a hindrance to the academic success that is expected from students.

The second question for this objective sought to explore the relationship of HoDs with other teachers towards achieving the set goals. The question was put this way:

How Heads of Department support management in decision-making

The fourth objective sought to find out how the HoDs supported the management decisions to enhance the effective running of the schools. The question was put this way:

4.9 How do you support management decisions to enhance the effective running of your schools?

Some of the HoDs said they weigh management decisions and give support for those they think will help. They stated that they explain their opinions on decisions that they are not in support of and give reasons and suggestions. This was what one HoD said:

HoD: 1. This is a complex question. We just do not support blindly because the decision is from the top hierarchy. We need to scrutinize the decisions of management by coming out with our divergent views and communicating them to management, which they accepted for implementation. We just do not have to copy things from one environment and replicate them. This brings about cohesion as we make decisions that can be suitable for our school. The implementation here is not going for hunting but ensuring that best practices are adhered to.

Another HoD put it this way:

HoD: 4. Academic issues are discussed with the Assistant Headmaster Academic at Academic Board Meetings, where we arrive at a decision that we communicate back to teachers in our department for implementation. As we are involved in decision-making, we cannot sideline ourselves when it comes to the implementation process. We allow our subordinates to have a say in decision-making at our departmental meetings, just as we accept our superiors accept our inputs.

These concurs with the findings of Cansoy and Parlar (2018) who stated in their study that management should also consider the role of the subordinates whenever they are making decisions, not necessarily to favor management because they are poised to achieve a certain goal, but also the good interest of the implementers. Otherwise, when the implementers scrutinize and see those decisions as a threat, they may be very hesitant in executing them.

Another cohort of HoDs said they support management decisions in running the school through the signing of performance contracts. This was what one HoD put his case:

HoD: 7. We always support management decisions. We have so many types of decisions. If, for any reason, management wants to know what is going on in the academic sphere, we are open to them. Management signed a performance contract with the Regional Director, and HoDs in turn signed a performance contract with management. As we signed this performance contract, we made decisions and supported management decisions to run the school together for good. Challenging situations during the implementation process have been communicated to management for redress. And we make our subordinates understand this for the smooth running of the school.

The signing of performance contracts agrees with the findings of Comighud and Arevalo (2020) on their study on “motivation in relation to teachers” performance” that activities such as performance contracts, performance appraisals, and setting of clear-cut goals enable people to function effectively. Such activities come with rewards and sanctions, so everyone would want to be recognized for good work. And therefore, it is required that middle-level managers in schools implement such strategies.

Finally, some of the HoDs made mention of the fact that they sometimes had to improvise and utilize scarce resources carefully to achieve the set goal. They are aware that the Government needs to provide the schools with the kind of resources they need, yet most of these are not available on time, and it is not the fault of school management, so the only option is not to be left idle, but rather apply other means to get those done.

HoD: 11. Now things are not as normal as they used to be, for instance, as we all know, previously the school has been providing the Home Economics Department with Gas and machines for practical use, but now the situation is different. So, if I propose we need Gas or fuel for practical purposes, and management says they do not have money. I need not be angry. I must find an alternative way to get my problem solved by managing the limited resources at my disposal.

This view agrees with the findings of Godda (2018), who reported in their study on “Free Secondary Education and the changing roles of the heads of public schools in Tanzania” that the majority of the Principals and Middle-level Managers had to improvise to get certain things done due to delay in supply from government etc.

4.10 Chapter Summary

This chapter presented the results and discussion in the order of the specific objectives supported with relevant literature. The next is chapter five, which presents the summary, conclusion, and recommendation for further research.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter explicitly gives a gist of the study; it talks about the purpose, how the study addressed research questions, the methodology employed to carry out the study, and how the data obtained were analysed. The discussions of the study findings were accompanied by implications and recommendations for further research.

1.1 Summary of Key Findings

This is a qualitative study that explored the socio-academic experiences of Departmental Heads of Senior High Schools within Krachi West Municipality. The theory of the Instructional Leadership Framework (ILF) was adapted from Reitzug and West (2011) as a basis that determines socio-academic experiences of Heads of Departments (HoDs) in Krachi Senior High Technical School and Krachi Senior High School, respectively. Twelve (12) participants were involved in the study. Seven of the HoDs were selected from Krachi Senior High School while five of the HoDs were from Kete Krachi Senior High Technical School respectively. Interview questions were prepared in line with the objectives of the study. Thematic areas were created out of the responses of the participants in relation to the interview questions. HoDs narrated how they managed to overcome delays in the submission of teachers' Scheme of Work, Teacher's Lesson Notes, and Students' Assessment Records (SRC) in their department.

- i. Some HoD, in their effort to curb the phenomenon of late submission of lesson notes in school, go the extra mile to personally call on teachers to fulfil their professional obligations.

- ii. Other HoDs also used verbal warnings and queries to put teachers on their toes.
- iii. Some HoDs confirmed they entreat teachers who lack Computer knowledge to seek support from ICT experts to enable them use the School Oxy System (SOS) to prepare Students Records (SRC) on time.
- iv. Regular In-Service training for teachers enables them to beef up their skills in School Report Card SRC preparation and its timely submission.
- v. It was also discovered that the organization of Professional Learning Communities PLCs serves as another important means of supporting teachers to work within the dictates of the profession.
- vi. It is about being organized, leveraging, and staying focused. Though I don't totally, I worked hard to complete tasks.
- vii. Other priority areas clash with budget deadlines that affects budget preparation especially when the deadline passes by or unexpected issues come in and clash with budget preparation time.

The responses to these questions reflect the socio-academic experiences of Departmental Heads in the two schools within Krachi West Municipality.

5.2 Conclusions

The findings of the study suggest that cordial relationships between Heads of Departments (HoDs) and their subordinates at departmental meetings, In-Service Training, Professional Learning Community Sessions, among others helps HoDs to support management with the required skills in running the schools.

The study reveals the socio-academic experiences of Heads of Departments (HoDs) in two Senior High Schools in the Krachi West Municipality. Some Departmental Heads

of senior high school pinpoint that their subordinates do not show them respect. A possible explanation was that some of the teachers appear to be older than the HoDs. Others also have held similar portfolios as Heads of Departments before. Therefore, they find it difficult to support and take instructions from the HoDs to enable them to attain the stated goals of the school. The findings also identify that teamwork and constant communication among team members are needed to promote organization growth and development.

5.3 Recommendations for Research and Practice

This qualitative study identified several socio-academic experiences of Heads of Departments during the execution of their functions that have implications for policy-making in education. Based on this, it is recommended that the Ghana Education Service should minimize the number of periods for HoDs on the school Timetable so that they can have adequate time to supervise teaching and learning in their various departments.

Stakeholder engagements are needed to address policy guidelines that put a lot of burden on HoDs. Besides, Heads of Senior High Schools must institute a pre-service training program for HoDs before appointment to HoD portfolio. This should be accompanied by organizing regular In-Service Training for members in the teaching fraternity for HoDs in the Municipality to enable them to update their knowledge to foster effective work delivery in senior High Schools. Heads of Department must plan to have a common learning platform where they can meet teachers in their department to share ideas on how to handle challenging topics in the syllabus.

Appointment to the position of HoDs should be done based on meritocracy and not favoritism. This would help to select more qualified teachers to work as HoDs for the schools to achieve its mission and vision.

It is also recommended that the Government must promote equity by distributing Teaching Learning Resources equitably to all schools for schools in the rural areas not to be deprived of such useful materials that supports effective classroom work. Workshops and In-Service Training emerged as one of the key strategies that can help HoDs to build their capacity towards effective functioning at their workplace. Through workshops, middle-level leaders can learn better ways of handling people and how to manage the limited teaching and learning resources to bring about transformation in learning. workshops also enable HoDs to upgrade their paradigm skills which will eventually lead to a positive change in the department and the school.

Budget preparation is one of the administrative tasks that needs to be fulfilled by heads and departmental heads of schools for that matter they must be prepared to play this role annually provided they want to maintain their positions as leaders in administration. HoDs and Institutional Heads must be ready to attend any workshop organize by the Regional Directorate to help them develop skills in budget preparation.

Since effective communication plays a paramount role in conveying information to employees, authorities in administration should not delay in passing information to teachers regarding preparation of school budget, lesson notes, and the submission of these important documents on time.

5.4 Recommendations for Future Research

Under-listed areas are recommended for future research to study how the various departments could be equipped with the necessary facilities to enable them to gain job satisfaction.

- Administrative proficiencies of Heads of Departments.
- A study to determine the impact of In-Service Training received by Heads of Departments.
- A study on Heads of Departments (HoDs) in Private Senior High Schools.
- Experiences of Form Masters in Senior High Schools.
- Research should be conducted to discover the impacts of heads of departments' professional development based on the areas trained and their functions.
- Further research should be done to discover the training methodologies used to train Heads of Departments.
- Research into how HoDs Continuous Professional Development can enhance performance of their mandated functions

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APPENDICES

APPENDIX I:

LETTER OF INTRODUCTION

INTERVIEW QUESTIONS FOR DATA COLLECTED UNIVERSITY OF EDUCATION, WINNEBA FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT CONSENT FORM FOR PARTICIPANTS TO FREELY TAKE PART IN A RESEARCH INTERVIEW (22ND JUNE, 2022)

I volunteered and participated in a research project conducted by Mr. Emmanuel Kudjo Adu (the investigator) who is a Graduate student pursuing Mphil in Educational Administration and Management at the University of Education, Winneba. I understood that the primary aim of the project was to gather information about the participants' Socio-Academic experiences as Heads of Departments (HODs) of Senior High Schools within Kete Krachi Municipality.

I also understand that the researcher will not identify me by name in any reports using information obtained from this interview.

I have read and comprehended the explanation given in this form and will answer all the questions during the interview.

.....

My signature

Date

.....

.....

My name

Name of Researcher

APPENDIX II:

INTERVIEW QUESTIONS FOR HOD RESPONDENT

INTERVIEW GUIDE

PREAMBLE: Thank you for agreeing to participate in this interview. I am interviewing you to better understand your socio-academic experience as Head of Department in your School. You have signed a consent form to willingly provide me with the necessary information regarding your social and academic experiences of which the answers you provide will go a long way to enhance the success of this predetermined Project. I would like to audio record the interview because I don't want to miss any of your comments. All responses will be kept confidential. Moreover, any information I will include in my research report will not identify you as the respondent. Permit me to turn on my digital recorder at this moment.

PART ONE: SOCIO-DEMOGRAPHIC PROFILE OF PARTICIPANTS OF THE STUDY

1. Which of the ranges does your age fall below?
(a.) 24-35, (b.) 36-42, (c.) 43-49, (d.) 50-56
2. What is your level of education?
(a.) Degree, (b.) Post Graduate Diploma, (c.) Master of Arts Degree, (d.) Mphil
3. How long have you worked in the Teaching fraternity?
(a.) 8-15yrs, (b.) 16-23yrs, (c) 24-31yrs, (d.) 32-39.
4. You have been the Head of the Department for how many years?
(a) less than 2 years. (b). 2-5 years. (c) 5 years +

PART TWO:

Section A: Questions relating to provision of assistance to teachers:

- a. Measures do you employ to enhance timely submission of their Lesson Notes by your teachers?
- b. How do you help teachers in your department to overcome delays in submission of Students' Assessment Records (SAR)?

Section B: Questions relating to resolving some challenging situations in school

- c. Tell me one challenging situation in your school
- d. How do you feel about the situation?
- e. How did you manage to overcome this situation?
- f. How do you handle teachers' lateness to class?

Section C: Supervision-related questions:

- g. What are some of the challenges you encountered during monitoring and supervision of teaching and learning in your school and how do you handle the situation?
- h. How useful is inter-department relation to you as a Head of Department?

Section D: Relationship and support issues:

- i. How do you manage the available Learning Resources in your school to enhance teaching and learning?
- j. How do you relate with your Superiors and Subordinates?
- k. How do you support management decisions to enhance effective running of the schools?

Wrap-up: Is there anything that I did not ask that you think would be beneficial to share?

I want to use this opportunity to thank you for taking the time to share your thoughts regarding your social and academic experience with me.

Interview questions

- a). What measures do you employ to ensure that teachers in your department submit their lesson notes on time.?
- b). How do you help teachers in your department to overcome delays in submission of their Scheme of work and Students' Report Cards (SRC)?
- c). Tell me one challenging situation in your school
- d. How do you feel about the situation?
- e). How do you manage to overcome this situation?

- f). How do you relate with your superiors and subordinates?
- g). How do you handle teachers' lateness to class?
- h). What are some of the challenges you encountered during monitoring and supervision of teaching-learning activities in your school and how did you handle them?
- i). Describe your experiences in budget preparation and submission process.
- j). How do you access learning resources to enhance teaching and learning?
- k) How do you support management decisions to enhance effective running of the school?

Respondents were interviewed on a one-on-one basis and their responses were recorded. After the interview, the researcher transcribed the individual responses. Finally, the researcher met with the individual respondents to validate their responses.

