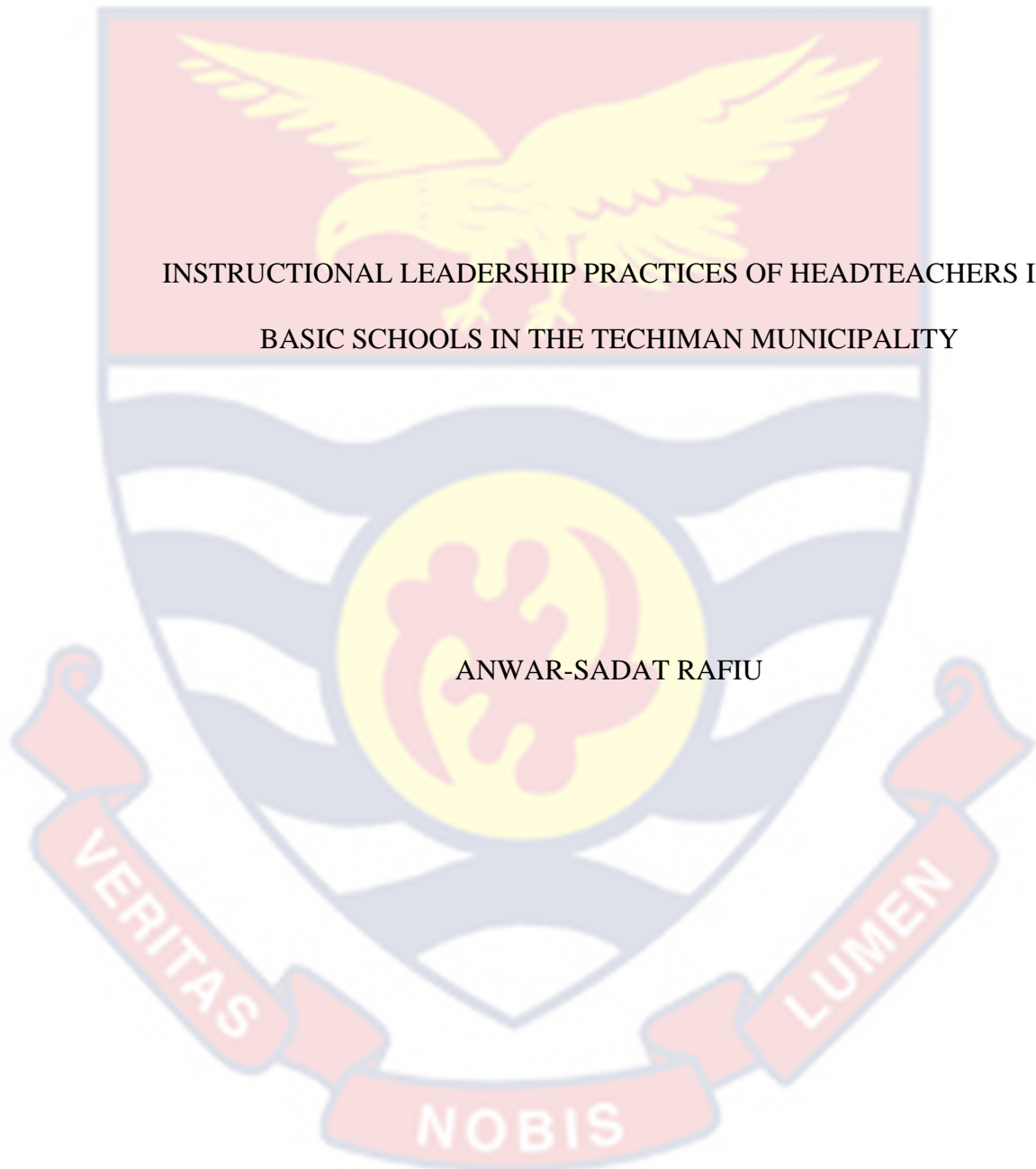UNIVERSITY OF CAPE COAST

INSTRUCTIONAL LEADERSHIP PRACTICES OF HEADTEACHERS IN

BASIC SCHOOLS IN THE TECHIMAN MUNICIPALITY

ANWAR-SADAT RAFIU

2022

UNIVERSITY OF CAPE COAST

INSTRUCTIONAL LEADERSHIP PRACTICES OF HEADTEACHERS IN

BASIC SCHOOLS IN THE TECHIMAN MUNICIPALITY

BY

ANWAR-SADAT RAFIU

Thesis submitted to the Institute for Educational Planning and Administration,

University of Cape Coast, in partial fulfilment of the requirements for the

award of Master of Philosophy degree in Educational Administration

DECEMBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere

Candidate's Signature……………………… Date……………………

Name: Rafiu Anwar-Sadat

Supervisors' Declaration

I hereby declare that the preparation and the presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature………………… Date……….…………

Name: Prof. Marie Afua Baah Bakah

ABSTRACT

The focus of the study was to determine instructional leadership practices of headteachers in the Techiman Municipality. To achieve this purpose, the descriptive research design with a mixed method approach was adopted for the study. The Krejcie and Morgan's table of random numbers was used to select a total number of 236 headteachers to responds to the questionnaires and the convenient sampling technique was used to select five (5) headteachers for the interview. Quantitative data collected were analysed using descriptive statistics (mean and standard deviation) and the qualitative data were analysed thematically (using themes derived from the responses) based on the research questions. It was found that, providing counselling services to teachers is necessary to ensure that teachers are psychologically sound to carry out their duties effectively. Training in areas like financial management, technology and school administration are essential to Headteachers but was found to be deficient in this study and inadequate school infrastructure. The qualitative data further revealed that some classrooms are in a very bad state. Also, it was revealed in this study that there is a need for headteachers to take up further studies to broaden their knowledge and understanding for effective leadership practices. The study recommended that, the GES should plan effective in-service training for headteachers aligned with the administration's mission and vision, the government, non-governmental organizations, and school alumni should provide scholarship opportunities for headteachers to further their studies and sponsorship packages to help the school develop.

KEY WORDS

Basic Schools

Educational lea dership

Headteachers

Leadership

Leadership practices

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DEDICATION

I dedicate this study to my parents Mr. and Mrs. Rafiu, my siblings Manaf,

Safia and Bumbas.

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LIST OF ACRONYMS

DEOC   District Education Oversight Committee

FCUBE   Free Compulsory Universal Basic Education

GES   Ghana Education Service

MDG   Millennium Development Goals

MoE   Ministry of Education

NEAU   National Education Assessment Unit

PTA   Parents Teachers Association

SDG   Sustainable Development Goals

SISO   School Improvement Support Officer

SMC   School Management Committee

GSS   Ghana Statistical Service

CHAPTER ONE

INTRODUCTION

This investigation aimed to examine the instructional leadership practices of basic schools in the Techiman Municipality. The research looked into basic school headteachers' management, administration, and leadership methods and their attitudes, feelings, and behaviours in these areas. The position of the basic school headteacher has evolved since its inception.

As laws and accountability demand impose new responsibilty and challenges on school leaders, they must learn how to adapt and thrive in these new positions and responsibilities. Because various contextual factors influence how basic school headteachers lead, the study was justified. Understanding how these elements influence headteachers' leadership decisions and choices are critical for developing leadership theories and practices.

Background to the Study

Education is widely acknowledged as a critical component of national development. As a result, every country is concerned about improving educational quality, particularly at the primary level. According to Kotirde and Yunos (2014), concern for quality has been at the heart of the driving forces for educational reforms, and achieving quality in education has become increasingly important in developing countries' strategic improvement plans. These reforms include the Millennium Development Goals (MDG), Sustainable Development Goals (SDG), Education for All (EFA), and the Education 2030 Agenda, which is the fourth SDG (De Grauwe, 2016). As a result, ensuring educational quality is transparent and, in the country's best interests (McLoughlin & Visser, 2003). The roles of teachers in determining the nature of education received in schools are critical for meeting educational objectives

and providing high-quality basic education (Gwaradzimba & Shumba, 2010). This requires educational stakeholders to ensure that teachers carry out their responsibilities to the best of their abilities to provide students with a high-quality education.

In contrast to other countries, Ghanaians benefit from a comprehensive program known as Free Compulsory Universal Basic Education (FCUBE) at the primary level, designed to provide a decent, standard education to all school-age children (Sekyere, 2018). This policy aims to improve school teaching and learning for all students. These strategies, however, would not be achieved without effective and innovative school leadership (Zammit, 2004). Headteachers play an important role as school leaders because they significantly impact the quality of education provided and the subsequent success of teachers and students. A school's headteacher acts as a mentor, trainer, adviser, ambassador, advocate, and chief executive (Law & Glover, 2000). As a result, the essence of a school's leadership influences every aspect of the learning process, including teacher success.

Traditional headteachers have given way to more constructive forms of instructional leadership. An instructional leader is in charge of directing classroom teaching and learning activities, including what and how teachers teach, as well as the curriculum. According to Hoy and Miskel (2008), instructional leadership is "the core responsibilities of a school, such as teaching and learning." It also states the mission, vision, and goals of the school.

It is commendable that there is now a rallying cry for constructive instructional leadership practices in schools. This could be due to students' increased interest in what happens in the classroom. The establishment of parent-teacher associations (PTAs), school management committees (SMCs),

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and district education oversight committees (DEOCs) all lend support to the assertion that interest in school issues is growing (Abreh, 2017; Aryeh-Adjei, 2021). The increased interest is comparable to most community members' recognition that education is critical to the country's growth. There is a widespread belief that unless a country's human resources are well-trained, it will not have a prosperous future. Headteachers ensure that the country's educational goals are met by providing the necessary manpower (Akyeampong et al., 2007). Ghana's educational system appears to be underperforming, with one possible cause being poor instructional leadership in schools (Donkor, 2015; Opoku, 2021). Many academics have emphasized the significance of basic school headteachers' instructional leadership roles (Galabawa & Nikundiwa, 2000; Ko, Hallinger & Walker, 2015).

Southworth (2002) defines instructional leadership as integrating management, staff development, and curriculum development. As defined by Leithwood and Jantzi (2008), instructional leadership is a set of actions that influence classroom teaching. Williams (2009) investigated teachers' views on headteacher leadership in the United States. The findings showed that the role of the headteacher is critical to students' academic growth and achievement because he or she is frequently the primary source of information and the driving factor behind the institution's performance.

Archer, Adentwi, and Sam (2008) proposed that the headteacher must be versatile to fulfil all of his responsibilities. They must be experts in human resource management. They must be familiar with the school's activities and know how to keep them running smoothly must be knowledgeable about educational institution policies and procedures, must be able to collaborate with community opinion leaders in the school's neighbourhood, and must

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demonstrate leadership abilities among his employees to improve the curriculum.

These responsibilities present a significant challenge for the headteacher, necessitating a higher and more competent level of leadership and an excellent opportunity to represent the teachers and students better. While headteachers fulfil the previously mentioned leadership roles, it is also important to monitor how they influence teacher performance, as both headteachers and teachers are regarded as critical players in ensuring good teaching and learning. As a result, this study examines the instructional leadership practices of a few basic school headteachers in the Techiman Municipality.

Statement of the Problem

Generally, poor leadership practices and inadequate attention to curriculum management result in school performance problems (Wahab et al., 2020). Evidence from past studies indicated that the limited number of leaders, in developing countries such as Ghana, who engage in instructional leadership practices pose a great challenge to their schools (Bush, 2014; Hallinger & Lee, 2014; Oplatka, 2004). Records available showed that the learning outcomes of basic schools in Ghana have fallen short in recent times of the expectations of the Ministry of Education (MoE) (World Bank, 2014; MOE/GES/NEAU, 2016). As a result of the poor performance, there have been growing calls for instructional leadership practices in Ghana to be strengthened and professionalised (Jull et al., 2014; World Bank, 2014).

Furthermore, Donkor and Asante (2016) discovered that supervision and evaluation were more prevalent in Ghana's Kwaebibrem District basic schools. Notwithstanding, earlier studies have shown that Ghanaian basic schools

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generally have a weak leadership and management (Bush & Oduro, 2006; Oduro & Adade,2018). The problem is compounded by the narrow conceptualisation of instructional leadership where headteachers have been regarded as educational expertise (Nguyễn et al., 2018; Shaked et al., 2018) to the neglect of teachers and parents as school leaders have become problematic (Abonyi & Sofo, 2021). The authors emphasized that instructional leadership is understood poorly beyond the context of headteachers. For this reason, only a few generalisations can be made about the instructional leadership practices used by leaders in Ghana's basic schools, particularly those in rural settings (Abonyi & Sofo, 2021). While all of these studies have suggested the impact of instructional leadership roles on both teacher and student success, whether qualitatively or quantitatively, it appears that little empirical research (Akram,2018; Abonyi,2021) has been conducted to determine the instructional leadership practices of headteachers in basic schools in the Techiman Municipality using the mixed-method.

Purpose of the Study

This study examined the instructional leadership practices exhibited by Headteachers' in the basic schools.

Objectives

1. assess the instructional leadership practices of Headteachers in Techiman Municipality

2. examine the Challenges faced by Headteachers in executing their instructional leadership roles

3. determine how the Challenges faced by Headteachers in executing their instructional leadership role can be addressed

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Research Questions

The following research questions guided the study

1. What are the instructional leadership practices of Headteachers in the Techiman Municipality?

2. What are the challenges faced by Headteachers in executing their instructional leadership roles?

3. How can the challenges faced by Headteachers in executing their instructional leadership role be addressed?

Significance of the Study

      The study findings will help determine the leadership habits, talents, and character qualities that school leaders should have to be effective instructional leaders. As a result, the study's findings and recommendations will be extremely helpful to school district education directorate training officers and circuit supervisors in developing instructional leadership training programs, particularly for newly hired headteachers. Furthermore, the findings will be used by curriculum administrators and policymakers worldwide to develop strategies to improve basic school headteacher preparation. Furthermore, the study is expected to inform drafting of broad guidelines for effective instructional leadership in schools, assist basic school headteachers in assessing their performance as instructional leaders and teachers' performance, identify shortcomings, identify possible avenues to help teachers, and improve the effectiveness of school administrators.

Delimitations

      This research is limited to the Techiman Municipality, specifically the district's basic schools. The study also concentrated on public basic school headteachers rather than private basic school headteachers. Also, there are other

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variable like teachers perception on headteahers instructional leadership practices, however, this studies focused on instructional leadership practices, their challenges and some solutions.

Limitations

Limitations are aspects of the study's methodology or design that affect how the results should be interpreted, as defined by Cohen, Manion, and Morrison (2013). According to Bloomberg and Volpe, no matter how meticulously a study is planned, "there are always some limits, and you need to identify these" (p. 114) publicly (2012).

Consideration was given to this study's potential shortcomings. My personal bias can be a drawback. I am aware that the interpretation of the interview results were influenced by my experiences, values, and beliefs. I avoided this restriction by granting each study subject I spoke with access to their interview notes. This ensured that the interview transcripts accurately and impartially captured what was said or meant to be said. Also, the study concentrated on only the public Basic Schools throughout Ghana's Bono East Region. This research might have produced different findings had it been conducted in a different school district. There was consequently a lack of portability.

These setbacks affect the overarching goal of reaching the entire population of Bono East region Basic Public Schools and the country as a whole. Regardless, the sample accurately reflect the population at large.

Organization of the Study

There are five chapters in the study. The study was about instructional leadership practices of Headteachers in the Techiman Municipality. It is

comprising the introduction, problem description, objective, and potential research questions, was the main topic of the first chapter. A survey of related literature was covered in chapter two. Books, periodicals, journals, and other published and unpublished documents that address topics connected to the research subject were reviewed. In chapter three, the research methodology was described. The population, sample size, sampling method, research design, data collection tool, data collection process, and data analysis are all included. Chapter Four analyses and discusses the findings of the research, taking the research questions into consideration. The study's summary, findings, and recommendations are included in chapter five and a section on future research.
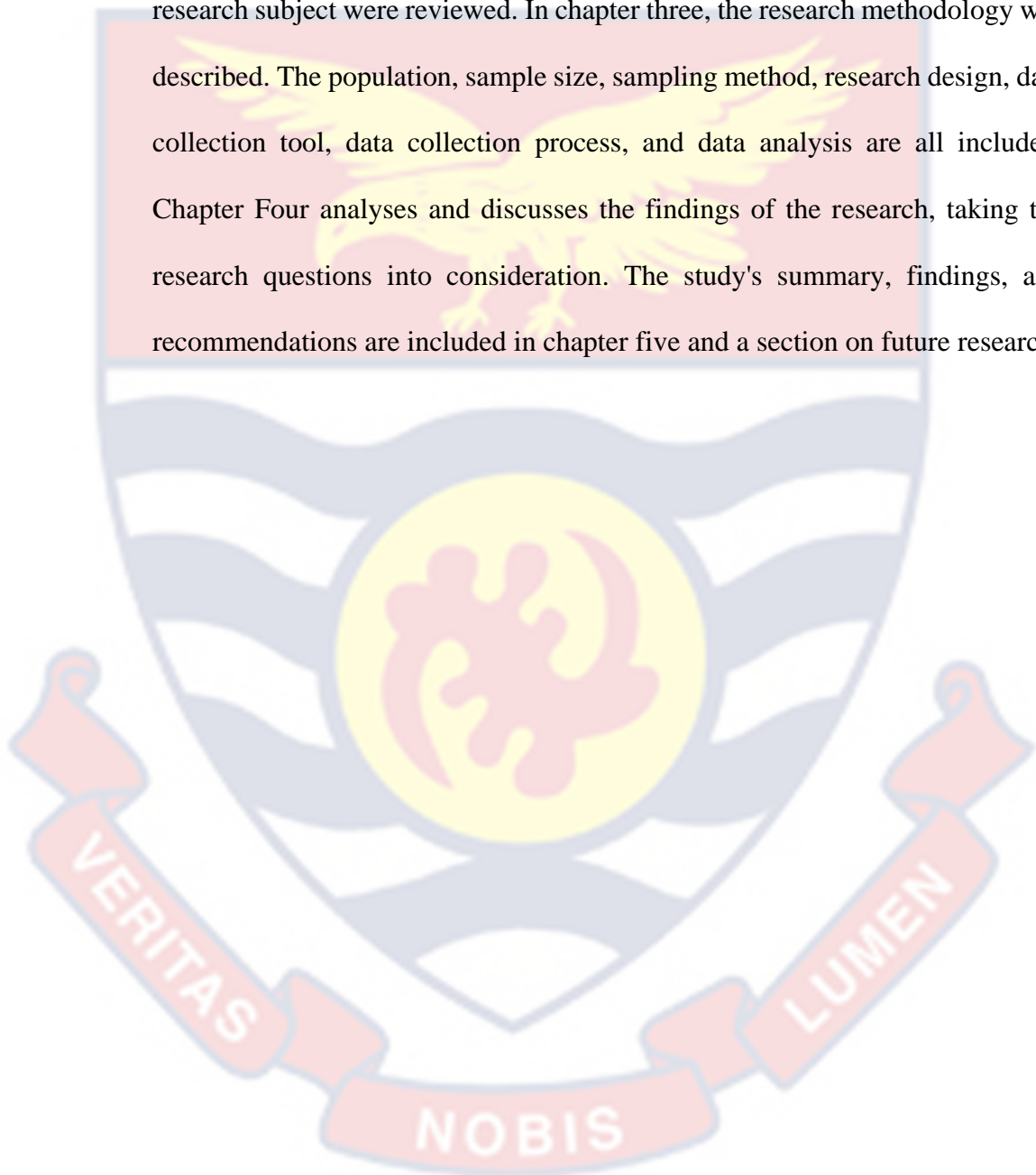
CHAPTER TWO

LITERATURE REVIEW

Overview

Since school administrators and headteachers are leaders of their institutions, an effort is made here to illustrate how leadership is defined, the theories of leadership, the headteacher's oversight of instructional programs, leadership styles, and how they affect the headteacher/headmistress' role, the role of the assistant headteacher, as well as the philosophies of leadership. Consequently, this chapter evaluates significant literature that is linked to the investigation. To highlight what has been done and the conclusions focus on the study's driving research questions, the review includes ideas relevant to the phenomenon, hypotheses supporting the study, and an empirical review of prior studies. This was done to pinpoint the gaps the present study aimed to close. The conceptual framework concludes the chapter. Theoretical Review

Leadership theories seek to explain how and why specific individuals become leaders. These theories frequently focus on the characteristics of effective leaders, while others seek the behaviours that individuals can adopt to improve their leadership abilities in various contexts. The contingency leadership theory served as the foundation for this study. The theory chosen is consistent with recent theoretical advancements in the study of instructional leadership practices in schools (Amanchukwu, Stanley & Olulube, 2015).

The Contingency (Situational) leadership theory

In 1951, Fiedler pioneered the field of contingency leadership by analysing the interplay between external conditions and the character and style of the leader (Fiedler, 1964). Fiedler investigated the relationship (contingency) between the situation and the effectiveness of the leadership style. According to

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his theory, there is no one best way to assess a leader's performance other than by observing their leadership style (Fiedler, 1967). To improve leadership effectiveness, according to the notion, leaders should make decisions based on certain characteristics of their followers or circumstances. Two factors caused this: "leadership style" and "situational favorability," later referred to as "situational control" (Fiedler & Garcia, 1987).

The theory proposes that a leader's effectiveness is affected by a number of factors, such as the leader's character and the environment in which the leader operates. As a branch of behavioural theory, the Contingency Leadership Theory questions the validity of the idea that there is one optimal method of leadership and acknowledges the possibility that different leadership styles will yield different results in different contexts. As a result, readers may have concluded that the most effective method of leadership varies depending on the situation. MacBeath (2006) argues that leaders can use contingency theory to make the best possible decisions under uncertain conditions. According to the theory, several variables influence efficacy and leadership, including the leader's traits and circumstances. One branch of organisational behaviour studies, known as "contingency leadership theory," contends that there is no universally applicable method of leadership and that different situations call for different approaches to management. This gave the impression that the circumstances determine the best leadership approach. Contingency theory, according to MacBeath (2006), assists leaders in making optimal decisions based on situational circumstances.

Fiedler (1964) believed that leadership styles are consistent and reflect personality (trait-theory oriented) and behaviour (behavioural-theory oriented) traits, according to House and Aditya (1997). Fiedler (1964) argues that leaders

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can alter circumstances but not their own leadership stance. Determining which of the four common types of leadership (telling, selling, participating, and delegating) is most appropriate for a given circumstance (the readiness of one's followers to carry out a given task) can significantly boost performance (Vecchio, 1983). This study used the theory to analyse the instructional leadership practices of Techiman Municipality basic school headteachers to ascertain whether or not their schools' environments facilitated effective teaching and learning. The focus of the contingent leadership theory is on how leaders adapt to changing environments within an organisation (in this example, the issues of Basic School Headteachers).

It argues that a leader's crisis management skills are contingent on three factors. The three elements are the organisation of the tasks, the relationships between the leaders and the members, and the placement of authority. Strube and Garcia (1981) argue that situational theory successfully incorporates two crucial components: the leadership style and the maturity levels of the followers (1981). Northouse (2019) argues that leaders need to adopt a different approach to leading their team depending on how developed that team is. Employee output varies according to how well the scenario's demands and the leader's leadership style mesh.

The contingency theory describes how situational-contingent elements affect a headteacher's capacity to lead and influence their leadership style to ensure high-quality teaching and learning. This is important because no single leadership style is effective for all topics. This research applied the contingency leadership theory to examine the leadership styles of basic school headteachers and how those styles might evolve in response to different contexts.

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Conceptual Review

Every organization has a set of objectives to meet. To meet these objectives, the job is divided into sub-tasks and given to persons with specific positions. Positions at the top of these hierarchies include manager, administrator, supervisor, and, in the case of a school, headteacher or headmistress. Because leadership involves human behaviour, it will have multiple aspects, and because human behaviour is unpredictable, it will emerge in various ways. The type of terminology that will be established to characterize these manifestations will be determined by how different people experience them

Concept of Leadership

There is no universal agreement on what constitutes leadership because it has been defined, framed, and understood in so many different ways. Its meaning varies depending on who you ask and what the context is. Numerous scholars from a wide range of academic fields (including psychology, sociology, political science, and economics) and theoretical orientations (including trait, behavioural, contingency, relational, information-processing, transactional, transformational, charismatic, and shared) have studied the concept of leadership (Day & Antonakis, 2012).

The common thread among these various definitions is that leaders are influential rather than authoritative, and that leading a group toward a common goal is central to the concept of leadership. According to Earley and Weindling (2004), for instance, leaders try to sway their followers through various channels of communication in order to accomplish their goals. Influencing others to work toward a common goal and steering the organization in a way that strengthens its cohesion and consistency are both hallmarks of effective leadership

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(Northouse, 2019). What we mean when we talk about persuasion is the art of getting people to do what we want them to do.

Leadership, according to Hallinger and Heck (2010), is a process that tends to influence people and enable management to get those people to voluntarily do what needs to be done and do it well. Inspiring and guiding others to realise a shared vision that is grounded in deeply held principles is, therefore, central to effective leadership.

Researchers who have tried to pin down what leadership is have generally settled on some version of "the influence process between leaders and followers." According to Bush and Glover (2014), leadership is a "influence process" that ultimately results in the accomplishment of set objectives. Educationally-proficient administrators develop a mission for their schools that reflects their own personal and professional ideals. They make it a point to tell their staff and anyone else who matters about their vision constantly. All of the school's policies, procedures, and programs are designed with this goal in mind. Daresh (2001, p.105) agrees, writing that leadership is the use of interpersonal influence to guide a group toward the accomplishment of shared goals.

Leadership Practices

Leadership theorists have employed a variety of leadership philosophies to analyze the various ways the concept of leadership is seen. These philosophies are categorized based on how authority is used. According to Raelin (2017), "leadership practices" should take a dual approach because they should not just be focused on doing things physically and comprehending. To have this understanding, leaders must possess "knowledge of practices and inquiry" within institutions. In this case, task management is also included in leadership techniques. Leaders can be

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categorized as transactional, transformational, situational, or pedagogical using different leadership styles (instructional). As a result, leadership style and leader characteristics influence leadership effectiveness (Juntrasook, 2014; Onukwuba, 2018). The majority of business executives prefer a mix of various leadership philosophies. They select the option that is most comfortable for them.

The importance of knowing what makes schools successful and how to keep them that way cannot be overstated (Wang, Gurr, & Drysdale, 2016). The focus of a transformational education system is on providing students and staff with precise direction. Different approaches in different classes can help a school evolve. Additionally, it encourages consistency in the workplace, which is especially important given the wide range of educational expectations among school members in regards to institutional change. Therefore, school leaders need training in leadership skills in order to implement effective school improvement strategies (Yang, 2014). Any business that makes leadership effects its top priority will eventually succeed where others have failed.

Transactional leadership practice

It was first proposed by Weber in 1947, and Bass (1990) expanded it to include Weber's findings. As articulated by Bass, transactional leadership entails a mutual trust between a leader and their subordinates that each will do what is necessary to achieve the organization's stated mission, goals, and objectives. In the context of leadership, the term "transactional" refers to the exchange of value between a leader and the people who report to them.

Leaders must reward (punish) followers based on whether they meet or fall short of predetermined standards or organizational goals and expectations under transactional leadership. Avolio and Bass (2004) define transactional

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leadership as using an incentive system to meet organizational goals and expectations. They identified four distinct styles of transactional leadership: contingent reward, active management-by-exception (wherein corrective behaviour is enforced when organisational objectives are not met), passive management-by-exception (wherein intervention is taken only when organisational objectives are not met), and laissez-faire (relinquishing responsibilities and decision-making). Contingent rewards and punishments are central to transactional leadership. On the other hand, Jiang (2014) argues that transactional leadership yields temporary satisfaction via the establishment of reward systems and the trading process. Dartey-Baah (2015) argues that exchange processes and reward systems do not ensure that subordinates will be loyal and perform admirably in order to meet the needs and requirements of their superiors. Because transactional leadership relies on monetary incentives to drive employee performance, it can be difficult to sustain long-term (Prasad & Junni, 2016).

There is widespread disagreement that the transactional leadership style benefits anyone except the leader and their subordinates. Relationships between a leader and their followers may be superficial, with little in the way of long-lasting feelings of affection or loyalty. To this end, the transactional leadership style permits the pursuit of pleasure, which can aggravate tensions between superiors and subordinates (Yazeed, Ali & Al- Shibami, 2018).

Transformational leadership practice

It was Burns (1978) who first introduced the concept of transformational leadership in his research on political leaders. Those in positions of authority are said to be "transformative" when they actively

involve and inspire their followers to work toward shared goals. By shifting the emphasis to the subordinates, Bass (1985) developed upon Burns' transformational leadership theory. Increased output from subordinates is a primary aim of transformational leadership.

While a transformational leader's focus is on the organisation, they often promise their followers that they will undergo personal development as a result of their association with them. Burns argues that a leader's approach to and ability to effect change in followers and followers' organisations are directly related (1978). The personal goals of transformational leaders go beyond those of their organisations or societies (Bass, 1990).

The essence of transformational leadership, according to Jing and Avery (2016), is that leaders have the ability to change their followers through their own inspirational qualities and charisma. The guidelines of this type of leadership are malleable and based on the expectations of the group as a whole. Transformational leaders are able to navigate complexities, ambiguities, and unknowns to achieve organisational goals (Jing & Avery, 2016). Leaders who have the ability to transform their followers' behaviour do so by appealing to their ideals and values. Leadership of this style inspires greater loyalty from subordinates by empowering them to contribute directly to the achievement of the organization's objectives (Prasad & Junni, 2016). Members of a group or organisation are inspired to work together, take care of one another, and put aside their own interests by a leader who demonstrates transformational leadership.

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Clarke (2013) argues that long-tenured school headteachers are better able to implement their vision for the school through the use of transformational leadership. Put another way, when a school's leadership knows they have a set number of years to accomplish their goals, t ug8fvhey can put their full attention on implementing their vision for change. The extent to which a group is transformed, however, depends on how well its followers grasp and embrace the leader's vision, according to Kezar and Holcombe (2017).

Prasad and Junni (2016) counter that it is essential for transformational leaders to have a broad understanding of different leadership philosophies so that they can tailor their approach to the needs of any given group or situation. For their followers to be transformed, leaders must first provide direction and purpose, then instil a sense of pride in them, and finally use charisma to win their respect and admiration. Transformational leaders run the risk of having their followers mistake their energy and conviction for fact. While great achievements have been made because of fervent leadership, many idealists have pushed their followers off a cliff. Just because someone thinks they are right does not make them so. However, integrative leadership theory is more commonly linked to the actual practise of transformational leadership. This is due to the fact that in both cases, people from different backgrounds work together to solve difficult problems and benefit society as a whole. Both stress the value of delegating specific tasks to various groups in order to increase participation in leadership administration and accomplish leadership goals.

Situational leadership practice

Depending on the circumstances, a leader can use an adaptive method called "situational leadership" (Appiah, 2020). This tactic advises managers to

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take stock of their teams, weigh the relevant factors, and pick a management approach that works best for achieving the set objectives. Therefore, leaders who practice situational leadership must adapt their level of directness and support for their team members to their circumstances and their commitment, motivation, and development (Avolio & Bass, 2004). Situational leaders use various leadership stances depending on their team members' circumstances and developmental stages. It empowers leaders to select the best approach to their objectives and situation.

According to the situational leadership practice, not every workplace circumstance calls for a certain leadership style. This implies that the leadership approach varies depending on the expertise and knowledge of the followers in a particular task. A leader who practices situational leadership should be able to adjust the emphasis on the work and the relationship with the people they lead based on what is required to complete the task (Thompson & Vecchio, 2009).

Mulder (2012) contends that contextual elements are important for situational leaders to consider when determining the optimal course of action. They must consider both the subordinates' level of knowledge and the relationship between the leader and them. The task, which may be straightforward or difficult, must be considered by the leader. To assess if a task has been completed successfully and competently, the leader must clearly understand what the assignment comprises. The amount of control a leader has over their team members should be considered. The maturity level of each group member is the final factor that leaders need to consider. Maturity is a gauge of a person's capacity and motivation to complete a task.

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It should be mentioned that situational leadership practice and contingency leadership theory are more closely related (Simha, 2022). This is because, depending on the circumstance, different leadership philosophies are adopted by leaders. This enables the leaders to address the issues using their experiences to inform their judgments and deeds. Situational leadership practice and contingency leadership theory allows for flexibility in how leadership is administered.

Concept of supervision

Academics use a wide variety of terms to describe supervision, including supervisory behaviour (Glickman et. al, 2009), supervision alternatives (Sergiovani & Starratt, 2002), and supervision mechanisms (Glickman et. al, 2009; Beach & Reinhartz, 2000).

Students' academic performance on standardised tests has drawn widespread public concern over the decline in educational standards. Several causes have been pinpointed for this phenomenon (Aluja-Fabregat & Blanch, 2004; Bashir & Mattoo, 2012). The authors Dampson et, al, (2019) argue that parents' tenacity and ability to persevere in the face of adversity affect their children's perspectives on education and their level of academic achievement. Like many other researchers, Kundu and Tutoo (2000) believe that a child's upbringing at home is the single most important factor in shaping the beliefs, character traits, and habits that will serve them well in the classroom.

Numerous theoretical and empirical arguments support the claim that supervision is important for guaranteeing high-quality education. Etsey, Amedahe, and Edjah's (2004) study of a small sample of public and private schools in Ghana provides support for this assertion by showing that private schools, as a result of stricter monitoring of student work, produce better

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academic results. Therefore, effective classroom management improves teaching and learning, leading to greater student success. Sule (2013) adds support for this by noting that internal or external school supervision has become a crucial tool for evaluating teachers' job performance.

Supervision holds a special role in the overall educational system; hence it is imperative to give it priority (Baffour-Awuah, 2011, Ayse Bas, 2002, Daresh, 2001). In recent times, instructional supervision is understood as a process that improves curriculum, teaching methods, and teacher professional development through democratic exchanges between the instructor and the supervisor (Okendu, 2012). Dangara (2015) also makes the case that inadequate school supervision will negatively affect students' performance and may prevent the achievement of educational goals. To guarantee that teachers are providing both qualitative and quantitative services, a variety of instructional supervision strategies should be used.

The Ghana Education Service (GES) has an organized framework to provide efficient monitoring at the pre-tertiary level. At the GES corporate office, there is an Inspection Division that manages and plans the supervisory tasks that fall under its purview. Each Regional Directorate has a supervision unit led by the Chief Supervisor of Schools, and the Metropolitan/Municipal/District Directorates have a supervision unit led by the Deputy Director of Education with a group of circuit supervisors. The head teacher is in charge of supervision at the school level.

Purpose of instructional supervision

In the Netherlands, studies on the impact of basic school instructional supervision on test scores were conducted, according to Luginbuhl and Webbinks (2007). The results demonstrated that performance is enhanced by

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supervision. Birech (2011) highlighted research from (Daresh and Playko, 1992) that demonstrated a direct connection between student performance and instructor monitoring. Their findings demonstrated that performance might be improved by monitoring record keeping, class planning, and work schemes.

According to Akinfolaniu (2012), on the effect of instructional supervision on students' performance in senior secondary schools in Ondo state, Nigeria, the results indicated an effect of instructional supervision on monitoring students' work on academic performance in the English language.

According to Likwop(2016), clinical supervision fosters professional development and growth of teaching-related abilities and attitudes. A teacher must follow set timetables and use all available professional documentation, including work schemes, lesson plans, and progress reports. A teacher will be given the tools necessary to develop into a more capable and independent professional. Fisher (2005) asserts that supervision aids in the execution of lesson plans for students. The provision of interpretation through supervision aids in the elucidation of governmental policies. According to Oluremi and Oyewole (2013), monitoring is the cure-all for high-quality education since it aids teachers in managing classes by giving inept teachers confidence and fostering effective teaching traits.

Leadership Styles

The best method of leadership has been the subject of years of study by researchers. There is no right answer to this question. Their assumptions, beliefs, and values as well as the culture of the company shape their leadership style. Even though they may have a dominant style, effective leaders, according to Gandolfi and Stone (2017), adapt their approach to leadership based on the situation, the people involved, and the outcome they seek. Leadership

effectiveness and long-term success are strongly linked to a leader's flexibility in adapting their style to new situations and circumstances, such as gaining more experience as a leader. Effective leaders are viewed as those who are self-motivated, able to inspire their followers, and who put their followers' needs first, providing them with a sense of security and composure. That which is meant here is the bond between leaders and their followers.

Autocratic or authoritarian leadership style

In many business contexts, autocratic (or authoritarian) leadership styles are necessary. The leader makes all the calls, and the followers' job is to carry out the decisions without making any changes. All decisions are made by an individual with little input from the group. An authoritarian supervisor keeps a firm rein on their team and keeps them motivated through the use of severe policies and penalties. Workers have no right to question their superior's orders because the boss's word is law. The conventional wisdom holds that autocratic leadership relies on the skills of a single individual while discounting those of more qualified team members.

Nonetheless, there are times when a strong leader with absolute power is necessary. A successful autocratic leader is one who can effectively convey their vision to their team. When a leader establishes clear expectations for all subordinates, those subordinates understand what is expected of them (Gandolfi &Stone, 2017). Autocratic leadership has been viewed negatively due to shifting values in society, the workplace, and history. Even if it is the best management style for training new employees or establishing consistent quality control procedures, some people dislike working for autocratic leaders because they believe they exemplify authoritarianism or dictatorship. Some people think

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that the ideas and characteristics of this type of leadership are bad for employees in the long run.

Democratic or participative leadership style

One form of leadership is called "democratic leadership," which emphasises group participation in making decisions. American researchers Lewin and Lippitt (1939) tested ideas about democratic leadership with a series of experiments. By employing achievement strategies, facilitating specific conversations, and struggling to determine what is required, when, and how to get there in specific situations, democratic leadership is concerned with cultivating respectful relationships, collaborative associations, and active cooperation, and facilitating the formation of social, learning, and culturally responsive educational organisations (Gale, 2010). It calls for a manager who is more in tune with subordinates and willing to delegate authority, responsibility, and decision-making to those under him or her (Al-Momani & Ajlouni, 2018).

Delgado (2014) argues that democratic leadership is advantageous because it promotes communication, cooperation, and enthusiasm among employees. Democratic leaders promote improved ideas and novel approaches to solving problems by facilitating the open exchange of viewpoints amongst team members. The efforts of those under one's command are regularly acknowledged, and those who excel receive financial compensation. Al-Momani and Ajlouni (2018) state that high morale and dedication flourish in a democratically led environment. As a result, productivity rises and subordinates are inspired to think outside the box. Gale and Densmore argue that a more democratic work environment encourages subordinates to take initiative in setting and achieving their own fair goals and to move ahead in their careers

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(2010). The teamwork and morale-boosting exercises will likely lead to happier workers.

According to Northouse (2011), it makes the most of kids' abilities by letting them be themselves instead of forcing them to fit into a mould. Without the proper knowledge or experience, some of your subordinates may not be able to make useful contributions when it comes to deciding what to do. A democratic leader thrives in situations where input from a wide range of experts is necessary, such as when making important decisions that will have far-reaching consequences. Democratic leadership has many drawbacks, including time-consuming activities and lengthy policy debates, but participation is crucial to increasing leadership productivity (Harris, 2011).

Laissez-faire leadership style

Leaders who take a hands-off approach are passive. It is a mode of leadership in which the boss stays out of the way and lets subordinates make all the calls (Mathieu, Hare, Jones, Neumann & Babiak, 2013). Trusting and believing in one's employees to the point of giving them full control over their work may seem risky, but the payoff may be worth it. Leaders are ultimately responsible for the decisions and actions of their teams, despite the fact that they provide little advice and their followers have wide latitude to make decisions, provide the necessary tools and resources, solve problems on their mown, and delegate authority. In their 2014 paper, Bush and Glover, along with Chin's 2015 study (Gopal & Chowdhury, 2014).

Day and Antonakis (2012) found that giving employees clear expectations kept them actively engaged in their work. If subordinates are not given clear goals, they may flounder around from project to project, never feeling like their work is making a difference. At the outset of any project,

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leaders are obligated to provide their teams with a detailed description of what is expected of them in terms of output and a timeline within which to complete it (Gopal & Chowdhury, 2014). Leaders should review deliverables with subordinates to integrate their perspectives on the assignments before setting expectations to increase participation (Chin, 2015).

There are situations that call for a leader who stays out of the way. When everyone in a group is exceptionally skilled, enthusiastic, and self-reliant, a hands-off approach to management can be productive (Earley, 2013). These people are professionals with the expertise and independence to get their work done with minimal oversight. According to Chin (2015), delegation leadership works best when team members have more expertise than the leader. Members' extensive knowledge and expertise can be displayed under the hands-off approach because they are experts in their fields (Al-Malki & Juan, 2018). This independence may boost job satisfaction for some of the group members. The laissez-faire approach works best when the people being led genuinely want to do the work. However, Anbazhagan and Kotur (2014) argue that employees are less productive when their superiors take a hands-off approach. The leader and those under them have no communication.

Implications of Leadership Styles on School Climate

According to Maicibi (2005), a successful school environment cannot be created without the proper leadership. It does not matter how many books and computers a school has or how much money it has if neither the students nor the teachers know how to use them effectively. Research by Wallin (2003) shows that a school's overall performance, including students' academic achievement and the morale of their teachers, can be significantly influenced by

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the leadership style of the school's headteacher. Wallin thinks that students would be more motivated to work hard to improve their performance if they were given more control over the course content, workload, and learning opportunities available to them. According to Rooney (2019), productive classroom and school environments are enabled by strong leadership. As a result, the classroom becomes a more supportive place where people look out for one another, which is conducive to high-quality instruction.

According to Sashkin and Sashkin (2003), leaders are crucial because they help eliminate confusion and doubt within their respective groups or the larger community. Effective leaders take constructive measures to realise their visions and offer convincing arguments in support of their decisions and results. Effective leaders provide focus and direction, elevating the quality of people's daily lives. Scholars agree that leadership is crucial because good leaders can improve their followers' lives. Leaders demonstrate to their followers how to create significance through taking constructive actions that bring about transformation. Leaders play a crucial role in determining an organization's fate, as stated by Schermerhorn et al. (2000). Therefore, studying leadership in organisations is related to studying how efficient and effective those organisations are. Leadership is reflected in every facet of a school, from the methods employed in the classroom to the level of student achievement to the level of discipline displayed by staff and students.   According to Finn (2002), the quality of an organization's leadership, and especially the quality of a school's headteacher, is the most crucial factor. An effective headteacher creates an environment that fosters a love of learning, and this, according to Hurley (2001), is the key to a school's overall development and improvement in academic performance. Therefore, it follows that it is the primary duty of the

headteacher to encourage efficiency, efficiency in teaching, and efficiency in learning through the use of effective leadership styles and techniques. Therefore, a school's climate could be used as a proxy for the leadership of its headteacher.

Evaluation and Feedback

According to Numonjonov (2020), the goal of teacher evaluations should be to give them performance feedback. Evaluation should therefore be viewed as a method rather than an aim. The headteacher must periodically assess teachers' performance to improve efficient teaching and maintain a happy environment. Giving feedback and evaluating are both crucial. Numonjonov contends that a lack of feedback equates to a lack of recognition and a lack of reward, which could result in discouragement and dissatisfaction.

Similarly, Hill (1997) asserts that feedback emphasizes the act and manner of delivery. He says that it helps teachers become more competent and confident; when supplied appropriately, it will be valued, increasing workers' strength and contributions. If not, it frustrates and demotivates them. As a result, to properly monitor teachers' performance, the headteacher must give teachers feedback appropriately to motivate them to continue their outstanding work or offer suggestions for improvement in a particular area. Solid instructional leadership practice is fostered through routine teacher evaluations to enhance instruction. The goal of staff development, according to DuFour and Eaker (1998), is to improve teachers' effectiveness as individuals and as a team in assisting students in achieving their educational goals. Staff development benefits teachers and the school because it helps teachers become better classroom teachers because their enthusiasm for learning rubs off on their students. As a result, students will become more enthusiastic. According to

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Ubben et al. (2004), the headteacher has to create the environment necessary for teachers to realize their maximum potential.

Motivation

As a process, motivation initiates, directs, and sustains goal-oriented behaviour. We act because of our motivation. It involves cognitive and social forces that prompt a particular behaviour in the individual during daily activities. According to studies, motivating elements like supervisory style and other workplace aspects impact a person's performance and attitude toward a given activity (Strage, 2013, Forman, Norris, Cazden & Addison, 2012). When discussing motivation theories, Hackett (2014) and Cole (2017) agreed with Herzberg's (1959) Motivation Hygiene Theory's central contention that two elements known as motivators and satisfiers impact a person's attitude and job performance. Personal success, responsibility, and acknowledgement are motivators, whereas effective supervision and other workplace factors are satisfiers. The preceding issue frequently affects both the content and methodology of the work. According to research by Setshogoe (2021), school leaders can make effective use of their feelings to inspire and motivate their staff, students, and parents to take an active role in achieving the school's mission.

According to Wambugu (2018), a worker's attitudes and level of performance are heavily influenced by their need for security, belonging, and recognition. According to this academic, leaders recognize that recognition and support frequently satisfy personal needs more effectively than financial compensation. This emphasizes the importance of the headteacher encouraging employees through praise.

School – Community Relationships

The headteacher needs to identify the community type he works with, whether it be rural, urban, wealthy, or impoverished. He or she must be aware of the community's norms, values, and professional procedures. By participating in neighbourhood events and inviting the public to college events like open houses, speech days, and PTA meetings, he or she must also foster a sense of community among the school and the surrounding area. Along with working with churches and public libraries, the headteacher must collaborate with other community organizations (Campbell, Bridges & Nystrand, 1977, p.118). The school, according to Hoy and Miskel (1987), is not an island, and it has an external environment that includes the school district, parents, other taxpayers, educational associations, and accrediting bodies.

Headteachers as Instructional Leaders

According to Seashore et al. (2010), headteachers should employ such strategies to improve instruction. They must ensure that their schools meet their students' needs. Keeping track of the instructors' professional development, including prescribing and recording their attendance, is necessary. They should also establish protocols and opportunities for teacher collaboration, such as meeting times (Alig-Mielcarek, 2003; Green, 2010).

There are two types of educational leadership: broad and narrow. Leadership in any capacity that has an effect on student learning falls under the umbrella term "instructional leadership." The former excludes factors like school culture that may have significant implications for teaching and learning leadership and teacher behaviour when working with students, while the latter includes such factors as classroom supervision and motivation.

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The instructional leadership of the headteacher is crucial to the success of any school, say Findley and Findley (1992, p.102). The primary responsibility of the headteacher, according to Hughes and Ubben (1989), is to stay focused on activities that lead to excellent student achievement. While the headteacher must attend to certain managerial duties to keep the school running smoothly, the headteacher's primary responsibility is to focus on activities that lead to excellent student achievement. This necessitates that school leaders consider instructional improvement a continuous process in which teachers are continually trained and updated on curriculum and instruction. This means that school leaders must be able to learn about and improve their abilities in the areas of leadership, curriculum supervision, instruction, and management. Our schools will evolve as our school leaders do. "Most authors acknowledge that there are no clear guidelines or standards for what an instructional leader should do. However, tasks such as instruction supervision and evaluation, staff development activities, and curriculum development must be completed.

Challenges faced by Headteachers in executing their instructional Leadership Practices

Leadership is in a constant state of presenting leaders and their abilities with new obstacles. However, not all of the obstacles are so obvious. Great leadership can be thwarted in two ways: by external forces and by internal resistance (Day & Antonakis, 2012). External challenges come from the environment the leader operates in, while internal challenges come from the leader themselves, and finally, role-based challenges come from the very nature of being a leader. Taking on these challenges will help leaders hone their facilitation skills. In this piece, we take a look at the challenges that leaders face. Leaders need to avoid becoming complacent. The leaders and

their teams often get to a point where it is easier to stick to the status quo rather than push for change and development (Afegbua & Adejuwon, 2012). Earley (2013) argues that leaders have a tendency to forget that the demands and responsibilities of their roles evolve over time. According to Chin (2015), this mentality leads to subpar work, decreased productivity, and an unwillingness to aggressively pursue new business, clients, or resources.

Leaders also face the problem of exercising too much control. Many leaders, according to Attom (2010), are incapable of delegating effectively, which leads to a culture of micromanagement that stifles independent thought, kills creativity, and keeps leaders too focused on the short term. Clarke (2013) argues that effective leaders facilitate active learning by giving their employees the freedom to acquire knowledge and make decisions on their own.

Another barrier to effective basic school leadership is a shortage of necessary skills. Even if leadership is something you are born with, it is still a skill that can be honed and improved upon. Some people are thrust into leadership roles far ahead of their readiness, and it is up to them to quickly acquire the knowledge and abilities necessary to do the job. Leaders, teams, and individuals need to be proficient in relevant skills such as problem-solving and negotiation regardless of the industry, nature, or size of their organization. However, these abilities are seldom taught in a way that promotes deep understanding, effective application, and fruitful results. Time management, prioritization, strategic thinking, decision making, and in-depth expertise are just some of the transferable skills that can help leaders succeed in their roles.

Even though some leaders may be tempted to put their own interests ahead of those of the company, others are strongly discouraged from doing so. It is expected of employees that their leaders will provide them with concise

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guidance on how to achieve the organization's objectives. At the outset of their leadership, leaders are full of fresh ideas and energy, but as time goes on, their priorities shift to ensuring their own well-being rather than maximising the success of their teams, as argued by Gopal and Chowdhury (2014). In this respect, leaders often put their own interests ahead of those of the organisation. According to Gopal and Chowdhury, leaders should never lose sight of their primary responsibility (2014).

Leaders who place an emphasis on learning will face the challenge of keeping their attention on issues of pedagogy and administration rather than the bottom line. This will become harder as the number of demands placed on school leaders rises, calling for a more decentralised model of leadership in which the shared goal of all stakeholders is student growth (Earley, 2013). It will be crucial to make sure that those in charge of education give it the attention it deserves and have the leadership and promotion skills necessary to realise their vision for education (Hutchings, 2015). Leaders' inability to sell the organization's vision, goals, and values at all levels is exacerbated when they pursue their own agendas instead.

While self-assurance is crucial for effective leadership, showing off too much can be seen as rude. Earley (2013) says leaders need to exude assurance when trying to persuade followers or convey their goals and plans to those around them. The message should be delivered in a way that encourages and energises those under you. However, Jing and Avery (2016) stress the importance of properly managing confidence in order to prevent arrogance from taking over and making demands. A leader's arrogance reveals a lack of respect for their team members and can have negative consequences for those around

them. Therefore, leaders need to know how to maintain a healthy level of confidence alongside their other leadership qualities.

Furthermore, leadership that relies on micromanagement by its members is a major impediment to success in any setting, including the classroom. A leader's role is to encourage and inspire their team to do their best work, but there is a delicate balance to strike between managing employees and getting in the way of their productivity (Day & Antonakis, 2012). The problem with micromanagement is that it leaves workers in the dark about their responsibilities. Even if employees are aware of their roles, a leader is responsible for making sure they comprehend how those duties fit into the bigger picture (Kouzes & Posner, 2017).

Mistrust is another barrier to good leadership. Integrity and honesty are essential qualities in a leader, as is the ability to impart information and ideas. The best leaders enable their teams to accomplish their goals while also encouraging their members to grow professionally and personally (Day & Antonakis, 2012). Assisting the team in finishing their work on time, setting priorities, and serving as a buffer between them and upper management are all part of the job. A leader who wants to motivate and inspire others to achieve organisational goals must be able to gain their trust and act responsibly under pressure (Cranston, 2013). One who is trustworthy and honest in leadership positions is best suited to accomplish this. Edward and Aboagye (2015) argue that leaders and their teams need to acquire new knowledge and abilities. Only by constantly expanding one's knowledge can complacency be replaced by energy, originality, and enthusiasm.

Effective leadership is hampered by a failure to communicate. As Hutchings et al. (2012) point out, leaders' stress levels are often driven up by

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difficulties in communication. In order to ensure that all members of an organisation are on the same page, Talat et al. (2013) stress the importance of open and consistent lines of communication. Being able to convey ideas without wasting time or confusing others is good for business. Team members can grow as a whole and as individuals when they are encouraged to provide and receive feedback at all levels of the organisation (Earley, 2013). Hutchings (2015) argues that managers should take note of and applaud their subordinates' successes, no matter how big or small. They will be more motivated to work toward the organization's goals and expectations if they know their efforts are valued.

People management, also known as stakeholder management, is a major challenge for leaders. Relationship, political, and public image management are challenging tasks, as stated by Talat et al. (2013). This is of paramount significance when trying to win over upper management, other departments, or individual members. To add insult to injury, there is also the problem of getting other people excited about their work and motivated to do better. Each person is inspired and motivated by a unique combination of internal and external factors, as stated by Chin (2015).

Sharma et al. (2012) argue that the most challenging part of leadership is taking into account the views of all stakeholders and settling on a course of action that benefits everyone involved. Leaders are not supposed to look the other way or harbour animosity toward any employee because they understand there are many different types of people in any given organisation (Talat et al., 2013). Leaders are urged to treat their teams fairly, as outlined by Cranston (2013). It is not uncommon for leaders to feel envious of and hateful toward those they hold in contempt. According to Hutchings, employees have an

expectation that their superiors will meet with them, listen to their concerns, and consistently seek out novel approaches to resolving issues (2015). A leader's ability to listen to others, share information, and articulate their own perspective are all interdependent (Earley, 2017).

The leaders of organisations must also deal with a great deal of uncertainty, which puts extra stress on them to act swiftly and find answers. According to Afegbua and Adejuwon, learning is typically not possible during times of crisis. Challenges that leaders face include limited time and money, community opposition, and the pull of social, economic, and political forces.

Teachers provide support to the administration by monitoring the daily operations of the classroom. Educators in charge in Ghana, including the Techiman municipality (Nzarirwehi & Atuhumuze, 2019; Olembo & Maneno, 2018; Bush & Oduro, 2006), work in tandem with both certified and uncertified educators. Unqualified individuals are often hired to teach in rural schools because of a lack of qualified candidates. According to national legislation, a minimum of five (5) teachers are required for single-stream schools (a single primary school or JHS), and a minimum of ten (10) teachers are required for double-stream schools. Headteachers can make up a sizable percentage of the population in some cities because of the allure of the social scene there. Schools in cities and larger towns usually have enough teachers. However, due to low student enrolment and unattractive social habits, rural areas have a shortage of teachers.

Problems faced by school headteachers in several countries, including Ghana, have been identified in other studies. Teacher management issues (Dadey, 1990 cited in Harber & Davies, 2002; Oduro & MacBeath, 2003); student management issues (Dadey, 1990 cited in Harber & Davies, 2002;

Oduro & MacBeath, 2003); the uncooperative attitude of SMCs and PTAs (GES, 2001; RPCRERG, 2002). (Abbey, 1989 cited in Harber & Davies,). Headteachers in Ghana are expected to teach in addition to their administrative duties (RPCRERG, 2002), which leaves little time for either. Most Papua New Guinea (PNG) headteachers, according to Lahui-Ako (2001), have too much on their plates. However, in contrast to Ghana, where they can devote more time to instructional leadership due to a lack of administrative demands, in this country leaders have a lot on their plates.

The unwillingness of SMCs and PTAs to work together is another problem for Ghanaian headteachers (RPCRERG, 2002). These groups are meant to provide assistance in areas such as day-to-day school administration, policy development, and school funding. They make sure that the needs and wants of the community are being met by the school, as well (GES, 2001). Consequently, the value of SMCs and PTAs to school administration is incalculable. This is reaffirmed by Harris and Lambert (2003), who state that collaboration between school constituents (headteachers, teachers, administrators, and students) and those outside the school is essential for effective school improvement (parents, governing bodies, and community members). But RPCRERG (2002) reports that 22 percent of SMCs and PTAs in Ghana do not show up to meetings that headteachers and teachers set up. Because of the lack of communication and cooperation between SMCs, PTAs, and headteachers, school administration may suffer. Ethnographic research conducted by Dadey (1990) in three secondary schools in Ghana and cited by Harber and Davies (2002) reveals that headteachers face challenges when it comes to managing teachers.

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Issues like these make it difficult for school administrators to do their jobs. Afegbua and Adejuwon (2012) argue that the scale of leadership difficulties in educational administration has a negative impact on both educators and students. Leadership issues in schools have the potential to significantly impact student achievement, shifting students' attention and motivation in the classroom and possibly altering their future career and life paths. Therefore, Edwards and Aboagye (2015) argued that school leaders should deal with these issues early on to guarantee efficient instructional leadership. It was also reported by Gandolfi and Stone (2016) that obstacles to effective school leadership may have an effect on the accomplishments of school headteachers, thereby worsening their relationships with both external and internal stakeholders. Impairments to effective leadership have far-reaching effects on a wide range of stakeholders, some of whom may not even have been considered at the time.

Addressing Challenges faced by Headteachers in executing their instructional leadership practices

Headteachers are key stakeholders and play a major role in the success or otherwise of a school. While some challenges militate against their efforts to live up to expectations and make an impact to help the school, various factors aid their smooth running once they are put in place. Some include Monitoring Mechanisms and Academic Performance, Managing Human Resources, and Discipline, among others.

Monitoring Mechanisms and Academic Performance

School monitoring has been very helpful in improving academic performance. According to Nolan and Hoover (2011), inadequacies in school monitoring, both by district level officers and Headteachers, and limitations in

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disciplinary processes significantly harm effective teaching and student academic achievement and school administration. Bloom (2007) also believes that effective instruction monitoring can improve classroom teaching and learning. Supervision is interacting with personnel who work with students to improve an institution. It is a method of encouraging progress and assisting teachers and students.

According to Simonsen et al. (2008), effective supervision is required for efficient work and improved academic performance. It fosters an environment where people feel like they are working for themselves. Internal supervision is typically performed by institution heads or their assistants in government schools in Ghana, while external supervision is performed by supervisors or inspectors from the Ghana Education Service. Baffour-Awuah (2011) discovered that academic performance was better in private schools than in public schools due to more effective work supervision in a study of 60 schools in Ghana (29 in urban and 31 in rural areas). The quality and impact of school inspections and the inspectors' and circuit supervisors' professional independence are of particular concern.

The issue is exacerbated by the lack of a proper performance management framework that establishes clear and meaningful accountability for monitoring purposes. Regular supervision and visits to schools and classrooms, according to Baffour-Awuah (2011), will encourage instructors to be more regular and timelier at school. Students will be challenged to change their attitudes toward school if they notice that supervisors visit frequently and teachers are always present. This would benefit their academic performance. According to Baffour-Awuah, teachers are dissatisfied with their superiors

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(2011). This could be related to the superiors' supervisory style, which can affect teacher performance in the district.

This suggests that teachers value the supervision of their superiors, which could be a key determinant of improved academic performance. Pupil progress on critical objectives is measured and monitored regularly in an effective school, and the results of those assessments are used to improve individual student behaviours and performances, as well as the curriculum as a whole (DiPaola & Hoy, 2008). After completing the first generation of frequent monitoring of student progress, schools must move on to the second generation of frequent monitoring of student development, according to Moswela (2010). Using technology in the second generation will allow teachers to monitor their student's progress better. Students can monitor their learning and, if necessary, modify their behaviour using the same technologies. Computerized practice tests, instant homework answers, and the ability to see correct solutions developed on the screen are just a few tools to ensure student learning (Simonsen et al., 2008).

Managing Human Resources

It is clear that the administration makes extensive use of its human resources in running the school. According to Harbison (1991), human resources are all of the people who have the potential to contribute to the creation of goods and the delivery of services. Improved service quality and desired outcomes, like educational goals, are influenced by other factors like land and capital. Rebore (1987) identifies eight managerial responsibilities related to human resources: planning, recruitment, selection, placement and induction, staff development, appraisal, retention, and worker remuneration . Staffing, hiring, retaining, and developing must be planned for in order to

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provide quality education efficiently and effectively. According to Mankoe (2020), school leaders make sure that enough qualified people are in the right places at the right times to accomplish what needs to be done so that the school can reach its goals. The management must communicate with workers, parents, and students. On the ground, teachers are responsible for achieving all goals, teaching students, and implementing all other curricular activities.

The importance of a teacher's role in a classroom setting cannot be overstated. Because, they write, "only the teachers can bring it to life and make it workable," regardless of how well the system has been planned. The administration thinks it is important to have people on staff who can use their common sense, motivation, and creativity to tailor the curriculum to the needs of students in an increasingly competitive global environment, foster an environment where each student can develop to his or her full potential through his or her own free will, and generally exert a strong influence on the rest of the faculty and staff to ensure they deliver optimal results.

They conceived of the headteacher's job as extending beyond the classroom to include not only the school's constituents but also the community at large. Some strategies to aid the headteacher's professional and personal growth become apparent. Those who had a negative impression of the plan saw it as an intrusion on their independence and an invitation to criticism from higher-ups.

Financial Administration and Management of Funding

The school headteacher is in charge of acquiring and spending financial resources within a specific time frame. Finance is at the heart of school administration. Financial management, according to Chuwa (2018), believes there many instances where there are delays in the disbursement of funds, the

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use of inappropriate documents to record expenditure and receipt transactions, and inadequate accounting knowledge by the headteachers. Their study was the target public secondary schools, whiles this current study aims at basic public schools. It has been argued by Owusu (1998) that it is a crucial part of managing a school.

As far as he is concerned, his job as the school's financial administrator is the most consequential, crucial, and fundamental responsibility. The ability of the headteacher to carry out his or her duties as an administrator is contingent on the availability of sufficient funds and their efficient distribution to support the school's instructional agenda (p. 113). Budgeting has taken this into account. A financial plan with quantifiable goals and deadlines is called a budget. It figures out how much you spent on inputs, how much you made, and how much money you made off of sales (http://www.defense.link). The school headteacher has two responsibilities when it comes to controlling the school's budget.

First and foremost, he must implement the activities program within the constraints of the funds made available to his institution. To help the school's financial discipline, the headteacher must implement strict expenditure control and effective utilization measures.

School administrators also have the responsibility of optimising use of available resources. Executives are tasked with maximising the effectiveness of their departments' budgets. The principle of minimal waste must always serve as their guiding principle. Millet (1954, p. 229) states that "get the greatest feasible return from the expenditure of approved monies." is a primary responsibility of the headmaster of an administrative agency.

The primary issue in managing the school budget, as stated by Adesina (1990), is making sure that the outcomes of the education system are worth the

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investment. Asiedu-Akrofi (1988) added fuel to the fire by arguing that the educational philosophy of the people should serve as the basis for the allocation of school funds; this includes decisions about which programmes to fund, which employees to hire, which supplies to buy, and which buildings to construct and maintain.

Budgeting is a multi-stage process that is critical in financial management. Chuwa (2018) elaborated on the significance of the school following the norms and regulations governing school funds. He proposed that a school headteacher is responsible for two aspects of fiscal control. First, the school's operations must be carried out within the financial constraints of the institution; second, the funds must produce the best possible results.

As a result of budget constraints, school headteachers are often forced to make do with less than ideal solutions. "the most important component of the headteacher's functions is to ensure that the intended work is performed, given money, and not to impose unanticipated constraints on the expenditure of funds to the detriment of work accomplishment." as stated by Salamat (2007). (See p. 127). Accurate accounting relies on meticulous record-keeping to reveal the flow of money, goods, and services over time. Asiedu-Akrofi (1978) argues that a reliable accounting system is essential for administrators to accurately assess student needs and faculty resources.

Good financial record keeping is required by the MOE, and this necessitates the use of various books such as receipt books, cash books, and cash analysis books (1994). Coordination, confidence, and openness are fundamental to effective money management. Both the headteacher and the bursar/accountant have a hand in managing school funds. The work of the school bursar is a delegated responsibility over which the headteacher must

maintain ultimate authority and responsibility, as is the case with any other school employee. The school headteacher will be held liable for any financial misdeeds committed by the bursar or the accounting department. Therefore, headteachers need to understand how money works in a business context. In agreement, Chuwa (2018) stresses the need for school headteachers to acquire fundamental accounting knowledge in order to conduct a thorough audit of the institution's financial records.

Similar opinions were expressed by Wilson (1996) and Asiedu-Akrofi (1998). Wilson (1996) argues that the entire team needs to be involved in effective budget planning. Therefore, he thinks that input on how school resources are distributed and improvement ideas should come from across the board. He thinks this method, when applied properly, can serve as a means to change educational practices. New approaches to education may be developed as a result. Perhaps unintentionally, it could also instil in kids a love of thrift. Wilson claims that the consensus amongst experts is that public participation in planning for schools is necessary to increase public awareness of and support for educational institutions and their programmes, as well as to reduce the stigma associated with public education. He argued that the public would be more receptive to requests for educational spending if they had a clearer idea of what their money would buy. The administration of the school is also overseen by the School Board. Policy formulation, according to Campbell and his colleagues, falls under their purview, while the headteacher is responsible for overseeing day-to-day operations.

Infrastructure and Teaching and Learning Resources in Schools

School infrastructure:

The school's facilities are crucial to the success of the educational setting. There are both direct and indirect action elements in a learning environment, and school facilities play an important role in both (Liu, Bellibaş, and Gümüş) (2021). School infrastructure consists of the land on which a school is located, the structure in which it is housed, and all other features and amenities designed to promote and ensure the safety of instructional and learning activities (Ayeni & Adelabu, 2012). School infrastructure is crucial to the success of any educational institution. This is because the facilities at a school provide both students and educators with a wide range of useful resources.

The school's physical layout, which includes the arrangement of buildings in relation to one another, contributes to the school's overall aesthetic and plays a role in the realisation of the institution's aims and purposes (Bosah, 1997). The school's physical layout includes classrooms, gyms, libraries, cafeterias, cafes, cafes, cafeterias, cafeterias, cafeterias, cafeterias, cafeterias, cafeterias, cafeterias, cafeterias, cafeterias, cafeterias (Asiabaka, 2008). Asiabaka suggests that furniture and restrooms, lighting, acoustics, storage and packing areas, security, transportation, information and communications technology (ICT), cleaning supplies, food services, and adapted restrooms are all examples of infrastructure. The administrative offices, staff rooms and offices, classrooms, laboratories, workshops, equipment stores, libraries, dorms, staff houses, and school grounds are all examples of school infrastructure or facilities (Numonjonnov, 2022).

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The availability of a wide range of building types is crucial to the continued existence and development of educational institutions. That is why, whenever the government and other stakeholders in Ghana's education system decide to upgrade something, they often begin by focusing on the schools' physical facilities. Imagine that the government is interested in boosting a school's performance in science. In that case, high-quality science labs will be made available to improve students' performance in science.

Students, teachers, and pupils are protected from the sun, rain, heat, cold, violent storms, and insects by the school's infrastructure, particularly the building. Furthermore, it stands for a classroom setting that significantly improves students' well-being, security, and academic outcomes. Walberg and Thomas (1972) found that learning was maximised when children were free to investigate their surroundings. When a school has the resources its teachers and students need, education can take place without barriers to student learning. Inadequate infrastructure is a cause for concern in the educational setting due to the critical role it plays there. Too many students are crammed into too few classrooms, as stated by Arisi (2002).

According to Boser (2015), students may suffer as a result of subpar facilities. Thus, the quality of the facilities at a school has a bearing on the academic success of its students. Finally, the quality and impression of a school is affected by its physical plant (Mege, 2014). In order to function properly, Asiabaka (2008) argues, schools need a number of different types of buildings. Several factors contribute to this, including the need to ensure the safety and comfort of students while they learn as well as the promotion of a wide range of perspectives and approaches. For students to fully grasp the underlying ideas taught in a science lab, for instance, the lab itself must be a convincing

demonstration of those ideas. ICT labs are essential for providing students with practical experience with ICT tools. This highlights the importance of educational infrastructure. Schneider (2002) portrayed the school's physical plant as a multifaceted system that influences the lives of everyone associated with the institution. Teachers and the entire school community also gain from the improvements made to the school buildings.

Resources for Teaching and Learning:

The GES Headteacher's Handbook (1994) states that it is the director of education's duty to guarantee sufficient funds for classroom supplies. Collaborating with various institutions and interested parties can help get this done. The School Performance Improvement Plan requires headteachers to request classroom supplies from the Ghana Education Service via letter (SPIP). Mills (2009) cites the GES Headteacher's handbook in making the case that parents, philanthropists, teachers, and headteachers are all involved in providing and maintaining the quality of the educational materials students have access to in their schools. The government is responsible for funding the provision of instructional resources (including textbooks) for use in primary schools (TLMs).

However, Mills (2009) suggests that headteachers find suitable ways to acquire quality items for the school at the lowest possible cost where there is none or insufficient. The SPIP also suggests that headteachers spend some of their capitation funds on things like TLMs and new school supplies. Tawiah Mensah (2002) argues that it is the shared responsibility of the government, the community, and parents to fund and provide the necessary school equipment.

Furniture, furnishings, and library books Desks, chairs, and tables are provided by the District Assemblies, and the Ghana Education Service supplies

all required textbooks (Mills, 2009). With the blessing of the District Assemblies, the PTA and the SMC may impose levies on their members in order to raise money for the purchase of school supplies, equipment, and furniture. In addition to teaching students how to use chairs, GES guidelines encourage repairing chairs with loose nails, weak joints, and wobbly legs during pre-technical skills lessons (GES, Headteacher's handbook). Textbooks and library materials are made available by the Ghana Education Service. Instead of relying solely on what the government provides, schools can also ask for donations of books and resources from parents and other groups. It is possible to use some of the school budget on books. Library books and textbooks should be stamped and numbered for easy identification, but old office books can be added to the collection. As a precaution, schools should keep detailed records of who borrows and returns textbooks. Students should be taught by their school's administration how to properly care for books and mend any that are damaged. Storage Rooms, Campus, and Textbooks Books and textbooks can be shelved, stacked, boxed, or stacked in cartons, as stated in the GES Headteacher Teacher's Handbook (1994). It is possible that classroom storage cupboards could be funded by a portion of the capitation grants.

In addition, the headteacher's office, the staff commons, or the library can all serve as storage locations for relevant materials. Parents are responsible for ensuring their children have access to sufficient quantities of exercise books, while the government is responsible for supplying the necessary textbooks. When it comes to defining the boundaries of the school grounds, it is up to the administration. Planting trees and flowers around the school grounds can help reduce erosion and keep the grounds in good condition. It is the responsibility

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of each school's headmistress or headmaster to ensure that each classroom's storage closet is in fine working order.

Empirical Review

Without a doubt, leaders are critical to the educational system's success. Several educational leadership studies have been conducted to determine the relationship between educational leadership and school effectiveness. School leaders demonstrate leadership practices and styles in their roles and characters, but they are more than just administrators.

Ruloff and Petko (2022) compared secondary school administrators' leadership practices and styles. From 6 public universities and 4 private schools of Swiss upper secondary headteachers, a questionnaire was used to collect demographic, descriptive, and open-ended response data. The data was analysed using Cronbach's alpha reliability coefficients. Mean sub-scale scores, t-tests, Pearson correlations, frequencies, and percentages are all computed. Furthermore, emerging themes from open-ended responses were collected and analysed. High school headteachers and superintendents were in charge of the scheduling system at their respective schools. However, a group of individuals (administrators, teachers' counsellors, board members, etc.) were the third most likely decision-makers regarding the school's scheduling system. The study found no significant differences in the willingness or ability of transformational and transactional leaders to initiate change in a school.

Najjuma (2022) looked into the leadership styles of headteachers and how they affect teacher job performance in senior high schools. 320 selected secondary schools using stratified sampling. Data were collected from respondents using the headteacher's leadership style questionnaire and the teacher's job performance questionnaire. Frequent counts, percentages, the

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Pearson product-moment correlation coefficient, and t-tests were used to analyse the data. According to the findings, democratic leadership is the headteacher's most commonly used style. The job performance of teachers was found to be moderate. When the leadership style and job performance were compared, it was discovered that teachers' job performance improved when the headteachers used the autocratic leadership style rather than the democratic and laissez-faire leadership style. According to the study, headteachers and school headteachers should adopt and implement a mix of democratic and laissez-faire leadership styles. The study recommends that school districts consider assessing headteachers' leadership styles and developing professional learning activities that encourage more effective leadership behaviour. The study supported the idea that different leadership practices and styles help leaders be more effective.

Hejres, Braganza, and Aldabi (2017) investigated the effectiveness of leadership styles on instructional leadership and teachers' job expectancy in the Kingdom of Bahrain. The purpose of the study was to moderate the effect of four leadership styles on instructional leadership and teacher outcomes: directive, supportive, participative, and achievement-oriented (job satisfaction, job expectancies, and acceptance of leader). A model based on empirical data was created using a combination of methods in the study. The findings were based on a survey of 536 participants from basic schools and secondary schools throughout the Kingdom of Bahrain, including teachers, headteachers, and senior chiefs. Statistical and thematic analyses revealed a direct and positive relationship between instructional leadership and teacher outcomes after the data was moderated for the four leadership styles. The study discovered that to increase job satisfaction, and headteachers should consider rewarding teachers based on high performance rather than misplaced emotional and personal

appreciation according to job expectancy. The study also discovered that the headteacher's vision and responsibilities for all school community members encourage participation, discussion, and present dialogue, all of which contribute to improving educational processes.

According to the study, the most effective criteria of supportive leadership style by headteachers allowed teachers to participate in professional development programs without discrimination, assisted them in relating well with the teachers, and enabled them to make suggestions to teachers concerning the subject of interest in the educational process, assisted them in expressing positive feedback verbally about the teachers' achievement, and assisted them in achieving their goals. It was also discovered that when school headteachers share their vision and responsibilities with members of the school community, it is the most effective criterion of participative leadership.

Hansen (2016) investigated the effectiveness of school leadership practices in schools with positive climates in the age of high-stakes teacher evaluations. This study aimed to learn about the leadership practices and characteristics of school leaders in schools that were identified as having a positive school climate. A qualitative research design was used in the study. Three focus groups of teachers were interviewed and questioned about their headteachers' professional practices and characteristics. Individual interviews with the headteachers of these schools were also conducted. These responses were scripted, coded, and compared to recent educational leadership literature using an open-ended coding model. The key findings of this study include professional practices and characteristics of headteachers in positive climate schools, recommendations for current and future school leaders, and future research possibilities. According to the empirical review, the authors did not

link leadership practices, leadership styles, or theories to determine their effectiveness in school administration. Researchers would have been able to place specific leadership styles and practices within specific leadership theories if such a relationship existed. This could have resulted in more accurate predictions of leadership styles and approaches and potential actions taken by school headteachers in specific situations.

The study sought to determine headteachers' leadership styles in basic public schools in the Ashanti Region's Bosomtwe Atwima Kwanwoma District, according to Wompeah (2010). The study was particularly interested in determining the factors that contribute to high performance in specific district schools and those that contribute to low performance in other districts. In this qualitative study with a descriptive survey design, questionnaires were used as the study's instrument. Out of a total population of sixty, fifty people responded. The data were analysed using the Statistical Package for Social Sciences (SPSS). One-third of teachers had mixed feelings about the leadership styles used by their headteachers. Teachers from both high and low-performing schools described their headteachers as democratic leaders. Situational leaders were described as such by one-third of teachers in high-performing schools. Teachers in low-performing schools were not familiar with situational leadership. Headteachers were perceived as autocratic leaders by 21% of high-achieving schools and 41% of low-achieving schools. Both headteachers and teachers recognized the significance of positive personal characteristics in management, such as good health, neatness, mental ability, commitment, fairness, firmness, and courage. They also believed that academic qualification in education management was a necessary component of school administration. According to the study, educational authorities should help teachers and

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headteachers gain more university knowledge and skills for school administration.

Another study, conducted by Likop (2016), looked at the impact of headteachers' instructional supervision practices on students' performance in the Kenya Certificate of Primary Education in public primary schools in Mulot Division, Narok South Sub-County, Kenya. The study sought to ascertain the extent to which head teachers' classroom observation visits, teachers' work records, exercise book checking, and post-observation conferences influenced pupils' KCPE performance. A descriptive survey design was used in the study. The target population included all 60 public primary schools in the Mulot division and 432 teachers, and 60 headteachers. The study included 30 schools with an equal number of headteachers and teachers. The study drew a total of 110 participants. Two sets of questionnaires were distributed, one for teachers and one for headteachers. The information gathered was both qualitative and quantitative. The researcher analysed quantitative data using percentages and frequencies using descriptive statistics. Thematic analysis was used to analyse qualitative data, which was then presented in graphs, charts, and tables. According to the study, 76.6 percent of headteachers conducted classroom observation visits once per term, 50% checked teachers' professional records once a month, 76.4 percent rarely checked students' lesson notes, and 62.5 percent did not hold a post-observation conference with teachers to discuss the outcome of the classroom observation visit and provide solutions to challenges discovered. The study's findings revealed that the frequency with which headteachers carried out clinical supervision practices was extremely insufficient and significantly influenced pupils' poor performance in KCPE. The researcher suggested that headteachers increase the frequency with which they

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implement instructional supervision practices in their schools. The researcher also suggested that similar studies be conducted in Sub County secondary schools. A study on the impact of KEMI training on instructional supervision is also being conducted.

Mutambuki and Njuguna (2022) examined the connection between head teachers' supervision practices and academic performance in Mwingi Central Sub County, Kitui County, Kenya. The study's specific goal was to assess the impact of head teachers' classroom observations on academic performance in Mwingi Central Sub-County public primary schools. In this study, the concurrent triangulation research design was used. The three zones had a total population of 1368 people. Using simple random sampling, six (6) head teachers and 61 teachers were chosen for the study. The questionnaires were used as data collection tools in the study, and the test-retest technique and the Pearson product-moment correlation were used to test the reliability of the research instruments. The findings were also analysed using descriptive statistical methods. The findings revealed that the classroom observation practices of the head teachers were not taken seriously.

Furthermore, the sampled headteachers in the study demonstrated insufficient instructional leadership practices. The study's findings suggest that the Ministry of Education (MOE) and the Teachers Service Commission (TSC) use strategies to balance the core functions of head teachers to ensure adequate time for conducting instructional supervision practices. Furthermore, headteachers must employ both hands-on and delegated approaches when it comes to classroom supervision.

Idd and Kiwonde (2022) investigated the motivating factors influencing teachers' performance in public primary schools after implementing the new

fee-free education policy. Maslow's hierarchy of needs theory guided the research, which is best known for identifying a person's five basic needs: physiological, security, affiliation, esteem, and self-actualization. A descriptive research design was used in the study, which combined a quantitative and qualitative approach. The study had 120 participants, 20 of whom were headteachers, and 100 of whom were regular teachers. The sample was obtained through simple random sampling and purposive sampling. According to the study, motivating factors influence teachers' commitment to their teaching and learning processes, thereby improving students' academic performance. Thus, positive teacher motivation improves student academic performance and vice versa. The study's findings indicate that the government's policy system impacts teachers' ability to do their jobs effectively and that schools should provide adequate teaching and learning resources. According to the study's findings, the government should improve working conditions for teachers in public primary schools by doing the following: improving working conditions by building more teachers' houses with access to services such as electricity and water, increasing teachers' salaries and annual increments, timely teacher promotion, the construction of laboratories with equipment, and the provision of mobile laboratories to improve working conditions.

A study of teachers' motivation and output at secondary schools in Kilimanjaro, Tanzania, was conducted by Azaliwa and Casmir in 2016. One hundred secondary school teachers in the Kilimanjaro region of Tanzania took part in a non-probability sampling procedure called purposive sampling, which is heterogeneous in nature. Major motivators that influence teachers' work performance were identified through descriptive statistical analysis. These included attractive salaries, transportation, recognition of teachers' efforts,

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promotions at appropriate times, and time off for short and long-term professional development. The study concluded that there is a connection between teachers' motivation and their students' academic achievement in the secondary schools where it was conducted. Further, teachers in both public and private institutions did not differ in terms of their level of motivation or productivity. The researchers found that teacher motivation is correlated with teacher effectiveness. That is why it is important for educators to stay inspired and engaged in their work. To ensure that major de-motivating factors for teachers' work performance are addressed and that other educational stakeholders understand their role in motivating teachers for better work performance, it is recommended that the Ministry of Education and Vocational Training review educational and vocational policies. It is possible that no additional information was gathered from headteachers beyond the questionnaire, though, given that this was a quantitative study. To go beyond the information provided by the survey instruments, this study used a mixed-method approach to interview school headteachers.

Teachers in the Ajumako Enyan Esiam District were studied by Pajibo et al. (2020), who looked into how intrinsic motivation affected their performance and what that meant for bridging the communication gap between older workers. A total of 135 participants, including classroom teachers, headteachers, SMC members, and the District Director of Education, participated in this study, which used a triangulation concurrent mixed method design. Questionnaires, focus groups, and interviews were used to compile this data. Descriptive and inferential statistics were employed to analyse the data. Themes were presented in discussions with school headteachers, school management officials, and the Director of Education. The study found that

teachers generally had high morale, as indicated by the prevalence of tests and examinations given to students and the close monitoring of all school activities. The results indicate a strong positive correlation between intrinsic motivation and academic achievement in the classroom. As before, a positive correlation was found between extrinsic motivation and teacher performance, suggesting that both types of motivation played a role in shaping educators' output. To improve teacher motivation and performance at work, the study suggested a number of measures, including increasing basic school teachers' remuneration to keep up with rising costs of living, providing teachers with housing, bolstering supervision, instituting awards for good performance, and providing teacher learning materials (TLMs) (employees).

King'oina (2017) studied the relationship between school climate and student achievement in the public primary schools of the Marani Sub-County in Kenya. The research team wanted to learn how the school's environment affected students' grades. In this study, we used a descriptive survey approach. A total of 317 people of the Standard were chosen as the sample. There are eight teachers, 64 headteachers, and 64 chairpeople of the Boards of Management in a system of 64 public elementary schools. Using a stratified random sampling method, the schools and respondent groups were selected. There were 95 participants in the study. Standard There are a total of eight faculty members, as well as 19 headteachers and 19 chairs on the Board of Management. Questions were sent out to teachers, headteachers, and chairs of the boards of management in order to collect information. Kisii County's County Director of Education Office analysed some KCPE test documents to determine the average scores of the county's students. Descriptive statistics (frequency, percentages, and means) were used to analyse the quantitative data, while themes derived

from the research objectives were used to organise and make sense of the qualitative data. The research found that schools lacked adequate classroom and bathroom facilities, that student-teacher relations were poor, that teachers were not encouraged to participate in professional development opportunities, and that they were not included in school decision-making processes. According to the research, a negative school climate has a negative impact on students' ability to learn. A number of recommendations were made in light of the research findings, including aiding schools in constructing sufficient physical facilities, making sure teachers' professional development is enhanced, and cultivating warm pupil-teacher relationships and an embrace of participatory decision making to create a healthy and child-friendly learning environment.

Study authors Nkemjika, Osuji, and Wey-Amaewhule (2022) set out to learn what obstacles headteachers of public secondary schools in Abia State face when it comes to money management. Time and cost management in the enforcement of educational regulations were the focus of this analysis. There were 316 public secondary schools in the study. It used a questionnaire for headteachers, assistant headteachers, and bursars/account clerks, as well as an observation tool for headteachers and an interview schedule for the district school auditor, to gather its data. In total, 305 respondents filled out and returned their questionnaires. To verify the data, an observation tool was used in 250 public secondary schools, and an interview schedule was used with the district schools' auditor. Quantitative data was collected by means of a questionnaire and an observation checklist, and then analysed with descriptive statistics like means, frequency counts, percentages, and correlation. Themes and sub-themes, such as delays in disbursing funds, the use of unsuitable documents to record transactions, and a lack of accounting knowledge among headteachers, emerged

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from the qualitative data gathered through questionnaires and interviews. This further solidified the critical nature of re-evaluating financial management courses at the college and postsecondary diploma levels in order to enhance their applicability and quality.

Conceptual Framework
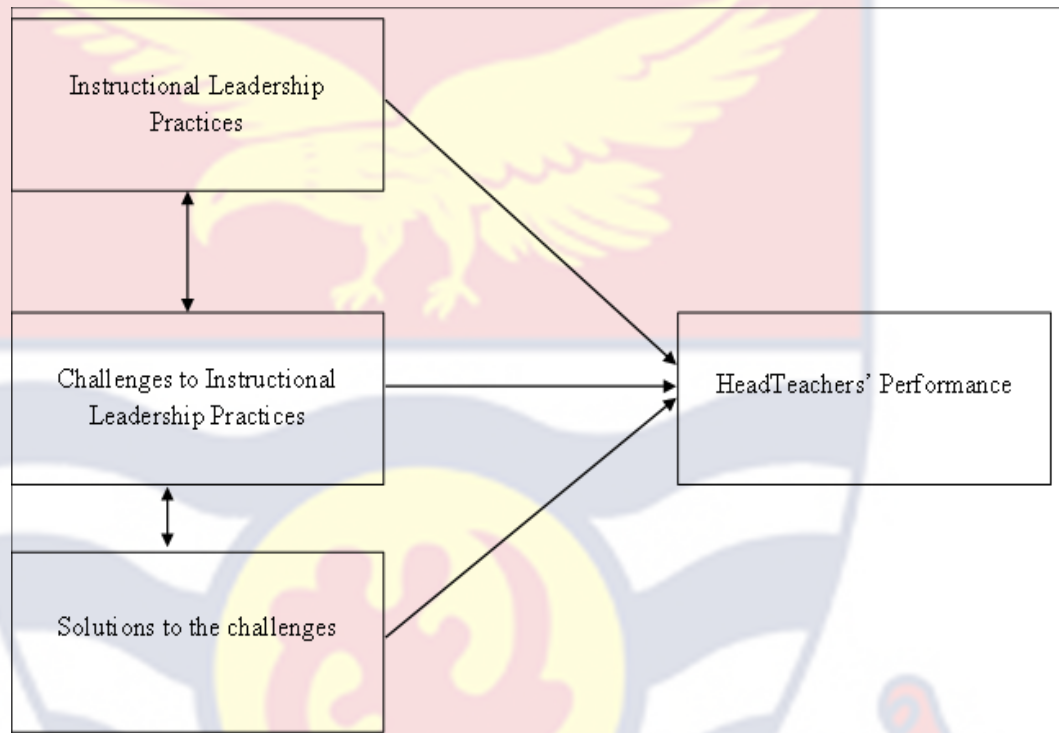
Figure 1: Conceptual Framework of instructional leadership practices of headteachers, challenges face and solutions

Source: Researchers' Construct

As shown in Figure 1, the instructional leadership roles adopted by headteachers in the schools are affected by the types of instructional leadership roles the headteachers are aware of. The instructional leadership practices, challenges faced in executing the instructional leadership practices, and solutions to the challenges are the independent variables whereas the effect they have on headteachers performance is the dependent variable. The instructional leadership practices show the various practices employed by headteachers in

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their work and these practices, according to literature, have direct effects on the headteachers performance. Again, literature reviewed revealed that the challenges faced by headteachers are likely to affect headteachers performance Leaders and their teams frequently reach a point where it is more convenient to continue down the path of least resistance rather than pursuing growth and innovation (Afegbua & Adejuwon, 2012. Thus, the various challenges faced by headteachers can make or unmake the performance of the headteachers. Lastly, solutions to the challenges are expected to determine the performance of the Headtaechers. Bush and Glover (2014) state that leadership is an influence process that leads to achieving desired goals. Thus, the right leadership style adopted in handling a particular situation can affect the headteachers performance in the Techiman Municipality.

Chapter Summary

This chapter has reviewed literature pertinent to the current study. There were three sections to the review. There was a theoretical framework, a conceptual framework, and a review of related empirical studies. According to the literature review, even though there are various instructional leadership practices in basic schools, headteachers adopt a specific style depending on the situation. Again, the literature showed that challenges faced by headteachers in executing their instructional leadership practices come in various forms, including motivation, infrastructure, supervision, and financial management, among others. In addition, the review showed that the challenges faced by headteachers could be addressed when parties to school development, like the government, make available the needed resources for teaching and learning available. According to the reviewed literature, there appears to be enough to

investigate basic school instructional leadership practices. As a result, this research aims to bridge that gap.

CHAPTER THREE

RESEARCH METHODS

Overview

This section describes the methods that were employed during the study. To that end, it details the study's methodology, including its sample and sampling procedures, data collection instrument, data collection process, and analysis steps.

Research Design

According to Yin (2009), a research design is a plan and inquiry structure to answer research questions, as well as a blueprint for data collection, calculation, and study. The research employed a hybrid strategy involving both qualitative and quantitative techniques. Quantitative and qualitative approaches to research are combined in mixed methods studies. Tashakkori and Teddlie (2003) argue that researchers should employ a multi-method approach if doing so will increase the likelihood that their research questions will be answered and the credibility of their findings and inferences. The three main categories of mixed approaches are concurrent mixed approaches, sequential mixed approaches, and mixed transformative approaches. When a researcher needs to elaborate or expand upon the results of a single method, they can use the sequential mixed method. Beginning with an exploratory qualitative study provides solid groundwork for a follow-up quantitative study.

In addition, the concurrent mixed approach requires the researcher to merge or combine quantitative and qualitative data to provide a holistic analysis of the research problem as it is being gathered. The transformative mixed approach takes a theoretical stance that advocates for positive change. There is a mix of quantitative and qualitative data in the design. Research was conducted

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using a mixed-methods strategy with the underlying assumption that "what works" is the most reliable indicator of truth (Creswell, 2003; Maxcy, 2003). (Howe, 1988).

A concurrent mixed methodology was used in this investigation. This is because the study combined both quantitative and qualitative research methods simultaneously. Taking a specific theoretical stance will lead to these findings. This view is supported by a conceptual or theoretical framework as well as the ideologies of transformational, transactional, and participatory research. This viewpoint is reflected in the study's aims and objectives. The combination of methods was necessary because neither quantitative nor qualitative approaches could fully capture the situation's patterns and complexities. Together, quantitative and qualitative approaches strengthen one another, allowing for a more in-depth investigation (Green, Caracelli & Graham, 1989, Tashakkori & Teddlie, 1998).

There are three obstacles that must be conquered when planning a mixed-methods study: prioritization, implementation, and integration. The priority indicates the weight placed on the quantitative or qualitative approach to the investigation. Data collection and analysis methods include doing so in a sequential or chronological order, in parallel, or in a continuous fashion. As part of the research process, quantitative and qualitative information are integrated.

In quantitative studies, the investigator utilised measurable data (Charles & Mertler, 2002). The research relied on post-positivist claims like the testing of hypotheses through data collection and analysis and the use of experimental design to learn more. The researcher analysed the magnitude and frequency of relationships by isolating variables and establishing causal connections between them. Researchers can extrapolate their findings to a larger population in a more

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objective manner using quantitative analysis, as stated by Borrego, Elliot, and Douglas (2009). The researcher could extrapolate from these responses to draw broader conclusions. This kind of analysis was necessary for my research because I needed to know how effective leadership practises were in the daily activities and school operations of school leaders.

According to Borrego et al. (2009), qualitative analysis is the process of gathering and examining textual data through techniques like surveys, interviews, focus groups, conversation analysis, and environmental observation. By doing so, the researcher is able to personalise the research process. The main purpose of qualitative research is to understand the problem being studied from the point of view of the study's participants as they experience it in the real world and give it meaning. Human attitudes, values, and perspectives are the focus of qualitative research. You can learn a lot from just a little bit of qualitative data. People's lived experiences, opinions, sentiments, and knowledge can be accurately represented through direct quotations, without being filtered through or constrained by artificial categories.

Study Area

This study was conducted in the Techiman Municipality. Techiman is located on the Ghana map, closer to Kintampo, the country's central point. Techiman acts as a hub from which other districts radiate. Sunyani, Wenchi, Ejura, Nkoranza, Tamale, and Kumasi are all connected. The economic environment of a human settlement has a significant impact on school headteachers' practices. To best suit the circumstances, headteachers in most parts of the country employ a variety of approaches and leadership styles. Techiman stands out from the other districts in the Bono East Region. Techiman is the region's economic hub.

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Techiman has one of our sub-most region's active markets. This indicates that the municipality is thriving economically. Indigenous peoples' primary occupation is farming. They are classified as having two vegetation zones. Annual crops include plantain, yam, and cassava, whereas seasonal crops include tomatoes, maize, garden eggs, and beans. Merchants, artisans, and government employees are among the other nearby workers. The social lifestyle of the town cannot be overstated; there is a constant supply of energy and a plethora of social amenities and entertainment options such as musical performances, video shows, discos, and street jams. These facilities are very popular; most visitors are businessmen and women from various economic backgrounds. People from different parts of the world live in the municipality. As a result, criminal activity has increased, as have social vices such as armed robbery and prostitution. Teenage pregnancy, drug use, and school dropout are all common in the municipality as a result. Several public and private educational institutions are located in the Techiman Municipality. This district has approximately 102 primary schools, 78 junior secondary schools, and nine (9) senior secondary schools. Headteachers, teachers, educational authorities, and parents face challenges in effectively controlling pupils at school and at home due to rapid population growth, the shift system, and the vast market.
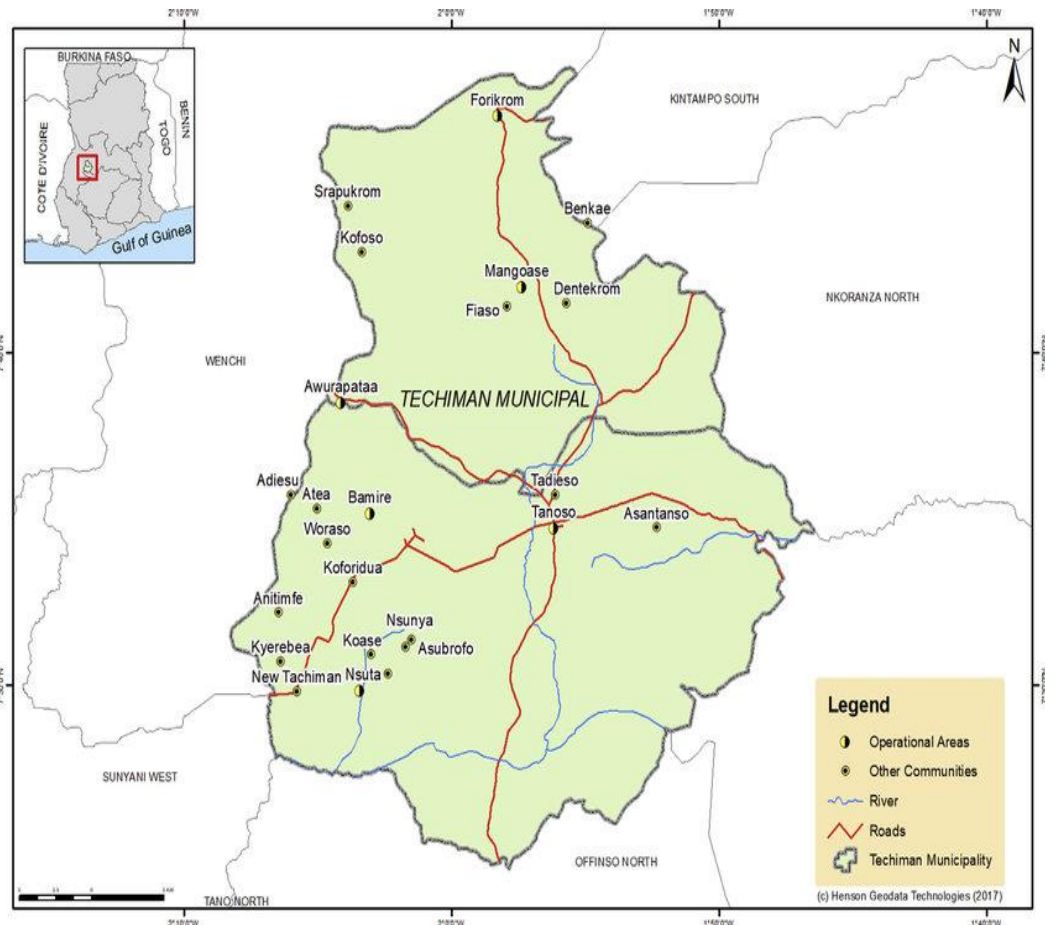
Figure 2: Map of Techiman Municipality

Source: GSS, 2010

Population

The targeted community in which the researcher is interested is referred to as a population (Field, 2013). This enables a researcher to set boundary conditions on who should be included in or excluded from the population from which a sample would be drawn (Babbie, 2005). This research's target population constitutes all headteachers residing within the Techiman Municipality. There are 11 circuits (Techiman West, Techiman East, Techiman South, Bamiri, Gyarko, Nwaeso, Nsuta A, Nsuta B, Ahenbronoso, and Tanoso) in the Techiman Municipality with 180 schools. Five (5) of these schools have only primary schools, and the remaining 175 have both primary and junior high

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schools. The number of headteachers in the Municipality was approximately 350 headteachers. This is because the schools involved in the study were those schools with both basic and Junior High School headteachers. Thus, two headteachers from each school were involved in the study. Schools in all the circuits will be involved in the study. All 11 circuits in the Techiman Municipality will be used for the study. Out of this number, five (5) circuits (Bamiri, Nsuta A, Nsuta B, Nwaeso and Tanoso) are located in the rural areas in this municipality and seven (6) circuits (Gyarko, Kenten, Ahenbronoso, Techiman South, Techiman West and Techiman East) are found in the urban centres of the Techiman Municipality. The number of schools in each of the 11 circuits is shown in Table 1.

Table 1: Population of Headteachers in the Schools

Name of Circuit	Number of Schools	Number of Headteachers
Techiman West	19	38
Techiman East	21	42
Techiman South	17	34
Bamiri	14	28
Gyarko	13	26
Nkwayeso	19	38
Nsuta A	14	28
Nsuta B	11	22
Ahenbronoao	16	32
Tanoso	18	36
Kenten	13	26
Total	175	350

Source: Techiman Municipal Education Directorate

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Sample and Sampling Techniques

The multi-stage sampling technique was adopted for the study. Krejce and Morgan's (1970) table of random numbers was used to select 118 schools out of the 175 schools sampled for the study. The proportionate sampling was employed to determine the number of schools selected from each circuit, as shown in Table 2.

Table 2: Sample Size Determination

Name of Circuit	Number of Schools	Number of Headteachers
Techiman West	13	26
Techiman East	14	28
Techiman South	12	24
Bamiri	9	18
Gyarko	9	18
Nkwayeso	13	26
Nsuta A	9	18
Nsuta B	7	14
Ahenbronoao	11	22
Tanoso	12	24
Kenten	9	18
Total		236

Source: Researcher's Calculations

Hence, a total of 236 headteachers were used for the study. All 236 headteachers were employed to respond to the questionnaire, whereas five (5) headteachers were conveniently sampled for the interview. This was because they were the headteachers who allowed themselves to participate in the interview

Data Collection Instrument

A research tool is a method or technique that a researcher employs to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). As data collection tools, a questionnaire and an interview guide were used. The use of mixed methods for data collection was intended to allow for data triangulation and assess the balance of evidence provided.

Interview Guide

The selected headteachers were interviewed using a semi-structured interview. The semi-structured interview guide is a list of questions prepared for headteachers, but it also allows the interviewer to deviate from the list, asking follow-up questions as needed (Burns & Grove, 2010). The semi-structured interview guide for the study leaves little room for participants' responses to varying. A semi-structured interview was assigned to specific themes based on the study questions as a qualitative research method. The interview guide was adaptable, allowing for the addition of new questions as the interview progressed in response to the participant's comments (Creswell, 2013). The topics were the same for each interviewee. By tailoring future questions to the information provided by the participant, semi-structured interview techniques allowed the interviewer to respond quickly to what participants said (Burns & Grove, 2010). The semi-structured interview guide included questions designed to elicit information about headteachers' instructional leadership practices in their various schools, their challenges in carrying out their instructional leadership roles, and how they can be overcome. The interviews were tape and password-protected.

Questionnaire

In this study, the questionnaire was also used as a research tool. A questionnaire is a set of questions to gather data for a research project (Burns & Grove, 2010). They are used to gather quantitative information. Because researchers frequently use questionnaires to generate broad generalizations, they are frequently based on carefully chosen samples (Burns & Grove, 2010). A questionnaire can collect a large amount of data from many people in a short amount of time and at a low cost (Burns & Grove, 2010). When the problem under investigation is emotional, the questionnaire's limitation occurs because it is impossible to know how honest a respondent is. There is sometimes some researcher imposition (Burns & Grove, 2010). This study's questionnaire is divided into three sections, including closed-ended questions.   The questionnaire was made up of four sections (A-D). Section A was made up of the demographic profile of the respondents, Section B was made up of (9) items to collect responses on the instructional leadership practices of headteachers, and Section C contained nine (8) items measuring the challenges faced by headteachers in executing their instructional leadership practices, and Section D included nine (9) items to elicit responses on how the challenges faced by headteachers can be addressed.

Data Collection Procedure

A letter of introduction was collected from the University of Cape Coast Institutional Review Board and sent to the schools' headteacher for their consent and approval before the data was collected. Data collected for the study was via the distribution of questionnaires in person with the help of field assistants for the participants to respond to in their various offices. Permission was sought from the respondents, and their confidentiality and anonymity were assured

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before they responded to the questionnaires. Those who wished not to respond to the questionnaire were not forced but rather excused. Those who agreed to respond to the questionnaires were guided through it by explaining those portions they found difficult to understand. The questionnaires were self-distributed with the help of field assistants for headteachers to respond to and retrieve them. To achieve aa 100% questionnaire, return rate, a one week long was allowed headteachers to responds to questionnaires. Additionally, the interview guide was later given to the headteachers who availed themselves by the researchers alone immediately after the questionnaires were administered to respond to them. The data collection took 28 days from when the institutional review board gave the ethical clearance.

Validity and Reliability

Validity: The validity was assessed using the content validy. Content validty was assessed by presenting the questionare and interview guide to the the supervisor to examine the ites to evaluate whether they represent the comprehensive and representative sample of the domain being measured.

Reliability: After the validity of the instrument is established , Cronbach alpha coefficient was used to determine the reliability of the questionnaire. Each variable on the questionnaire (Instructional leadership practices, challenges and solutions) were subjected to reliability analysis. According to Nunnally and Bernstein (1994), a reliability coefficient of 0.70 is the standard to accept that the instrument is reliable for data ollection. The reliability of Instructional leadership practices= 0.741, Challenges =0.760 and Solutions = 0.803.

Pre-testing

The validity and reliability of a research instrument is the extent to which the instrument elicits the accurate information or responses needed for

the study. In order to ensure the validity and reliability of the research instrument, the questionnaire items and interview guide were first given to a headteacher from Apewosika basic school who was not part of the sample to read through for his suggestions to refine the items. Again, the instruments were shown to the supervisor for clarity of expression and for pre-testing. Then, the instruments were pre-tested using 30 basic schools headteachers who were not included in the main sample in the Cape Coast Metropolis, which have similar features to the sample chosen. Based on the outcome of the pre-test, the questionnaire and the interview guide were revised to remove ambiguities. That ensured clarity of expression and enabled the researcher to undertake the actual study.

Data Analysis Procedure

Data collected in the field were analysed quantitatively as well as qualitatively. Descriptive statistics were used to analyse the quantitative data (mean and standard deviation). These were carried out with the help of the Statistical Package for Social Sciences (SPSS version 26.0). The transcribed interviews were analysed using qualitative content analysis. The Nieuwenhuis (2007) guideline was used to reduce, condense, and group the responses based on each research question into themes.

Research Question One

The items to measure the instructional leadership practices of headteachers were measured on a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree) and analysed using means and standard deviation. For easier interpretation, mean values closer to 1 reveal that the respondents' have strongly disagreed on the item, mean values closer to 2 mean they have disagreed, a mean value of 3 means they are neutral,

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and when the means value is closer to 4, it shows that the respondents have agreed and when the mean value is closer to 5, it means the respondents have strongly agreed.

Furthermore, the data collected using the interviews were analysed thematically. Firstly, the interview recordings were played over and over and transcribed. The transcribed interviews were given to a senior colleague to go through thoroughly to be sure that the exact words of the respondents were captured. Additionally, the responses were grouped under themes such as leadership styles, Instructional leadership in practice, Teacher motivation, Supervision, Leadership styles and performance discussion.

Research Question Two

This research question examines headteachers' challenges in executing their instructional leadership practices in their respective schools. In doing this, mean and standard deviations were used for the analysis. Since the items were measured on a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). For easier interpretation, mean values closer to 1 reveal that the respondents strongly disagreed on the item, mean values closer to 2 means they have agreed, and a mean value of 3 means neutral. When the mean value is closer to 4, it shows that the respondents have agreed, and when the mean value is closer to 5, it means the respondents have strongly agreed.

Additionally, the interview responses were transcribed and grouped into resources, financing, and motivation themes. The data collected using the interviews were analysed thematically. The interview recordings were played over and over and transcribed. The transcribed interviews were given to a senior colleague to go through thoroughly to be sure that the exact words of the

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respondents were captured. The responses were grouped under themes such as Headteachers Motivation, Financial Administration and Infrastructure and Resources

Research Question Three

The items to measure how to address the challenges faced by headteachers were measured on a 5-point Likert scale. Mean and standard deviations were used for the analysis. Since the items were measured on a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). For easier interpretation, mean values closer to 1 reveal that the respondents' have strongly disagreed on the item, mean values closer to 2 means they have agreed, a mean value of 3 means they are neutral; when the means value is closer to 4, it shows that the respondents have agreed and when the mean value is closer to 5, it means the respondents have strongly agreed.

However, the interviews were transcribed and categorized into themes. The data collected using the interviews were analysed thematically. To start with, the interview recordings were played severally and transcribed. The transcribed interviews were given to a senior colleague to go through so many times to be sure that the exact words of the respondents were captured. Additionally, the responses were grouped under themes such as Supervision, Training and Staff Development, and Motivation.

Ethical Consideration

Human-participant research focuses on a profound moral obligation to the people involved and the advancement of human health, education, and understanding. A set of moral standards drove the ethical analysis of this study. These guidelines were intended to safeguard study participants' and volunteers' welfare and rights. Leedy and Ormrod (2005). These ethical concerns were

observed in this study to reduce risk to contributors and improve the research's reliability and sincerity. Some scholars have addressed and summarized the ethical dilemmas that educational researchers face, including obtaining access, informed consent, confidentiality, and the use of sensitive data, to name a few (Leedy & Ormrod, 2005). The confidentiality, anonymity, and privacy of the respondents were assured. All Covid-19 protocols were followed.

Chapter Summary

The study adopted the mixed-methods approach in the research. A sample of 236 headteachers was sampled through the multi-stage sampling procedure for all the eleven (11) circuits in the Municipality. Five headteachers were conveniently sampled to respond to the interview questions. The study employed a questionnaire and a semi-structured interview guide. The reliability obtained was 0.88 for the headteachers for the quantitative data. Data collection also took into account ethical concerns. The questionnaire data were descriptively analyzed concerning the study's research questions. According to the research questions, the recorded data were transcribed, coded, and presented in themes using thematic analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter presents the results from the analysis of the data collected to investigate the instructional leadership practices of headteachers in the Techiman Municipality. The chapter is divided into two (2) sections. The first sections present the results of the analysis of the demographic data collected from the participants, whereas the second section presents the results of each research question. The discussion of the results is also presented, whereas the chapter ends with a summary.

Results of Demographic Characteristics of Respondents

This section presents the results of the demographic data collected from the respondents sampled for the study. It was heart-warming that all 236 respondents completed and submitted the questionnaire, resulting in a 100% return rate. The results are presented in Table 3.

Table 3: Demographic Characteristics of Respondents

Variables	Frequency	Percentage
Sex		
Male	189	80.1
Female	47	19.9
Age		
31-40 years	39	16.5
41-50 years	122	51.7
50+ years	75	31.8
Qualification		
Diploma	19	8.1
First Degree	213	90.3
Masters' Degree	4	1.7

Table 3 continues

Teaching Experience		
1-5 years	5	2.1
6-10 years	115	48.7
11-15 years	94	39.8
16-20 years	16	6.8
20 years and above	6	2.5

Source: Fieldwork (2022)

Table 3 depicts that there were more males than females in the distribution of sex status of the respondents. Thus, there were more males, 189(80.1%) than females, 47(19.9%), who participated in the study. Furthermore, the age distribution of the respondents showed that more than half, 122(51.7%) of the respondents, were within the age category of 41-50 years. This was followed by about one-third of 75(31.8%) respondents aged 50 years and above. The least proportion of 39(16.5%) respondents was aged 31-40. Also, 93 percent of respondents have obtained a Bachelor's degree as their highest educational qualification, 8 percent obtained Diploma, and whereas only 2 percent earned a Master's degree at the time the data was collected. Lastly, 2 percent of the respondents have 1-5 years of teaching experience, followed by 49 percent with 6-10 years teaching experience, 40 percent with 11-15 years of teaching experience, 7 percent with 16-20 years of teaching experience and 3 percent who had 20+ years teaching experience.

The results from the demographic data of the respondents indicate that their responses to the research questions are valid, and hence decisions can be made upon it since most of them have been in the schools for quite a while and knows the various things that happen in the school so far as the instructional

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leadership practices of headteachers are concerned. However, the results will benefit the headteachers with 6-15 years of working experience.

Research Question One: What Headteachers use instructional leadership practices in the Techiman Municipality?

This research question sought to establish Headteachers' dominating instructional leadership practices in the Techiman Municipality. To achieve this, mean and standard deviations were used for the analysis. The questionnaire used a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). The results are presented in Table 4.

Table 4: Instructional Leadership Practices of Headteachers

	Mean	Std. Deviation
I provide counselling services for my teachers	4.19	1.28
I encourage and instil the spirit of teamwork among my staff	4.09	1.38
I provide feedback to my teachers on their performance	3.90	1.34
I initiate staff development and training in my school	3.36	1.25
I provide teaching and learning materials in my school	3.21	1.25
I motivate my teachers extrinsically	3.20	1.25
I evaluate the performance of my teachers in my school	3.17	1.26
I organise forums to discuss students' performance	3.15	1.25
I visit teachers in class to supervise teaching to ensure the right thing is done in my school	3.03	1.30

Source: Fieldwork (2022)

Results in Table 4 measuring the instructional leadership practices exhibited by the headteachers in the Techiman Municipality revealed that all the

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items used had received positive responses, with headteachers agreeing that they provide counselling services for teachers (M = 4.19, SD = 1.28) receiving the highest response. Results from the analysis of the instructional leadership practices of headteachers in the Techiman Municipality showed that headteachers provide counselling services for their teachers. Counselling is crucial in ensuring teachers are psychologically sound to effectively discharge their duties to help students achieve their academic goals and develop the school.

Again, they agreed that they encourage and instil team spirit in teachers in their schools (M = 4.09, SD = 1.38). It was found that headteachers encouraged and instilled the spirit of teamwork among their staff. Thus, the ability to work together harmoniously is important in any organizational setting, including the school and, for that matter, the need to give maximum consideration to ensuring a good school climate. This finding agrees with the findings of Hansen (2016), who found that headteachers from positive school climates carried out their instructional practices well.

Headmasters agreed that they provide feedback to their teachers on their performance (M = 3.90, SD =1.34). Success or failure of every educational policy or goal is known when superiors (Headteachers) make reports that inform subordinates (Teachers and students) about their performance. Thus, students must be given their exam papers to know their performance in the exams. Headteachers must mark lesson notes of headteachers to inform them of their teaching methodologies and the content they teach students.

Following the above, the Headteachers were undecided regarding the initiation of staff development and training in their schools (M = 3.36, SD = 1.25). Even though the headteachers were undecided on the initiation of staff

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development and training, the interview responses show that training and development are important for teachers. One of the headteachers had this to say;

"*Since I am obliged to learn on the job, I believe that a lot in terms of training must be given to we the headteachers regularly. We do attend in-service training but they are not enough to equip us to fully discharge our duties to meet the current trends. Considering my experience and the number of years I have taught; a lot has happened in our educational space even in the area of technology and so there is the need to do more especially with technology to help us in our work*"

(Headteacher 3).

Institutions develop with constant training. Headteachers believe that learning on the job alone is not enough to guarantee their required knowledge and skills to match the current global and economic trends of education to facilitate school development and staff improvement.

Headteachers were uncertain if they provided teaching and learning materials to their schools (M = 3.21, SD = 1.25). Some headteachers believe that provision of teaching and learning is a sole prerogative of government, while others feel that a headteacher is utterly responsible for providing teaching and learning resources since they represent the government in their various schools in the Techiman Municipality for teaching and learning. More so, the presence of teaching and learning materials in schools makes teaching and learning some concepts easily understandable to the students. Teaching and learning resources aid the students in ways that do not see what they are learning as abstract.

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Also, headteachers were undecided as to whether they motivate their teachers extrinsically or not (M = 3.20, SD = 1.25). The issue of teacher motivation was not overlooked because it was related to and crucial to the main theme. In this regard, the researcher questioned the selected headteachers about how they use motivation in their quest to investigate headteachers' instructional leadership practices. The interview responses emphasized the significance of motivation in ensuring employees give their all. A headteacher said this:

"You see, motivation is very important and we can all attest to that fact. It can get people to do what they feel reluctant to do when their given the right motivation… mind you, it is not always about the money but showing appreciation for what a teacher or a worker has done is also a form of motivation" (Headteacher 5)

Another headteacher also said:

"...when it comes to motivation, I will personally put it first so far as instructional practice is in the equation. It is something our authorities must keep an eagle eye on and prioritize in our education sector because teachers and other workers in our educational space feel underpaid" (Headteacher 4)

Headteachers employ various strategies in terms of motivation to lure teachers and students to do their best in what is expected from them to make their instructional leadership practices effective. As confirmed in the study, headteachers agreed that they provide intrinsic and extrinsic motivation to their teachers and students. Motivation provides renewed spirits coupled with multiples of adrenaline to propel you to give out your very best in a task to help the school's development and students' achievement. This supports Jiang's (2014) claim that transactional leadership produces short-term satisfactory

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results through the exchange process and the establishment of reward systems. Again, headteachers motivate their teachers extrinsically; this has been evident in the performance of teachers and students. This is consistent with the study of Idd and Kiwonde(2022) who found that, motivating factors influence teachers' commitment to their teaching and learning processes, thereby improving students' academic performance, . Extrinsic motivation is very useful in persuading teachers and students to give their best. This could be in the form of award ceremonies to honour hardworking and deserving teachers. This contradicts Benton's (1995) claim that the need for security, a sense of belonging, and recognition heavily influences a worker's attitudes and level of performance. According to this scholar, leaders understand that recognition and support, rather than money, are more likely to satisfy individual needs.

Headteachers were uncertain about the effective evaluation of their teachers' performance in their school (M = 3.17, SD = 1.26). It can be said that the driving force of academic achievement is a clear plan or path to achieving set objectives hence the need to provide feedback on the performance of teachers to help correct mistakes and adopt the right teaching methodology to achieve the academically set objectives. Adding to this, the headteachers, in this case, would take all the teachers' concerns and try their best to find solutions. Some Headteachers in the Techiman Municipality believe that accessing students automatically means evaluating Teacher's performance. However, a section also believes that inspection and vetting of lesson notes and scheme of work is a great deal and that can be considered an evaluation of teachers' performance as per practice in the Techiman Municipality.

Furthermore, headteachers stated that they were not so sure when they were asked if they organized forums to discuss the performance of teachers and

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students (M = 3.15, SD = 1.25). This was affirmed by the interview responses where a headteacher had this to share:

"*As a headteacher, the performance of teachers and students defines my success or otherwise so I put in much effort to ensure that I eliminate any form of distraction from the school as well as setting standards for both students and teachers' performance. This is done with the expectation that once when adhered to, the set standard will be achieved and hence project a good image of the school and improve teaching and learning*" (Headteacher 1).

The headteachers agreed to discuss teachers' and students' performance as useful tools in instructional leadership practices. They stated that whether or not they are successful can only be known after careful discussion of the performance of teachers and students. This allows the opportunity to identify deficient sections of the school and put in measures to eliminate distractions that have the propensity to affect the set standards of the school, which can adversely affect the school's development and academic achievement.

Again, the headteachers neither agreed nor disagreed on visiting teachers in class to supervise teaching to ensure the right thing is done in school (M = 3.03, SD = 1.30). Headteachers were indifferent if they visited teachers and students during a class session to observe the lesson delivery to ensure that the right teaching methodologies were employed to help students' academic achievement. Thus, they are likely to inspect the number of exercises and assignments given by teachers and also fish out low-performing students to be given special attention. The high frequency of classroom observation could positively affect the academic performance of the pupils in basic schools in the Techiman Municipality because, with frequent visitations, headmasters are

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likely to understand the current problems the learners and teachers face. This finding does not align with the finding by Mutambuki and Njuguna (2022), who found that majority of headteachers do not frequently visit their classrooms to understand what is happening in the classrooms.

Furthermore, Likop's (2016) study revealed that the frequency with which headteachers carried out supervision practices was extremely insufficient and significantly influenced pupils' poor performance. The study's interview results revealed that when given the freedom to operate under favourable conditions with little supervision, teachers and students are resourceful and give their all to achieving educational goals. This is consistent with Gopal and Chowdhury's (2014) assertion that leaders provide little advice, that followers have complete autonomy in making decisions, that leaders provide the necessary tools and resources, that subordinates solve problems on their own, and that power is delegated to subordinates, but that leaders bear responsibility for the team's decisions and actions.

Research Question Two: What are the challenges faced by Headteachers in executing their instructional leadership Practices?

To determine the challenges impeding the successful execution of instructional leadership practices by the headteachers, mean and standard deviations were used for the analysis. The questionnaire used a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree) for easier interpretation of the results. The results are presented in Table 5.

Table 5: Headteachers' Challenges to Executing Instructional Leadership Practices

	Mean	Std. Deviation
Lack of in-service training for me affects my leadership practices	3.81	1.33
Infrastructural deficit hinders the execution of my instructional leadership practices	3.80	1.32
My instructional leadership practices are affected by the inadequate allocation of teaching and learning resources	3.76	1.34
Parents' and headteachers' poor relationship is affecting the good learning environment	3.71	1.35
Delays in the disbursement of funds have led to the ineffectiveness of teaching and learning	3.70	1.36
I am not adequately compensated to supervise teachers during remedial hours; hence they miss class which affects pupil's academic work	3.21	1.26
I do not receive enough motivation extrinsically from the government	3.20	1.25
Political interference is an obstacle to my successful implementation of instructional leadership practice	3.14	1.37

Source: Fieldwork (2022)

Challenges Faced by Headteachers in Executing their Instructional Leadership in Techiman Municipality

Results from the analysis on the challenges faced by headteachers in executing their instructional leadership practices in the Techiman municipality

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indicated that headteachers agreed they have inadequate in-service training, which affects their instructional leadership practices (M = 3.81, SD = 1.33). Newly appointed teachers are sometimes promoted to headteachers in rural areas with little or no expertise in school administration and financial management. These individuals are not also taken through the tenets of the job to equip them enough to function effectively. This propensity derails the school's general educational goal and academic achievement. Researchers (Nzarirwehi & Atuhumuze, 2019; Olembo & Maneno, 2018; Bush & Oduro, 2006) have asserted that headteachers work with both trained and untrained teachers hence the need for in-service training. Also, some headteachers are appointed through corrupt means; thus, how much they can pay to the appointment committee to have their way through the recruitment proses at the expense of well-qualified candidates. These individuals are not given the proper training they require after the appointment, which affects the quality of education in the short-term and long-term. Thus, the goal of staff development, according to Numonjonov (2020), is to assist teachers as individuals and as a team in becoming more effective in assisting students in achieving their educational outcomes. Hence, the need to give maximum consideration to it. Just as has been the practice by social dictates in the country, basic schools in the Techiman Municipality are no exception.

Headmasters agreed that infrastructural deficit is a major worry that hinders the smooth execution of headteachers' instructional leadership practices (M = 3.80, SD = 1.32). One must note that infrastructural deficit was considered a hindrance to headteachers' successful execution of instructional leadership practices. A headteacher lamented that:

"We do not have enough to boast of when it comes to infrastructure. Could you believe some classes were not coming to school for nearly two (2) weeks just because their classrooms have now turned into a death trap? The classrooms are dilapidated and it was a rainy season too, so I had no option to excuse them until the rains subsided" (Headteacher 1)

Infrastructure is essential the smooth-running schools, and they provide a great deal of work to ensure the success or otherwise of a school. Basic schools are the foundations on which subsequent education relies, and for that matter, when the foundation is not well structured, it is likely to affect any future effort to streamline the students as well as teachers. Thus, when students are not provided adequate furniture for their academic work, it can affect their way of writing from infancy till they grow up. Furniture, and classroom blocks, among others, are very useful in providing a good environment for academic work. This is supported by Ojeje and Adodo (2018) who argued that the school environment's infrastructure and facilities include administration offices, staffrooms and offices, classrooms, laboratories, workshops, equipment stores, libraries, hostels, staff houses, and school grounds. The absence of these largely affects both the teachers and students in discharging their duties.

Also, teachers require facilities to aid lesson delivery. The absence of these means that hardworking teachers will be forced to improvise by sending students to sit under trees to the detriment of insects and other animals that might not be helpful to the psychological preparedness of the child to learn. Teachers in schools without a staff common room risk leaving so many duties undone, such as marking homework of students' assignments and class exercises. This is likely to make the teachers not give timely feedback to the

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students on their performances for adjustments to be made in the shortest possible time.

These were confirmed by the headteachers who took part in the interview. Thus, headteachers argued that infrastructure in their basic public schools has been woefully inadequate to the extent that some students do not have a class to sit in, hence sitting under trees. Some, however, believe that teaching and learning resources meant for schools do not arrive on time to facilitate the teaching process, and even in the case of schools in remote areas, these supports do not come at all due to their location. According to Liu, Bellibaş and Gümüş (2021), whose study supported this, school facilities are the major components of direct and indirect action elements in the learning environment. School infrastructure, according to Ayeni and Adelabu (2012), is the site, building, equipment, and all facilities within the school that enhance teaching and learning activities while protecting the physical well-being of teachers and students. Headteachers in these areas believe they are at a disadvantage due to their location. As a result, despite all schools' inadequate teaching and learning resources, they believe their situation is the worst.

Furthermore, Headteachers agreed that their instructional leadership practices are affected by the inadequate allocation of teaching and learning resources (M = 3.76, SD = 1.34). It is worth noting that teaching and learning resources were confirmed during the interview as a hindrance to headteachers' successful execution of instructional leadership practices.

A headteacher maintained that:

"Resources to facilitate teaching and learning are not forthcoming.

It has been 3years after the introduction of a new curriculum but little

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or no effort has been made to make materials for the curriculum available to us to teach the kids." (Headteacher 5)

It was further recounted by one of the headteachers that,

"*I think releasing teaching and learning resources on time can help in the execution of my work and also make sure we in the remote communities are given maximum consideration when resources are being allocated because we do not find it easy here, we would have loved to go to the cities and also headteacher schools there but because of the passion for the work we have accepted to come here. The authorities must up their games to help meet our needs so far as teaching and learning resources are concerned*" (Headteacher 4).

Also, another headteacher said that;

"*My school is located in a rural community and so when it comes to the distribution of teaching and learning resources, we find it difficult to access ours. When we enquire from the municipal education office, we are told the resources are finished and that we should remain calm as they work on getting ours but it takes a very long time before we receive them, and even in some cases the teaching and learning resources do not come at all*" (Headteacher 2).

The allocation of teaching and learning resources is woefully inadequate. This has affected their administration and still threatens the future success of the headteachers and the schools as a whole. A lack of teaching and learning resources will mean teachers have to teach concepts without relating them to the students' environment. Students will be forced to learn abstractly

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even if they do not understand the subject matter under discussion. The best time to inculcate the right learning habit into students is when they are at the basic level, and the absence of these teaching and learning resources will force some students to lose interest in education. This was evident in the Chief Examiners report for the Techiman Municipality over the years and has further shown in the bad performance of students in some subjects like ICT, among others.

Again, Headteachers agreed that parents' and headteachers' poor relationship is affected by a good learning environment (M = 3.71, SD = 1.35). Headteachers maintained that a healthy teaching environment largely depends on their relationship with the parents of their students. School is like a second home for students hence factors that affect students in school can be translated into their behaviours and attitudes in school and vice-versa. Hence, Poor relationships between headteachers and parents can greatly affect the students and the school climate that is supposed to foster quality teaching and learning. Basic schools in the Techiman Municipality, especially those in remote areas, must be largely affected when there is friction between headteachers and parents. Thus, some parents will prefer to engage their wards in activities like farming when headteachers do not create good relationships to guarantee their children's safety in school. This has become a major concern for the Municipality. This practice is a challenge according to (RPCRERG, 2002). Who stated that Ghanaian headteachers face the issue of the unwillingness of SMCs and PTAs to cooperate

Additionally, financial burdens such as delays in the disbursement of funds have led to the ineffectiveness of teaching and learning and the administration of the school, in general, was agreed on by headteachers (M =

3.70, SD = 1.36). Financial management is the lifeline for the smooth running of every institution, including basic schools in the Techiman Municipality. This was discovered after interviewing a headteacher who;

> "*Funding is a major problem to me and my school and that affects me so badly. The capitation grants from the government for some time now always delay before we get them and this has become a hurdle not only for my school but also after speaking to some colleague headteachers who have also complained bitterly about this experience. I have to use my own money to stuff our first aid box because there was no money from the government*."

(Headteacher 2)

Another headteacher confessed that:

> "*I don't have any background in accounting so I get very confused when auditors come to ask me to render accounts of how funds like the capitation grant were spent and they begin to mention the accounting jargons*" (Headteacher 3)

The capitation grant given to school headteachers to help them cover basic expenses and needs of the school was not forthcoming. Thus, government subventions like the capitation grant are not forthcoming, which affects the school's internal administration so far as activities involving finances are concerned. It takes a long time before these funds are disbursed, impeding the schools' smooth day-to-day administrative running. Public schools are not allowed to undertake activities to generate revenue internally to supplement the funds that come from the government. This has become a hurdle for headteachers because the funds due to the schools are not released on time. Also, some headteachers openly admitted that they have little or no accounting

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background, so it becomes a challenge when the government auditors raise issues of budgeting and auditing. Most of these headteachers who are not fortunate to have teachers who have accounting backgrounds in their schools are forced to seek help outside the school to avoid falling foul of any financial malpractices. This is in line with the study of Ntalasha (2022), who found that there are delays in the disbursement of funds, the use of inappropriate documents to record expenditure and receipt transactions, and inadequate accounting knowledge by the headteachers. Their study was the target public secondary schools, whiles this current study aims at basic public schools

Also, during the interview session, it was revealed that some headteachers have little financial and accounting knowledge. Basic bookkeeping and accounting methodology knowledge are minimal, and they do not have school bursars too at the basic school level, so it appears that most basic school teachers are found wanting when auditing is done at the end of the academic year. This is consistent with the findings of Chuwa (2018), who emphasized the importance of school headteachers learning basic accounting skills to audit the school's books. Owusu further elaborated on the need for the school to adhere to norms and regulations governing the usage of school finances. PTAs are now forbidden to undertake support in the name of exercising article 25 of the 1992 constitution of Ghana, and this has become a bother to many public schools because some of these supports come in the form of infrastructure, money donations, teaching, and learning support, among others. This contradicts Mills (2009), who cited the GES Headteacher's handbook and stated that among the agents who provide and ensure the availability, adequacy, and good state of school learning resources are parents, philanthropists, teachers, and headteachers.

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Headteachers were not sure whether or not they were adequately compensated to supervise teachers during remedial hours; hence, they missed class, affecting pupils' academic work (M = 3.20, SD = 1.25). Some headteachers believe that since the remedial does not fall within the time range for which the government contracted them to work, they are not responsible for supervising that unless they are compensated for taking charge of such duties. On the other hand, some headteachers believe that once they are in charge of the school and the success of students and teachers will be pinned on them, they find it a mandate to supervise teachers during remedial hours. Schools usually undertaker remedial classes during weekends and, in many cases, stay behind after closing time because they teach students to ensure that they complete the syllabus within the specified academic year to help them in their final exams. This practice is very common in Junior High Schools, specifically for final year students preparing to write their final examination, i.e., Basic Education Certificate Examination (BECE). Headmasters believe that their inability to supervise teachers during this period properly is due to their lack of compensation. Basic Schools in the Techiman Municipality are no exception to this phenomenon. It eventually translates into students' low performance in their final exams since some teachers sometimes decide not to teach because headteachers fail to supervise them.

More so, headteachers do not receive enough motivation extrinsically from the government (M = 3.21, SD = 1.25). Interview responses further affirmed the consequences that the absence of motivation is likely to result in. A headteacher this with me during the interview session:

"*I am not motivated enough to be able to give out my all in the execution of my job. It does appear to me that even issues promotions are viewed through a political lens and so we those who have chosen to be neutral always suffer when it comes to promotions and other remunerations in a form of motivation. Due to this, a lot of teachers fail to accept postings to come and teach in my school*" (Headteacher 4).

Motivation is an important persuasive tool used to entice subordinates to give their all to meet predetermined goals. Setshogoe (2021) discovered that headteachers have a great opportunity to use their emotions constructively to energise teachers, students, and parents and maximize motivation, getting them to be personally engaged in school activities in pursuit of school goals. Another study by Al-Momani and Ajlouni (2018) asserted that, high morale and commitment in a democratically led environment helps academic achievement. Because headteachers and schools are the final consumers of educational policies, and they can change the aspirations of any educational policy, headteachers are the drivers and implementers of the government's educational policies. Headteachers believe that, even though they do their best to motivate teachers in their schools, the government does not do enough extrinsic motivation to boost their morale to help implement educational policies at the basic school level in the Techiman Municipality.

During the interview, headteachers also reiterated that they are not motivated enough, so it has always put them in a dilemma whether to give out their best or not. They believe motivation should come in the form of promotions and other mouth-watering packages, and it should be done on merit rather than political affiliations. Wambugu (2018) confirmed these plights of

headteachers and stated that there is the need for security, a sense of belonging, and recognition, which could go a long way in determining a worker's attitudes and level of performance. Moreover, during the interrogation of some headteachers, it was unravelled that headteachers are not motivated enough as against their actual performance, and they find that a bit problematic to the exercise of their core mandate as headteachers. Headteachers in the remote areas have worried about how difficult they find it to accept not accepting postings in the villages because they do not see an assurance to cushion them at their disadvantaged places of work.

Again, political interference is an obstacle to the headteachers' successful implementation of instructional leadership practices (M = 3.14, SD = 1.37). The influence of politics has clouded our modern education and adversely affected the kind of education and educational leaders appointed. Headteachers' appointment is now tilted toward political affiliation rather than merit. Thus, one's political affiliation must be known before he/she is mandated to become a school headteacher and those who are already at risk of losing their jobs when they do not share the same political ideology with the government of the day. Again, for political expediency, the distribution of teaching materials is not evenly distrusted; hence, the government will choose resource schools in their stronghold to provide quality education to constituents to increase their political capital, whereas they under resource schools in areas that are in the strongholds of their opponents. External influence over school leadership, according to Jing and Avery (2016), is distinct from empowering school leaders to implement innovative strategies and practices that are directly responsive to the challenges of their schools.

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Headteachers may feel less empowered and innovative in adopting critical practices and strategies to help address issues confronting their schools due to interference from external stakeholders. This is because such interferences make headteachers nervous, and they always await orders from their superiors before acting. This is consistent with Hanslik (2018), who claimed that politically motivated interferences defy logic and can jeopardize organizational leaders' ability to maintain continuous leadership administration. This sometimes forces organizational leaders to disregard suggestions and contributions from stakeholders they believe are motivated by political considerations (Kouzes & Posner, 2017). The implication is that some school headteachers are likely to lose trust in themselves and key stakeholders they believe are motivated by political factors to undermine their leadership.

Research Question Three: How can the challenges faced by Headteachers in executing their instructional leadership role be addressed?

Mean and standard deviations were used to measure how the challenges encountered by headteachers in carrying out their instructional leadership practices can be curtailed. Since the questionnaire used for the data collection was designed using a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). The results of this analysis are shown in Table 6.

Table 6: Some Possible Solutions to Address Headteachers' Challenges to Executing Instructional Leadership Practices

	Mean	Std. Deviation
There should be an enabling school climate for all stakeholders to facilitate cordial instructional leadership practices	4.20	1.28
School headteachers should take up further studies to enhance their instructional leadership practices skills	3.77	1.34
The right leadership style depending on the situation at hand, must be adopted in the execution of instructional leadership practices	3.71	1.36
Ghana Education Service should organize in-service training for school headteachers on their instructional leadership practices before their appointments	3.67	1.37
Headteachers should advocate for the right teaching and learning resources.	3.65	1.39
The school's chain of command should be followed to help avoid challenges in your instructional leadership practices	3.19	1.25
There must be adequate internal motivation for teachers by school headteachers leads to good instructional leadership practices	3.18	1.25
There should be regular PTA meetings and community engagements to help instructional leadership practices	3.17	1.26
There should be external support in terms of sponsorship and scholarship for instructional leaders and schools	3.03	1.34

Source: Fieldwork (2022)

How Challenges Faced by Headteachers in Executing their Instructional Leadership in Techiman Municipality Can Be Addressed

Results from the analysis on the challenges headteachers face in executing their instructional leadership practices can be addressed. Headteachers agreed that there should be an enabling school climate for all stakeholders to facilitate cordial instructional leadership practices (M = 4.20, SD = 1.28). The heart and soul metaphor emphasizes the importance of school climate; it motivates and satisfies school members to feel at ease while at school, attracting them to the school. Given this, the school's climate is the aspect that gives it life and reveals the values it promotes. The headteacher should ensure a conducive environment devoid of social or environmental distractions to guarantee the safety of teachers and students. Thus, a serene environment is vital for a successful and smooth transfer of academic knowledge. This is in line with the study of King'oina (2017), who established that when schools' climate was conducive, it negatively influenced pupils' academic performance.

Furthermore, to improve the instructional leadership practices of headteachers, headteachers need to take up further studies to broaden their knowledge and understanding of effective leadership practices agreed on by the headteachers (M = 3.77, SD = 1.43). Institutions develop with constant training. Considering how challenges in basic schools in the Techiman Municipality necessitated interrogation of headteachers in that direction. One of the headteachers had this to tell me;

> "*Since I am obliged to learn on the job, I believe that a lot in terms of training must be given to we the headteachers regularly. We do attend in-service training but they are not enough to equip us to fully discharge our duties to meet the*

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current trends. Considering my experience and the number of years I have taught; a lot has happened in our educational space even in the area of technology and so there is the need to do more especially with technology to help us in our work"
(Headteacher 3).

The world keeps revolving around technology coupled with different modern ways of doing things, and the administration of schools is no exception hence the need for headteachers to acquire new knowledge to better their administrative skills. This is likely to positively impact the instructional leadership practices employed by the headteacher, which in turn helps the development of the school. To cope with current global educational trends, there is a need to undertake training tailored to the school's needs periodically.

This will, in effect, increase human resources competency and provide the required training to handle complex contemporary issues relating to the basic school in the Techiman Municipality. Adding to this, headteachers agreed that they must regularly undergo training to help their development. They posited that the number of times in-service training is given to them must be increased, and the training should be tailored toward equipping them with the requisite knowledge to cope with the current trend of administration and schools and lesson delivery. The use of technology was key in the discussions to facilitate easy discharge of the headteacher's duties. This is consistent with the suggestion made by Edward and Aboagye (2015) that leaders and their teams should learn new concepts and skills. Continuous learning can replace complacency with motivation, creativity, and excitement.

Again, headteachers strongly agreed that, depending on the situation, the right leadership style must be adopted in executing instructional leadership

practices (M = 3.71, SD = 1.36). Headteachers affirmed in the interview session. They believe that leadership styles are essential when discussions on instructional leadership practices are considered and related to the main theme; hence, leadership styles were considered in the interrogation of headteachers. A headteacher said this:

> "*For me, I try as much to adopt the democratic leadership style because I want to have a clear dialogue with my teachers. During the dialogues, they tell me about their problems and we try to find solutions to them collectively*" (Headteacher 3).

In another encounter, one of the headteachers had this to point out…

> "*… You see my brother, I have been in this service for more than 20 years and throughout these years, I have worked with several headteachers and teachers but one thing has come to my realization, that if you are so strict on a teacher, he turns to rush through what you have asked him to do. So, I always prefer to give the teachers and students the free will to operate and it has in most cases given me the desired results*" (Headteacher 4)

Leadership is a complex tool; when handled well, every set standard can be achieved in our schools. Human behaviour can be very difficult to handle and can affect the fortunes of the school and the headteachers' administration. Therefore, it is important to adopt the appropriate leadership style depending on the situation to help satisfy all parties involved. This is evident in the contingency leadership theory that underpins this current study, which confirms that there is no single best way to base a leader's effectiveness on a leadership style (Fiedler, 1967). This was evident in this study when some headteachers adopted the democratic leadership style while the rest adopted various

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leadership styles depending on the situation. Thus, it is prudent for headteachers to adopt various leadership studies in executing their instructional leadership practices. This is imminent because there are different classes of human beings, and what works for one class might not work for the other. Hence, when the situation demands headteachers to be lenient in their dealings with their subordinates, they must do so, and when they need to be strict, they should do so. Furthermore, the contingency leadership theory proposes that to improve leadership effectiveness, leaders should condition their actions on various aspects of their followers or the situation (Fiedler, 1967).

Again, headteachers possess several leadership styles that they deem important in effectively executing their instructional leadership practices. As found in the study, headteachers stated that they adopt the democratic leadership style in discharging their duties. This is in line with Najjuma (2022), who found that the democratic leadership style is the most common leadership style adopted by headteachers in executing their instructional leadership practices. Democratic leadership style, when employed at any school stage, helps provide the needed orderliness to foster a good working environment. Teachers and students come from different backgrounds and possess various calibre of attitudes; therefore, the headteacher's ability to listen to the views and inputs of teachers and students tends to bring new ideas into the school's administration. This means that every voice should matter when a democratic leadership style is adopted but must be exercised judiciously not to overstep boundaries. However, this contradicts Adeyemi's (2011) study when the author compared leadership styles and job performance and concluded that teachers' job performance was better when the headteachers adopted the autocratic leadership

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style than when the headteachers used the democratic and laissez-faire leadership style.

Again, the democratic leadership style allows for dialogue with teachers and other stakeholders in education in the Techiman Municipality's basic schools. This supports the findings of Al-Momani and Ajlouni (2018), who believe that managers are more in tune with their subordinates and are willing to share responsibilities, decision-making, and authority. According to Northouse (2016), the leader makes all decisions, and the followers' job is to follow orders and carry them out without deviating from the plan. Autocratic leaders, according to McDermott et al. (2013), rarely accept input from followers and instead make decisions based on their ideas and judgments. Sharma et al. (2012) also stated that the most difficult aspect of leadership is listening to everyone's opinions and coming to a mutually beneficial solution.

Furthermore, the Headteachers agreed that the Ghana Education Service (GES), the government agency in charge of basic schools in the Techiman Municipality and, by extension, the entire country, should consider organizing periodic in-service training for school headteachers on instructional leadership practices prior to their appointments. (M = 3.67, SD = 1.37). The interview responses further brought to light this same issue, and a headmaster had this to say:

> "*Since I am obliged to learn on the job, I believe that a lot in terms of in-training must be given to we the headteachers regularly. We do attend in-service training but they are not enough to equip us to fully discharge our duties to meet the current trends. Considering my experience and the number of years I have taught; a lot has happened in our educational space*

even in the area of technology and so there is the need to do more especially with technology to help us in our work" (Headteacher 3).

The recruitment process involves training of newly recruited/appointed officers, but due to some circumstances, these individuals are not trained enough to prepare them for the task as headteachers, hence they struggle to cope with challenges that confront the school, and this, to a large extent affect the school's development and students' academic achievement. Conscious efforts should be made by the GES to occasionally organise in-service training sessions and workshops to equip the headteachers with the requisite skills to perform their duties.

Also, headteachers agreed that they have to advocate for the right teaching and learning resources (M = 3.65, SD = 1.39). During the interview session, the importance of resources for teaching and learning was elicited, and headteachers agreed there is a need to advocate for the right teaching and learning resources. A headteacher lamented:

"*I think releasing teaching and learning resources on time can help in the execution of my work and also make sure we in the remote communities are given maximum consideration when resources are being allocated because we do not find it easy here, we would have loved to go to the cities and also headteacher schools there but because of the passion for the work we have accepted to come here. The authorities must up their games to help meet our needs so far as teaching and learning resources are concerned*" (Headteacher 4).

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The mouthpiece and liaisons between the school and the government; therefore, headteachers need to advocate for the right teaching and learning resources, which are instrumental in lesson delivery. Students are forced to learn in the abstract when these resources are unavailable, affecting the teaching and learning process. Some headteachers speak to media houses to channel their grievances to the government after following the right channel to table their complaints. In most of these instances, it yielded results. Headteachers should always adopt different approaches to address their grievances because the school's success or otherwise will partly be blamed on their leadership. Mills (2009), citing the GES Headteacher's handbook, stated that parents, philanthropists, teachers, and headteachers are among the agents who provide and ensure the availability, adequacy, and good condition of school learning resources.

In addition, the headteachers were undecided as to whether or not following the school's chain of command should be followed in helping to resolve school-related matters (M = 3.19, SD = 1.25). Teachers should regard the chain of command of act accordingly to avoid overlapping when executing duties. According to the school's chart, headteachers, teachers, and students should know where to complain. For instance, a student should not bypass the headteacher and report an issue to the district director of education without the headteacher's knowledge; the headteacher should not report a teacher to the regional director of education without the knowledge of the circuit supervisor. On the other hand, some headteachers feel that following the chain of command is too bureaucratic and laborious and defies immediate reply for quick action. Hence, they will prefer not to follow the chain of command. Basic schools in the Techiman Municipality face disciplinary issues and setbacks in channelling

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their grievances. Since some headteachers in the area believe the right thing must be done, other headteachers believe they need to be efficient with their little time, so they will prefer to skip the long procedures in resolving issues and channelling grievances.

More so, headteachers neither agreed nor disagreed on the need to provide adequate internal motivation for teachers by school headteachers leads to good instructional leadership practices (M = 3.18, SD = 1.25). The interview further affirmed this reason responses from the headteachers, and a headteacher had this to say:

"*I motivate my teachers since I have been in the service for quite too long and have gunned experiences. I can read their behaviour at every given time and when I notice there has been a negative change in attitude, I sit with them to find out what is wrong because their attitude can affect students' performance. When talking with them, I sometimes notice they do not feel appreciated in the work they are doing so I try to motivate them through my experiences*" (Headteacher 5)

Furthermore, a headteacher also said:

"*...in my capacity as a headteacher, a motivate my teachers by complementing them on a good job done during staff meetings when the need be and I also give best performing teachers as well as students a citation to honour their hard work and dedication to the school*" " (Headteacher 4)

Headteachers averred that, even though they are not motivated enough by the government, they have contributed immensely to motivating teachers and students in their respective schools. They believe it is an act that can get

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headteachers to give out their very best for the development of the school. However, some also believe that teaching is the passion that naturally pushes people to give their very best in teaching. Motivation is very important in an organisation such as the school where it is believed that the teachers are not well paid. Headteachers owe it a duty to do everything within their means to internally provide for teachers that will boost their morale in working harder to achieve the set objectives for the school to achieve its academic goals. During speech and prize-giving days, teachers and students who distinguish themselves should be honoured to remind them of the good work they are doing for the school and the need to do more to help develop the school. Words of encouragement to subordinates from headteachers tend to influence them to be able to give their best, which should be done internally. This supports the findings of Pajibo et al. (2020), who discovered a positive relationship between extrinsic motivation and teacher performance, implying that extrinsic and intrinsic motivation both influence teacher performance. According to Chin (2015), different intrinsic or extrinsic factors inspire and motivate each person. Dartey-Baah (2015), on the other hand, asserted that subordinates may not be automatically committed and perform exceptionally in achieving an organization's goals, objectives, and expectations through the exchange process or reward systems.

Headteachers were unsure whether there should be regular PTA meetings (M = 3.17, SD = 1.26). The school comprises several stakeholders and players, with the community and the PTA as key stakeholders. To address the challenges headteachers face in executing their instructional leadership practices, and conscious efforts should be made to regularly organise PTA meetings and community engagements to discuss matters affecting the

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community and the school and find solutions. The community should protect and ensure that the school is free from social shocks and community harm. People living within the communities where schools are situated should regularly check on the school's furniture and other valuables of the school whiles school are on vacation to avoid the furniture being stolen and also make the school climate user-friendly to provide a serene environment for effective academic work when school is in session.

This backs up Darling-Hammond and Cook-Harvey (2018) conclusion that the school is not an island and has an external environment that includes the school district, parents, other taxpayers, educational associations, and accrediting agencies. Parents and Teachers Associations should also contribute their fair share to school development in the form of infrastructure and other social amenities required by the school for headteachers to carry out their mandates effectively. According to Day, Sammons and Gorgen (2020), effective school improvement necessitates collaboration among school constituents (headteachers, teachers, administrators, and students) as well as those outside the school (parents, governing bodies, and community members).

However, the school has to ensure they also give back to society to fulfil them cooperate social responsibilities. Communities should benefit from clean water from the school and permit them to use the school facilities to hold community-stakeholder meetings. The school also should provide quality education to students of the community to help grow responsible citizens for the communities in the Techiman Municipality and the country. Piliyesi (2020) backed this up by admitting that headteachers must collaborate with other community organizations such as churches and public libraries.

Moreover, Headteachers were indifferent regarding external support in sponsorship and scholarship for instructional leaders and schools (M = 3.03, SD = 1.34). The core of every educational goal is the ability to afford the cost that is associated with it. Some believe the scholarship is not awarded based on merit but through favouritism and cronyism. Thus, scholarships are given to people based on familiarity, not those needing them. Headteachers could not tell if sponsorships were given to them because, in some cases, the sponsorships come, but the people in authority divert the support meant for educational purposes to something else, and to a large extent, even keep them without giving them to the actual beneficiaries. Scholarships for headteachers can go a long way to help headteachers get acclimatised to current global trends in the educational world to positively impact the new crop of teachers and students to compete in the global educational market. Therefore, it should be looked at. Sponsorship should be directed at the intended purposes rather than its misappropriation to help solve our educational sector problems to effect the changes we desire and deserve. The Techiman Municipality has a lot of brilliant but needy students, but when scholarship is given, they are not done base on merit, so these students are left out. Some headteachers believe that NGOs are doing their best in the area of sponsorships in the rural areas for school projects, among others, but the headteachers in the urban areas disagree with this assertion.

Chapter Summary

The findings and discussion of the study were presented in this chapter. 236 headteachers were sampled proportionally, with five (5) interview responses drawn from all schools in Techiman Municipality's 11 circuits. According to the study's findings, headteachers play an important role in basic school administration because they are the final implementers of government policies and supervise them. As a result, headteachers' instructional leadership practices or leadership styles can make or break a school. Furthermore, the study revealed challenges the basic school headteachers go through when discharging their duty. Among them were delays in the disbursement of government funds, inadequate infrastructure, and insufficient teaching and learning resources. This chapter also suggested ways challenges faced by headteachers in the basic schools can be addressed. Some suggestions included motivation for headteachers, proper supervision, and adopting the right leadership style depending on the situation at hand, among others.
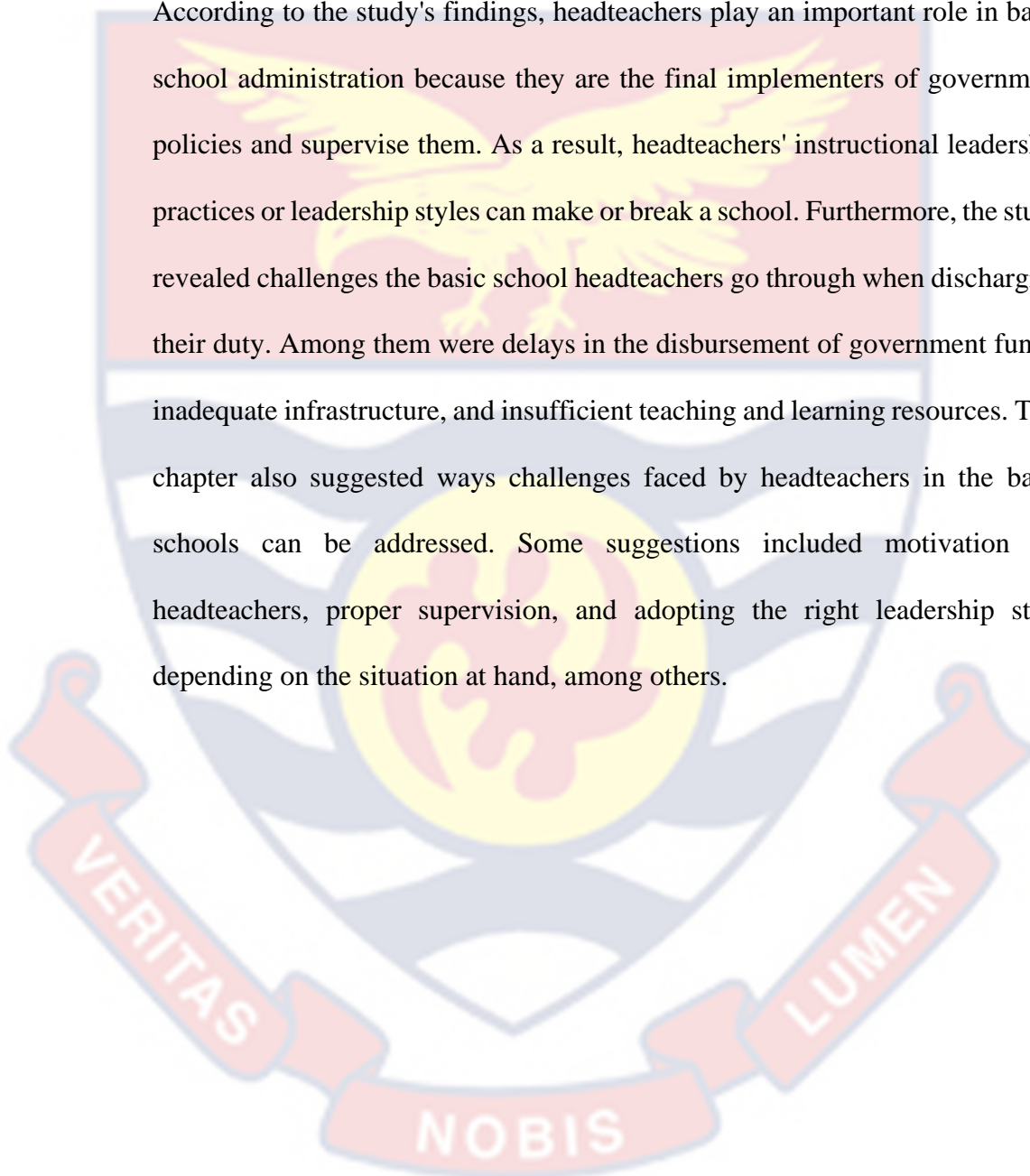
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter contains the study's summary, conclusions, and recommendations. This chapter also includes suggestions for additional research.

Summary

This study aimed to examine headteachers' instructional leadership practices, their challenges, and how they can be addressed in the Techiman Municipality in the Bono East Region. An explanatory concurrent mixed method was used in the study. The study's population consisted of basic school headteachers from the Techiman Municipality. 236 headteachers were chosen using a multi-stage sampling procedure. As data collection instruments, the questionnaire and interview guide were used. The obtained reliability was 0.888. Data collection also took into account ethical concerns. In response to the research questions, the questionnaire data were analysed descriptively (mean and standard deviation), while the qualitative data were transcribed, coded, and presented in themes using thematic analysis.

Key Findings

1. The study found that providing counselling services to teachers is necessary to ensure that teachers are psychologically sound to carry out their duties effectively. This study also discovered that headteachers encouraged and instilled a spirit of teamwork among their staff to ensure a good school climate to foster good teaching and learning.

2. The study found inadequate in-service training opportunities in the basic schools in the Techiman Municipality. Training in areas like financial

management, technology and school administration are essential to headteachers was found to be deficient in this study and inadequate school infrastructure, which has become a hindrance to the successful execution of instructional leadership practices of headteachers. The qualitative data further revealed that some classrooms are in a very bad state

3. Lastly, the study revealed that a school climate should be enabled all stakeholders to facilitate a cordial instructional leadership practice. Also, it was revealed in this study that there is a need for headteachers to take up further studies to broaden their knowledge and understanding of effective leadership practices. The interview further indicated that the world keeps evolving, and their duties must be in tandem with the changing global trends. e.g., technology, among others

Conclusions

The following conclusions are drawn from the study's findings:

1. Headteachers use several instructional leadership practices such as provision of counselling services, motivating teachers, supervision of teachers, among others to ensure effective administration of their teachers and schools. This promotes school development and teachers' and students' academic achievements

2. Headteachers face several challenges in executing their instructional leadership practices. Some challenges are related to the government's administration in terms of infrastructural deficit, inadequate allocation of teaching and learning resources and delays in the disbursement of funds. Additionally, the headteachers themselves also face challenges in executing their instructional practices effectively. These challenges

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include, inadequate motivation, political interference among others. Finally, the school community also faces challenges which include, the location of the school that affect the distribution of teaching and learning resources, poor parents school relationship, among others.

3. Several ways are proposed to address headteachers' challenges in their instructional leadership practices. This solution relates to government institutions, that is, GES should organize regular in-service trainings for headteachers and advocate for the right teaching and learning materials, headteachers can help in solving some of the challenges by adopting the right leadership style depending on the situation, provide adequate motivation to teachers, and taking up further studies to enhance their instructional leadership practices. Again, the school community can equally help by organising PTA meetings regularly to take views on matters relating to the school and community. The right chain of command should be followed in addressing challenges and schools should develop a cordial relationship between parents and schools in which they reside.

Recommendations

Based on the study's findings, the following recommendations are made:

1. Since the headtaechers are undecided on visiting teachers in class to supervise teaching, SISOs should encourage headteachers to supervise teachers in the classroom. This ensures that students are alert and teachers are well prepared to create a conducive learning environment and an appropriate methodology.

2. The GES should plan effective in-service training for headteachers aligned with the administration's objectives and goals because there is

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inadequate in-service training. Headteachers should also attend leadership seminars and forums for personal and professional development to enhance their instructional leadership practices.

3. There is inadequate infrastructure in the schools so the government, non-governmental organizations, and school alumni should provide sponsorship packages to help the school in terms of infrastructural development and scholarship opportunities for headteachers to further their studies. This can increase the school's infrastructural development and academic achievement.

Suggestions for further Studies

1. A similar study could be conducted in the Techiman North Municipality to determine how the municipality's headteachers carry out their instructional leadership practices.

2. The study could also be replicated throughout the country to allow for a comparative analysis of instructional leadership practices of headteachers in various basic schools across the country.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

Dear Sir/Madam,

This research instrument is designed to explore the instructional leadership practices of headteachers of basic schools in the Techiman Municipality. It aims at describing leadership practices public basic school heads, leadership practices adopted to ensure quality teaching and learning, challenges faced by school heads and measures adopted or to be adopted to overcome the barriers in instructional leadership, and factors influencing leadership practices. This is a partial fulfilment for the award of a Master of Philosophy degree at the University of Cape Coast. As a result, any information given would be treated with utmost confidentiality. You are free to ask any questions about the study to ensure your maximum satisfaction about participating in the study. You are assured of your anonymity and confidentiality associated with your responses. You are also assured that your responses will not be directly link to you. The researcher will not also disclose your identity to any third party. As a result, the study will not gather data on your personal identity. You are therefore kindly entreated to provide answers to the following questions.

SECTION A: BIOGRAPHIC DATA

Please tick (√) or fill in as appropriate

1. Sex: Male [ ]   Female [ ]

2. Age: [ ] 31-40   [ ] 41-50   [ ] 50+

3. Qualification: Diploma [ ] First Degree [ ] Master's Degree [ ] PHD [ ]

4. Teaching experience: 1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16-20 years [ ]   20 years and above [ ]

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SECTION B: INSTRUCTIONAL LEADERSHIP PRACTICES OF

HEAD TEACHERS

Indicate with tick (√) the extent of your agreement or disagreement with the following statements on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA)

s/n	Statement	SD	D	U	A	SA
1	I initiate staff development and training in my school					
2	I encourage and instill the spirit of teamwork among my staff					
3	I provide feedback to my teachers on their performance					
4	I evaluate the performance of my teachers in my school					
5	I motivate my teachers intrinsically					
6	I motivate my teachers extrinsically					
7.	I organize forums to discuss students' performance					
8	I ensure the preparation of the schemes of work, records of work and lesson plans in my school					
9	I visit teachers in class to supervise teaching to ensure the right thing is done in my school.					
10	I provide teaching and learning materials in my school					
11	I provide counselling services for my teachers					

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SECTION C: CHALLENGES FACING HEAD TEACHERS IN EXECUTING THEIR INSTRUCTIONAL LEADERSHIP PRACTICES

Indicate with tick (√) the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA).

s/n	Statements	SD	D	U	SA	A
1	Lack of in-service training for me, affects my leadership practices					
2	Infrastructural deficit hinders the execution of my instructional leadership practices					
3	My instructional leadership practices are affected by inadequate allocation of teaching and learning resources					
4	Parents' and headteachers' poor relationship is affecting the good learning environment					
5	Delays in the disbursement of funds have led to ineffectiveness of teaching and learning					
6	I am not adequately compensated to supervise teachers during remedial hours hence they miss class which affect pupils academic work					
7	I do not give enough motivation extrinsically to my teachers					
8	Political interference is an obstacle to my successful implementation of instructional leadership practice					

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SECTION D: ADDRESSING CHALLENGES FACED BY SCHOOL

HEADS IN EXECUTING THE LEADERSHIP ROLES

Indicate the extent of your agreement or disagreement with the following statement on 1-5 scale: 1-Strongly disagree (SD), 2-Disagree (D), 3-Undecided (U), 4-Agree (A), 5-Strongly agree (SA)

s/n	Statement	SD	D	U	SA	A
1	Ghana Education Service should organize in-service training for school heads on their instructional leadership practices before their appointments					
2	School head teachers should take up further studies to enhance their instructional leadership practices					
3	There should be regular PTA meetings and community engagements to help instructional leadership practices					
4	The schools' chain of command should be followed to help avoid challenges in your instructional leadership practices					
5	There should be an enabling school climate for all stakeholders to facilitate cordial instructional leadership practices					

6	There must be adequate internal motivation for teachers by school head teachers leads to good instructional leadership practices					
7	The right leadership style depending on the situation at hand must be adopted in the execution of instructional leadership practices					
8	Head teachers should advocate for the right teaching and learning resources.					
9	There should be external support in terms of sponsorship and scholarship for instructional leaders and schools					

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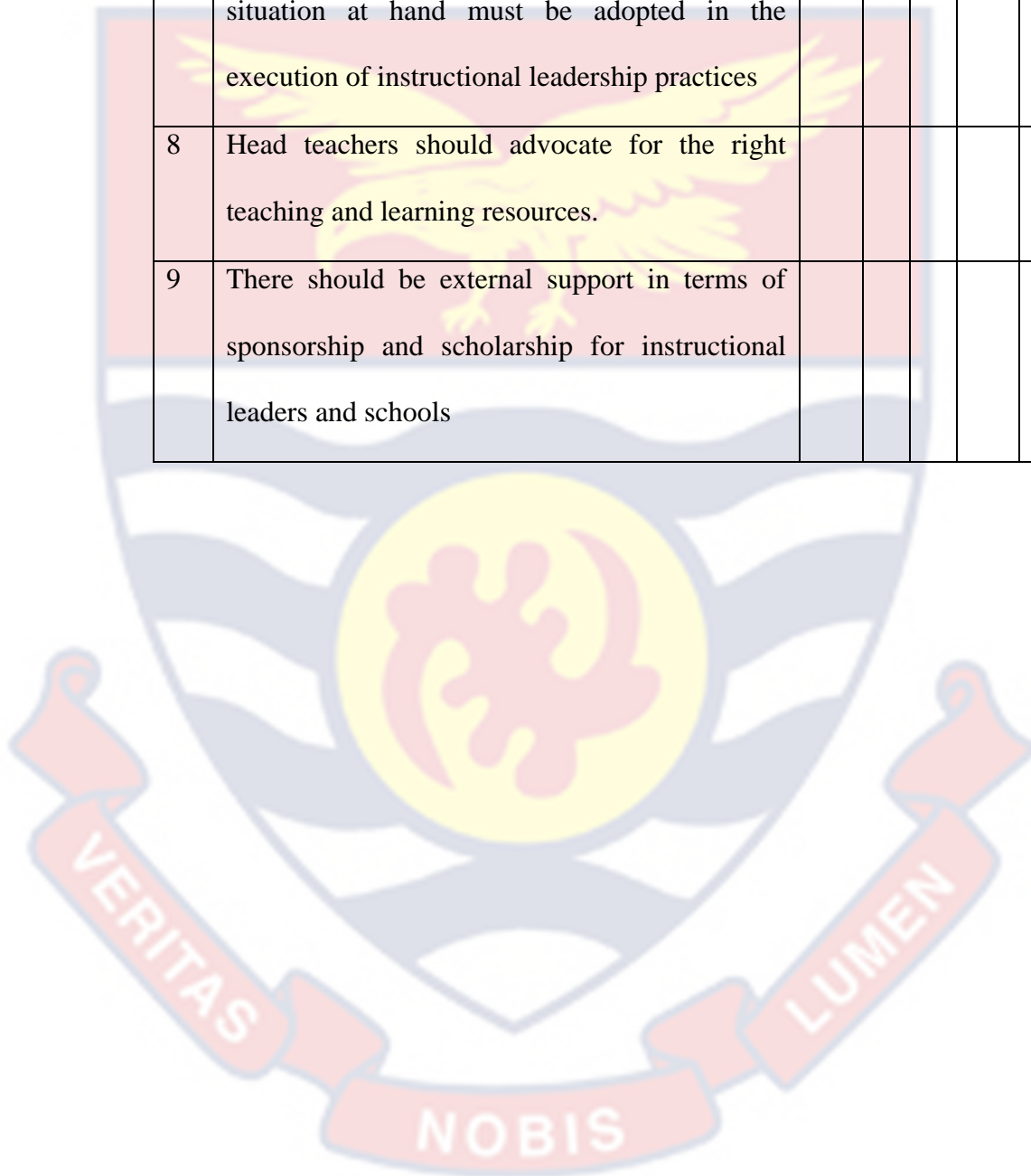
APPENDIX B: INTERVIEW GUIDE FOR SCHOOL

HEADTEACHERS

Dear Sir/Madam,

This research instrument is designed to explore the instructional leadership practices of headteachers of basic schools in the Techiman Municipality. It aims at describing leadership practices public basic school heads, leadership practices adopted to ensure quality teaching and learning, challenges faced by school heads and measures adopted or to be adopted to overcome the barriers in instructional leadership, and factors influencing leadership practices. This is a partial fulfilment for the award of a Master of Philosophy degree at the University of Cape Coast. As a result, any information given would be treated with utmost confidentiality. You are free to ask any questions about the study to ensure your maximum satisfaction about participating in the study. You are assured of your anonymity and confidentiality associated with your responses. You are also assured that your responses will not be directly link to you. The researcher will not also disclose your identity to any third party. As a result, the study will not gather data on your personal identity. You are therefore kindly entreated to provide answers to the following questions.

1. How do you go about your instructional leadership practices in your school?
2. What internal barriers do you encounter in the quest to achieve success in your instructional leadership? How do you think these challenges can be resolved?
3. What external barriers do you encounter in the quest to achieve success in your instructional leadership? In your opinion, what are some of the ways you think we can address these challenges?
4. Any additional information?

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APPENDIX C: ETHICAL CLEARANCE FORM

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1636
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497   14ᵀᴴ NOVEMBER, 2022

Ms. Rafiu Anwar-Sadat
Institute of Educational Planning and Administration
University of Cape Coast

Dear Ms. Anwar-Sadat,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/85)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Instructional Leadership Practices of Head Teachers in Basic Schools in the Techiman Municipality.** This approval is valid from 14ᵗʰ November, 2022 to 13ᵗʰ November, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh

Ag. UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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