



E-ISSN: 2789-1615
P-ISSN: 2789-1607
www.educationjournal.info
Impact Factor: RJIF 5.7
IJLE 2024; 4(2): 109-117
Received: 03-07-2024
Accepted: 11-08-2024

Prince Awini Apambilla
Department of Counselling
Psychology, University of
Education, Winneba, Ghana

Gabriel Amponsah Adu
Department of Education, The
Maharaja Sayajirao University
of Baroda, Vadodara, Gujarat,
India
<https://orcid.org/0000-0002-2022-2538>

Dery John
Nursing and Midwifery
Training College, Yeji, Bono
East, Ghana

Rabbi Darko
KNUST Counselling Centre,
Kumasi, Ghana

Kingsley Eyrarn King-Kuadzi
Heritage Christian University
College, Ghana

Josephine Blay
Department of Counselling
Psychology, University of
Education, Winneba, Ghana

Aaron Moses Eduah
Department of Counselling
Psychology, University of
Education, Winneba, Ghana

Correspondence Author;
Gabriel Amponsah Adu
Department of Education, The
Maharaja Sayajirao University
of Baroda, Vadodara, Gujarat,
India

Mentoring role of headteachers in management of basic schools in the pru West District

Prince Awini Apambilla, Gabriel Amponsah Adu, Dery John, Rabbi Darko, Kingsley Eyrarn King-Kuadzi, Josephine Blay and Aaron Moses Eduah

Abstract

This study examine mentoring role of headteachers in management of basic schools in the Pru West District. A cross sectional research design was employed for the study using quantitative research approach. The study population was two hundred and forty-four (244) and 126 was sampled for the study since the number was considerably appropriate for quantitative research. A self-designed structured closed ended questionnaire was used to collect data from 126 headteachers and teachers. However, each research questions were analyzed using mean and standard deviation. The findings of the study were head teachers randomly check homework and notebooks of pupil and interview selected pupils for assessment, head teacher as instructional leader give emphasis for professional growth of teachers in the school even though most of the programs were organized in circuits or districts. Even though education and training policy emphasizes the importance of professional development, it is the most under-utilized activity in schools and a positive climate has a significant impact on teacher and student performance. The following recommendation were made that, Mentoring experience should be a key requirement aside rank and qualification for appointment of prospective headteachers, Headteachers should make efforts to enroll on professional mentorship certificates course and the directorate should have a schedule officer who should be a professional and be in charge mentoring headteachers. The study suggest that further research should be conduct in assessing the impact of supervision and mentorship on teachers' efficacy to improve performance of students in basics school.

Keywords: Mentoring, role of headteachers, assessment, basic schools

Introduction

Mentorship is defined as "peer support, counselling, socializing, and coaching (Bush, Coleman, Wall & West-Burnham,1996) [7]. The term "mentor" has historically been used to refer to a wise and trusted guide, adviser, or counsellor. Malderez (2001) [24] describes mentoring as help offered by one (typically more experienced) individual to another for the purpose of their growth and learning, as well as their integration into and acceptance by a certain community. Mentors can be informal co-workers who give advice, opinions, or support; or they can be formal, when someone is chosen to be a mentor by a company or organization. This is sometimes done as part of a mentorship scheme.

Mentorship has become a very essential component of leadership and every leader who has followers needs to perform the roles of mentorship and coaching. Mentorship and coaching have proven to be the ideal means to groom and prepare prospective leaders and managers of institutions. Before an individual becomes a leader, it is expected that such person be duly mentored and coached to be able to discharge duties and responsibilities assigned to his or her new role effectively with little or no guidance since such person should have been nurtured and groomed for such a role and have taken a few positions to gain experience before assuming a higher position.

Furthermore, mentorship is a long-term, informal relationship that focuses on long-term objectives (National College for Teaching & Leadership, 2013) [33]. An informal meeting might take place at any time when the individual needs some advice, direction, or assistance (Fielden, 2005). To be a mentor, you typically need to be a more senior colleague who is well-versed in a particular industry or field, as well as someone who has influence and the ability to use that influence and knowledge to guide you through the analysis of your current situation to further your professional and career goals. It's more of a long-term, relationship-based endeavour with a variety of specific yet broad goals. Over a long period of time, the mentor works with either a person or a group of people.

With the help of a mentor, a person can grow professionally by learning new skills, information, and experience in a variety of contexts (Michael, 2008) ^[30]. Emotional support is essential in mentoring partnerships. People grow and learn from mentors who impart knowledge and skills that can be incorporated into their own thoughts and practises (Wong & Premkumar, 2007) ^[49]. Mentoring and coaching are often used interchangeably (Poglinco, Bach, Hovde, Rosenblum, Saunders, & Supovitz, 2003) ^[39].

More so, in the management of schools by headteachers, School Improvement Support Officers (SISO), and officers in the education sector, mentoring and coaching are some of the leadership skills that leaders in the educational sector need to demonstrate to enable their teachers to learn from them since they have themselves been mentored and coached, and therefore they can also provide such mentorship and coaching role to the assistant headteachers and their teachers. However, the techniques of teacher coaching and mentoring are regarded as critical factors in strengthening teachers' classroom instruction and knowledge translation into classroom practise (Medrich & Charner 2017; Kretlow, Cooke, & Wood, 2012; Neufeld & Roper, 2003; Pomerantz & Pierce, 2013) ^[28, 19, 34, 40].

Additionally, it is important to note that most headteachers who were not appointed as assistant headteachers and rose quickly to take on leadership positions such as headteachers and circuit supervisors struggle with school management and administration, and as a result, they rely on the experience and expertise of their teachers and other colleagues headteachers to perform their role as headteachers without any impediment.

Public schools in the Pru West District have been underperforming in the Basic Education Certificate Examination (BECE), with issues linked to teachers' inadequate pedagogical knowledge, ineffective instructional methods, and poor time management (Mensah, Copuroglu, & Fening, 2012) ^[29]. While research shows that effective instructional supervision by school leaders enhances teacher performance, this is not reflected in the local context, where teachers struggle to fulfill their responsibilities. This has resulted in syllabus non-completion, student absenteeism, and overall poor student performance. There is a prevailing belief that inadequate mentoring by school heads contributes to these issues, yet a lack of empirical studies exists to validate this perception. As a result, this study aims to assess the headteachers' role in mentoring in the management of selected basic schools in the Pru West District.

Objectives of the Study

The study was guided by three objectives. Specifically, the study sought to:

1. Ascertain how headteachers can apply assessment techniques in mentoring Basic School teachers in the Pru West District.
2. Identify the instructional role of headteachers in mentoring basic school teachers in the Pru West District.
3. Determine the mentoring role of headteachers towards maintaining a conducive basic school climate in the Pru West District.

Review of related literature

Role of head teachers in assessment techniques

Assessment techniques refer to a summative or formative assessment approach. Its goal is to increase the quality of

teachers' instruction and to offer evidence for teacher evaluation. It offers instructors feedback on their efficacy as teachers and students a measure of their development as learners. The goal of teacher evaluation is to provide educational institutions with information on what, how much, and how effectively instructors teach. These evaluations are developed, conducted, and reviewed by head teachers.

While the main responsibility of headteachers is to supervise teachers during fieldwork (Nyaumwe & Mavhunga, 2005) ^[37], they are also responsible for assessing teachers in the majority of instances (Orland-Barak, 2002) ^[38]. These are conducted at schools to enhance the quality of their instructors. Teachers are supposed to incorporate knowledge acquired at training institutions or universities into their classroom instruction (Orland-Barak, 2002; Maphosa & Ndamba, 2012) ^[38, 26]. This knowledge should include both pedagogical and subject-matter expertise (subject matter knowledge). Instructors' evaluations are intended to "give feedback and guidance to teachers in order to stimulate reflection and enhance their teaching" (Smith, 2007) ^[44]. Teachers have high expectations of their own teaching performance throughout the teaching process (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russell, 2000) ^[32]. If teachers are not assessed throughout their classroom instruction, they will not know which areas of their teaching need to be improved. As a result, school administrators watch and assess instructional practise and give constructive comments to instructors in order to help them improve their methods and tactics.

Ulvik and Sunde (2013) ^[48] argue that school heads' lack of leadership training has an effect on their effectiveness. If headteachers want to conduct successful teacher assessments, they must be able to communicate their pedagogical knowledge. This pedagogical skill should be shown by the following actions: "planning, scheduling lessons, preparation, teaching approaches, subject comprehension, problem solving, questioning, classroom management, implementation, and assessment" (Hudson, 2013) ^[16].

However, the school head's ability to provide effective instructional assessment is crucial to the achievement of the school's stated goals (Mankoe, 2007) ^[25]. These supervisors carry out instructional evaluation using a variety of methods, including direct supervision of teachers. As a type of instructional assessment, direct supervision refers to all methods taken by the head teacher to evaluate the teacher and, at the same time, provide one-on-one feedback with teachers in order to improve instruction and professional ability (Glickman, Gordon & Ross-Gordon, 2009) ^[12]. Direct supervision, according to Tyagi (2010) ^[46], provides a platform for both teachers and school heads to use their collective expertise in self-appraisal of teachers to identify gaps in teacher skills, knowledge, and competencies in order to provide the critical support needed for teachers' professional development. The monitoring of lesson planning and instruction delivery by head teachers was considered in this study as a way of assessing teachers. Afolabi and Lato (2008) ^[3] recommend that school heads conduct a critical evaluation of various elements of the lesson plan, including its adequacy and relevance, the appropriateness and clarity of learner behavioural objectives, and the selection of appropriate teaching and learning resources and evaluation techniques.

Instructional role of head teachers in mentoring teachers

Leadership and administration are both procedures that are defined as value-based and shared events that take place between the leader and the followers (Nkonkonya, Dick-Sagoe, Adu & Ennim, 2022) ^[35]. The meetings are called by the leader and are open to the public. Leadership is defined as having an impact on how the heads influence the devotees, essentially; as a result, there is a shared collaboration between the leader and supporters. Furthermore, leadership includes the gathering's objective accomplishment, in which the leaders direct their supporters to achieve their shared goals together (Northouse, 2021) ^[36].

Similarly, leadership is also in charge of educational institutions. A school is an educational establishment in which the school head serves as a leader and the teachers serve as both followers and contributors. A school's head plays a critical role in the success of the school as a whole. With the goal of achieving their shared objectives in mind, he/she is obligated to coordinate the instructors and partners. Teachers, stockholders, and society all have a stake in the success of the institution's leader, so he or she should cultivate strong relationships with them if they want to succeed in school. With a defined aim in mind, he must act immovably and persistently to solve the challenges of institutions (Adu, Kobina & Nyasapoh, 2024; Purinton, 2013) ^[2, 41]. The administration of schools has played a crucial role in the development of educational institutions and the success of students. Students' academic and social needs are met when the institution's leader promotes and supports the schoolteachers. Teachers are supported in their instructional methods and assisted in resolving academic or instructional challenges through instructional leadership. The school's head promotes teachers by assisting educators and allowing them to acquire new knowledge in order to meet students' academic and social demands. The principal responsibility of the head as an instructional director is to take an interest in the school's teaching and learning procedures; to inspect teachers in classrooms and work with them to improve teaching and learning; to set the school's objectives, communicate those objectives, direct and assess instruction; to organise educational programmes; to monitor students' educational development and progress; to ensure instructional time; and to maintain a high standard of education. The administrative staff regarded the head teacher as a leader among leaders (Hallinger, 2010) ^[14].

Furthermore, Andrews and Soder (1987) ^[4] discovered that "the instructional leadership of the school head is favourably connected to student accomplishment in school assessments". According to Lokuruka & Ronoh (2017) ^[23], "the purpose of a headteacher is to stress his or her function as a transformational and instructional leader since success is ultimately measured by the principal's influence on student learning." Andrews and Soder (1987) ^[4] continue to say that "when the classroom atmosphere is favorable, teachers have favourable judgments of the efficacy of instructional leadership". Scott (1983) ^[43] attests, however, that "school heads and other key groups with whom they deal share expectations about the head's management position but differ greatly concerning the school head's instructional leadership role".

Setting directions that secure the physical environment and achieve high academic standards; developing people to use effective instructional strategies and interventions; redesigning the organisation to include teachers and parents

in decision-making; and managing the curriculum effectively by staffing the school with teachers are four characteristics and practises for an effective school head that seem to matter the most, as noted by Geleta and Ababa (2015) ^[11].

Head teachers as instructional leaders actively support more effective techniques in the teaching and learning processes and recognise instructional priorities (Yunas & Iqbal, 2013) ^[50]. In their investigations, researchers discovered a variety of instructional leader roles. For example, McEwan identified the instructional leader's role in Tedla (2012) ^[45] as establishing clear instructional goals, being a resource for staff, fostering a learning culture and climate, communicating the school's vision and mission, setting high expectations for staff, developing teacher leaders, and fostering a positive attitude toward students, staff, and parents.

Mentoring role of the headteachers

The school atmosphere has a significant impact on student behavior, learning, productivity, and effectiveness, and administrators have a significant impact on the school climate (Kobina, Adu & Nyasapoh, 2024; Raman, Ling & Khalid, 2015) ^[18, 42]. A vital core set of common features is included in all definitions of the school environment. According to most definitions, a school's "climate" refers to aspects of the social environment that impact students' learning and development in a meaningful way and that may be usefully aggregated among ratters. While the actual features of a school environment may be important, the perceptions of students, teachers, and other members of a school community are often the focus of climate. The core of the school, according to Freiberg and Stein (1999) ^[10], is the school atmosphere. They said that a school is a place of learning where pupils' and their parents' hopes and ambitions are realized, teachers are inspired to do their best work, and everyone is valued and has a sense of belonging to the school. A school's climate cannot be seen or felt, yet it exists. Everything that happens in the organization/school has an impact on the environment.

However, there is evidence in educational institutions that leadership is a critical component, and frequently the linchpin, of school and school performance as measured by student accomplishment (Marzano, Waters, & McNulty, 2001) ^[27]. Indeed, leadership has been highlighted as one of the four critical and driving factors of high-performing schools at the school level (Adu & Apambilla, 2024; Beck & Murphy, 1996) ^[1, 5]. According to Knapp, Copland, and Talbert (2003) ^[17], "leadership for learning entails establishing strong, fair learning opportunities for students, professionals, and the system". Learning, teaching, curriculum, and assessment are core technologies of schooling, and leaders must be able to (a) stay focused on learning core technologies of schooling and (b) make all other dimensions of schooling (for example, administration, organization, and finance) work for a healthier core expertise and improved student learning. The emphasis is on organisational procedures (such as supporting staff) that apply to effective ways of increasing the productivity and academic performance of the school and its members (staff, students, and families) (Leithwood & Jantzi, 2005) ^[21]. According to Freiberg and Stein (1999) ^[10], school climate may be seen in many facets of the school: in teacher and student attendance records, in the classroom, on the bulletin board, and at recess and lunch. Interestingly, the school environment is not a by-product of chance.

For example, Harris and Lowery (2002) ^[15] claim that school climate is produced and may be maintained until the school's life is changed. While it is true that the head teacher, teachers, students, and parents all have an impact on the school climate, the head teacher is crucial in establishing the social components of the school climate; what he or she does determines whether the school's climate is positive or negative (Hall & George, 1999) ^[13]. As a result, it would be useful to investigate how school climate can be maintained in schools at this time. Administrative activities, behavioural traits, and community participation all contribute to the school climate.

Methodology

Study Design: The study adopted a cross-sectional survey design with quantitative research approach in this study. Cross-sectional design, alternatively referred to as single-shot or status studies, is the most frequently employed design in the social sciences. This design is optimal for determining the prevalence of a phenomenon, situation, problem, attitude, or issue by sampling a cross-section of the population. Information about headteachers' mentoring roles in basic school management in the Pru West District was gathered using this research approach. The study's methodology was appropriate because its goal was to provide new viewpoints on the monitoring responsibilities of headteachers, assisting Ghana Education Service stakeholders in creating efficient intervention plans that would enhance monitoring both in the Pru West District and throughout the country.

Population

The population is the collection of units upon which we wish to pass judgement. These units could be groupings of individuals, consumers, businesses, or items, or they could be just about anything you are interested in (Mooi, Sarstedt & Mooi-Reci, 2017) ^[31]. The target population of the study was

made up of headteachers and teachers in the Pru West District. However, the accessible population of the study was 689 basic school teachers and 83 basic school headteachers in the district.

Sample and Sampling Procedure

According to Kumar (2018) ^[20], sampling is the act of picking a few individuals (a sample) from a larger group (the sampling population) to estimate or anticipate the prevalence of an unknown piece of information, circumstance, or outcome for the larger group. The sample size of the study was 128 respondents which comprised 120 teachers and 8 headteachers from public basic schools in the Pru West District. However, with the exception of the headmasters who were purposively selected due to the fact that they were heading the schools and had in-depth knowledge about the study and would contribute greatly to the sturdy, simple random sampling methods was used for the selection of the teachers because it gave each member of the population an equal chance of being selected as a subject.

However, the researcher used cluster sampling technique to divide the population based into six clusters based on the number of circuits in the district. Each circuit represented a cluster and population was drawn from each cluster. On the part of the teachers their staff identity (ID) numbers were used. Each of the four (4) unit members' numbers were written on slips of papers and put in four different containers with each of the containers representing a unit. After putting the slip of papers in the containers, the slips of papers were mixed by shaking all the 4 containers to avoid bias. Twenty slips were picked from each of the 4 containers and recorded. By the end of this random exercise 120 teachers out of 689 teachers were selected. Table 1.1 provides the breakdown of teachers and headteachers, at the six (6) circuits in Pru West District.

Table 1: Sampling and Sample Size

Circuits	No. of Headteachers (Selected)	No. of teachers (Selected)
Zabrama	2	23
Cheremo	1	18
Konfourkrom	2	25
Prang Central	1	17
Prang South	1	21
Dama-kwanta	1	16
Total	8	120

Source: Field Survey, 2024

Data Collection Instruments

The research instrument for the study was structured closed ended questionnaire designed by the researcher. The questionnaire was structured into four sections: A, B, C, and D. It was administered to both teachers and headteachers within a cluster. Section A provides demographic data, sections B provide assessment techniques can headteachers apply in mentoring, Section C concentrated on instructional roles of headteachers in mentoring and Section D highlighter mentoring roles of headteachers towards maintaining a conducive school climate in the Pru West District.

Data Analysis

Data was analyzed quantitatively using Statistical Package for Social Sciences (SPSS v20) into descriptive statistics such tables' frequency, percentage, means and standard deviations.

Results and discussion of findings

This section deals with the analyses and discussions of data obtained from respondents in the study. The study's general purpose was to examine the head teacher's role in mentoring in the management of basic schools. In all, a total of 120 teachers and 8 head teachers were captured for the study.

Table 2: Demographic Characteristics

Variable	Category	Frequency N = 128	Percentage (%)
Sex	Male	70	54.7
	Female	58	45.3
Age	30-40 yrs	64	50
	41-50 yrs	50	39.1
	51-60 yrs	14	11
Professional Qualification	Teachers Certificate 'A' 3 Year	7	5.5
	Masters	3	2.3
	Degree	75	33.6
	Diploma in Basic Education	43	58.6
Current Rank	Senior Superintendent II	68	53.1
	Senior Superintendent I	12	9.4
	Principal Superintendent	41	32.0
	Assistant Director II	4	3.9
	Assistant Director I	2	1.6
	Deputy II	1	1.3
	Director	0	0
	Total	128	100%

Source: Filed survey (2024)

The respondents' demographic information was collected in Section A of the questionnaires administered. Results on gender show that 45.3% of the respondents were female, and 54.7% were male. Respondents between 30 and 40 years recorded 50%, those between 41 and 50 years recorded 39.1%, those ages 51-60 recorded 11% of all respondents. In terms of their professional qualification, most of the respondents had Degree (33.6%), followed by those with Diploma in basic education representing 58.6%, those with certificate 'A' 5.5% and finally, those with master's degree was 2.3%. This finding implied that majority of the respondents were diploma degree holders. Regarding their current rank, 7% were Senior Superintendent II, 7% were Senior Superintendent I, 78.9% were Principal Superintendent, 3.9% were Assistant Director II, 3.1% were Assistant Director I and final 1(1.3%) were deputy director.

This finding implied that majority of the respondents were in the rank of Senior Superintendent II.

Objective 1: Ascertain how headteachers can apply assessment techniques in mentoring Basic School teachers in the Pru West District

The head teachers and teachers were questioned about the application of assessment techniques by the head teacher in mentoring. The responses of the respondents were analysed using means and standard deviation. This was calculated using a 5-point Likert Scale, with 5.00-4.21 being considered Strongly Support: 4.20-3.41 was considered support, 3.40-2.61 was neutral, 2.60-1.81 was oppose, and 1.80-1.01 was strongly oppose. The respondents' assessment techniques in mentoring basic schoolteachers were presented in Tables 3.

Table 3: Assessment techniques by head teachers in mentoring

Item	N	Mean	Std. Dev.	Mean Rank
The head teacher assesses lesson plans prepared by teachers in accordance with the GES criteria, offering guidance where necessary.	126	4.38	1.011	1
In order to evaluate teachers, the head teacher keeps an eye on how lessons are taught and evaluates how well the pupils grasp the material.	126	3.94	1.108	2
In order to evaluate teachers, the head teacher observe student work examples and reviews tests.	126	3.86	1.164	3
The materials and methods of instruction are assessed by the headteachers.	126	3.75	1.211	5
The headteachers interviews a few chosen students and conducts a random check of the students' notebooks and schoolwork in order to evaluate the teachers.	126	3.81	1.150	4
Overall Mean and Standard Deviation	126	2.95	1.129	

Source: Filed survey (2024)

From Table 3, one can observe that, out of the 126 teachers, the results recorded a mean range of 3.75 and 4.38 and a standard deviation range of 1.011 and 1.211. The result indicated that the head teacher evaluates teachers' lesson plans based on the GES guidelines and guides us if they are not done properly, which was ranked as the highest assessment application technique by the head teacher in mentoring with a mean of 4.38 and a standard deviation of 1.011. Further, with the statement "The head teacher observes the delivery of lessons and assesses the students' understanding of the topic covered as a way of assessing teachers, was ranked second in assessment application techniques by the head teacher in mentoring with a mean of

3.94 and a standard deviation of 1.108. In addition, head teacher examined samples of pupils' work and reviewed tests to assess teachers was ranked third in assessment application techniques by head teacher in mentoring with a mean of 3.86 and a standard deviation of 1.164. With an overall average of 3.95 and a standard deviation of 1.129, the respondents support the assessment application techniques by the head teacher in mentoring.

This is in line with the statement that head teachers are responsible for assessing teachers usually (Orland-Barak, 2002) [38].

However, (Orland-Barak, 2002; Maphosa & Ndamba, 2012) [38, 26] revealed that Teachers are supposed to incorporate

knowledge acquired at training institutions or universities into their classroom instruction. This knowledge should include both pedagogical and subject-matter expertise (subject matter knowledge). Instructors' evaluations are intended to "give feedback and guidance to teachers in order to stimulate reflection and enhance their teaching" (Smith, 2007) [44]. Teachers have high expectations of their own teaching performance throughout the teaching process (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russell, 2000) [32]. If teachers are not assessed throughout their classroom instruction, they will not know which areas of their teaching need to be improved. As a result, school administrators watch and assess instructional practise and give constructive comments to instructors in order to help them improve their methods and tactics Smith, 2007 [44]. Also, Ulvik and Sunde (2013) [48], as well as Dunne and Dunne referenced in Ugur and Koç (2019) [47], argue that school heads' lack of leadership training has an effect on their effectiveness. If headteachers want to conduct successful teacher assessments, they must be able to communicate their pedagogical knowledge. This pedagogical skill should be shown by the following actions: "planning, scheduling lessons, preparation, teaching approaches, subject comprehension, problem solving, questioning, classroom

management, implementation, and assessment" (Hudson, 2013) [16].

Finally, Smith (2007) [44] asserted that school-based assessment is frequently conflicted "between their roles as supporters and critical friends and their roles as assessors, particularly in relation to summative assessment." Smith emphasises the significance of the school-based headteachers' assessment, stating that it should serve as the foundation for all other types of assessment.

Objective 2: Identify the instructional role of headteachers in mentoring basic school teachers in the Pru West District

Again, head teachers and teachers were questioned about the instructional role of head teachers in mentoring basic school teachers. The responses of the respondents were analysed using means and standard deviation. This was calculated using a 5-point Likert Scale, with 5.00–4.21 being considered strongly Support: 4.20-3.41 was considered support, 3.40-2.61 was neutral, 2.60-1.81 was oppose, and 1.80-1.01 was strongly oppose. The respondents' views on the instructional role of head teachers in mentoring basic school teachers were presented in Tables 4.

Table 4: Instructional role of head teachers in mentoring

Item	N	Mean	Std. Dev.	Mean Rank
To address problems raised by teachers, the head teacher offers guidance and counseling sessions.	126	3.77	1.398	5
An attempt is made by the head teacher to assist teachers with their professional development.	126	4.02	1.095	2
The head teacher provides assistance for instructors and pupils, constant supervision, and thoughtful consideration to extracurricular activities.	126	4.07	.956	1
Teachers are encouraged to practice new skills, be creative, and come up with novel ideas by the head teacher.	126	3.91	1.187	3
Head teacher ensure that announcements do not impede class time.	126	3.91	1.239	3
Overall Mean and Standard Deviation	126	3.636	1.115	

Source: Filed survey (2024)

From Table 4, it can be noted that out of the 126 teachers' respondents, the results showed a mean range of 3.77 and 4.07 and a standard deviation range of 0.956 and 1.398. From the results, the head teacher's giving due consideration to extracurricular activities, constant monitoring, and support for teachers and students was ranked as the highest instructional role of head teachers in mentoring, with a mean of 4.07 and a standard deviation of 0.956. Further, the head teacher's making an effort to support teachers in their professional development was ranked as the second highest instructional role of head teachers in mentoring, with a mean of 4.02 and a standard deviation of 1.095. Moreover, the head teacher encourages teachers to come up with innovative ideas, be creative and practise new skills, and the head teacher's making sure instructional time is not interrupted by announcements was ranked the third highest instructional role of head teachers in mentoring, with a mean of 3.91 and a standard deviation of 1.187 and 1.239, respectively. With an overall mean of 3.936 and a standard deviation of 1.175, the majority of the respondents support the instructional role of head teachers in mentoring. These findings concur with Lokuruka and Ronoh (2017) [23] that the purpose of a head teacher is to stress his or her function as a transformational and instructional leader since success is ultimately measured by the principal's influence on student learning.

However, there is evidence in educational institutions that leadership is a critical component, and frequently the linchpin, of school and school performance as measured by student accomplishment (Marzano, Waters, & McNulty, 2001) [27]. Indeed, leadership has been highlighted as one of the four critical and driving factors of high-performing schools at the school level (Beck & Murphy, 1996) [5]. According to Knapp, Copland, and Talbert (2003) [17], "leadership for learning entails establishing strong, fair learning opportunities for students, professionals, and the system". Learning, teaching, curriculum, and assessment are core technologies of schooling, and leaders must be able to (a) stay focused on learning core technologies of schooling and (b) make all other dimensions of schooling (for example, administration, organization, and finance) work for a healthier core expertise and improved student learning.

The emphasis is on organisational procedures (such as supporting staff) that apply to effective ways of increasing the productivity and academic performance of the school and its members (staff, students, and families) (Leithwood & Jantzi, 2005) [21]. According to Freiberg and Stein (1999) [10], school climate may be seen in many facets of the school: in teacher and student attendance records, in the classroom, on the bulletin board, and at recess and lunch. Interestingly, the school environment is not a by-product of chance. For

example, Harris and Lowery (2002) ^[15] claim that school climate is produced and may be maintained until the school's life is changed. While it is true that the head teachers, teachers, students, and parents all have an impact on the school climate, the head teachers is crucial in establishing the social components of the school climate; what he or she does determines whether the school's climate is positive or negative (Hall & George, 1999) ^[13]. As a result, it would be useful to investigate how school climate can be maintained in schools at this time. Administrative activities, behavioural traits, and community participation all contribute to the school climate.

Objective 3: Determine the mentoring role of headteachers towards maintaining a conducive basic school climate in the Pru West District

Teachers and head teachers were again questioned about the mentoring role of head teachers towards maintaining a conducive school climate. The responses of the respondents were analysed using means and standard deviation. This was generated from a 5-point Likert Scale, where 5.00–4.45 was considered strongly in favour, 4.44–3.45 was considered in support, 3.44–2.45 was considered neutral, 2.44–1.45 was considered strongly in opposition, and 1.44–1.01 was considered strongly in opposition. The respondents' views on the mentoring role of head teachers towards maintaining a conducive school climate were presented in Tables 6.

Table 6: Mentoring role of Head teachers

Items	N	Mean	Std. Dev.	Mean Rank
To discuss difficulties related to instruction, the head teacher schedules meetings with the teachers.	126	4.34	1.067	1
The head teacher observe student performance in the classroom and politely gives comments to the teachers.	126	3.94	1.310	5
With the assistance of the instructors, the head teacher creates appropriate policies and guidelines that promote discipline and order.	126	4.06	1.175	3
The head teacher communicates important information quickly.	126	4.06	1.212	3
The head teacher assigns administrative responsibilities to the teachers.	126	4.20	.963	2
Overall Mean and Standard Deviation	126	4.12	1.145	

Source: Filed survey (2024)

Table 6, displays the mentoring role of head teachers towards maintaining a conducive school climate. Out of the 126 teachers, the results verified a mean range of 3.94 and 4.34 and a standard deviation range of 0.963 and 1.212. The result points out clearly that the head teacher arranges meetings with teachers to discuss instructional issues. It was ranked as the highest mentoring role of head teachers towards maintaining a conducive school climate, with a mean of 4.34 and a standard deviation of 1.067. Further, teachers' delegated administrative obligations by the head teacher were ranked second in the mentoring role of head teachers towards maintaining a conducive school climate with a mean of 4.20 and a standard deviation of 0.963.

Moreover, the head teacher designs suitable rules and procedures that encourage order and discipline with the support of teachers and the head teacher conveys critical information promptly was ranked third in the mentoring role of head teachers towards maintaining a conducive school climate with a mean of 4.06 and standard deviation of 1.175 and 1.212, respectively. With an overall average mean of 4.12 and a standard deviation of 1.145, the respondents support the mentoring role of head teachers towards maintaining a conducive school climate. This is in line with the statement that school climate is produced and may be maintained until the school's life is changed (Harris & Lowery 2002) ^[15].

The present study support Benton (1995) ^[6] that school heads must respect human dignity. This suggests that instructors, in particular, should not be seen as slaves, but rather as collaborators; only in this way can tremendous work harmony be achieved. He goes on to say that the head teachers, as well as the teachers, must balance their personal worries with the responsibilities of their professions since the nature of their work necessitates both personal and professional management.

The head teachers, in particular, must model and foster positive relationships within the school community by

recognising the intrinsic value of all those who rely on him or her, regardless of rank or position in the school hierarchy

Major Findings

The major findings are based on the research objectives provided.

Objective 1: Ascertain how headteachers can apply assessment techniques in mentoring Basic School teachers in the Pru West District

The study discovered that head teacher evaluates teachers' lesson plans based on the GES guidelines and guides us if they are not done properly.

1. The study revealed that head teacher observes the delivery of lessons and assesses the students' understanding of the topic covered as a way of assessing the teachers.
2. The study shows that teacher examines samples of pupils' work and reviews tests to assess teachers. The head teacher evaluates instructional approaches and materials used for instruction.
3. The study revealed that head teacher randomly checks the homework and notebooks of pupils and interviews selected pupils as a way of assessing teachers.

Objective 2: Identify the instructional role of headteachers in mentoring basic school teachers in the Pru West District

1. The study revealed that most teachers strongly supported the instructional role of head teachers in mentoring.
2. The study shows that head teacher provides guidance and counselling sessions to anticipate teachers' concerns.
3. The study revealed that head teacher tries to support teachers in their professional development.
4. The study depicts that head teacher gives due consideration to extracurricular activities, constant

monitoring, and support for teachers and students.

5. The study came to light that head teacher encourages teachers to come up with innovative ideas, be creative, and practise new skills

Objective 3: Determine the mentoring role of headteachers towards maintaining a conducive basic school climate in the Pru West District

1. The study revealed that head teacher arranges meetings with teachers to discuss instructional issues.
2. The study shows that head teacher observes and provides feedback to teachers on classroom performance in a friendly manner.
3. The study depicts that head teacher designs suitable rules and procedures that encourage order and discipline with the support of the teachers.
4. The study revealed that head teacher conveys critical information promptly.
5. The study came to light that teachers are delegated administrative obligations by the head teacher.

Conclusion

In conclusion, findings from the first research question revealed that headteachers effectively apply various assessment techniques to mentor teachers. These include evaluating lesson plans, observing lesson delivery, reviewing student work, and providing feedback on instructional materials. The headteachers also actively assess pupil performance and maintain consistent engagement in evaluating teachers' instructional practices.

Regarding the second research question, the study highlighted the instructional role of headteachers in mentoring. Headteachers provide guidance, professional development support, and place emphasis on extracurricular activities. Teachers also appreciated the encouragement to innovate, practice new skills, and seek creative solutions in their teaching.

Finally, the third research question examined the headteachers' role in fostering a conducive school climate. The study showed that headteachers regularly meet with teachers to discuss instructional concerns, offer constructive feedback, and ensure that school rules and procedures support order and discipline. By delegating responsibilities and maintaining open communication, headteachers help create a supportive and orderly environment for both teachers and students. These findings underscore the critical role of headteachers in mentoring and supporting overall school management.

Recommendation

Based on the findings and the conclusions of the research, it is recommended for that:

1. The study recommended that mentorship or mentoring experience, in addition to rank and qualification, should be a crucial prerequisite for the Education Directorate when appointing headteachers.
2. The study recommended that headteachers should constantly try to enrol in professional mentoring credentials courses.
3. The study recommended that GES should organize a minimum of two mentoring training sessions for headteachers and their assistant headteachers should be each year to improve their management skills
4. The study recommended that Pru West Education

Directorate prepare their assistant headteachers for future leadership jobs and make headteachers more successful in school management.

Reference

1. Adu GA, Apambilla A. Investigating factors influencing teacher absenteeism in Yeji Senior High School, Pru East District. *International Journal of Scientific Research & Engineering Trends*. 2024;10(1):2395-2566.
2. Adu GA, Kobina E, Arkorful K, Nyasapoh CA. Relationship between parenting styles and emotional well-being on senior high school students' academic activities in Asikuma Odoben-Brakwa District. *International Journal of Advanced Academic Studies*. 2024;6(9):7-17.
3. Afolabi FO, Loto AB. The headmasters and quality control in primary education through effective intra school supervision in Nigeria. *Journal of Teachers Perspective*. 2008;3(2):4-25.
4. Andrews R, Soder R. Principal leadership and student achievement. *Educational Leadership*. 1987;44(6):9-11.
5. Beck LG, Murphy J. *The four imperatives of a successful school*. Thousand Oaks, CA: Corwin Press Inc.; 1996.
6. Benton MJ. Diversification and extinction in the history of life. *Science*. 1995;268(5207):52-8.
7. Bush T, Coleman M, Wall D, West-Burnham J. Mentoring and continuing professional development. In: McIntyre D, Hagger H, editors. *Mentors in schools: developing the profession teaching*. London: David Fulton; 1996.
8. Ch H. Head teacher as an instructional leader in school. *Bulletin of Education and Research*. 2018;40(1):77-87.
9. Fielden S. Literature review: Coaching effectiveness: A summary. *NHS Leadership Centre*; 2005. p. 23.
10. Freiberg HJ, Stein TA. Measuring, improving and sustaining healthy learning environments. *School Climate*. 1999.
11. Geleta MW, Ababa A. The role of school principal as instructional leader: the case of Shambu Primary School. *Open Access Library Journal*. 2015;2(8):1.
12. Glickman CD, Gordon SP, Ross-Gordon JM. *Supervision and instructional leadership: a developmental approach*. Boston, MA: Allyn and Bacon; 2009.
13. Hall GE, George AA. The impact of principal change facilitator style on school and classroom culture. In: Freiberg HJ, editor. *School climate: measuring, improving, and sustaining healthy learning environments*. 1999. p. 165-85.
14. Hallinger P. Developing instructional leadership. In: Davies B, editor. *Developing successful leadership*. Dordrecht: Springer; 2010. p. 61-76.
15. Harris SL, Lowery S. A view from the classroom. *Educational Leadership*. 2002;59(8):64-5.
16. Hudson P. Strategies for mentoring pedagogical knowledge. *Teachers and Teaching*. 2013;19(4):363-81.
17. Knapp MS, Copland MA, Talbert JE. *Leading for learning: reflective tools for school and district leaders*. CTP Research Report; 2003.
18. Kobina E, Arkorful K, Adu GA, Nyasapoh CA. Parental styles and its influence on the emotional well-being of senior high school students of Asikuma Odoben-Brakwa in the Central Region, Ghana. *International Journal of Humanities and Education Research*. 2024;6(2):94-104.

19. Kretlow AG, Cooke NL, Wood CL. Using in-service and coaching to increase teachers' accurate use of research-based strategies. *Remedial and Special Education*. 2012;33(6):348-61.
20. Kumar R. *Research methodology: A step-by-step guide for beginners*. 4th ed. London: Sage; 2018.
21. Leithwood K, Jantzi D. Transformational leadership. In: Davies B, editor. *The essentials of school leadership*. London: Sage; 2005. p. 31-43.
22. Leithwood K, Steinbach R, Jantzi D. School leadership and teachers' motivation to implement accountability policies. *Educational Administration Quarterly*. 2002;38(1):94-119.
23. Lokuruka NJ, Ronoh RK. The role of head teachers in the management of the Kenya Certificate of Secondary Education performance in public secondary schools in Turkana County, Kenya. *International Journal of Humanities and Social Science*. 2017;7(2):68-75.
24. Malderez A. Directions for mentoring. *IATEFL Teacher Trainers and Educators SIG Newsletter*. 2001;8-9.
25. Mankoe JO. *Educational administration and management in Ghana*. Kumasi: Payless Publication; 2007.
26. Maphosa R, Ndamba GT. Supervision and assessment of student teachers: a journey of discovery for mentors in Bulawayo, Zimbabwe. *Journal of Emerging Trends in Educational Research & Policy Studies*. 2012;3(1):76-82.
27. Marzano RJ, Waters T, McNulty BA. *School leadership that works: from research to results*. Alexandria, VA: ASCD; 2001.
28. Medrich E, Charner I. Educator-centered instructional coaching practices that work: lessons from PIIC research. *Pennsylvania Institute for Instructional Coaching & FHI*, 360; 2017.
29. Mensah JO, Copuroglu G, Fening FA. Total quality management in Ghana: critical success factors and model for implementation of a quality revolution. *Journal of African Business*. 2012;13(2):123-33.
30. Michael O. Mentoring mentors as a tool for personal and professional empowerment in teacher education. *International Journal of Evidence Based Coaching & Mentoring*. 2008;6(1).
31. Mooi E, Sarstedt M, Mooi-Reci I. *Market research: The process, data, and methods using Stata*. 1st ed. Springer; 2017.
32. Murray-Harvey R, Slee PT, Lawson MJ, Silins H, Banfield G, Russell A. Under stress: The concerns and coping strategies of teacher education students. *Eur J Teach Educ*. 2000;23(1):19-35.
33. National College for Teaching & Leadership. *Mentoring and coaching: Advanced skills and application*. National College for Teaching & Leadership; 2013. Available from: <https://nationalcollege.org.uk/transfer/open/mentoring-and-coaching-advanced-skills>.
34. Neufeld B, Roper D. *Coaching: A strategy for developing instructional capacity*. 2003.
35. Nkonkonya MK, Dick-Sagoe C, Adu GA, Ennim F. School improvement and support officer as curriculum leader in Pru East District, Ghana: Roles, challenges, and the way forward. *J Posit School*. 2022;6(3):1337-51.
36. Northouse PG. *Leadership: Theory and practice*. 8th ed. Sage Publications; 2021.
37. Nyaumwe LJ, Mavhunga FZ. Why do mentors and lecturers assess mathematics and science student teachers on teaching practice differently? *Afr J Res Math Sci Technol Educ*. 2005;9(2):135-46.
38. Orland-Barak L. The impact of the assessment of practice teaching on beginning teaching: Learning to ask different questions. *Teach Educ Q*. 2002;29(2):99-122.
39. Poglinco SM, Bach AJ, Hovde K, Rosenblum S, Saunders M, Supovitz JA. *The heart of the matter: The coaching model in America's choice schools*. Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania Graduate School of Education; 2003.
40. Pomerantz F, Pierce M. "When do we get to read?" Reading instruction and literacy coaching in a "failed" urban elementary school. *Read Improv*. 2013;50(3):101-17.
41. Purinton TED. Is instructional leadership possible? What leadership in other knowledge professions tells us about contemporary constructs of school leadership. *Int J Leadersh Educ*. 2013;16(3):279-300.
42. Raman A, Ling CC, Khalid R. Relationship between school climate and teachers' commitment in an excellent school of Kubang Pasu District, Kedah, Malaysia. *Mediterr J Soc Sci*. 2015;6(3 S1):163.
43. Scott MP. *A comparative study of the role behavior of middle-level managers from two different organizations*. Miami: University of Miami; 1983.
44. Smith K. Empowering school- and university-based teacher educators as assessors: A school-university cooperation. *Educ Res Eval*. 2007;13(3):279-93.
45. Tedla BA. Instructional leadership and school climate: A case study of a secondary school in Eritrea. *Lit Inform Comput Educ J*. 2012;1(1):755-64.
46. Tyagi RS. School-based instructional supervision and the effective professional development of teachers. *Compare*. 2010;40(1):111-25.
47. Ugur NG, Koç T. Leading and teaching with technology: School principals' perspective. *Int J Educ Leadersh Manag*. 2019;7(1):42-71.
48. Ulvik M, Sunde E. The impact of mentor education: Does mentor education matter? *Prof Dev Educ*. 2013;39(5):754-70.
49. Wong AT, Premkumar K. *Part two: Mentoring at a distance*. 2007.
50. Yunas M, Iqbal M. Dimensions of instructional leadership role of principal. *Interdiscip J Contemp Res Bus*. 2013;4(10):629-37.