

**THE ROLE OF HEADS OF DEPARTMENT IN PROMOTING VISUAL ART
PROGRAMME IN SENIOR HIGH SCHOOLS IN KUMASI**

By

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DECLARATION

I hereby declare that this submission is my own work towards the MPhil Art Education and that to the best of my knowledge, it contains no material previously published by another person, nor material which has been accepted for the award of any degree of the university, except where due acknowledgement has been made in the text.

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ABSTRACT

The research study emanates from the fact that heads of department occupy an important position in the management and teaching in Senior High School education in Ghana. As any other department in Senior High School, the performance and image of the visual art programme is below expectation. It was assumed that failure of heads of department to perform their duties and challenges confronting them result in the department becoming dysfunctional. A literature study was conducted to explore duties of the heads of department and to investigate the specific challenges facing heads of in Visual Art Department. The researcher adopted both quantitative and qualitative method of research. Interviews and questionnaires were used as data collection instruments, to determine the views of the heads of department as well as students and teachers, on the duties and challenges heads of department experience in executing their tasks. It involved nine heads of department in nine Senior High Schools offering Visual Art in Kumasi Metropolis. The major findings of the research study reveal that heads of department experience challenges with shortage of resources, and also face challenges in monitoring and controlling their colleagues even if a job description exists. It was also revealed that records keeping were something they were battling with. Again it emerged that HoDs in the sample schools are reluctant in identifying teachers' weaknesses in the Visual Art Departments. Furthermore there is inappropriate selection of subject teachers for capacity building and developmental programme when the need arises and financial constraint compel HoDs to rotate the number of teachers who attend training programmes. Generally the study indicated that heads of department require training aimed at meeting the specific needs of middle managers and should seek parent and community support in provision of teaching and materials.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

In this study, the roles of Heads of Visual Art Department in managing the Visual Art programme in selected Senior High Schools in Kumasi were investigated. In the background to the study, it is indicated that although Heads of Department are appointed to manage the Department and are placed where teaching and learning take place, their performance in managing the Department affects student academic performance and reflect on the image of the Department. There was therefore the need to investigate the role of Heads of Department. In the statement of the problem, the researcher explains why the topic under study is worth investigating. The objective of the study was to investigate the roles and challenges encountered in managing the Visual Art Department. The study has become necessary because of the roles and enormous challenges plaguing the Visual Art Department in Senior High Schools in Kumasi Metropolis.

1.2 Background to the Study

In the 1987 Educational reform programme Visual Art was introduced under the Vocational Education Programme in Ghana. Visual Art is perceived as an important subject through which creativity can be fostered.

The programme's goals such as teaching of literacy, critical thinking and fostering creativity call for special management techniques different from other forms of management. To manage the programme as the central purpose of management in any organization is to coordinate the effort of people towards the achievement of the organization's goals. Bennett (1995) asserted that department heads are indispensable because they are situated precisely where the academic mission of the institution is

implemented, and for that matter they are expected to exhibit proper application of leadership and managerial practice capable of promoting the study of the various programmes in Senior High Schools.

The management structure in any Senior High School has Heads of Department as middle managers, and Visual Art Heads of Department are no exception, with the Head of the School on top, followed by the Assistant Headmaster, the Senior Housemaster and Head of Department with his or her subordinate Teachers, Technicians and Students.

Duties of Visual Art Department Heads include formulation of departmental academic policies, managing use of various resources such as projectors, markers, kiln etc, making available of teaching and learning resources, preparing department budget, retraining of teachers, restructuring of course timetable, supervising resources, monitoring new arrangement, making decisions, communicating to system, disciplining of students and evaluation of departmental subjects contents with which their functions are to compliment the effort of the Headmaster towards the achievement of the school policy and goals.

Therefore, it is relevant to research into management practice being employed in Visual Art section of the Senior High Schools towards the progress and improvement of the programme.

1.3 Statement of the Problem

Visual Art, one of the significant programmes in Senior High Schools in Ghana, was established to develop human capacity for the development of the country, and also help students discover their environment, tools and materials for the execution of artifacts. The researcher has observed, just like any other department in Senior High School in the country, that Heads of Departments are appointed by the school authorities to manage

the affairs of the department and ensure progress and development in academics and the school in general. Siaw (2009) and Antwi-Boadi (2002) said that there are a lot of discrimination, unfair sharing of resources and poor teaching environment against the Visual Art Departments in the Senior High Schools.

One wonders the managerial practices of the Heads of Department that contribute to the efficiency, development and improvement of the Visual Art programme because managerial practices of the Heads of Department have direct impact on students, the department and the school at large.

Therefore, the study aims to investigate the day-to-day role of the Heads of Department and challenges they face both in academic and managerial skills for the Visual Art programme.

1.4 Objectives of the Study

1. To investigate into the roles of Visual Art Heads of Department in selected Senior High Schools in Kumasi.
2. To identify challenges Visual Art Heads of Department in the selected Senior High Schools face in their roles.

1.5 Research Questions

1. What roles do Visual Art Heads of Department play in selected Senior High Schools?
2. What challenges do Heads of Department in Visual Art face in playing their roles?

1.6 Delimitation

The study was limited to nine Senior High Schools in the Kumasi Metropolis who offer Visual Art programme. Specifically, the research focused on three schools from each of the Ghana Education Service categorised schools in Kumasi.

Content wise, the study was limited to Heads of Department of the Visual Art, their roles and challenges they face in dispensing their roles.

1.7 Limitation

The limited time at the heads of school disposal made it impossible to interview all the nine but interviewed three Heads of School and three assistant heads of school. Transcribing the interviews posed a great challenge as most of the Heads of Department and heads of school were intermittently speaking vernacular which made it difficult to use software to transcribe.

1.8 Definition of Terms

Same Sex School: The practice of conducting education where male or female Students attend separate classes or in separate buildings or schools

Head Teacher: The most senior teacher, leader and manager of a school

Programme: Activities with long-term aim.

Visual Art: The Art to be looked at: Painting, Sculpture, Ceramic and Graphics as opposed to Music which we listen to or Cooking which we may taste.

Senior High School: School level between basic education and tertiary.

Leadership: A process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task

Department: A division of a large organization

1.9 Abbreviations

SHS:	Senior High School
WAEC:	West African Examinations Council
PTA:	Parents Teachers Association
WASSCE:	West African Senior School Certificate Examinations
SMC:	School Management Committee
HoD:	Head of Department
HOS:	Head of School
GES:	Ghana Education Service
2D:	Two dimensional
3D:	Three dimensional
TLM:	Teaching and learning materials
CRDD:	Curriculum Research and Development Division
GKA:	General Knowledge in Art

1.10 Importance of the Study

The study will provide a well-documented material on roles and challenges of Visual Art Heads of Department, to help Heads of School and school boards in reviewing policies on Visual Art Education. This will motivate and improve the standard of Visual Art Programme in the country.

The study will bring to fore the roles which Visual Art Heads of Department play in promoting the Visual Art Programme.

The result of the study will create awareness on challenges which Visual Art Heads of Department face in executing their roles.

The study will be of importance to Heads of Department especially, the Visual Art Programme since they will understand the challenges confronting the department and employ strategies to enable Visual Art students achieve excellent academic results.

This research will again be a body of knowledge to serve as reference material for other researchers and people who aspire to be Visual Art Heads of Department.

1.11 Organization of the rest of the text

Chapter Two of the thesis is a review of related literature. Chapter Three is made up of the methodology. Chapter Four on the analysis and interpretation of results and Chapter Five outline the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter deals with the review of literature related to the study. Historic antecedents of Visual Art in Ghana and art education in Senior High Schools were also treated in this chapter, as well as the management of art education, difference between leadership and management, the role of middle managers in motivating subordinates and types of leadership. In addition, the roles of Heads of Department, challenges of Heads of Department are discussed in this chapter. Furthermore, the roles of Heads of Department in managing the school are also captured in this chapter.

2.2 Background: History of Visual Art Education in Ghana

According to McWilliam (1959) the history of Visual Art Education in Ghana started in the Christiansburg Castle with courses in joinery, carpentry, blacksmithing, shoemaking and book binding by the Basel Missionaries. Several educational reviews by Governor Rodger and others established the Art course as an educational potential. Item 16 of Sir Gordon Guggisberg's principles (1922) stated in summary: The provision of trade school with a technical and literacy education that will fit young men to become skilled craftsmen and useful citizens was adopted by the state. Phelps Stokes report, an American based organisation had already recommended the study of the industrial art subjects in the West African sub-region.

This foundation, named after a woman of that name, sent American experts to look into American ways of helping to settle black slaves in Africa. The committee's recommendation echoed what was the practice, that, the whole system was too bookish.

This policy statement later gave birth to the establishment of an Art Department at Achimota College. At Achimota, the Art program was originally started by Mr. Herman Meyerowitz, a German-Jew, in 1939. He realised more clearly the achievements and Art and started making art felt among the people instead of the bookish method of the potentials of African time. Kofi Antubam, R.R Amponsah, Ahia Lamptey, Cobblah and Ziga were among the pioneer art students during the 1940s. The Art Department was later transferred to the Kumasi College of Technology now called the Kwame Nkrumah University of Science and Technology (KNUST) to offer course in Art.

In the sixties, one of the aims of studying the art programmes like textiles, ceramics, graphic design, sculpture, painting, etc. at the Art Department at K.N.U.S.T. was to raise the standard to that of the designer craftsmen (1961-71 calendars). It aimed at creating a professional outlook where the student pursues a career as an independent artist, as a designer in industry, or a specialist in education.

2.3. Visual Arts in Secondary Education

The Senior High School (SHS) Visual Arts curriculum comprises nine subjects: eight electives and one core subject - General Knowledge in Art (GKA). The Elective subjects consist of Basketry, Jewellery, Ceramics, Graphic Design, Leatherwork, Picture Making, Sculpture, and Textiles. The Curriculum Research and Development Division (of the Ministry of Education) (CRDD, 2013) which designs the curricula for schools in Ghana has categorized the elective subjects into two groups: Group A comprises the two-dimensional (2-D) arts while Group B consists of three-dimensional (3-D) arts. Graphic Design, Picture Making and Textiles constitute the 2-D arts while Basketry, Ceramics, Jewellery, Leatherwork and Sculpture are the 3-Ds

(CRDD, 2008).

The syllabus indicates that the subjects are intended to equip students with a variety of vocational skills in preparation for different careers. The syllabus therefore requires all Visual Arts students to complement the study of any two of the eight elective subjects with General Knowledge in Art, which is classified as a core or mandatory subject for all students on the Visual Arts programme. The study of these subjects over the three-year duration of Senior High School education leads to the West African Secondary School Certificate of Examinations (WASSCE) which qualifies graduates for higher education or the job market (Opoku-Asare et al., 2014).

2.4. The Concept of Educational Management

Mickson (2013) defines management as the art of getting things done through and with people informally organized groups. It is the art of creating an environment in which people can perform as individuals and co-operate towards the attainment of group goals. It is the art of removing blocks to such performance, a way of optimizing efficiency in reaching goals. Management is a process that is used to accomplish organizational goals, that is, a process that is used to achieve what an organization wants to achieve.

Yukl (2009) defines management as an activity that seeks to produce predictability and order by establishing action plans with timetables, and allocating resources; organising and staffing (establishing structure, assigning people to jobs); monitoring results; and solving problems. The Heads of Department (HoDs) have teachers and students with resources allocated to them by the school to manage and produce result at the end of the day.

Management organises and executes the plans, operationalise people and resources within time frames, attains quality standards and ultimately delivers results (Ochola & Nyariki, 2010). Management consists of implementing the vision and strategy provided by the leaders and attainment of organisational goals in an effective and efficient manner through planning, organising, staffing, directing and controlling organisational resource (Drejer, 2002).

All the above defined activities are performed by some person who is manager, so it is imperative to discuss it.

2.5. Art Educational Management

Bush (1995) espouses that by the 21st century the main theories of management have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges. Theory development largely involved the application of industrial models to educational settings.

The aim of Visual Art education was to provide opportunities for students to express themselves, doing creative things through art media. Hickman (2004) who argued that education through art is concerned with the expression of feelings in communicable form was widely extended. Byrnes (2008) states that an effective arts manager helps to bring the public the unique benefits of the arts experience. It is important to develop managers in the arts who have sensitivity, use common sense, and apply skills from disciplines such as business, technology, finance, economics, and psychology. Modern arts management is based on the mediation of internal artistic expression with the external public (Bendixen, 2000). Dewey (2004) points out that European government subsidy for the arts have declined in recent years and that many

European nations are considering expansion of privatization and searching for alternative sources of arts support.

Byrnes (2008) asserted that keeping the art in arts management may sound like a simplistic slogan. However, as anyone who has been in the field for a while will tell you, it is harder to do than one would think.

And a person who carries out management functions is called a manager. According to Floyd and Wooldridge (2000) managers are those who perform a coordinating role where they mediate, negotiate and interpret connections between organisations' institutional (strategic) and technical (operational) levels. In support of the above, Hellriegel, Jackson, and Slocum (2007) define a manager as someone who receives broad, overall strategies and policies from top managers and translates them into specific objectives and plans.

Cummings and Worley (2008) defines managers as those who are primarily responsible for implementing the policies and plans developed by head teacher and school management committee that is top management and for supervising and co-ordinating the activities.

Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem solving and controlling. A manager is consulting, analytical, deliberate, authoritative and stabilizing (Meredith & Mantel, 2011).

All Visual Art HoDs just as other managers may have their own objectives and vision, but the heads of school thus top manager's objectives, vision supersede their object

and must wed the general objectives with their objectives. Furthermore they receive policies, goals and objectives from the Heads of School and translate them.

2.6 Art Educational Management Functions

All managers are engaged in getting things done through people who perform the same functions regardless of their place in the organizational structure or the type of institution in which they are managing. The functional concept of management has been categorised into planning, organizing, staffing, leading, and controlling, although the time spent in each function will differ and the skills required by managers at different organizational levels vary.

2.6.1 Planning

According to Van der Westhuizen (2005) planning is concerned with deliberately reflecting on the objectives of the organisation, the resources, as well as activities involved, and drawing up the most suitable plans for effectively achieving these objectives. Forester (1999) states that planning is about seeing the action steps ahead, Planning assists the manager in placing subordinates appropriately for different procedures while the policy is being honoured. All of these should be done with the intention of the Head of Department maximising students' performances and the optimum use of human resources.

2.6.2. Organizing

Balie (2011) defines organising as creating order through the development of function, line and staff organisational structures to ensure cooperation in the organisation. Through organising, the manager arranges activities, allocates duties, responsibilities and authority to people in the organisation and determines relationships between people and departments (Van der Westhuizen, Mosoge,

Swanepoel, & Coetsee, 2005). The HoD should put systems in place in an orderly manner in the department which will allow the smooth running of the day-to-day operations in the department. Van der Westhuizen (2005) says the task of bringing about order and orderly structures is one of organising.

2.6.3. Staffing

Koontz and Weihrich (2006) say it involves filling, keeping filled and positioning the organizational structure. This is done by identifying workforce requirements, inventorying the people available, recruiting, selecting, placing, promoting, planning the career, compensating, and training or otherwise developing both candidates and current job holders to accomplish their tasks effectively and efficiently.

2.6.4 Leading, Directing and Guiding

Adair (2009) states that leading is about deciding direction, coming from an Anglo-Saxon word meaning the road or path ahead; knowing the next step and then taking others with you to it. Guiding or directing involves giving advice or information that shows how a person may achieve set goals. This also means giving the necessary resources and authority to a person to perform his/her tasks. To ensure conformity and adherence to a set plan on the part of employees, HoD is required to provide guidance. Guidance gives direction to teacher, non-teachers and students in a controlled manner. The controlled approach will result in a manager guiding subordinates creatively, such as disguising authority by guidance. The manager should use a creativity map to guide (Chenhall, Hall & Smith, 2010).

2.6.5 Controlling

Ndhlovu (1998) asserts that control involves a systematic process through which managers can compare performance with plans, standards and objectives. On-going

monitoring and check-ups by the manager on tasks performed and systems followed enables the manager to identify problems and deviation from set plans. By monitoring and checking, a manager measures and ensures that quality is achieved. Control deals with whether instructions are followed and whether rules and policies are adhered to (Othman, 2010). Controlling helps the HoD to know challenges associated with the implementation of policies, objectives and necessary steps to deal with it.

2.7 Heads of Departments Middle Managers in School Management

According to Fleming (2000) middle managers in schools constitute a layer of management between the senior management team and the teachers. In the business world, the definition of middle management itself is not unproblematic. All teachers, in effect, are managers as they manage students, resources and the learning process.

However, according to Chetty (2007) middle management is defined as two levels below the CEO and one level above line workers and professionals.

It relates to the traditional view of middle managers as the “linking pin” between upper and junior levels of management (Floyd and Wooldridge, 1994, 1997). By linking the organizational space between strategy and operations, middle managers connect strategic objectives with the day-to-day operations and the concerns of personnel at different organizational levels (Brown, Bessant & Lamming, 2013).

Another articulation of this view is that these middle managers work at the interface between teaching and managing the resources for teaching which implies that they are involved in “teaching and managing” (Kasturi Arachchi, 2011). Middle managers play a critical role in school development and effectiveness and are crucial to the success of the school (Chetty, 2007). Furthermore, in the light of the new discourses about leadership in education, middle management is increasingly being called middle

leadership (Chetty, 2007)

On the other hand, Blandford (2006) points out that management at senior or middle management level involves working with and through other people and consists of a number of activities such as planning, organising, resourcing, monitoring, controlling and evaluating as well as leading.

There is a need for on-going professional development for middle managers as this leads to better education for students. Tomlinson (1997) states that the difficulty schools have is how to organize ongoing professional development by combining planned experience and off-site education and training for professional and career development, whilst also organising staff development to implement the school development plan. O'Regan, Hughes, Collins and Tucker (2010) also say the middle management role as the implementer of a strategy which facilitates strategic conversations and the flow of information. The middle manager role charged from that of an order transmitter to a more active participant in strategy formulation and as boundary spanner who facilitates strategic conversations and information flows.

Kelton, Sadowski and Sadowski (2002) outline that for professional development to be effective, the following environment is required: adequate resources; a school characterised by unity of purpose, clear organisational guidelines and goals and a collective sense of responsibility; a culture of collegiality with multiple opportunity for teachers to work together and share ideas with colleagues where the orientation is one of the problem-solving rather than problem-hiding (Tschannen-Moran, 2009). Middle managers predominately Heads of Department were inclined to complete managerial tasks in preference to tasks from other areas. This was partly because these tasks were more visible to others outside the department and generally did not

require a high level of interpersonal skills.

In order for the goal of the head of the school to come into realisation it is incumbent on the head of the department to be fully aware of the objective to transmit to the teachers and students in their day to day activities and know best means to explicitly and professionally discharge duties. In educational structure HoDs are in between the head of school (HOS) and teachers. Teachers will forcibly break bureaucracy and will directly communicate their grievances to the head of the school, but the HoD should be the link between the head of school and teacher.

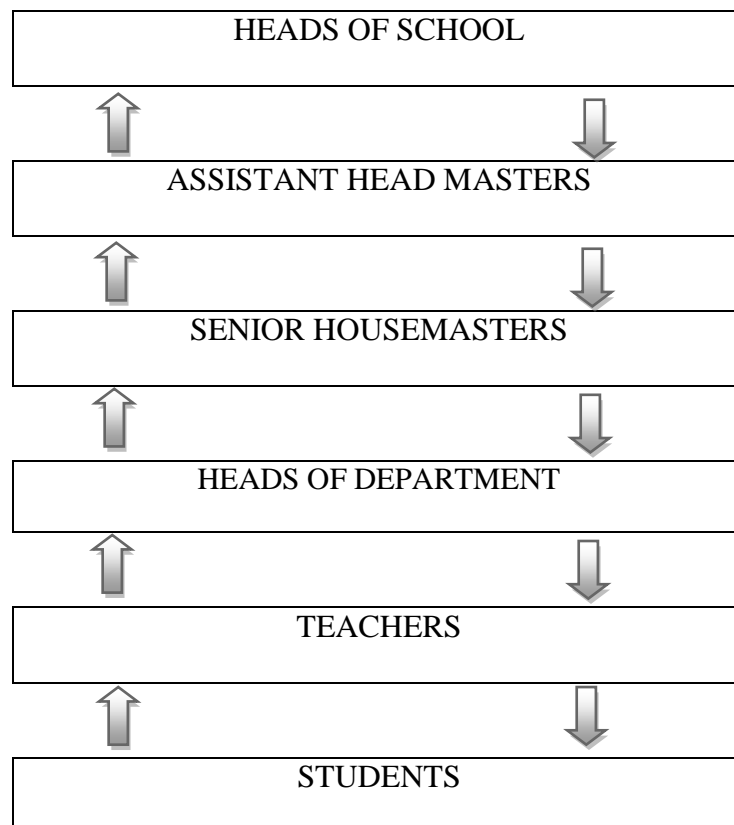


Figure 2.1: Line Organizational Structure

Source: Mickson (2013).

2.8 Role of Heads of Department in Motivating Subordinate

Adair (2010) in his study of effective motivation by heads suggested that the effective heads had to dispose of some power and authority. The term motivation is derived from the Latin language “movere” and in the present context motivation is embodied in the psychological processes to ask for direction, give direction, and enhance the behaviour to do something in order to achieve goals (Nakata, 2006).

Miller (1999) asserted that motivation is concerned with why people act or do things they do or why they refrain from doing things they do not want to do. In other words, motivation can be defined as all the factors that cause people’s behaviour. Motivation can also be influenced by other people who know how to control the attempts to satisfy the needs and how to direct needs or wants.

According to McLean (2003) motivation is having the encouragement to do something and it determines why, whether, and how we work. Being able to motivate others is the most important of management tasks, because to motivate others requires the abilities that the managers should possess such as performing good communication, being able to encourage others, obtaining feedback, being able to involve and to delegate the tasks, developing and training, providing a reward, and being able to brief and inform .

According to Huitt (2001) motivation can be defined as what causes people to act, the willingness of people to work in order to attain goals, the reason to do things and a directed behaviour used to satisfy the needs (Miller, 1999) reveals the motivational process that occurs in our everyday lives. Needs, especially those unfulfilled ones are drives or forces that will initiate certain behaviour in individuals. The unfulfilled needs can often create tension in individuals

Wofford (1979) as cited in Borole (2010) proposes a Model of Leadership where the manager or leader motivation is one of the managers' behaviours that will influence the follower performance. According to Harris, and Fiske (2006) say people are lazy, dislike work and need to be coerced and controlled are sometimes not true. Sometimes, individuals' potentials are not realized HoDs are not in full control of all the resource in the school which limit them in using resources to motivate teachers financially. However, communicating, descending information, receiving feedback and not doing everything as HoDs make teachers feel part of the department by considering their decision will help in motivating them.

2.9 Difference between Leadership and Management in Art Department

Management is about the control process, which ensures that lapses in performance are spotted and corrected through feedback. Managerial processes therefore must be as close as possible to fail-safe and risk-free (Kotter, 1999).

The leadership contribution is to motivate, inspire and energise people by satisfying basic human needs for achievement, a sense of belonging, recognition, self-esteem, control over one's own life and an ability to live up to one's ideals.

Bennis (1946) as cited in Rees (2012) purported that Leaders are people who do the right thing, managers are people who do things right. John Kotter (1990) as cited in Leavy, (2013) proposed that Leadership is about coping with change and management is about coping with complexity. Kouzes, and Posner (2006) stated that leadership has about it as in aesthetic feel, a sense of movement. Management is about "handling" things, about maintaining order about organisation and control. Božič (2006) asserted that Leaders are concerned with what things mean to people. Managers are concerned about how things get done.

Drucker (2008) proposed that leaders focus on the creation of a common vision. Managers are about the design of work and it's about controlling.

Leadership and management need to be given equal prominence if art department are to operate effectively and achieve their objective. Leading and managing are distinct, but both are important. The challenge of modern organisation requires the objective perspective of the manager as well as the flashes of a vision and commitment wise leadership provides (Bush, 1995).

It seems clear that an organisation and over that matter the Visual Art Department needs both good management and leadership and in the case of micro organisations, the capacity to deliver on both probably has to reside in one person.

In summary, to be successful, an art department needs both great leadership and management, whether this comes from one person (as in a very small organisation) or from different people working as part of a team.

2.10 Leadership as Tool in Art Educational Management

The definition of leadership in literature has been very diverse. Generally, leadership is defined in terms of traits, behaviours, roles, and processes.

Northouse (2012) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Lord and Hall (2005) further explain that leadership is defined as one's ability to influence and structure activities.

Kouzes and Posner (2006) explain that leadership is a relationship between those who aspire to lead and those who choose to follow. There cannot be effective leadership without a leader who the subordinate accept and acknowledge as their head (Day & Harrison, 2007).

Caldwell, Hayes, Bernal and Karri (2008) state that it is the influencing process of leaders and followers to achieve organisational objectives through changes. When a group or organisation is confronted with challenges, the head should look for diverse strategies to overcome and motivate others to solve challenges. In spite of the challenges, (Blanford, 2006) asserts that leadership is the ability for the head to motivate others and involve them in the accomplishment of tasks and also states that leadership consists of a vision, mission and not only do leaders solve challenges but as well outline ideas and vision for that group for which the head should influence the subordinate to understand and accept the vision.

The leadership contribution is to motivate, inspire and energise people by satisfying basic human needs for achievement, a sense of belonging, recognition, self-esteem, control over one's own life and an ability to live up to one's ideals.

Leadership is an influence relationship among leaders and followers who intend real changes that reflect their shared purpose (Heracleous, 2003) and Leadership develops vision, sets future direction, motivates positive engagement in strategy/planning and generates a culture of constructively challenging convention and for that reason Leadership is about change, not about maintaining the status quo (Kouzes & Posner, 2003).

Mensah (2010) espouses that leadership is about giving purpose, meaning and guidance to organisations whereas leadership is concerned with guidance, support and corrective feedback on a day-to-day basis using task or people-oriented behaviours as appropriate.

Schyns and Schilling (2011) summarize this sarcastically in his foundations of a sound economy where he defines essential traits of contemporary leadership as

arrogant, greedy, over controlling, out of touch, and clueless.

The leadership definition continues to evolve and expand, especially in education. And Shalabi (2001) further explained in his book to demarcate educational leadership as the ability of a principal to initiate school improvement, to create a learning oriented educational climate, to stimulate and supervise teachers in such a way that the latter may exercise their tasks as effectively as possible.

A leader must forecast challenges and make necessary plans to solve them and create clear policies for the betterment of the organization or department.

2.11 Leaders in Art Educational Management

The above explanations have discussions about leaders and the leadership role is designated as leader it is imperative to know and discuss who is a leader. These are various literatures on leaders.

McLarney and Rhyno (1999) define a leader as someone who creates a vision which forms a bridge between the idea and the action

Nwankwo and Richardson (1996) also define a leader as someone with vision who designs the desired future with (Farrell and Weaver, 2000) confirming that a leader as one who sets the vision, the tone and direction. Vera and Crossan (2004) define a leader as someone who creates a vision which forms a bridge between the idea and the action. Nevertheless leadership theories influence the perceptions of actual leaders (Schyns, Felde & Blank, 2007).

Kasturi Arachchi (2011) also comment that the term “leader” carries with it connotations of vision, direction and inspiration (Leithwood, Day, Sammons, Harris & Hopkins, 2006). The person with the most influence and who is expected

to perform Leaders set a direction, align people, motivate and inspire (Daft, & Lane, 2008) and for that reason leaders are regarded as responsible for success and failure of organizations (Kollée, Giessner & van Knippenberg, 2012).

Gurley, Anast-May and Lee (2013) Leaders give pace and energy to instructional and curricular improvements; they demonstrate that learning matters. Leaders make others feel significant; and, they strive to build a school community in which all participants feel a commitment to quality. Leaders create vision and through their understanding of selves and others, they help make unpredictable, ambiguous life in schools more meaningful and productive.

Leaders in high-performing schools devote considerable energy to the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community. Furthermore Mosikidi (2012) also proposed that, a leader is a visionary, a designer, a steward, and a teacher.

Northouse (2012) sums up that the only definition of a leader is someone who has followers. Leaders should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creative ability, toughness, communication ability, risk taking and visibility (Pahal, 1999).

Hoyt Blascovich (2003) retroacted that Leader with these qualities, arguably contributes strongly to the success of groups and organizations. Leaders can only lead if followers follow (Northouse, 2012).

All the above definitions discuss vision in their submission and (Caroselli, 2000) defines vision as the ability to see the invisible. On contrary Russell, and Stone (2002) also define vision as an ideal and unique image of the future, and (Gill

2012) also defines vision as necessary to understand, what our business is; what the organization is here to do; where is it going. However in the context of this research visions are ideas of the head of department for the success of the department and they are important factors to create the department's climate.

2.12 Theories of Leadership in Art Educational Management

There are as many leadership styles as there are people who describe them (Stogdill, 1974 as cited in Sosik, Jung & Jung, (2012) say it consists of a leader's general personality, demeanour, and communication patterns in guiding others toward reaching organizational or personal goals. Haskell (2009) states that Leadership style research has been dominated by self-report perceptions of subordinates about their leader's behaviour patterns in decision making, interpersonal relations, planning, instructional leadership, and management efficiency.

2.12.1 Transformational Leaders

It has been proposed that those who are transformational leaders are the most successful at implementing change in academic departments (LeBlanc, London & Huisman, 2013). Transformational leadership has been described as adaptive leadership (Carter & Greer, 2013) and one of the mechanisms necessary for organizational change. Transformational leaders identify themselves as change agents transformational department chairs. According to Carter and Greer (2013) serves as a catalyst to enhance the departmental culture, tap into the talents of faculty, believe in participative decision making, and facilitate discussions to devise departmental goals and establish new directions given that transformational leaders are described as achieving significant changes that reflect shared interests (Brown & Posner, 2001)

and as moral agents who use non-traditional sources of power to move groups towards accomplishing their vision. Transformational leaders demonstrate the mixture of human understanding (Bass & Bass, 2009).

Transformational leadership may be essential for influencing change in academic departments. Academic departments comprise department and the work of department traditionally emphasizes individualism, with little importance placed on the collective (Massaro, 2007).

2.12.2 Charismatic Leader

Several theories of charismatic leadership exist (Gardner, & Avolio, 1998). Schyns and Schilling (2011) introduce the “charismatic leader” as a subtype of the general leader prototype that is reserved for those leaders who engage in visionary behaviour. Kriger and Seng (2005) defined charisma as a leader’s influence based on the follower’s perception that the leader possesses endowed exceptional qualities. According to Kriger and Seng (2005) charisma appears during a crisis when a leader, who is perceived to have exceptional characteristics, emerges and provides a vision for the future and finds means to solve pertinent issues that can be solved. According to Tourish and Pinnington (2002) charismatic leaders have a strong need for power, high self-confidence, strong conviction of beliefs and ideas, well-developed communication skills, and the skill to arouse high degrees of motivation in followers.

Charismatic behaviours that build leaders’ influence consist of providing a vision for Success, demonstrating personal identification to followers, role modelling behaviours for followers to emulate, setting high expectations about followers’ performance and simultaneously professing confidence in their ability to achieve (Bass & Riggio, 2005 & Alig-Mielcarek, 2003).

2.12.3 Authoritarian Leaders

Fairholm (2009) also employs coercive tactics to enforce rules, use devious cunning to manipulate people and decision making, and reward loyalty over merit. Control is the primary management strategy employed by authoritarian leaders. Henderson (1996) says that his form of leadership emphasizes objectivity in the workplace, tends to be impervious to human problems, is insensitive to race and gender, and displays little emotion or affection toward employees. They believe that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity.

2.12.4 Participative Leaders

Smith (2012) identifies shared decision making and group participation in building productive organizations centred on people and their needs. Participative leadership, however, Maruping and Agarwal (2004) state that participative leaders lead to delegation and communication about goals, processes of goal accomplishment, respect for diversity in team members, and a collective effort to seek quality in each task and final product. This collaborative process brings a family atmosphere to the workplace and creates respect for the contributions by each member provided they have the support and opportunities from upper management to contribute and influence team outcomes (Bishop & Burroughs, 2000).

2.12.5 Transactional Leaders

Bossidy and Charan (2011) say in an attempt to balance initiating structure in order to get things done with meeting the needs of the people while things are getting done. This type of leadership requires the integration of organizational goals and expectations with the needs of the people doing the work. Transactional leadership

reflects the reality of the organisation and continues to be the predominant model in most organizations (Bass & Avolio, 1994).

Bass and Riggio (2005) explain that transactional leaders motivate workers by offering rewards for what the workers had done. According to Brown, Cote and Lynn-Jones (2010) say this popular form of leadership is an example of quid pro quo; leaders offer the lure of employment and security in return for collaboration and assistance.

Transactional leadership reflects the reality of the workplace and continues to be the predominant model in most organizations, including Visual Art Department in Senior High Schools.

In summary, the management models discussed represent different ways of looking at educational institution. Each screen offers valuable insight into the nature of management in education and provides a complete picture. The approaches are all analyses but the relevance varies according to the context. Each event, situation or problem may be understood by using one or more of these models but no organisation can be explained by using only a single approach. There is no single perspective capable of presenting a total framework for our understanding of educational institution.

2.13 Characteristics of an Effective Leader in Art Department

From the discussion so far, one may conclude that an effective leader is that leader who studies the situation in which he finds himself and decides on the style of leadership most appropriate to the situation.

HoDs in Visual Art Department perceive the needs of the group and organize group's efforts towards the satisfaction of those needs attempted to make the organizational goals/objectives complementary to the group's objective and direct the group's efforts towards those objectives (Shivers, 2001).

HoDs must employ appropriate techniques to motivates members of the group so that they work towards achievement of the objectives of the organization and are sensitive to the needs to change when necessary, knows when to delegate, to take action, and when to involve the group in decision-making, keeps the channels of communication in the organization open for a free flow of information (Yukl, 1999).

Effective leaders facilitate the creation of a school vision that reflects high and appropriate standards of learning (Murphy, Elliott, Goldring & Porter, 2006)

These leaders:

- Make the vision a part of their daily work.
- Show through actions, the commitment of the district to promote the school's mission and agenda to all stakeholders.
- Keep the vision in the forefront of everyone's attention and the centre of everyone's work.
- Employ a variety of techniques (e.g., symbols, ceremonies) to accomplish this task.

They establish a goal of particular interest to the department, take the necessary steps to accomplish that goal, and announce its achievement with fanfare. As a result, wary staff members look more favourably on the initiative and momentum begins to build (DuFour & Burnette, 2002).

In conclusion, it could be said that with the educational enterprise concerned, it is more within all atmosphere of cooperation and understanding practiced under democratic leadership that maximum productivity could be expected of both teachers and students.

2.14 The Heads of Department Role in School Management

According to Adair (2009) role refers to one's function, or to what a person is appointed to do, or expected to do. This definition agrees with the one given by Oxford Advanced Learners Dictionary (2003:1021) which defines role as the function or position that somebody has or is expected to have in an organization, in society or relationship.

Kruskamp (2003) states that the terms “liaisons, bridges” and “middle managers” are used to describe the roles they played as high school department. The changes academic departments’ chairs must facilitate are often in response to institutional directives and national trends (Massaro, 2007).

Schools are characterised by multiple goals, diverse instructional strategies and relatively high degrees of teacher autonomy and proceed to understand how leaders function under such conditions (Hoy and Miskel 1996). The school management structure has increased as they have been forced to accept a wider role with whole school responsibility brought about by the flatter structures that followed in many schools (Wise, 1999).

According to Gay (2010) HoDs are place where staff are protected, encouraged, supported, and given opportunities to be creative and improve their practice, they serve as units through which teachers could initiate change, both inside and outside their classrooms. O’Neill, (2009) noted the difficulty in differentiating between

individual leaders, their attributes, the department and its characteristics. Nevertheless, they claimed that the key to improve the quality of teaching and learning lies very much in the effectiveness of the leadership and management provided by the HoDs.

The head of department's action, commitments and policies will influence effective teaching and learning in the department. Borole (2010) points out that, a head of department (HoD), in hierarchical structure of the secondary school system, is a middle manager. Secondary schools are usually organised into horizontal departments typically subject based, such as the Science Department, the Technical Department, the Arts Department and so forth. According to Bush (2003) the subject knowledge, leadership qualities, organisation of work routine, administration and crisis management, qualification and years of teaching are prerequisites for occupying the head of department post.

Turner (2005) further states that a head of department's position is considered to be derived partly from expertise in the subject area and partly from recognition that the post-holder can properly exhibit leadership and management skills in the day-to-day operation of the department and need to acquire the leadership and management skills/knowledge necessary to facilitate desired outcomes and ensure effective departmental performance. Academic leadership is more than department action planning and operational decision-making (Gmelch, Wolverton, Sarros & Wolverton, 1999).

To lead, department heads require more than learning about administrative task (Sullivan, 2009). The first major area of responsibilities of HoDs is department governance. This may involve creating long-term goals and plans for the department

(Nguyen, 2013) preparing and conducting department meetings and creating a forum for buy-in (Wolverton, Ackerman, & Holt, 2005) and serving as an advocate for the department (Trocchia, & Andrus, 2003) encouraging staff members to communicate ideas for improving the department (Wolverton, Gmelch, & Sorenson, 1998) and cooperating with them to establish department policies and to lead the department to new heights (Nguyen, 2013).

For these reasons Heads of Department must have some expertise in the learning areas they manages (Tang, & Ward, 2003) and understand administrative practices in managing the department in the secondary schools. Middle-level academic managers also have to maintain a variety of external communication networks in their job. They need to communicate department needs and interact with upper-level administrators and coordinate activities with outside groups (Nguyen, 2013). They are required to administrate the department's budget, prepare and propose department budgets and prepare annual reports. Office management is essential in HoD's administration this task involves managing department facilities and equipment, and maintaining essential department records,

The Head of Department job description and responsibilities have been clearly stated which includes developing policy for the department with the teachers (Bambi, 2013) and others as follows.

1. Assist the head teacher with teacher recommendations, timetable assignments, supervision and training,
2. Revise, produce and provide current courses of study to be kept on file in the Head teacher's office,
3. Plan, maintain and budget for the provision of supplies and equipment

necessary for delivery of the program,

4. Assist in the planning and implementation of school policy and maintaining close cooperation with the community.
5. The head of department is also responsible for class teaching (Ball and Lacey, 2011) and to maintain good teaching standards and progress among learners (Brundrett, 2010). Heads of Department face challenges in executing their functions even if a job description exists.

2.15 Challenges of Heads of Department in School management

The field of arts education faces unique challenges that divide its constituents, stifle its progress, compromise its relevance, and threaten its survival in the decades to come. At this very moment the way we experience, understand, teach, fund, and advocate for the arts are in flux.

Chambers (2009) gave an insight into how department heads viewed their roles. They found that many department heads did not conceive of themselves as managers having responsibilities for others and being in positions of leadership and although they had little non-contact time in which to carry out their many tasks there was a lack of acceptance of their roles as curriculum leaders, change agents and staff developers.

Chambers said that department heads did not accept responsibility for evaluating and reviewing the work of their departments. Furthermore Chambers also found that problem areas experienced by Heads of Department in seeking to fulfil their roles were the expressive or person-centred roles (Gomez-Mejia, Berrone, & Franco-Santos, 2010). The more task centred duties were actually considered to be more important because the routine day-to-day administration work, if ignored, would be quickly observed by other staff. (Bullock, 1988, as cited in Bennett, 1995).

They all kept a very tight rein both on the syllabus, often writing lesson plans for the department, and resource allocation. Personal diffidence, a reluctance to question the professional integrity of colleagues and a non-interventionist school culture very often combines to leave the manager ignorant of what is going on except through anecdote and perception (Wise, 2001). Wise (1999) generally found that Heads of Department were unaware of the need to monitor the teaching in their areas of responsibility.

The greatest challenge is the responsibility for Heads of Department securing high standards in teaching and learning in their departments as well as playing a major role in the development of school policy and practice (Busher, & Harris, 1999). Factors creating these challenges could be the lack of experience and training. Borole (2010) also espouses that bidding for materials to be used in the manufacturing of projects is a frustrating exercise, whereby materials do not arrive in time due to bureaucratic processes.

Fleming and Amesbury (2001) further state that head of department are not in full control of the budget and implementation of all due to interference by top management and translating policy into practice. These situations are pertinent to Heads of Department who act as middle managers in the school. Southworth (2013) confirms that Heads of Department must familiarise themselves with micro-political systems due to the difference between the head of school and the head of department.

On the contrary, Bennett, (1995) found a reluctance to observe the teaching of colleagues, preferring to monitor by checking exercise books, lesson plans and assessments.

Wise and Bush (1999) go further than Bennett when he says that personal diffidence, often not writing lesson plans for the department, and on resource allocation a reluctance to question the professional integrity of colleagues and a non-interventionist are problem areas 'experienced by Heads of Department in seeking to fulfil their roles (Borole, 2010).

Higgins and Bonne (2011) expressed a similar view the designated leader continues to be a teaching colleague, often for many periods of the school day, as well as being the responsible for leadership. Esp (2013) recommended that department heads be seen as the middle management of the school. As such, it was his opinion that they should exhibit skills in problem analysis, judgment, organizational ability, sensitivity, oral, written communication and most importantly change that exists in schools. In particular, the understanding that schools can be simultaneously conceptualised as both organisations and communities (Melville & Wallace, 2007).

Melville and Wallace argued that contemporary work is structured vertically in organisations, as well as structured horizontally by communities. Applying this vertical and horizontal structure to schools presents them as organisations composed of multiple occupational communities. Giddens (1979) also suggests that theories of structuration suggest that social structure pervasively and powerfully shape individual's action. Secondary teachers can simultaneously belong to multiple communities, but the most influential community in terms of teaching and learning is the subject department (Printy, 2008).

2.16 Managing Effective Teaching and Learning in Secondary Schools

Hellawell and Hancock (2001) assert that HoDs has a wide range of responsibilities similar to those of managers elsewhere, teaching and learning is a central business of academic departments. The term “collaborative leadership” describes an emerging body of theory and management practice which is focused on the leadership skills and attributes needed to deliver results across organizational boundaries (Huxham & Vangen, 2000). According to Shaharbi (2010) effective collaborative leaders connect their institutional systems to the people with whom they work, one individual at a time, learning enough about the individual and the group to lead systemic change by influencing people collectively and individually. Effective collaborative leaders are clear on the goals they aim to achieve and succeed by learning to see through that goal through the eyes of those they lead, and they take responsibility (Rubin, 2009).

Effectiveness and ineffectiveness, respectively, are usually defined as (not) being successful with regard to the achievement of goals. In an effective school, there is democratic rule and decision making, there is respect and care for all wisdom, learning goals are established for all students and there is fair distribution in resource allocation (Siaw, 2009).

Mickson (2013) notes that the head's leadership strength and weaknesses affect the performance of the department, He plays a very important role in education policy implementation at the school level (Hofmann & Jones, 2005). HoD should create conditions by any means that will result in motivating employees that will reflect in performance. Siaw (2009) indicates that availability of adequate physical and material resources are imperative and significantly related to the attainment of educational objectives and a school's academic performance or feedback on teaching and

learning.

Heads of Department are mandated with the responsibility and duty to bring together and coordinate all the resources within the school for the achievement of desired educational goals. According to Van Nuland and Poisson (2009) planning the ultimate responsibility for effective functioning of the department is the province of the Head of Department.

In achieving these Heads of Department must enhance teachers' knowledge and expertise; in doing so, the following aspects are important: Staff Development, Disciplinary Measures in the department, Training, Staff Induction, Guiding Learners about Learning, Coaching, Choice of Career and Subjects, Mentoring, Progress Reports of Learners, Staff Induction and Progress Reports of Learners.

2.16.1 Staff Development

Giving teachers new skills and knowledge enhances the capacity of teachers to teach more effectively (Lake, Bowen, Demeritt, McCullough, Haimson & Gill, 2012) getting the right teachers on board and train them appropriately as crucial for successful implementation of a behaviour program dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (Kagwiria & Amukowa, 2013). Brown, Rutherford and Boyle (2000), also stated that

- Lack of time for staff development;
- Lack of money for staff development; and
- Uncertainty about the range of possibilities for staff development.

Considering these obstacles, it is important to overcome them more especially in the Visual Art Department of the school as a significant number of teachers in this department are recruited from the university with no teaching experience, Professional development is not necessarily important to teachers recruited and new teachers only; teachers who are halfway in their careers should be encouraged by the head of Visual Art subjects to participate in the development programmes as well. It appears that continuing professional development is particularly difficult for teachers in the middle phase of their careers to decide where their careers are heading, owing to growing family issues and tension (Mercier, Philpott & Scott, 2013).

The four conditions of staff development that need to be satisfied to meet both staff needs and aspirations, and to stimulate and maintain their motivation, are (Brown & Rutherford 1999):

- Responsibility;
- Permitting circumstances;
- New experiences; and,
- Respect and recognition.

According to the Integrated Quality Management System, HoDs is responsible for assisting teachers in developing a Personal Growth Plan (Mathye, 2008).

Teachers should therefore be assisted by a development support group, of which a head of department is part, to plan and execute their Personal Growth Plans. In addressing the objectives of the HoDs on staff development, Heads of Department should ask themselves the following questions (Bell & Gilbert, 1995).

1. What is the nature of teacher development?
2. What factors help and hinder teacher development?
3. What model of teacher development may be used to plan teacher development programmes and activities?
4. What teacher development activities promote growth?
5. Why are some teacher development experiences so frustrating for teachers?
6. Who want to change?
7. Why does the change process occur over a longer rather than shorter time span?
8. Why do some innovative teachers want to move away from classroom teaching?

Rice (2003) and Mulford (2003) report that Heads of Department feel that the professional development of their staff suffered because of greater pressure and demands. In further assisting teachers, department heads should guard against the pressure and demand (official and unofficial duties) to enhance the professional development of their staff. Ensuring whether professional development of teachers takes place accordingly, Heads of Department must allow the following development process to unfold in phases (Gyimah, 2013).

Phase 1: Forming a group identity. The initial phase requires the group to find out why they are there and what role each individual will play.

Phase 2: Determining tasks and aims. During this phase tasks are delineated and aims formulated.

Phase 3: Bonding. During this phase people begin to realise that they are no longer just a collection of individuals, each with his own aims and agenda, but a team striving for a common aim.

Phase 4: Processing. While the problems of Phase 3 are being overcome, a team or group is in the process of developing.

Phase 5: Assimilation. Some groups cease to exist as soon as the predetermined aims have been achieved.

According to Wise (2001) teachers commented about entering a profession and expecting to be trusted to work unsupervised. It is for this reason that teachers, particularly Visual Art teachers, should undergo the staff development programmes to better equip themselves, and further develop their expertise that they can exchange among themselves or with their head of department. Expertise is exchanged and validated, and the rest of the department has access to a valuable model of continuing development when their head of department is continuously seeking new ideas, skills and knowledge (Northouse, 2012 and O'Sullivan & Dooley, 2008).

2.16.2 Disciplinary Measures

Graczvk and Weissberg (2003) say there is growing international recognition that education must include all of the elements needed for success in school and must redepoly to prepare children for the tests of life, not for a life of tests. O'Brien, Clair and Kristoffersen (2010) state that, the prominent elements of being a Visual Art head of department should include learner discipline and other matters relating to learners. It is for this reason that Heads of Department should become involved in assisting their teachers with the disciplinary procedure and measures to avoid any discrepancies in the process. Teachers who attend many of the aspects of classroom management identified as crucial to positive learning events will avoid a great many conflicts and have significantly fewer classroom disruptions. Disciplining students

for disruptive behaviour should be part of a continuous plan that is explicit to the teacher and students.

2.16.3 Training

The purpose of providing training and guiding documents is to ensure that teachers knowhow to respond in consistent ways when presented with student behaviour (Lake, Bowen, Demeritt, McCullough, Haimson & Gill, 2012). Conducting a week of training for new teachers on classroom, behaviour management, providing a behaviour management handbook to teachers, the training should emphasize the behavioural program, including role-playing exercises and discussions of the types of situations teachers should expect to encounter and tips for dealing with them intensive, student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter(Ama,2003) and their ability to use that knowledge to help students learn and the HOD should ensure all of these things.

2.16.4 Guiding Learners about Learning

Waite and Pratt (2011) and Fox-Turnbull (2012) state that the emphasis should be placed on learners' knowledge, skills and understanding through learning by doing and by solving real-life problems, both inside and outdoors. In guiding learners about learning, heads of Visual Art subjects should use practical work (sculpture, picture making, graphic design etc.) to solve real-life problems and in the process learners will acquire knowledge, skills and understanding. A head of Visual Art subjects should consider the following characteristics of meaningful learning to enable learners to master the content (Krüger &Yonge, 2008). HoD committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take

responsibility for diverse school activities (Nelson, 2002).

2.16.5 Coaching

Heads of Department should use coaching as a means to guide teachers towards the achievement of effective learning. Hampton, Rhodes and Stokes (2004) state that coaching represents a peer-networking interaction (working together) which draws upon collaboration and mutual trust. In discharging their responsibilities of a coach to teachers, Heads of Department should encourage collaboration (which involves voluntary participation, shared values and responsibility, equal participation and good listening skills) among teachers, which in turn will boost teachers' trust in the Heads of Department. Lake, Bowen, Demeritt, McCullough, Haimson and Gill, (2012) asserted that Coaching supports for instruction or classroom management can include more frequent observations, highly structured feedback, or review of lesson plans.

2.16.6 Choice of Career and Subjects

In today's economy, a "career" is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education (Rubin, 2004). McCormack (2010) states that the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area. Coaching is also an important element of the career ladder for more experienced teachers and an avenue for professional growth.

It is critically important to identify what skills each student possesses and to use instruction to progressively build on this foundation (Lienemann, 2006).

2.16.7 Mentoring

It is a compulsory exercise in the school, for Heads of Department to monitor by observing teachers in action and demanding learners' books and teachers' and learners' files to evaluate progress achieved to date. The Integrated Quality Management System instructs Heads of Department to observe teachers in practice in the form of class visits (Chisholm, 2005). Although Mercer and Ri (2006) state that their research results revealed that, Heads of Department rarely visit their teachers in classrooms help new teachers quickly learn how to teach effectively and in a way that is consistent with the HoD approach to teaching and learning.

Teacher plays an important role in diagnosing the students' growth and development, abilities, their academic progress and achievement. Teacher can decide the students' learning outcome that he intends to evaluate, implement the procedure of his evaluation, record the result of his evaluation, analyse the students' performance based on the collected data, writing of his report and taking further actions.

2.16.8 Progress Reports of Learners

Students should have accurate self-concepts in order to make sound decisions. Tests on aptitude and achievement and interest and personality inventories provide students with data about significant characteristics and help them develop realistic self-concepts (Reis & McCoach, 2000).

Hall, Wolfe and Bollig (2003) state that report contain information on the progress reports of learners; it places responsibility for submitting learners' reports to parents and head of the school from the department. This would mean that the head of department should check the information on learners' reports before handing them to the principal.

2.16.9 Staff Induction

Some form of assistance is needed in helping newly appointed teachers to acclimatise in the various subjects department of the school. Peloyahae (2008) defines staff induction as the organisation's efforts to enable and assist various categories of new staff members to adjust effectively to their new work environment with the minimum disruption and as quickly as possible, so that the organisation's functioning can proceed effectively.

In the case of the head of Visual Art Department, it is appropriate to assist new teachers in the department to adjust, but it is equally important for a head of Visual Art Department to follow up to ensure whether the new teacher has acclimatised or settled in. An effective induction programme should make provision for a follow-up interview with new teachers to establish whether they feel at home (Luft, Firestone, Wong, Ortega, Adams & Bang, 2011). In executing their induction responsibilities, a head of department should devise a suitable programme of induction that is individualised and will allow for fair and thorough assessment of a teacher's abilities as well as suitable daily support and monitoring (Best, 2011). Furthermore Heads of department are to

1. Formally assess teachers' work at regular intervals and make fair and rigorous judgements;
2. Make recommendations to the principal on the outcome of the induction period; and be fully aware of his/her duties.
3. In a nutshell, for educational institution (department) can achieve effective and efficient teaching and learning, it is imperative that Heads of Department must day to day diligently perform these duties and balance their efforts to

achieve the objectives of the school.

2.17 Community Involvement in Promoting Visual Art Department

According to Van Deventer and Kruger (2003) as cited in Borole (2010), the word *community* may refer to a group of people living in one place or locality, such as a village or town, or it may refer to a group of persons having the same or similar interests, such as the parent community of a school or a religious group.

According to Shipman (1975) as cited in Mickson (2013) education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group and the school should not be a foreign body within the community but emanating from it. Asante-Annor (2012) also shares the view that for effective management and sustained development in schools, communities should be actively involved in the design, planning, implementation and management of education. On the contrary the school officials consider it their privilege to run the school while the community members just look on. The school has a perception of the community and vice versa (Mickson 2013).

Owing to the high cost of material, particularly for the Visual Art subjects department, the departments of the school are unable to complete other projects in their programmes. It is therefore up to the head of department to forge partnerships with local businesses (as part of community involvement) to obtain donations that will allow the subject department to afford the materials needed. Partnerships are often designed to fill the gaps in funding that appear in devolved budgets (Borole, 2010).

To connect and promote good school-community relations, the head of Visual Art programme should

1. Encourage participation by learners in the social, economic and cultural life of the community;
2. Make certain school facilities and resources available to the community for education and social purposes;
3. Supply important information on the school to the public;
4. Maintain regular contact with certain outside institutions and education bodies that may be of mutual benefit;
5. Staff and learners must receive and attend to all visitors politely and as helpfully as possible; and
6. Occasionally invite local dignitaries from each interest group to share in the life of the school.

White (1982) as cited in Borole (2010) agrees that community participation in school generally brings about improvement in social development, effective management and teaching and learning outcome. This further suggest that upon cordial relationship build between the community where the school is sited, outside community and the head of department, the community can support in terms of provision of materials and motivating through extending invitation to the dignitaries.

Mickson (2007) says the proper education of the child is the joint effort of the school, home, community and the government. The Heads of Department and schools must provide parents with a full written report during meetings with them. Parents have the right to privileged information that concerns their children in the school, and the involvement of the community can provide support that the school is

seeking and parental support, interest and belief in the Visual Arts as an academic programme and a lucrative profession, out-of-pocket funding of basic materials and tools needed to fulfil the requirements of the programme (Opoku-Asare, et al., 2014). Hence, the Head of Department must be seen as inviting to both parents and community (Rogers, 2006).

Bennett (2005) says that the head of subjects should always start with the idea that, parents and teachers both want the child to be happy and to succeed, so they would be on the same side and support each other. When learners receive the support of parents, teachers and the head of department, they are likely to perform better and succeed. Therefore, it is important for the head of Visual Art subjects to attend to the following suggestions to forge sound relationships with parents that will enable learners to succeed (Bennett, 2005). Mickson (2007) asserted that the PTA may also provide materials and labour to repair school buildings and furniture.

The Parent Teacher Association, according to the Head teacher's Handbook published by the Ministry of Education, is an association of parents, and guardians of the children in the school as well as the teachers. The purpose of the PTA amongst others is to:

1. Encourage co-operation between parents and teachers
2. Let parents feel that the school belongs to them
3. Help increase school enrolment
4. Generate community support
5. Help solve problems of students, teachers and parents.
6. Promote the welfare of students and the school as a whole.

Hill and Taylor (2004) say that participating in academic-related activities at home, communicating the positive value of education, and participating in the parent-teacher relationship are all included in parental school involvement, and each is related to school performance. Parents tend to attach more importance to educational outcomes as a measure of school quality than students, teachers or principals (Bogler, & Somech, 2004).

Hill and Taylor (2004) asserted that Parental school involvement is thought to decrease children's move to secondary school, in part because parents may believe that they cannot assist with more challenging high school subjects and because adolescents are becoming autonomous.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This study used qualitative and quantitative research approaches. The descriptive research method was mainly employed in this study. This chapter focuses on the research design, sampling and the sample technique, the primary and secondary data, data collection instrument, administration of instrument and data analysis plan.

3.2 Research Design

According to Stringer (2013) Research is a process of trying to gain a better understanding of the complexities of human experience and in some genres of research, to take action based on that understanding.

The researcher adopted both quantitative and qualitative methods of research; qualitative method because it is effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations (Hines, 1993). The quantitative method on the other hand, enables the quantification of variables, generalization and answering of research questions.

According to Mtsweni (2008) qualitative research is one of the approaches that researchers use when they want to expose information, knowledge and analyse data about the nature of reality of the world. The purpose of qualitative research is to describe and understand social phenomena in terms of the meaning people bring to them. The research questions are studied through flexible method enabling contact with the people involved to an extent that is necessary to grasp what is going on in the field (Maxwell, 2008). The method produces rich, descriptive data that need to be interpreted through the identification and coding of themes and categories leading to

findings that can contribute to theoretical knowledge and practical use while quantitative approach makes statistical analysis and generalizations possible.

This means the combination of qualitative and quantitative research paradigms has a high tendency to achieve both in-depth and insider perspective of the phenomenon under study.

Both approaches to research were adopted for this study to ensure that the research is enriched by the strength of the two approaches and also providing a form of triangulation to verify the variations between the roles and challenges Heads of Department in Visual Art in selected schools in Kumasi Metropolis face, as well as answer the research questions guiding the study.

3.2.1 Descriptive Research Method

According to Johnson and Christensen (2010) descriptive research helps in obtaining information concerning the present status of the phenomena to describe with respect to variable or conditions in a situation. Description enables us to identify the relationship between behaviours, individuals or event as they occur and this gives us an understanding of the relationship between variables. A common method of obtaining information through the descriptive method is by the use of interviews or questionnaire (Wengraf, 2001). The data collected are numbers that reflect specific measurements of the characteristics in question for instance, they may be rating assigned by an expert observer of certain behaviours' (Leedy & Ormrod 2005). The descriptive research method helps the researcher to collect data from the interview and the questionnaire. The study describes the role and challenge of the Heads of Department in Visual Art Department in sampled schools in Kumasi Metropolis. The findings can be generalised because the sampled schools fairly represent schools

categorized by GES in the country. In a nutshell the researcher tailored different data collection methods to suit the work,

3.3 Library Research

The following libraries were visited in this study which includes: Kwame Nkrumah University of Science and Technology, Main library, Kumasi. College of Art library, Kwame Nkrumah University of Science and Technology, Kumasi. Department of General Art Studies library, KNUST, Kumasi and University of Education library, Kumasi Campus, Kumasi.

3.4 Population

Population is a collective term used to describe the total number of cases of the type which are the subject of a study (Walliman, 2005). The total number of Senior High Schools in Kumasi Metropolis is 19. But the Senior High Schools that offer Visual Art programme are 17 according (GES, 2013). For the purpose of this study the population was sampled for easy access of data. Schools have been grouped into 3 options based on previous academic performances, classroom, school population and dormitory facilities. The researcher selected three schools from each of the category, in order to be fair.

3.4.1 Target Population for the Study

The target population of the research comprised 9 schools from option 1 to 3 schools in Kumasi Metropolis offering Visual Art programme. Option one consist of six schools, option 2 and 3 have six and five schools respectively. Three schools were selected from each option and the names of schools are undisclosed to ensure confidentiality. Leedy and Ormrod (2005) stated that the nature of the study and the researchers' plan for using the results should be explained to the participants

and, the researcher and possibly a witness should sign an informed consent form.

The target population was estimated at 2,048 and consisted heads of school, Visual Art Heads of Department, Visual Art teachers and 1971 Visual Art students. The target population was divided into four categories. They are heads of school, Heads of Department, Visual Art teachers, Visual Art students.

The nine Senior High Schools comprise one female school, two male schools and six mixed. Table 3.1 shows the distribution of the categories in the target population

Table 3.1: Target Population

Categories		Numbers
Heads of school		9
Heads of Department		9
Visual Art teachers		59
Visual Art students	Year one	813
	Year two	618
	Year three	540
Grand Total		2,048

Source: Field survey, February 2014 – April 2014

3.4.2 Accessible Population

The accessible population comprised six heads of school, Nine Heads of Department, 27 Visual Art teachers and 363 Visual Art students, which consist of students from year one to year three. One hundred and five (105) questionnaires were administered to year one students, 116 to year two students and 142 to year three students, in all of the nine schools. The numbers of students for year two and three are high, because of the years spent in the department and average number of years in terms of their age are high compare to students in

form one. The total accessible population for the study was 405. The numbers of Heads of school, Heads of department, Visual Art Students and Teachers under accessible population constitute 19.8% of the target population (Table 3.1).

Table 3.2: Accessible population

Categories		Accessible population	
Heads of school		6	
Heads of Department		9	
Visual Art Teachers		27	
Visual Art Students	Year one	105	363
	Year two	116	
	Year three	142	
Grand Total		405	

Source: Field survey, February 2014 – April 2014

3.4.3 Sampling

3.4.3.1 Convenience Sampling

Leedy and Ormrod (2005) define convenience sampling which is also known as accidental sampling as people or other units that are readily available to the researcher. Convenience sampling is a type of non-probability sampling technique. Convenience sampling technique was used to select nine schools; three from each of the categories of schools in the Kumasi Metropolis offering the Visual Art programme and the researcher also reside in the Kumasi Metropolis, which made it easier for data collection.

Convenience sampling was also used to select the Visual Art teachers and students who answered the questionnaire. Convenience sampling was used to select the students and teachers based on their availability at the time of data collection.

3.4.3.2 Purposive Sampling Technique

Kumekpor (2002) states that purposive sampling is the selection of a portion of a universe whereby the result could be extended to the whole population. The purposive sampling is non-probability sampling technique.

Purposive sampling was used to select schools that offer Visual Art programme because those schools can satisfy the purpose of the thesis. Visual Art students and Visual Art teachers answered the questionnaires. Nine (9) Heads of Department (HoDs) and nine Heads of School (HOSs) were interviewed. The interview was purposively conducted as the respondents had information the researcher needed most.

Table 3.3: Selected Schools

CATEGORIES	OPTION
ANGLICAN SHS	3
T.I AHMADIYYA SHS	3
PREMPEH COLLEGE	3
KUMASI GIRLS SHS	2
OSEI KYERETWIE SHS	2
KUMASI HIGH SHS	2
ARMED FORCES SHS	1
KUMASI SENIOR HIGH/TECH	1
ADVENTIST SHS	1

3.5 Data Collection Instruments

Leedy and Ormrod (2005) state that measurement instrument by all intent and purpose provides a basis on which the entire research effort rest. Data Collection is nothing more than planning for and obtaining useful information on key quality characteristics produced by your process. The researcher should determine clearly and definitely the nature of the measurement instrument to be used. Questionnaire and interview were the tools used to collect the data in this study. Groves, et al (2011) asserted that, the

purpose of using various forms of instrument was to avoid bias and give clarity to the research study.

3.5.1 Interview as a Measuring Instrument

According to Madill (2011) an interview is an interaction between an interviewer and respondent in which the interview establish a general direction for the conversation and pursues on specific topics raised by respondent, but Turner (2010) says is a two way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviour of the participants. McQueen (1997) describe interviewing as a conversation with a purpose.

Marshall and Rossman (1995) say that in-depth interviewing is a data collection method, where the participant's perspective on the phenomenon of interest should unfold as the participant view it, as well as the researcher. The researchers use semi-structured interviews - interviews which have some pre-set questions, but allow more scope for open-ended answers. The researcher has some general ideas about the topics of the interview and has an interview guide of points that he might use as prompt, if necessary.

Although Ritchie (2003) asserted that telephone interviews are less time consuming, less expensive and the researcher has ready access to anyone on the planet who has a telephone, the researcher opted for face to face interview to minimize non-response, ask in-depth questions, permits detailed description of their roles and to obtain the present challenges the HoD in Visual Art face.

The researcher focuses the interview on the Visual Art HoDs and the Heads of School because of the special knowledge, status, leadership and managerial position in the administration of the school. Again a semi structured interview guide were prepared

in order for the researcher to get what he wanted and followed up questions were asked to allow them to come out with whatever they know about the topic. A note book and a voice recorder were used with permission from the interviewees.

3.5.2 Reasons for Selecting Interview

The researcher establishes rapport with participants and therefore helps to gain cooperation with interviewees. Interview was considered helpful towards great interaction to sustain the interests of the researcher and interviewer as well as encouraging more discussion and understanding. In summary, interview is seen as likely to generate more insight and understanding of the work, and thus contribute to the quality of data. Although when large samples are involved it is time consuming and expensive (Leedy & Ormrod, 2005), but interviews yield higher response rates. They also allow the researcher to clarify ambiguous answers when appropriate, seek follow-up information.

The researcher engages in 'active' listening, which shows the interviewees that close attention is being paid to what they say; and also tries to keep the interviewees focused on the subject. This allows large amount of data to be generated, and if possible, serve as a great advantage if the interview can be tape recorded for later transcription.

3.5.3 Construction of Interview Guide

The entire questions on the interview guide were open- ended in order to get in-depth response from the interviewees. The questions on the interview guide were geared towards the objectives of the research for which questions such as the following were asked:

1. How do you assess teachers' performance?
2. How do you get resources for the department?
3. Does the department keep records of activities?
4. Does the role as head of department affect his teaching? (Appendixes 3 and 4)

A copy of the interview guide was issued to the Visual Art Heads of Department before the appointed date to notify and provide the necessary information. All the nine Visual Art Heads of Department granted the interview in a place chosen by the interviewee, which lasted between forty five minute and an hour. Three heads of school and three assistant masters summing up to six of the heads of the school granted interview in interactive and relax manner as they answered the questions. Three Heads of school could not grant interview because of busy schedule of the heads of school and time constrain on the part of the researcher.

Table 3.4: Population Interviewed

Categories	Numbers Expected	Numbers interviewed	Percentage (%)
Heads of Department	9	9	100%
Heads of school	9	6	66.7 %

Source: Field survey, February 2014 – April 2014

3.5.4 Questionnaire as a Measuring Instrument

A quantitative research design was used for this study. A questionnaire survey method was used so that the researcher could collect much information. According to Cantrell and Lupinacci (2007) questionnaire allows the researcher to collect large amounts of data in a relatively short period of time, over a wide geographical area.

For this purpose questionnaires were designed to gather data. In this study, close-ended questionnaires were used to obtain respondents' responses. Thabethe (2010)

says a close-ended questionnaire asks questions and gives the respondent fixed responses from which they choose from.

3.5.5 Reasons for Selecting a Close-Ended Questionnaire

When the questionnaire is well structured, the following benefits will be achieved (Janse van Rensburg, 2010).

They are relatively easy to analyse, simple to administer and straightforward to use as explained below:

1. A large sample of the given population can be contacted at relatively low cost;
2. They should be simple and quick for the respondent to complete;
3. Respondents have time to think about their answers;
4. Information is collected in a standardised way; and
5. They ensure confidentiality

3.5.6 Construction of Close-Ended Questionnaire

The researcher carefully thought about the planning and construction of the questionnaire for students, teachers and established how difficult the process was. This process required much of the researcher's time and experience.

It is essential to follow certain guidelines in designing a standardised questionnaire (Pietersen & Maree, 2007). It was therefore very important for the questionnaires designed to meet the following standards (O'Hanlon, 2003; Leedy & Ormrod, 2005):

- Use language that will be easily understood by the targeted group;
- Ensure that the questions are short and simple;
- Make the format attractive;
- Avoid asking biased or leading questions;

- Ask a general question to set the scene for specific questions;
- Organise and lay questions out clearly,
- Organise the questionnaire in a logical sequence.

In constructing the questionnaire, the format below was used to address the aims and objectives of the research. The questionnaire has three sections and is outlined as follows:

Section A: To determine biographic and demographic information of Heads of Department in Visual Art.

Section B: To determine the roles of the Heads of Department in Visual Art.

Section C: To establish the challenges or problems that Heads of Department experience in their work.

All the questions were formulated based on the Likert Scale giving opportunity to respondents to agree or disagree, to each question

Upon the completion of the questionnaires they were given to the supervisor to make contribution and help guide it to the purpose of the research. After the correction the questionnaires were ready for administration. (Appendices one and two) Samples were given to colleagues teaching in various senior high schools and students for validation and reliability before the finally administrating of the questionnaires. Majority of the questionnaires were retrieved as some could not be accounted for. The distribution of the questionnaire to respondents and the number of responses retrieved is tabulated in Table 3.5.

Table 3.5: Questionnaire Administered to Respondents

Categories	Years	Number of questionnaire distributed	Number of questionnaire retrieved	Percentage (%)
Students	One	108	105	97.2%
	Two	117	116	99.1%
	Three	144	142	98.6%
Total		369	363	98.3%
Teachers		29	27	93.1%
Grand Total		398	390	98%

Source: Field survey, February 2014 – April 2014

3.6 Data Collection Procedure

For the researcher to retrieve majority of the questionnaire administered, all of the questionnaire were administered by the researcher with the assistance of the Heads of Department, Visual Art teachers and class prefect. The students were briefed about the questionnaire and allowed enough time to respond to the questionnaire distributed to them and return them on the same day or appointed date of collection.

Because the total number of teachers was not huge, and they had a busy schedule the researcher allowed them to take the questionnaire away. The interviews were all conducted by the researcher.

3.6.1 Data Collection for Objective One

The data were to investigate the role of the Heads of Department of Visual Art education in selected Senior High Schools in Kumasi and establish the truth. The researcher interviewed the Heads of the Department by asking questions which border on how they combine teaching and managing the department, monitoring, evaluating teaching and learning. How they manage staff member; their communication style with subordinate and authorities were also tackled. Furthermore how they receive and

keep their records, management of resource in the department, their professional abilities like management of pressure and dealing with issues openly. Pastoral abilities which include assisting students to select subjects, disciplining measures and students' progress were all systematically asked to know whether they truly perform these roles.

To enquire and verify the information given by the HoDs, questionnaires were given to students and teachers in the sampled schools, in the areas which cover the same questions asked. This was to ascertain whether there is contradiction or confirmation to the data given by the HoDs.

3.6.2 Data Collection for Objective Two

The data were to identify challenges Visual Art Heads of Department in the selected Senior High Schools face in their roles. The researcher designs an open ended interview guide which allowed the HoDs to discuss their roles. During the discussion the HoDs disclose the challenges they face in their quest to perform their roles. Out of the questionnaires given to the students and teachers, they confirmed or denied the assertions made by the HoDs. The researcher interviewed Heads of School in the same schools and touched on the same areas as Heads of Department to reconcile the responses given by both the HOSs and HoDs.

3.7 Data Analysis Plan

Each questionnaire was coded as it was received as soon as the first set of questionnaire was collected from the school and the process was followed for the other schools; a process recommended by Anderson (1998), I started to enter the data into the Statistical Package for Social Sciences (SPSS) software which converted the responses into percentages and frequency for analysis. In all the cases in the

questionnaire agreement and extent scale of the Likert Scale were used. All responses that are positive were combined. The same treatment was given to the negative responses. This was to make interpretation more meaningful since the responses at the extreme ends of the scale were minimal. For example “No” and “Less extent” were combined as one response “NO” while “Yes” and “great extent” were combined as one response “Yes”. This is in accordance with information provided in *How to Use the Likert Scale in statistical Analysis (2011)* that data from Likert Scale are sometimes reduced to the nominal level by combining all “agree” responses on one side and “disagree” responses on the other side into two categories of “accept” and “reject”.

The data collected from category of Visual Art Students and Visual Art Teachers respondents were analysed simultaneously by comparing and contrasting the views of the respondents in the various categories.

The recorded interview was transcribed by listening carefully and transcript word by word of the responses, since the software for transcription could not transcript local dialect of the HoDs.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Overview

This chapter presents the discussion of results towards making sense from the data collected from the selected Senior High Schools in Kumasi metropolis. In the quest for the researcher to find or unveil the role of Heads of Department in the Visual Art section in the selected Senior High Schools in the Kumasi Metropolis, two objectives were set alongside their corresponding research questions. Based on the objective one, the researcher undertook a survey with 30 close ended questionnaire designed for students and 44 close ended questionnaire for teachers were used to solicit information about the roles and challenges of HoDs of selected Senior High Schools in Kumasi Metropolis. In addition interviews were conducted with the Heads of Department (HoDs) to find out their roles as Departmental administrative managers. To meet the demands of the objective two which required the researcher to identify the challenges faced by HoDs who manage the Visual Art Department in selected Senior High Schools, the researcher also interviewed the Head teachers to confirm or deny the identified challenges said by the HoDs in their quest to perform their roles as administrators and as teachers.

Since the data collected were analysed using SPSS, the responses gathered through the use of questionnaires have therefore been converted and organised using Tables and Charts. Likert Scaling was used to combine the positive and the negative responses on the scale to make interpretation for each question. Data gathered from the interviewees were transcribed by carefully listening and writing down the details information requisite for analysis. Descriptive method has been used to explain and

interpret the data to generate the needed findings. Discussions of results have been presented in this chapter such that, every identified role of the HoDs is followed by the challenges HoDs encountered in performing their role in the selected schools in Kumasi.

4.2 The Mandated Role of HoDs as Teachers

With regard to the question which aimed at finding out from the 390 respondents who were made up of 363 students and 27 teachers, when they were asked whether the HoDs come to class to perform their roles as teachers, the following responses were gathered (Table 4.1).

Table 4.1: HoDs Engaging in Teaching in Sampled Schools

variables	characteristics	Frequency	Percentage (%)
Students	Never	95	26.2
	Often	23	6.3
	Always	245	67.5
	Total	363	100.0
Teachers	Never	4	14.8
	Often	2	7.4
	Always	21	77.8
	Total	27	100.0

Source: Field survey, February 2014 – April 2014

From Table 4.1, 245 students' respondents representing 67.5% out of 363 students' respondents said their HoDs always come to class to teach. This was agreed by 21 teachers representing 77.8%. On the contrary, 95 students representing 26.2% said their HoDs have not been coming to class to teach as it is supported by 4 teachers indicating 14.8%. Twenty three students representing 6.3% said the HoDs often come to class to teach and 2 teachers representing 7.4% agreed.

Interview responses from the HoDs in the sampled schools showed that all the HoDs in the schools of the Visual Arts department do go to classroom to teach.

Findings reveal that students, teachers and Heads of School responded similarly and indicated that HoDs in the Visual Art Department do their core mandate by regularly teaching. This confirms the assertion by Ball and Lacey (2011) that the Head of Department is also responsible for class teaching.

4.2.1 Challenges HoDs Face in their Teaching

Despite the role of Heads of Department (HoDs) as teachers, they do sometimes face challenges in discharging their teaching role. Explanations from the majority of the HoDs indicate that they have to attend to equally important duties such as departmental meetings, overseeing purchasing of raw materials like clay while teaching, which means sometimes they have to leave the class. Majority of the HoDs further said they sometimes have to attend to pressing duties during their teaching periods which prevent them from attending classes. This is the reason for the negative responses from some of the students and teachers in Table 4.1. Furthermore all the Heads of School said the HoDs do teach, but sometimes in addition do other duties in the department.

It is clear that Heads of Department (HoDs) do leave their teaching roles and attend to other duties. This challenge of attending to other duties while teaching, will affect the instructional delivery time of the HoDs.

This implies that time lost on teaching of a subject will affect teaching and learning. Relevant information for topics treated may be distorted and full comprehension students may be left behind (Morrow, 2007).

4.3 HoD as Resource Manager

- This category involves findings on the following:
- The HoD as Budget Officer.
- Challenges Associated with Budgeting in the Department.
- HoDs' role in Providing Materials for Teaching and Learning.
- Challenges Confronting HoDs in Providing Materials.
- The Role of HoDs in Monitoring and Controlling the Use of Stock and other Resources.
- Challenges HoDs Face in Monitoring and Controlling the Use of Stock and other Resources.

4.3.1 The HoD as Budget Officer

Study respondents were asked whether their HoD prepare budget for the department. From Table 4.2, 23 teachers representing 85.1% said Heads of Department (HoDs) have not been preparing budget for the department. Four teachers showing 14.8% divergently said the HoDs have being preparing budget for the department, but no teachers said often.

Table 4.2: HoDs Preparing Budget

Variables	Characteristics	Frequency	Percentage (%)
Teachers	Never	23	85.1
	Often	0	0
	Always	4	14.8
	Total	27	100.0

Source: Field survey, February 2014 – April 2014

Responses from interviews with the HoDs indicate that, minority of the HoDs interviewed claimed that generally, teachers present lists of items they may require and then a requisition is forwarded to the HOS for funds to be released to purchase them. Majority of the HoDs explained that they do not prepare budget for the department. Minority of the HoDs interviewed said that they ask students to contribute money to purchase the tools and materials for them, in order to reduce cost.

The findings from the questionnaires and interviews in the sample schools suggest that HoDs do not prepare budget for the Visual Art Department. This is in contradiction with Nguyen, (2013) revelation that HoDs are required to administrator the department budget, prepare and propose department budgets.

4.3.2 Challenges Associated with Budgeting in the Department

Data from interviewees indicate that majority of the HoDs responded that when they prepare budget and present it to the school authorities, the school heads do not provide funds for purchasing of TLMs and materials for students' practical works. Majority of the HoDs explained that the process of securing items is cumbersome which deter the HoDs sending the budget prepared to the HOS. Furthermore eight of the HoDs asserted that they solely depend on the students for practical works materials and even with TLMs for teaching so there is no need to send budget.

Majority of the HOS reveal that Financial constrains is factor in meeting the full budget of the Visual Art programme. They said there is neither government subvention nor fees charged for the running of the programme and have to solely depend on school fees.

It was revealed that if the HoDs prepare budget for the department they will not get the necessary attention from the school authorities. For this reason, there was no reason to prepare and submit budget for the department. Again the process to follow before TLMs can be purchased, also discourage them from preparing the budget.

This suggests that HOSs would not be able to allocate resources to the Visual Arts department when the schools have resources.

4.3.3 HoDs' Role in Providing Materials for Teaching and Learning

The study revealed that 222 students which represent 61.1% said they have been receiving materials in the department and 81.4% of the 27 teachers' respondent confirmed. However, 126 students representing 34.7 said they always receive materials for which 5 (18.5%) teachers agreed (Table 4.3).

Table 4.3: Provisions of Teaching and Learning Resources

Variables	characteristics	Frequency	Percentage %
Students	Never	222	61.1
	Often	15	4.1
	Always	126	34.7
	Total	363	.100
Teachers	Never	22	81.4
	Often	0	0
	Always	5	18.5
	Total	27	100

Source: Field survey, February 2014 – April 2014

Majority of the HoDs reported in an interview that, the schools do not provide funds for students' practical work. The entire HoDs interviewed claimed that funding of students practical work are solely done by the students. Majority of the HoDs claimed that the students provide materials for demonstration during practical lessons. Minority of the HoDs respondents also said it was not the responsibility of the school

to provide students with practical items.

The result denoted overwhelming majority respondents from teachers, students and HoDs, who said that schools do not provide materials for teachers and students' practical works. Tools and materials are provided by the students. This suggests that students who are not able to provide for materials have little or no opportunity to learn and practise the creative skills that Visual Art lessons are expected to provide to its learners.

4.3.4 Challenges Confronting HoDs in Providing Materials

Majority of the Heads of Department (HoDs) claim that the schools do not provide materials for both students and teachers. Majority reported that the teachers provide their own TLMs. Majority of the HoDs explained that students provide materials which cause them to purchase inferior and unapproved items.

Majority of the HOSs said the challenge of students having to provide the materials, sometimes make students feel reluctant to buy the materials for their practical works

Majority of the HOSs explained that when students come in the first year they are asked to buy materials like poster colour, brushes and it is assumed they have those materials. Minority of the heads of the schools confirmed that they do sometimes give the department some materials which are to be used as TLMs not for students' practical works.

The result indicates that materials are not provided for teachers and students of the Visual Art programme by the schools, rather students are responsible for the provision of materials such as posters colour, leather, brushes, mallet, chisels, papers and plywood.

The schools do not provide materials for teachers and students which according to Siaw (2009) the behaviour of the Heads of School towards the Visual Arts programme is very poor due to disrespect for the subject as seen during school assembly and sharing of resources and facilities. Siaw (2009) indicates that availability of adequate physical and material resources are imperative and significantly related to the attainment of educational objectives and a school's academic performance or feedback on teaching and learning,

Teachers do not encourage independent learning among students due to lack of art studio. Therefore there is much pressure on the teachers since they must solely teach the students all the creative art processes. This is not the best, as Siaw (2009) states, the art studio helps in communicating well to students. The art studio would have given room for the good students to help the weak ones during the studio or practical class.

Furthermore lack of TLMs for teachers, means teachers would have to revolve around lesson-planning and interactive teaching base to address the problem of abstract teaching that only addresses the needs of auditory learners and develops the verbal-linguistic intelligence of the students.

4.3.5 The Role of HoDs in Monitoring and Controlling the Use of Stock and other Resources

Figure 4.1 shows that 246 (67.8%) students believed HoDs are able to take care of items in the department which is confirmed by 40.7% of the 27 teachers' respondents. 21.5% of the 363 students' respondents said HOD are not able to take care of items in the department and 5 teachers representing 18.5% agreed. However, 39 students showing 107% and 40.7% of the 27 respondents said they do it to some extent.

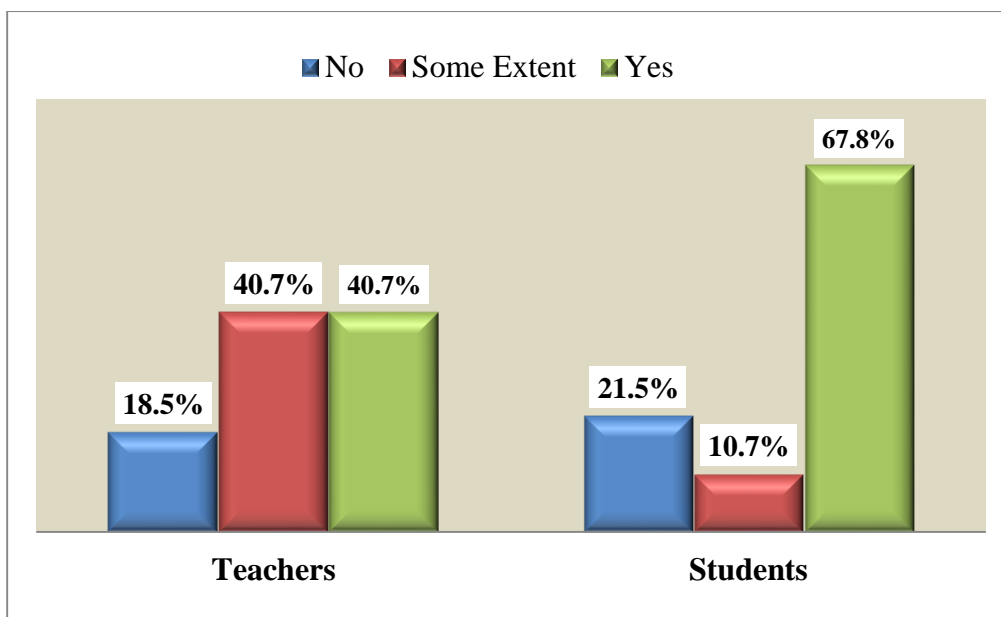


Figure 4.1: Monitoring and Control of Department Practical Materials by HoDs

Source: Field survey, February 2014 – April 2014

Majority of the HoDs reported in interviews that students send their practical works home so they are not able to control and monitor it. Majority of the Heads of Department (HoDs) store students' WACCE final practical works and materials in their office. Minority of the HoDs responded that they keep the items in the storerooms within the art's studios, while minority also claimed they keep them in boxes in the department. Minority of the HoDs said they make sure students clean the tools and equipment they use for their practical works each time they use them.

It is evidently clear from the samples that, schools do not provide materials for both teachers and students in the Visual Art Programme. However, the students and teachers respondents positively said that the Heads of Department (HoDs) do take care of insufficient items in the department. This is in line with Nguyen (2013) revelation that HoDs administration task involves managing department facilities and equipment.

4.3.6 Challenges HoDs Face in Monitoring and Controlling the Use of Stock and other Resources

Majority of the Heads of Department (HoDs) claimed that they neither have exhibition nor store rooms to properly keep students works.

Two of the HOSs also claimed that sometimes the HoDs do not keep items very well which contributes to the obliteration of the things provided in a short period. Minority of the HOSs said the department go for unapproved materials like dining hall furniture from which they advise them to desist and minority of the HOSs admittedly said they provide some class room and office as store room.

Even though the HoDs do not get what they budget for from the school they keep items of the department very well. Sometimes however, they find it difficult to get a place to keep the scanty items for which they have to sacrifice their office, classroom and art studio to help in protecting the items.

This situation suggests that lack of working studios also made it easy for the teachers to avoid working outside the classrooms (Opoku-Asare et al., 2014) which also do not motivate teachers to teach the practical components as a result, the students go through the programme without acquiring all the required practical skills.

4.4 Pastoral Responsibilities of HoD

1. In this category, pastoral responsibility deals with findings on the following
2. HoDs' Participation in Assisting Students with Subjects Choice
3. Challenges Confronting HoDs in Assisting Students with Subjects Choice
4. HoDs' Role in Monitoring Students Academic Progress
5. Challenges Connected with Monitoring Students Academic Progress
6. The Role of HoDs in Assisting Teachers with Disciplinary Measures

7. Challenges Associated with Disciplining of Students

4.4.1 HoDs' Participation in Assisting Students with Subjects Choice

The study showed that 62.7% of the 363 students' respondents said HoDs always help them in the selection of their subjects for which 59.2% out of 27 respondents confirmed. On the other side 33.3% of the 27 teachers and 36.3% representing 132 students said HoDs are not assisting students with their subject choice, as seen in Figure 4.2.

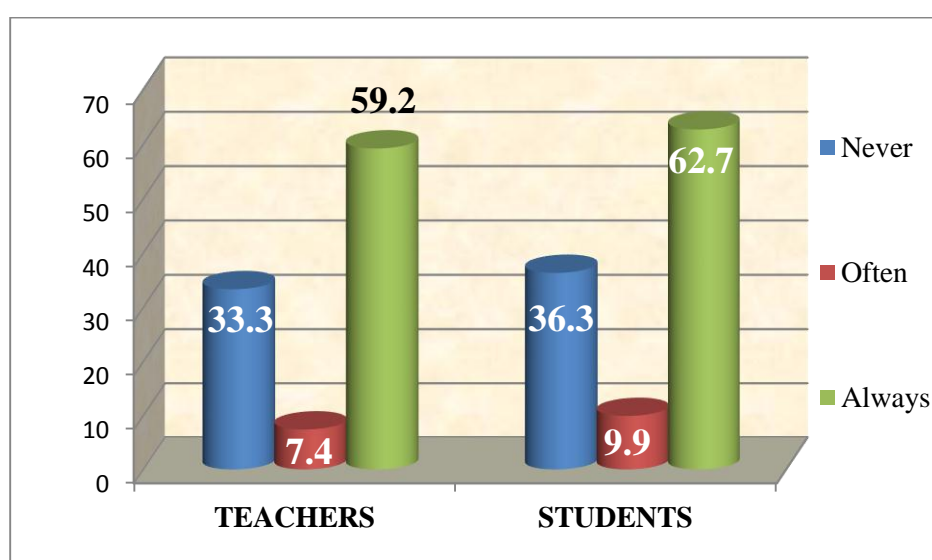


Figure 4.2: Assisting Students with Subject Choice

Source: Field survey, February 2014 – April 2014

Comments given by HoDs concerning assisting learners with subjects choice indicates that majority of the HoDs said, the school organises orientation programmes when students are admitted into the school. Minority of the HoDs indicated that they also group the students and select them randomly into the various Visual Arts programmes while minority of the HoDs indicated that they make each student take a drawing test as criteria for selection.

Data gathered from interview and questionnaires revealed that Heads of Department (HoDs) help in the selection of subjects for students in the department. This means that HoDs help students in their career path in the selection of their subjects; this is supported by Lienemann (2006) which reveals that it is critically important to identify what skills each student possesses and to use instruction to progressively build on this foundation.

4.4.2 Challenges Confronting HoDs in Assisting Students with Subjects Choice

Majority of the HoDs express dissatisfaction about majority of their students pursuing one subject and leaving the other subjects in the department “If we don’t take care some of the areas will die out”. Again majority of the HoDs said they sometimes secretly change students’ elective subjects when they come to complain and someone in other elective subject is ready to change

Minority of the HoDs said when it comes to registration of some elective subjects like economics and elective mathematics at WASSCE; it sometimes conflicts with the WASSCE examination timetable, which forced them to drop one of the electives during final examination. Majority HoDs said students are negatively influenced in the selection of the elective subjects. Majority of the HoDs said majority of the students want to pursue one subject which is graphic design.

Majority of the HOSs commented on the negative perception of some parents and teachers who are supposed to know better. They think that Visual Art is for those who did not do well in BECE examination.

Despite the fact that HoDs in the sampled schools help students in their career path they face challenges in their quest to help students in the selection of their subjects, which include negative influence from friends, non-Visual Art teachers and parents.

This implies that adequate provision of career guidance and counselling extensively help Visual Art students in the department.

Furthermore, HoDs sometimes want to combine the Visual Art elective subjects with other subject like economics and elective mathematics to broaden students' career path and opportunities in furthering their education, yet at the end of their final examination, subject like economics and elective mathematics mostly coincide with timetable of Visual Art elective subject which force them to drop some subjects.

4.4.3 HoDs' Role in Monitoring Students Academic Progress

From the study majority of 61.5% out of 363 students and 51.8% teachers representing 14 teachers said their HoDs monitor students' academic progress. When 363 students and 27 teachers were asked question on how HoDs monitor learner's progress. However 27% out of 363 students' respondents and 8 (29.6%) teachers also said HoDs in the sample schools are not monitoring academic progress of students (Figure 4.3).

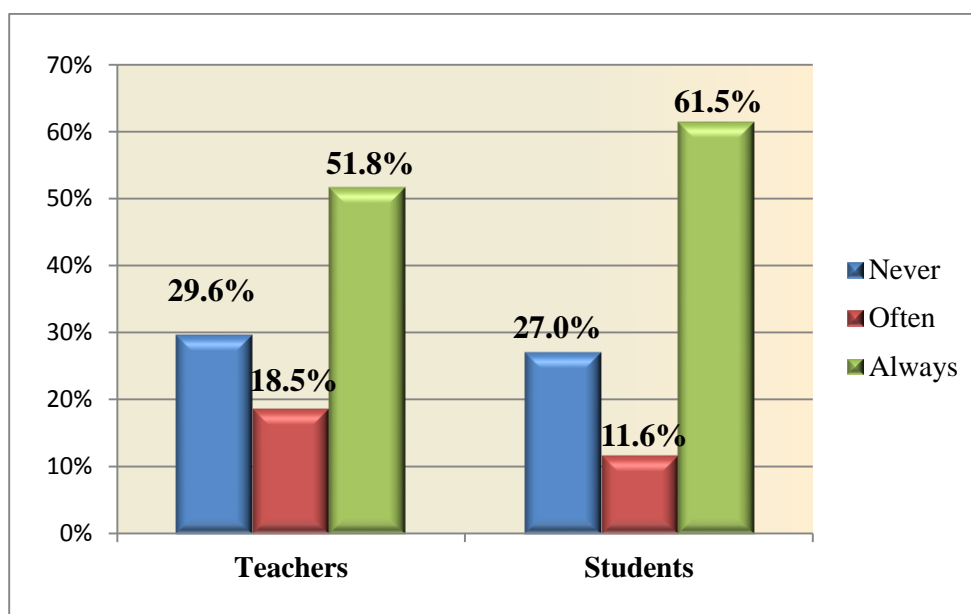


Figure 4.3: Monitoring Academic Progress by the HoDs

Source: Field survey, February 2014 – April 2014

Majority of the HoDs indicate that, they use the results of the students to identify the strengths and capabilities, and other teachers share ideas about the performance of students with the HoDs. Minority reported that thorough analyses of exam of students' results, class works and midterm exams, HoDs were able to strike balanced percentage average of students, and at the end of every term they take the results and do comparative analysis to review performance and advice students to work harder. Minority HoDs said teachers mark students' works and the teachers give remarks like "this student is lazy, not serious", and so through personal interactions with the students they are able to detect some of their problems and counsel them to perform better in their academic work.

The result from the study denotes that academic progress of students and improvement of students' academics is of great importance to the HoDs. Brundrett (2010) discloses that HoDs maintain good teaching standards and progress among learners.

4.4.4 Challenges Connected with Monitoring Students' Academic Progress

It was revealed that students feel shy to come back to school when they are repeated, because they did not attain an accumulated percentage. Minority of the HoDs said some students are persuaded, so they move away from Visual Art and when the students find difficulties it become difficult for them to come back. Minority of the HoDs said financial difficulties faced by some of the students also affect their academic progress.

Minority of the HoDs interviewed showed that students with good grades are mostly shifted to other programmes like Science, General arts, Business and students who participate in sports are mostly placed in the Visual Art Department. Minority of the

HOSs also identified students not taking practical works serious in the department. Majority of the HOSs said there is public misconception about Visual Art.

Majority of the HoDs monitor the academic progress of students which implies that HoDs may be pushing desired career choices on some of their students, and not helping them to develop their natural gifts and academic inclinations, but the HoDs face challenges in dispensing their duties which includes some students changing programmes and failing to come back when they are repeated, pose a great challenge for HoDs not able to fully monitor their students' academic progress.

4.4.5 The Role of HoDs in Assisting Teachers with Disciplinary Measures

According to the study, Table 4.4 revealed that majority of 252 (69.4%) students' respondents and 62.9% out of 27 respondents indicate that HoDs in the sample schools said HoDs support teachers in disciplining students. On the contrary minority of 50 students representing 13.8% and 2 (7.4%) believe that HoDs are not supporting teachers in disciplining students.

Table 4.4: HoDs Assisting in Students Discipline

Variables	Characteristics	Frequency	Percentage (%)
Students	No	50	13.8
	Some Extent	61	16.8
	Yes	252	69.4
	Total	363	100
Teachers	No	2	7.4
	Some Extent	8	29.6
	Yes	17	62.9
	Total	27	100.0

Source: Field survey, February 2014 –April 2014

Majority of the HoDs commented that for Senior High School if you are not strict you find yourself wanting. They claimed that sometimes the “corporal” form of punishment is meted out to students who break school rules. Minority of the HoDs said they assemble the students and talk to them on good behaviour. Minority of the HoDs in the sampled schools said there is counselling session, where students are advised to be conscious of the reason why they are in school.

Data from the study respondents indicate that HoDs support teachers in disciplinary measures. This implies that Heads of Department (HoDs) do not condone with the issues of indiscipline, insubordination and are very strict; they fully support teachers in ensuring discipline in the Visual Art Department. O'Brien, Clair, and Kristoffersen (2010) disclose that the prominent elements of being a head of department should include learner discipline and other matters relating to learners. It is assumed that HoDs adopt that posture as any parents would, to ensure that the students are discipline and got the best out of them.

4.4.6 Challenges Associated with Disciplining of Students

Majority of HoDs lamented on truancy among Visual Art students saying sometimes not all students are punctual. Majority of the HoDs claimed that sports students are mostly admitted into the department which makes disciplining difficult in the department.

Minority HOSs complain of teachers in the department who have close relationship with students and this sometimes undermines discipline. Minority of the HOSs said that proper monitoring of attendance is where the HoDs are not performing to expectation.

Findings from the study indicate that in instilling discipline, sports students who are admitted into the department occasionally leave class to practise and sport teachers plead on their behalf when sports students are punished.

4.5 HoDs as Staff Managers

This aspect of the research identifies findings on the following:

- The role of HoDs in motivating students and teachers
- Challenges HoDs face in motivating students and teachers
- HoDs involvement in identifying areas in which teachers require development
- Challenges in identifying areas in which teachers require development
- The involvement of HoDs in selecting teachers for developmental programmes
- Challenges associated with selecting teachers for developmental programmes
- The HoDs' role in conducting departmental meetings
- Challenges associated with conducting departmental meetings
- HoDs' contribution in personal difficulties of teachers
- Challenges HoDs face in managing personal difficulties of teachers
- HoDs' role as implementer of policy discussed at meetings
- Challenges HoDs encounter in implementing policy discussed

4.5.1 The Role of HoDs in Motivating Students and Teachers

Study for the respondents as shown in Table 4.5 indicate that majority of 22 teachers representing 81.4 % and 58.7% out of 363 students' respondents said the HoDs in the sample schools have not been motivating them when they were asked whether HoDs objectively motivate students and teachers in the department. But 119 (32.8%) students' respondents and 4 out of 27 teachers respondents said HoDs always

motivate them.

Table 4.5: HoDs Motivating Students and Teachers

Variables	Characteristics	Frequency	Percentage (%)
Teachers	Never	22	81.4
	Often	1	3.7
	Always	4	14.8
	Total	27	100.0
Students	Never	213	58.7
	Often	31	8.5
	Always	119	32.8
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

Majority of the HoDs declared that words of encouragement and advice are the main form of motivation they give to students and teachers. They advise sports students to attend class after training and encourage teachers to further their education. Minority of the HoDs said that where a teacher needs to be reprimanded for any shortcoming they never do it in public, it is always one on one situation. Majority of the HoDs said they give teacher free will to go about the daily activities and advise them to work harder.

Minority of HoDs said that prizes are given to students when they represent the department in an art competition. The department do not keep the prizes, which the HoDs believed was a form of motivation to other students.

The HoDs in the sample schools claimed that they use encouraging words, advice as a means of motivating students and teachers, however majority of the teachers and students indicate that their advice and words do not motivate them.

This denotes that although the HoDs do not control the monetary rewards and benefit in the school but motivate students and teachers to give up their best by persuading them.

However their motivations are not inspiring. Wise (1999) revealed a culture of collegiality with multiple opportunities for teachers to work together and share ideas with colleagues where the orientation is one of problem-solving rather than problem-hiding. This suggests that HoDs combine force with teachers to help in stimulating interest of students in the Visual Art programme.

4.5.2 Challenges HoDs Face in Motivating Students and Teachers

Minority of the HoDs remarked on bureaucratic procedure to follow before permission can be obtained to travel outside Kumasi for an excursion or learning activities. The issue of non-Visual Art teachers discouraging Visual Art students was something minority of the HoDs criticise. Majority said the HoDs do not control resources for motivating subordinate so they only advise and encourage subordinates.

From the study both the teachers and students agreed that advice and encouraging words from the HoDs do not motivate them. The students expect something different. HoDs said they are not able to take students on an excursion outside Kumasi Metropolis because of the procedure to follow before it can be approved.

HOSs are reluctant to release budgeted funds to finance educational fieldtrips (Evans-Solomon, 2004; Owusu-Afriyie, 2009; Evans-Solomon & Opoku-Asare, 2011). Reluctance to support Visual Arts activities with budgeted funds denies Visual Arts students access to relevant aesthetic experiences from community resources (OwusuAfriyie, 2009) which could offer opportunities for appraising the quality of art works produced.

The HoDs as a leader should be proactive, motivate and stimulate the enthusiasm of his teachers and students (Siaw, 2009) for effective work and must also exhibit strong leadership qualities.

Teachers serve as a motivating factor in student learning (Opoku-Asare et al, 2014) so teachers in the sampled schools have the responsibility to make Visual Arts appealing to their students so that they would desire to learn what is taught them and also excel in it.

4.5.3 HoDs' Involvement in Identifying Areas in which Teachers Require Development

Figure 4.4 indicates that majority of 55.5% out of 27 teachers' respondents and minority of 101 students representing 27.8% indicate that HoDs are not willing in identifying teaching areas that need training. Minority of the 7 teachers representing 25.9% and majority of 138 (38%) students also said HoDs are not able to identify areas that need development in teaching.

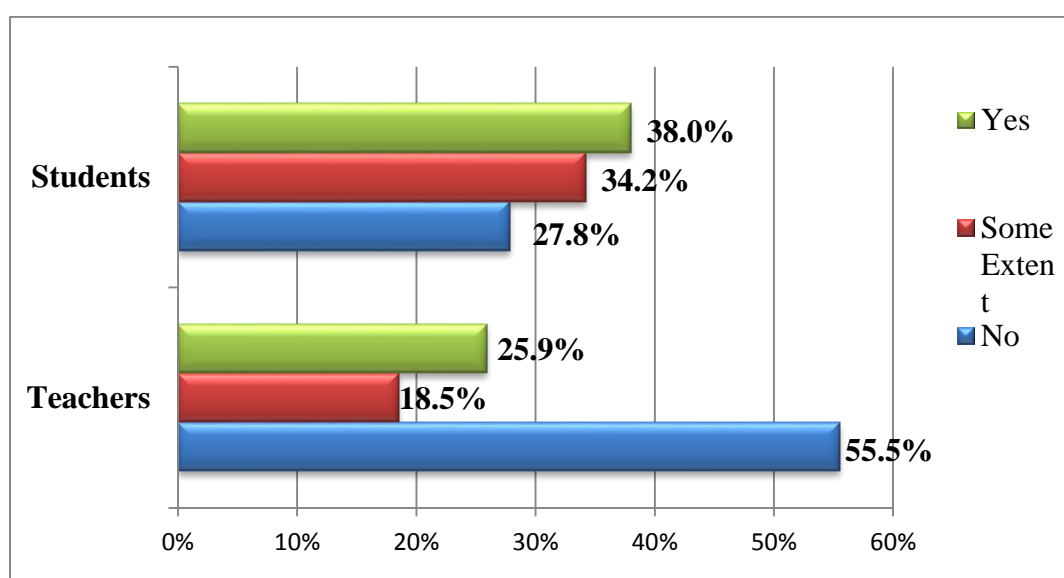


Figure 4.4: Identifying Areas Teachers Need Development

Source: Field survey, February 2014 – April 2014

Majority of the HoDs said they use final year results of students to assess the performance of teachers. Minority HoDs revealed that, when a teacher is not teaching well, the students come to them to complain. Minority of the HoDs said every teacher is a specialist and they are allowed to teach the subject in which they specialised. Minority of the HoDs said they normally go to a class during teaching hours to know the kind of teaching method being adopted and how teachers are managing the class.

It can be concluded that both students and HoDs said the HoDs are able to identify areas that teachers need development. Nevertheless the teachers who are direct beneficiaries of the training said the HoDs are not committed in identifying areas teachers need training and development. This implies that Heads of Department (HoDs) are less committed in identifying areas in the department that require development in skills, attitude and teaching performance. Rice (2003) and Mulford (2003) revealed that Heads of Department feel that the professional development of their staff suffered because of greater pressure and demands. This suggests that inappropriate teachers are sent for training and developmental programme.

4.5.4 Challenges in Identifying Areas in which Teachers Require Development

Minority of the HoDs said when teachers come for interview to teach in the school they express willingness to teach any aspect in the department, because they want an appointment in the school, but refuse to teach some aspects claiming it is not their area of specialisation at the university. Minority of the HoDs said some of the teachers do not feel comfortable when the HoDs visit them during teaching.

Minority of the HOSs noticed that some teachers who feel bossy do not feel comfortable with the HoDs coming to make suggestion and some feel offended when

the HoDs give advice especially when it is outside their area of specialisation.

It is evident that the HoDs in the sample schools are reluctant in identifying teachers that need development and training, yet they are confronted with the challenge of teachers not feeling comfortable when HoDs are observing them teaching and some teachers not allowing suggestions from the HoDs, make it difficult for HoDs to identify teachers that need training and development.

4.5.5 The Involvement of HoDs in Selecting Teachers for Developmental Programmes

As it is shown in Figure 4.5, majority of 62.9% out of 27 respondents said that HoDs in the sample schools always send teachers for developmental and training programmes. Nevertheless minority 8 teachers representing 29.6% of the HoDs said the HoDs have not been sending teachers for developmental programmes

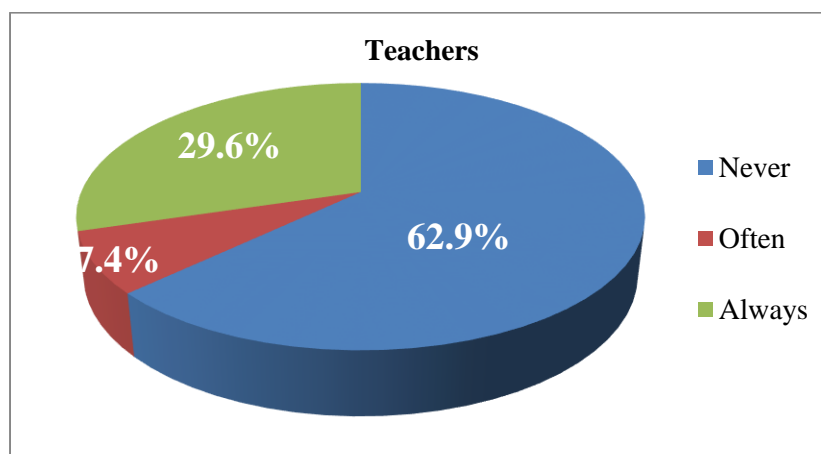


Figure 4.5: Selecting Teachers for Developmental Programmes

Source: Field survey, February 2014 – April 2014

Majority of the HoDs reported that they normally go in turns, but depend on how many times someone has attended. Minority said that they discuss with the administration to know the number, the school can sponsor and decide on the merit of the programme. If they strongly identify an area or section, they advise themselves

and then allow that master concerned to go. Minority of the HoDs also said the selection is based on consensus from teachers and allow the person to attend. Minority of the HoDs said they make sure all teachers attend the programme.

The outcome denotes that majority of the teachers indicate that they have not been participating in training and developmental programme which is confirmed by majority of the HoDs in an interview by saying that teachers participate in training and development programme in rotational manner. This implies that teachers do regularly go for developmental programmes, but because of the way and manner the HoDs select the teachers for the programmes by rotating among few teachers in the department which suggests that knowledge and skills in training are not equally gained by teachers and that the real impact is not felt. Mathye (2008) says in Integrated Quality Management System, HoDs are responsible for assisting teachers in developing a Personal Growth Plan.

4.5.6 Challenges Associated with Selecting Teachers for Developmental Programmes

Majority of the HoDs said during training programmes that the schools normally cater for minority participants for which they always have to rotate in attending training programme, they further said school authorities complain of GES not allocating money for training programmes. Minority of the HoDs said the mature and long serving teachers in the department are not interested in developmental programmes for teachers. Minority HoDs claimed that sometimes they do not get notice of training programmes.

Majority of the HOSs said GES does not give funds for training programmes and have to do with the insufficient funds available to the school. Minority of the HOSs said when the department is going for a programme they will have to examine and find out whether there is money in the school coffers and whether it is not for just a mere socialization.

Findings from the study revealed that, a least number of teachers always participate in training programmes due to sufficient funds provided by the schools, for which they have to select some teachers to represent all the teachers. Again, most of the mature and long serving teachers in the department do not have interest in attending training programmes.

This suggests that HoDs in the Visual Art department are restricted in the selection of teachers for training programmes.

4.5.7 The HoDs Role in Conducting Departmental Meetings

Table 4.6 shows that majority of 26 (96.3%) teachers' respondents indicate that HoDs in the sample schools regularly held departmental meeting for teachers, however surprisingly 192 students representing 52.9% said HoDs do not have departmental meeting with students in the sample schools. Furthermore 77.8% of the 27 teachers' respondents indicate that HoDs held meeting with the teachers 1 to 2 times in a term.

Table 4.6: Departmental Meetings and Times & Department Held Meeting in a Term

variables	characteristics	Frequency	Percentage (%)
Teachers	Yes	26	96.3
	No	1	3.7
	Total	27	100.0
Students	Yes	171	47.1
	No	192	52.9
	Total	363	100.0

variables	characteristics	Frequency	Percentage (%)
Students	0	191	52.6
	1-2	101	27.8
	3-5	47	12.9
	5+	24	6.6
	Total	363	100.0
teachers	1-2	21	77.8
	3-5	3	11.1
	5+	3	11.1
	Total	27	100.0

Source: Field survey, February 2014 – April 2014

It was revealed that HoDs organised staff meetings on termly basis, usually at the beginning of each term, and when the need arises. Majority of the HoDs claimed that in the course of the term there were only two meetings, except when there is emergency situation. Minority of the HoDs claimed that they usually discuss the same issues during staff meetings so they usually meet once in a term.

The findings indicate that HoDs in the samples always held departmental meetings at least once or twice with the teachers every term to discuss issues of the department. This means that HoDs have departmental meetings with the staff every term to solicit for their views and receive complains because it is compulsory but, surprisingly they are hesitant in meeting students to solicit their views and listening to complains. Wolverson, Ackerman and Holt (2005) revealed that HoDs should conduct

department meetings and creating a forum for buy-in

4.5.8 Challenges Associated with Conducting Departmental Meetings

Majority of the HoDs said they organise meetings at the beginning of the term but sometimes teachers are not available for another meeting and they have to postpone the meetings.

It was concluded that HoDs do meet teachers in the department. However, the challenge of teachers and the HoDs going for different meetings in the school, cause the departmental meeting to be postponed, delayed or cancelled entirely.

4.5.9 HoDs' Contribution in Personal Difficulties of Teachers

Figure 4.6 shows that majority of 12 out of 27 respondents indicate that HoDs do not contribute to personal difficulties of teachers. But 9 teachers representing 33.3% of respondents said the HoDs share in personal difficulties of teachers in the sample school when 27 teachers were asked whether HoDs share in personal difficulties of teachers in the department.

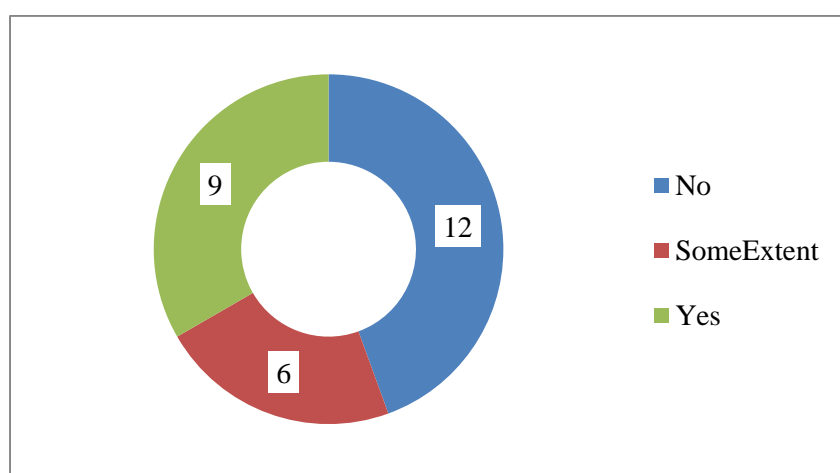


Figure 4.6: Sharing in Personal Difficulties of Teachers

Source: Field survey, February 2014 – April 2014

Majority of the HoDs declared that they have friendly relationship with teachers and therefore when a teacher is not at post they try to find out what prevented him from attending classes. Minority of the HoDs claimed that they had built a rapport that allowed teachers to freely approach them to tell them their problems so they can find solutions to them. Majority of the HOSs also said there is unity among Visual Art teachers compared to other department teachers.

The result proves that HoDs try to have healthy relationship with teachers and show concern about the welfare of teachers in the department but majority of teachers on the other hand indicate that they are not enthused by the kind of support HoDs give them during their personal difficulties. Hampton, Rhodes and Stokes (2004) state that coaching represents a peer-networking interaction (working together) which draws upon collaboration and mutual trust.

4.5.10 Challenges HoDs Face in Managing Personal Difficulties of Teachers

Majority admittedly said the HoDs do not control resources to be given to subordinates in addressing some of their personal challenges and further said some situation needs to be addressed by the higher authority. Minority of the HoDs said there are petty jealousies among teachers when there are job contracts.

It is concluded that HoDs share in the welfare of the teacher but the HoDs concerns do not go down to meet the needs of teachers. It was revealed that HoDs encounter challenges which involve their inability to fully meet the demands of teachers because of scarce resources.

4.5.11 HoD Role as Implementer of Policy Discussed At Meetings

Figure 4.7 indicates that 33.3% of 27 teachers' respondents said the HoDs are to fully implement issues discussed at meetings. Majority of 11 teachers representing 40.7% said HoDs are not able to completely implement issues discussed but 7 (25.8%) said HoDs do not implement issues discussed at departmental meetings.

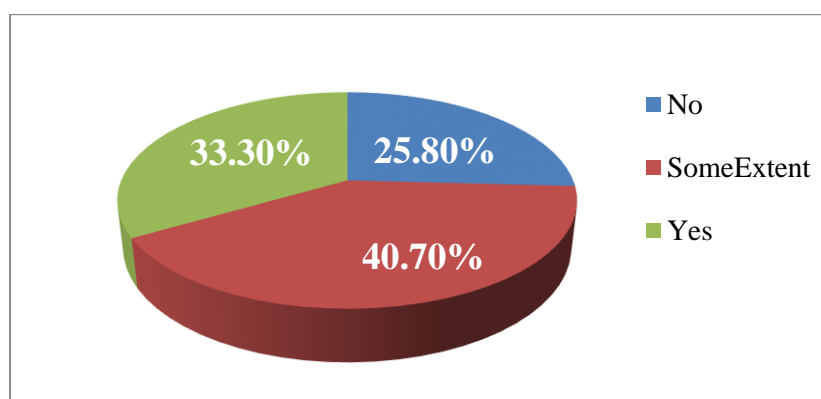


Figure 4.7: Implementing Policies in the Department

Source: Field survey, February 2014 – April 2014

In responding to implementing policies discussed at meetings, majority of the HoDs said that, they made sure students and teachers comply with whatever they discussed. Minority claimed they send minutes to the headmaster who reads through and makes his comments. Minority of HoDs claimed it was most encouraging to observe that teachers were eager to participate and offer suggestions, and that those who need to be advised or commended were done in a friendly atmosphere.

The findings from both the interview with the HoDs and teachers in the sample schools depict that HoDs implement policies discussed at departmental meetings. In essence, the HoDs are able to implement policies agreed on at department meetings. The result concurs with Nguyen (2013) which revealed that HoDs cooperate with staff to establish department policies and to lead the department to new heights.

4.5.12 Challenges HoDs Encounter in Implementing Policy Discussed

Minority of the HoDs said mature and long serving teachers who are in the department sometimes do not cooperate and obstruct in managing the department.

Again Minority of the HOSs noticed that some teachers, who feel bossy, do not feel comfortable with the HoDs making suggestions, especially when the HoDs give advice not in the field of teaching. Majority of HOSs indicate that HoDs have close relationship with teachers which do not allow them to properly, diligently supervise and monitor teachers effectively.

It has already been pointed out that HoDs implement policies discussed at the department but the challenge of mature and long serving teachers obstructing the implementation of policies and HoDs not fully implementing policies because of rapport between HoDs and students also obstruct the HoDs in fully implementing policies in the department.

4.6 Professional Roles of HoDs

The professional responsibilities category involves the following:

- Managing Workload as a Result of HoDs Position
- Challenges Connected with Workload as a Result of HoDs' Position
- HoDs' Composure in the Face of Work Pressure
- HoDs' Dealing with Issues Openly Without Any Hidden Motives
- HoDs' Participation in Decision Making in the School
- Challenges Associated with Participation of HoDs in Decision Making in the School

4.6.1 Managing Workload as a Result of HoDs' Position

Majority of 152 students representing 41.8%, and minority of 11 (40.7%) teachers disagree that HoDs in the sample schools agreed that HoDs are able to handle workloads on them as a result of their position as teachers and managers of the department. Minority of 138 (38%) students and majority of 14 teachers representing 51.8% also said HoDs are not able to handle workload as a result of their position as teachers and managers of the department (Table 4.7).

Table 4.7: Workload in Managing the Department

variables	characteristics	Frequency	Percentage (%)
Teachers	Disagree	14	51.8
	Neither Agree nor Disagree	2	7.4
	Agree	11	40.7
	Total	27	100.0
Students	Disagree	138	38
	Neither Agree nor Disagree	73	20.1
	Agree	152	41.8
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

Majority of the HoDs interviewed indicated that it was a bit challenging for one person to perform the dual role as a teacher and manager. Minority of the HoDs however, indicated that the task of being HOD and a teacher was not so difficult and that he delegated some of the duties to form masters, subject masters and class captains to perform.

Minority of the HoDs also indicated that sometimes when in a class teaching a problem pops up which demands immediate attention so, they usually try to find a way to balance the two in order to stay on course.

Findings show that the HoDs and students said HoDs are able to balance teaching and managing the department but the teachers stood to differ as they disagreed with students and HoDs. This implies that HoDs combining teaching with other duties affect students' learning.

4.6.2 Challenges Connected with Workload as a Result of HoD Position

Minority of the HoDs were of the view that due to the difficult nature of managing and teaching in the department, HoDs should be a full time. Again minority of the HoDs had contradictory view by saying the HoDs position is not difficult because you only chair departmental meetings.

Majority of the HoDs commented that they wished to attend leadership and management seminars in and outside the school but the cost involved did not entice them. Minority of HoDs said the HoDs position should be rotated so that fresh ideas would come up.

Minority of the HOSs confirmed that HoDs do not have much time for extracurricular activities in the department because of their workload. Minority of the HOS lamented that the department had not been organising exhibition for the school to know what they actually do. "It is like what they do is in the dark", no exhibition. HOSs indicated that organizing leadership seminars is not easy so they do not organise.

It is concluded that HoDs in the sample schools are able to manage their workload however situation of leaving other duties at the expense of equal important duties of HoDs like attending HoDs meeting, monitoring teachers, makes their contact time for each of the duties less. According to Chambers (2009) which revealed although HOD had little non-contact time in which to carry out their many tasks. This suggests that HoDs have to sacrifice some of their duties as HoDs.

4.6.3 HoDs' Composure in the Face of Work Pressure

Respondents for the Study indicate that majority of 16 respondents representing 59.2% and 181(49.9%) students said the HoDs in the sample schools compose themselves when they are confronted with work pressure. Minority of 3.7% of the 27 teachers' respondents and 95 students representing 26.2% said HoDs are not able to compose themselves during work pressure (Table4.8)

Table 4.8: Composure in Wok Pressure

Variables	Characteristics	Frequency	Percentage (%)
Students	No	95	26.2
	Some Extent	87	24.0
	Yes	181	49.9
	Total	363	100
Teachers	No	3	3.7
	Some Extent	8	29.6
	Yes	16	59.2
	Total	27	100.0

Source: Field survey, February 2014 – April 2014

Majority of the HoDs commented that they are mature and experienced in the field so when they are confronted with work pressure they have to be patient. Minority of the HoDs declared in an interview that it is a kind of culture that they built and try to implement some of the things they learnt at the university.

Findings depict that HoDs are composed, in the face of work pressure. This means that HoDs are calm and composed, in spite of heavy workload and busy schedule.

4.6.4 HoDs' Dealing with Issues Openly Without Any Hidden Motives

Majority of 204 students representing 56.3% and 13 teachers representing 48.1% indicates that HoDs in the samples schools openly deal with issues in the department

without any concealed motive. One hundred and forty students representing 28.7% and 11.1% of the 27 teachers’ respondents differently said HoDs do not deal with issues plainly (Table 4.9).

Table 4.9: HoDs Openness in Managing the Department

Variables	Characteristics	Frequency	Percentage (%)
Students	No	3	11.1
	Some Extent	11	40.7
	Yes	13	48.1
	Total	27	100.0
Teachers	No	104	28.7
	Some Extent	55	15.2
	Yes	204	56.3
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

Majority of the HoDs interviewed indicated that, they treat all staff members as equals and members of their family. Few HoDs said they received complaints from students concerning the kinds of punishment they get. And when such issues come up they try to deal with them in a more professional way in order not to make any party feel intimidated.

Finding reveals that HoDs openly deal with issues in the department without any hidden motives. This means that HoDs in Visual Art Department deal with issues fairly, decisively and transparently within the department.

4.6.5 HoDs Participation in Decision Making in the School

Table 4.10 indicates that majority of 19 (70.4%) teachers and 217 of the 363 students’ respondents, said HoDs fully take part in deciding on issues that affect the whole school. Two teachers representing 7.4% and 188 of the 363 students’ respondents indicate that HoDs are not part of decision makers in the schools. But 6 teachers

showing 22.2% and 28 (7.7%) indicate that HoDs to some extent participate in decision making in the whole school.

Table 4.10: HoDs Participation in Decision Making in the School

variables	characteristics	Frequency	Percentage (%)
Teachers	No	2	7.4
	Some Extent	6	22.2
	Yes	19	70.4
	Total	27	100.0
Students	No	118	32.6
	Some Extent	28	7.7
	Yes	217	59.8
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

HoDs were regarded as members of the academic board and management committees of the schools and as such their views and concerns were significant when it comes to decision-making. Minority of the HoDs said they form part of a committee or represent teachers in high decision board apart from being part of the management committee.

Majority of the HoDs responded that if there were issues anything concerning a student or a teacher, the HoDs are the first to be approached since they represent the teachers on the school board. Minority of HoDs however said that he was consulted only on things which are related to the department especially when new teachers are admitted into the department; the HoD is informed and made to sit among the members of the interview panel.

According to the data, all respondents agree that HoDs participate in the decision making of the whole school, this means that HoDs have influence in major decision

taken in the school and this leads to HoDs exercising their advisory role in the school. The result agrees with Bambi (2013) who showed that HoDs assist in the planning and implementation of school policy and maintaining close co-operation with the community.

4.6.6 Challenges Associated with Participation of HoDs in Decision Making in the School

Majority of the HoDs responded that, sometimes some of the teachers think that we do not push their welfare in the course of the meeting, but they have to explain. Minority of the HoDs said that they sometimes have to argue strongly to establish the interest of the department.

Findings depict that HoDs participate in decision making in the school, however students and teachers perception has been that HoDs have not been pushing agenda of the department in decision making of the school.

4.7 Records Keeping the Role of HoD

The study has findings on the following:

- HoDs as Records and Minutes keepers of the Department
- Challenges in Records and Minutes Keeping in the Department
- HoDs Collecting Receipt of Items Purchased
- Challenges HoDs Encounter in Collecting Receipt of Items Purchased

4.7.1 HoDs as Records and Minutes keepers of the Department

Table 4.11 indicates that majority of 17 (63%) teachers and 269 of the 363 students respondents said HoDs in the sample schools wholly keep report and minutes of the Visual Art Department. Seven teachers representing 25.9% and 78 (21.5%) students

indicate that HoDs are not able to completely keep records and minutes of the department.

Table 4.11: Records Keeping in the Department

variables	Characteristics	Frequency	Percentage (%)
Teachers	Never	7	25.9
	Often	3	11.1
	Always	17	63
	Total	27	100.0
Students	Never	78	21.5
	Often	16	4.4
	Always	269	74.1
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

Majority of the HoDs said that they kept records and minutes of all departmental meetings and use them for future references. Minority of HoDs interviewed on the other hand confessed that they do not keep records and minutes of department meetings. However, majority also said they write report depending on the activity.

Majority of all the respondents said HoDs keep records and minute of the department. This implies information which has connection with the department is properly kept for future reference. This also suggests that the HoDs properly keep records of the department because the head of the schools demand minutes of meetings in the department. Nguyen (2013) revealed that HoDs administration task includes maintaining essential department records. The records are necessary to inform HoDs and HOS about the planning of teaching and learning in the Visual Art Department.

4.7.2 Challenges in Records and Minutes Keeping in the Department

Majority of the Heads of Department claimed that their predecessors did not leave records of activities for them to follow. Majority also indicated that there is no

place to keep the records of the department. Minority of the HoDs said a teacher serve as secretary and he has to take the minute home. Sometimes he forgets the minutes' book and we have to write it in a different book.

Majority of the HoDs said activities of the department; they are irresolute in writing and keeping records of activities. Majority of the HOS said there are no records of activities of the department.

Findings depict that the HoDs keep records of the department but a place to keep their records and their predecessors not setting precedent in records keeping makes their work complicated.

4.7.3 HoDs Collecting Receipt of Items Purchased

According to Figure 4.8 which shows that majority of 16 or 59.2% out of the 27 teachers' respondents said HoDs in the sample schools have been collecting receipt for the items purchased, but 10 out of the 27 students' respondents said HoDs have not been collecting receipt for items purchased.

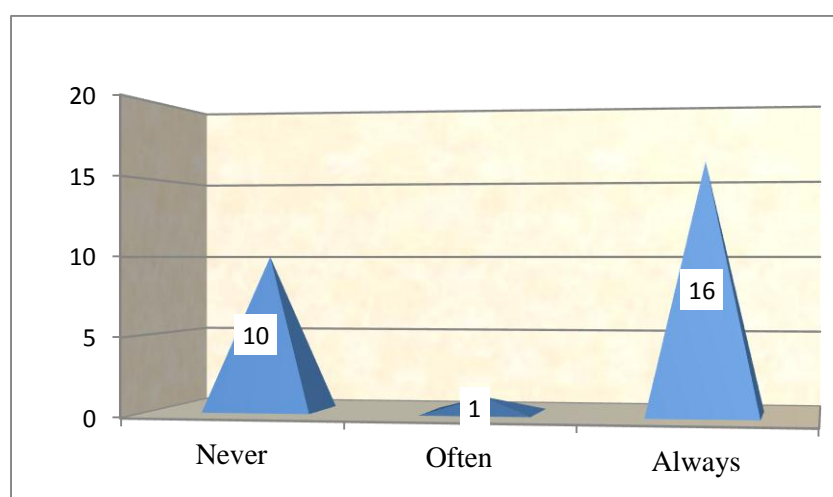


Figure 4.8: Collection of Receipt of Items Purchase

Source: Field survey, February 2014 – April 2014

Data gathered from the interviews indicate that the HoDs demand receipts for all items they purchased. Minority of the HoDs also stated that apart from items for graphics which they buy from the stationery shops, there are no receipts for other items purchased. Majority of the HoDs indicate that the students buy their own items so they do not demand receipt from the students.

The data show that majority of the teachers and HoDs claimed HoDs always demand receipt for items purchased. This means that the HoDs are able to account for funds given to the department to spend.

4.7.4 Challenges HoDs Encounter in Collecting Receipt of Items Purchased

Majority of the HoDs reported that there are no receipts of items purchased for Visual Art programme except those in stationery shops. Majority of the HOSs also commented on HoDs mostly using honour certificate in purchasing items for the department.

Findings depict that the HoDs demand receipt of items purchased for the department, but the HoDs are confronted with the issue of unavailability of receipt for most of the Visual Art items.

4.8 Communication as the Role of HoD

- This section of the study involves findings on the following:
- HoDs Seeking for Consensus When Making a Decision
- Challenges Associated with Consensus Building in Decision making
- HoDs' Involvement in Dealing with Conflict
- Challenges HoDs' Encounter in Dealing with Conflict
- HoDs as liaison Officer between Outside Agencies and Other Schools

- Challenges HoDs Face in Liaising with Other Agency, Parent and Other Schools

4.8.1 HoDs Seeking for Consensus When Making a Decision

Table 4.12 reveals that, 14 (51.8%) teachers and 172 students representing 47.4% forming majority of the respondents said HoDs consult when making decision for the department. Minority of 155 students representing 42.7% and 6 (22.2%) teachers also said HoDs do not seek subordinate opinions when taking a decision.

Table 4.12: Consensus Building when Making Decision

Variables	Characteristics	Frequency	Percentage (%)
Teachers	Sometimes	6	22.2
	Often	7	25.9
	Always	14	51.8
	Total	27	100.0
Students	Never	155	42.7
	Often	36	9.9
	Always	172	47.4
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

Majority of the HoDs believed that they always seek for teachers concern on every issue “you will usually come and meet all of us sitting under this tree as one family discussing issues”. On the other hand few HoDs said they sometimes take decision in the interest of the department when no teachers are around to consult.

Majority of the HoDs indicate that teachers are united, work and discuss important issues together. Again, they said no one feels above his/her colleague they try to treat teachers equally.

The finding indicates HoDs seek consensus and formally organise to meet with teachers to solicit their views on issues before taking decision. Wolverton, Gmelch, & Sorenson (1998) revealed that encouraging staff members to communicate ideas for improving the department. This makes teachers feel motivated and indispensable to the department.

4.8.2 Challenges Associated with Consensus Building in Decision making

Minority of the HoDs said sometimes it is difficult in getting feedback from the authorities in the school. It was revealed that HoDs solicit teachers' views on issues before taking decision, but when they lay information to the HOSs, responses and feedback delay. This makes teachers feel that HoDs have not been taking action on their plight.

4.8.3 HoDs' Involvement in Dealing with Conflict

Table 4.13 reveals that 93 (23.7%) students and 14.8% of the 27 teachers' respondent said that HoD are not able to manage conflict very well in the department; majority of 221 students representing 60.9% and 18 teachers representing 66.6% said HoDs in the sample schools appropriately handle conflict in the department.

Table 4.13: Dealing with Conflicts in the Department

Variables	Characteristics	Frequency	Percentage (%)
Teachers	Disagree	4	14.8
	Neither Agree nor Disagree	5	18.5
	Agree	18	66.6
	Total	27	100.0
Students	Disagree	93	25.7
	Neither Agree nor Disagree	49	13.5
	Agree	221	60.9
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

According to majority of HoDs interviewed, conflicts among students and teachers are minimal in the schools. Majority of the HoDs said that, usually the persons involved in conflict situations are called and talked to and advised to maintain peace. When it becomes necessary for a third party to be invited to resolve the situation, they do so. Majority of the HoDs said that teachers usually listen to their advice and act accordingly and probably because of their experience and respect for their age. However minority hinted that few teachers frequently have misunderstanding with the assistant head masters. Minority also said long serving teachers always misinterpret their action which result in misunderstanding but try to resolve.

According to the data HoDs always have a healthy relationship with both Visual Art teachers and students in the selected schools. This implies that HoDs have harmonious, healthy relationship with the subordinate and avoid conflict that may emerge in the department.

4.8.4 Challenges HoDs' Encounter in Dealing with Conflict

Minority of the HoDs said some of the issues get to the HOSs or the disciplinary committee for which they can do nothing or little about it. Minority said there are at times one or two teachers who are problematic in the department. Minority of the HoDs said at times age group and old teachers are difficult to control.

It is evidently clear that HoDs have healthy relationship with subordinates and try to avoid conflict in the department but some teachers try to resist in settling misunderstanding. Sometimes before issues get to the HoDs it has already gotten to the authorities which leave little for the HoDs to do.

4.8.5 HoDs as liaison Officers between Outside Agencies and Other Schools

Data from Table 4.14 reveals that, majority of 170 (46.8%) students point out that HoD do not coordinate with parents, other agencies other schools and is confirmed by 11 of the 27 teachers' respondents. But minority of 128 representing 35.3% students said HoDs in the sample schools have been liaising with outside agencies, parents and other agencies and is supported by 11(40.7%) teachers.

Table 4.14: HODs Effort in Liaising with Outsiders

Variables	Characteristics	Frequency	Percentage (%)
Teachers	No	11	40.7
	Some Extent	5	18.5
	Yes	11	40.7
	Total	27	100.0
Students	No	170	46.8
	Some Extent	65	17.9
	Yes	128	35.3
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

Majority HoDs revealed that they usually liaise with parents through students and personal contacts with old students as well. Minority said they do not have any link with other agencies, parent and other school.

Comments from the majority of the HoDs disclosed that they sometimes invite parents of students who do not perform so well in academics and those who play truancy to discuss their attitudes. Minority of the HoDs indicated that they liaise with parents, talk to them about the need to assist them in training their wards. It was also revealed from the majority of the HoDs that they have a very cordial relationship with other departments in the schools.

The finding from the interview with the HoDs reveals that, HoDs liaise with parents, other school and other agencies. However the students and teachers respondents said the HoDs have not been performing this role as HoDs in the department by coordinating activities with parents, other departments and schools. Nguyen (2013) said HoDs need to communicate department needs and interact with upper-level administrators and coordinate activities with outside groups. Rogers (2006) revealed that the HoDs must be seen as inviting to both parents and community.

Besides, without parental support, interest and belief in the Visual Arts as an academic programme and a lucrative profession, some “offloaded” students could be turn away or at best, make them passive participants only (Opoku-Asare et al., 2014).

4.8.6 Challenges HoDs Face in Liaising with Other Agencies, Parent and Other Schools

Majority of the HoDs said some parents doubt negative report the HoDs give concerning their children. Majority also reveal that parent do not visit their children while in school unless something happens. Majority of the HoDs said some students exaggerate the cost of items for practical. Minority of the HoDs said each Visual Art Department in each school has its own timetable.

Minority of the HOSs said some students do not communicate fees for practical work to their parents. Minority of HOSs commented on vocational departments not coming together to exhibit what they produce.

Findings reveal that HoDs have not been coordinating with parents or outside agencies. Moreover it was identified that HoDs do not have contact of parents and have to depend on students to send information to parents.

4.9 HoD's Participation in Monitoring and Evaluation This part of the study includes the following:

- Ensuring Effective Teaching and Learning the Role of HoDs
- Challenges Associated with Ensuring Effective Teaching and Learning
- Evaluating Question Papers and Scheme of Teachers the Role of HoDs
- Challenges HoDs Face in Evaluating Question Papers and Scheme of Teachers
- HoDs' Monitoring the Implementation of Teacher's Action Plans
- Challenges HoDs Encounter in Monitoring the Implementation of Teacher's Action Plans.

4.9.1 Ensuring Effective Teaching and Learning the Role of HoDs

As seen from the Table 4.15 majority of 18 (66.7%) of the 27 teachers' respondents who indicate that HoDs ensure effective teaching and learning in the Visual Art Department, students in the sample schools 279 representing 76.9% confirm what the teachers' said. Three teachers representing 11.1% and 39 (10.7%) of the 363 students' respondents said HoDs have not been ensuring effective teaching and learning.

Table 4.15: Descriptive Statistics of Students and Teachers of Effective Teaching and Learning

variables	Characteristics	Frequency	Percentage (%)
Teachers	No	3	11.1
	Some Extent	6	22.2
	Yes	18	66.7
	Total	27	100.0
Students	No	39	10.7
	Some Extent	45	12.4
	Yes	279	76.9
	Total	363	100.0

Source: Field survey, February 2014 – April 2014

In order to ensure effective teaching and learning majority of the HoDs commented that they made sure teachers were punctual and regular in class. In the absence of a teacher the HoDs take charge of the class. Minority also said they know the teachers are grown up and know what to do, so they don't check on them. Majority of the HoDs confessed that students do complain when teachers are not doing well so, quickly they find out and resolve the issue.

Majority of the respondents said that the HoDs ensure effective teaching. This data implies that the HoDs make sure learning environment is conducive and ensures teachers are punctual for teaching and learning. Kelton, Sadowski and Sadowski (2002) revealed that for professional development to be effective, the following environment is required: adequate resources; a school characterised by unity of purpose, clear organisational guidelines and goals and a collective sense of responsibility.

4.9.2 Challenges Associated with Ensuring Effective Teaching and Learning

Majority of the HoDs said most of the Visual Art students complain of teaching method of the core teachers but it is difficult in controlling some of the Visual Art core teachers teaching style and method of teaching. Minority of the HoDs said there are times when they are bound by many duties that they do not get time to monitor.

Minority of the HOSs said HoDs are not using their legitimate powers. Minority of the HOSs said HoDs are not able to exercise much control.

It is concluded that HoDs ensure effective teaching and learning in the department. However, it was revealed HoDs are not able to fully carry out this role because they are to attend many roles the same time and the close relationship that exist between HoDs and teachers. The implication is that teacher inefficiency, poor teaching,

inadequate support by HoDs, and uninspiring monitoring undermine teaching and learning (OpokuAsare et al., 2014).

4.9.3 Evaluating Question Papers and Scheme of Work of Teachers the Role of HoDs

Six teachers showing 22.2%, said HoDs have not been evaluating teachers question papers and scheme of work however 16 (59.3%) teachers also said HoDs do evaluate teachers scheme of work and question set by teachers in the department, but 18.5% out of the 27 teachers respondents indicate HoDs sometimes do evaluate teachers scheme of work and question papers (Figure 4.9)

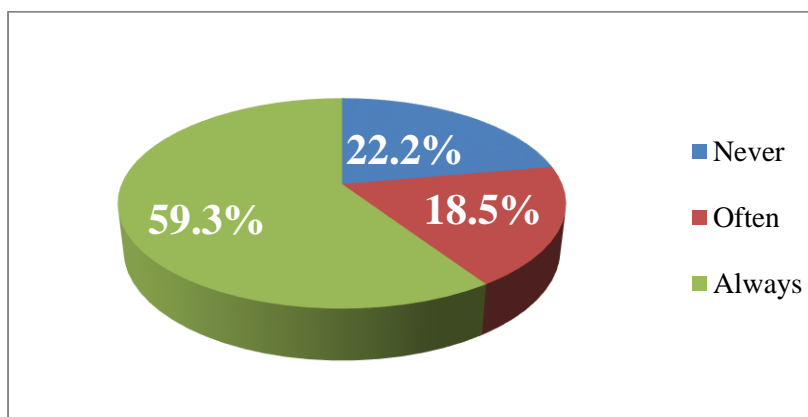


Figure 4.9: HoDs Evaluating Question Papers and Scheme of Work of Teachers

Source: Field survey, February 2014 – April 2014

Majority of the HoDs claimed that they check scheme of work prepared by teachers before the headmaster/headmistress sign. Majority of the HoDs also said they vet exam questions set by teachers to make sure they are standard and relevant to the subject taught before forwarding them to the exam committee. Minority of the HoDs indicated that since teachers were all professionals in their fields, they give teachers trust and confidence to do their work as required of them.

The data from respondents indicate that HoDs in every term closely inspect teachers' scheme of work and teachers question papers, which meet the school quality standard by teachers. Bennett (1995) said HoDs found a reluctance to observe the teaching of colleagues, preferring to monitor by checking exercise books, lesson plans and assessments.

4.9.4 Challenges HoDs Face in Evaluating Question Papers and Scheme of Work of Teachers

Minority of the HoDs said at the beginning of the term, they inspect scheme of work but they personally do not like to worry people too much. Minority also said some teachers delay in submitting their question papers and scheme of work to HoDs.

Majority HOSs said when teachers set questions they have to give it to the HoDs for them to go through but the HoDs are not able to exert the power for them to go through

The results denote that HoDs evaluate teachers question paper and scheme of work but some teachers delay in submitting to the HoDs, and they are not able to exert pressure on them to submit for them to patiently evaluate it. This creates the impression that notes, question papers and lesson planning is not strictly required of the teachers because HoDs feel teachers are very experienced and can teach effectively without them. A well prepared lesson can also be taught without a lesson plan (Siaw 2009). This suggests a gap between professional requirements and teaching in practice.

4.9.5 HoDs Monitoring the Implementation of Teacher's Action Plans

Data in the Figure 4.10 (66.7%) teachers' show that HoDs make sure teachers are implementing what they have in their scheme of work and lesson plan. On the contrary 2 teachers representing 7.4% also said HoDs are not monitoring the implementation of scheme of work and lesson of teacher in the sample schools.

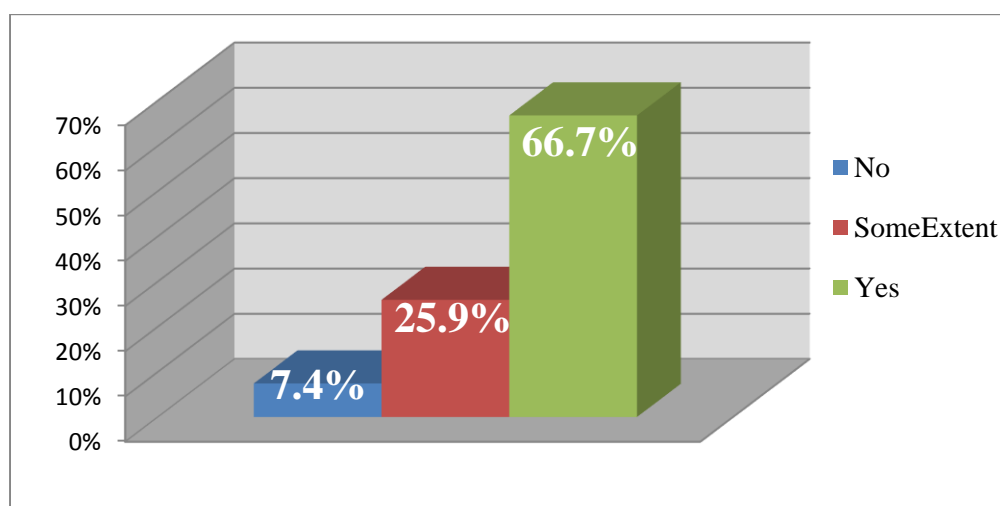


Figure 4.10: Implementing Teacher's Action Plan

Source: Field survey, February 2014 – April 2014

Minority of the HoDs responded that they monitor the teachers' work and performance by going to observe what goes on in the classrooms to know whether teachers are teaching and the teaching method they are employing. Minority also said they assess teachers work by asking students questions based on the teachers forecast to see whether teachers and learners were on track. Minority of the HoDs said occasionally they request for students exercise books to assess what work has been done so far.

Findings revealed that HoDs monitor the action plan of teachers. Chisholm (2005) discloses that the Integrated Quality Management System instructs Heads of Department are to observe teachers in practice in the form of class visits.

4.9.6 Challenges HoDs Encounter in Monitoring the Implementation of Teacher's Action Plans

Minority of the HoDs said all the teachers are specialist in their field so we give them the trust to do the right thing. Minority said in the department they are together as one you cannot even see any difference between the HoDs and other teachers. Majority of the HOSs said HoDs are firm with student discipline, but familiarizations with teachers make it difficult to monitor them well that is why the HOS have to do this role themselves.

It was revealed that HoDs make sure they implement what they have in their scheme of work. However, because of familiarisation with teachers the HoDs are not able to fully monitor teachers to fully carry their objective for the term. Siaw (2009) revealed that active monitoring of teaching and learning processes by Heads of Visual Art Departments and collaboration with colleague teachers could also generate conversations of mutual interest to addressing the instructional resource deficiencies that hamper enhanced curriculum delivery. The HoDs whose responsibility is to ensure standard practice with respect to effective educational outcomes emphasise presentation of the Schemes of Work or the Weekly Forecasts which they inspect each term. This creates the impression that lesson planning is not strictly required of the teachers because they probably are all very experienced teacher who can teach effectively without them Though experienced teachers can reduce lesson plans to mental maps (Siaw 2009).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study aimed at investigating into the roles of Heads of Department (HoDs) in the Visual Art Departments of selected Senior High Schools (SHS) in Kumasi and identified challenges the HoDs face in performing their roles.

Having identified the selected schools as well as samples from the population from selected Senior High School in Kumasi, both qualitative and quantitative researches approaches were used. Questionnaires were administered to 27 Visual Art Teachers and 363 students. Again nine HoDs and six Heads of School were interviewed. Transcribing interviews and analysing them to acquire the necessary findings. The following is the summary of the findings.

The HoDs in the sampled schools do teach as teachers since that is their core mandate as teachers. However, as HoDs, they attend to additional duties which make them lose some instructional hours. This shows that HoDs have heavy workload as a result of their position as HoDs

The data collected for the study revealed that the HoDs in the Visual Art Department sample schools do not prepare budgets for the department, and they cited that previous budget not attended to by Heads of their respective Schools did not yield any positive results. These have contributed to the schools not providing teaching and learning materials, as well as art studio facilities for practical activities necessary for creative skills development. Notwithstanding the scanty support the department receives from the school, it was found that the HoDs make the effort to keep properly the scanty resources possessed by their departments.

Again the results showed that the HoDs assist students in selecting the right combination of subjects to match their competence as a means of helping to shape the career paths of the students. This helps students to develop keen interest in the Visual Art Programme. They do not countenance on insubordination and indiscipline but instil discipline among students in the department.

It emerged that HoDs in the sampled schools are reluctant in identifying teachers' weaknesses in the Visual Art Departments, as well as the training needed by the teachers. This results in inappropriate selection of subject teachers for capacity building and developmental programme when the need arises, although, financial constraints compel HoDs to rotate the teachers who attend training programmes.

The results reveal that the HoDs regularly organise departmental meetings with the Visual Art Teachers, but are reluctant in organising departmental gathering for the Visual Art students. It has been confirmed that the HoDs are able to implement policy discussed at the meeting with Visual Art Teachers.

The findings show that the HoDs keep necessary records for the Visual Art Departments; however, a place to store records and items of the department, were challenges the HoDs were battling with in the sampled schools.

Another issue which emerged from the analysis of the data gathered also shows that the HoDs lack adequate capacity to collaborate with parents and other agencies which affect the provision of basic materials and interest of Visual Art students. The HoDs make sure the environment is conducive for learning and ensure that teachers are punctual in class for effective teaching nevertheless their additional duties do not allow them to fully ensure effective teaching and inspect teachers' notes, scheme of work and question papers.

5.2 Conclusions

Based on the findings of the research it has been concluded that majority (seven) out of nine HoDs are performing their duties accordingly since they are matured and possess expertise in their respective fields of art as subject teachers in addition to their duties as HoDs. Notwithstanding the various challenges the HoDs face in dispensing their duties, they make the effort to make do with the little resources at their disposal, although the inadequacy contributes greatly to their inability to fully discharge their duties to promote the Visual Art Programme.

Furthermore the Heads of Department for Visual Art programme are experiencing challenges which impact negatively in dispensing their functions. Among these challenges includes:

- Shortage of resources which threaten progress of Visual Art Department of the selected schools.
- Inability to exercise their authority prudently for the monitoring and controlling of staff.
- Heavy workload seems to divert the attention of Heads of Department from initiating innovative means of promoting the Visual Art Programme.
- Non Visual Art Teachers having much contact hours with students per the timetable also makes it difficult for HoDs to motivate and inspire students

The interviews and above data show that majority of respondents both HoDs and Heads of Schools are of the opinion that challenges experienced by Heads of Department (HoDs) are cruel and need immediate attention in order to promote the programme to the expected point.

5.3 Recommendations

Based on the results of the study as well as the conclusions made, the following recommendations have been made toward resolving the challenges associated with HoDs' roles in the Visual Art Department:

Heads of Department should be assisted in developing conscious effort to manage time since HoDs in Visual Art have heavy workload as a result of their duties as HoDs and teaching. Hence, it is important that the school and Ghana Art Teachers Association need to organise professional training on how they will manage their time effectively. It is clear that, they need professional training on time management.

Visual Art Heads of Department (HoDs) should co-ordinate and co-operate with other vocational department in the school. No vocational department of the school should find itself operating in isolation from other departments. It is the right thing for Visual Art HoDs to interact with other vocational heads to establish their progress and strive to make a co-ordinated effort toward the realisation of the school's goals and objectives.

Heads of Department must seek parents' and the community's involvement as a means to promote Visual Art. The interaction (teaching and learning) between a teacher and learners is not the only component that will make the Visual Art Department succeed. Parents' involvement is also important in the sense that learners' work will be monitored at home and homework will be done. The local community, particularly those who are considered as role-models, Non-governmental agencies, old students and local businesses, can contribute greatly in promoting Visual Art Programme through inspiration and sponsorship to motivate both teacher and students through organization of art competition and donating

resources for practical activities.

Heads of Department should have healthy relations with every member of their teams without having favourites and show consistency in treating members of their departments. They must endeavour to attend human relationship programmes, seminars and workshops that provide a skill for the HoDs which will make everybody feel part of the department.

General Art Department should annually organize management and leadership seminars for the Visual Art Department heads to improve on their managerial and leadership skills. This training will prepare HoDs to embrace new and innovative ways of leading and managing. The training will assist HoDs to develop characteristics/qualities that will enable them to resolve the challenges faced, motivate teachers, students, enhance their decision making and manage their department effectively.

Heads of Department should negotiate with the heads of school to periodically organize art exhibition and vocational week. During vocational week, special occasions, Parents' and Teachers association meetings, the department can generate funds through the selling of students and teachers art works, souvenirs to arouse the interest of parents and students in the Visual Art programme. During the vocational week, resource person can be invited to lecture parents, students, teachers, heads of school and the community on the need to promote Visual Art in Ghana, exhibit works of both students and teachers. Heads of Department should subdivide the department into sections and delegate part of their duties to sectional heads and class captains. Works should be broken down into smaller parts and individuals are to work on only a limited number of parts, according to specialization, work should be subdivided into

smallest feasible elements that is two and three dimensional sectional heads, to take advantage of gains from specialization

Resources and studios must be provided by the Government and Non-Government Agencies, to ease difficulties students and teachers should go through in teaching and learning. An acute shortage of resources hampers the good intention of delivering quality teaching where content is imparted or transferred successfully to learners. Availability of resource is seen as a measure that can save time for both teachers and learners. Visual Art Department should not only negotiate for art studios but exhibition room to serve as store room for students obsolete works, teaching aids and profit making venture through selling of students and teachers works.

Heads of Department should be acquainted with the records of the department. Workshop and seminars should be organized to educate Heads of Department on the need to have and keep records of the department. During the training how to collect much of the data necessary for establishing management information systems, evaluate continuing policies and Heads of Department making right decision because they are informed of what their predecessors did in their tenure of office.

Heads of Department need to plan a yearly calendar for the Visual Art Department, planning a yearly calendar for the department with the help of other Visual Art teachers by taking inspirations from the school calendar. This will help to strategise effectively in order to condense challenges ahead in order to promote the programme.

Heads of Department must learn procurement skills. Ghana Art Teachers Association should provide training for HoDs in Visual Art Department on the new procurement bill and fundamental accounting principles in order to help in purchasing tools and materials for the department.

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS IN VISUAL ART DEPARTMENT

The questionnaire is strictly intended for research purposes and all information will be dealt with in a confidential manner.

INSTRUCTIONS

Please follow carefully the instructions given under each question.

Please ensure that you answer all questions.

Do not enter your name or the name of the school.

Please give frank and honest opinions.

PERSONAL DATA

1. Age: 21-30 () 31-40() 41-50 () 51-60 ()
2. Gender: male () female()
3. Highest Professional Qualification :
4. Highest Academic Qualification: Diploma () Bachelor degree() Master's degree () Doctoral degree()
5. Number of years as a teacher: 1-5 () 6-10 () 11-15 () 16 +()
6. Number of years spent in the current school: 1-3() 4-6() 7-9() 10+ ()

FUNCTIONS OF HEADS OF DEPARTMENT (HOD) IN VISUAL ART

Teaching

7. Does the HoD engage in class teaching? (e.g. Lesson preparations, tests, examinations and others)? Never () Sometimes () Often () Very often () Always ()

Pastoral responsibilities

8. Does the HoD assist the learners with subject choice in the Visual Art Department? Never ()
Sometimes () Often () Very often () Always ()
9. Does the HoD monitor learner's progress?
10. Never () Sometimes () Often () Very often () Always ()
11. Does the HoD assist teachers with disciplinary measures of learners? NO ()
Less extent () Some extent () Great extent () Yes ()

Monitoring and evaluation

12. Does the HoD ensure effective teaching and learning? NO () Less extent ()
Some extent () Great extent () Yes ()
13. Does the HoD monitor the implementation of teacher's action plans? NO ()
Less extent () Some extent () Great extent () Yes ()
14. Does the HoD evaluate question papers and scheme of work set by teachers in the Visual Art Department? Never ()
Sometimes () Often () Very often () Always ()

Staff management

15. Does the HoD identify areas in which teachers require development? Never ()
Sometimes () Often () Very often () Always ()
16. Does the HoD select and send teachers for development or training programmes? Never () Sometimes () Often () Very often () Always ()
17. Does the HoD convene and conduct departmental meetings? YES () NO.()
If yes How many times in a term: 1-2() 3-5() 5+()
18. Does the HoD share in personal difficulties of teachers? NO () Less extent ()
Some extent () Great extent () Yes ()

19. Does the HoD implement policy discussed at the meeting? NO ()
Less extent () Some extent () Great extent () Yes ()

Communication

20. Does the HoD seek for consensus when making a decision? Never ()
Sometimes () Often () Very often () Always ()
21. Do the issues discussed at the meeting get to the head of the school? Never ()
Sometimes () Often () Very often () Always ()
22. Does the HoD Liaise with outside agencies, other schools and other department?
NO () Less extent () Some extent () Great extent () Yes ()

Resources management

23. Does the HoD prepare the budget of the Department? Never ()
Sometimes () Often () Very often () Always ()
24. Does the HoD provide teaching resources for effective teaching and learning?
Never () Sometimes () Often () Very often () Always ()
25. Does the HoD ensure that physical resources in the department are taken care of? NO () Less extent () Some extent () Great extent () Yes ()

Professional leadership

26. Does the HoD remain composed even in the face of work pressure? NO ()
Less extent () Some extent () Great extent () Yes ()
27. Does the HoD deal with issues openly without any hidden motives? NO ()
Less extent () Some extent () Great extent () Yes () Administrative
28. Does the HoD keep records and minutes of Visual Art Departmental meetings? Never () Sometimes () Often () Very often () Always ()
29. Does the HoD monitor the writing of departmental meetings minutes?

Never () Sometimes () Often () Very often () Always ()

CHALLENGES EXPERIENCED BY HEADS OF DEPARTMENT IN VISUAL ART

Staff management

30. Does the Department experience Shortage of resources to achieve teaching and learning objectives? Never ()

Sometimes () Often () Very often () Always ()

31. Does the HoD objectively motivate teachers by giving them rewards or incentives? Never ()

Sometimes () Often () Very often () Always ()

32. Does the HoD use the position to bully teachers in accepting his/her point of view? Never ()

Sometimes () Often () Very often () Always ()

33. Do advice and guidance from the HoD influence teachers to work harder?

NO () Less extent () Some extent () Great extent () Yes ()

34. Does the HoD assess teachers' work?

Never () Sometimes () Often () Very often () Always ()

Professional leadership

35. HoD has heavy workload as a result of position as head of department.

Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()

Strongly Agree ()

36. HoD strikes a balance between teaching duties and management duties. Never

() Sometimes () Often () Very often () Always ()

37. Does the HoD participate in decision making concerning issues affecting the whole school?

NO () Less extent () Some extent () Great extent () Yes ()

Communication

38. Does the HoD keep healthy relationships with staff and other staff in and outside the Department? NO () Less extent () Some extent () Great extent () Yes ()

39. HoD extensively deals with conflicts among members in the Department.
Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()
Strongly Agree ()

Teaching

40. Does the HoD has a knowledge of each learning area which falls under the Department?
Very Low () Low () Medium () High () Very High ()

Resource management

41. Do you find constraints in procurement of items for practical works as a teacher?

Never () Sometimes () Often () Very often () Always ()

42. Does the HoD monitor and control the use of stock and other resources? Never () Sometimes () Often () Very often () Always ()

43. Does the HoD consult when making decisions about what resources to buy?
Never () Sometimes () Often () Very often () Always ()

44. HoD establishes a classroom environment which stimulates positive learning?
Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()
Strongly Agree ()

Administration

45. Does the HoD collect receipt of items purchased? Never ()

Sometimes () Often () Very often () Always ()

46. Does the HoD demand writing report of activities in the Visual Art Department? Never () Sometimes () Often () Very often () Always ()

Monitoring and Evaluation

47. HoD checks that teaching methods are in line with department and school policies.

Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()

Strongly Agree ()

48. Does the HoD ensure that courses cater for the range of abilities? NO () Less extent () Some extent () Great extent () Yes ()

APPENDIX 2

QUESTIONNAIRE FOR STUDENTS IN VISUAL ART DEPARTMENT

Please the questionnaire is strictly intended for research purposes and information will be dealt with in a confidential manner.

INSTRUCTIONS

Please follow carefully the instructions given under each question.

Please ensure that you answer all questions.

Do not enter your name or the name of the school.

Please give frank and honest opinions.

PERSONAL DATA

1. Age: 13-15 () 16-18() 19-21 () 22-25()
2. Gender: male () female ()
3. Number of years spent in the current school: 1() 2() 3() 4 ()

FUNCTIONS OF A HEADS OF DEPARTMENT (HoDs) IN VISUAL ART

Teaching

4. Does the HoD engage in class teaching (e.g. Lesson preparations, tests, examinations and others)?
Never () Sometimes () Often () Very often () Always ()

Pastoral Responsibilities

5. Does the HoD assist the learners with subject choice in the Visual Art Department? Never ()
Sometimes () Often () Very often () Always ()
6. Does the HoD monitor learner's progress in the Visual Art Department? Never ()
Sometimes () Often () Very often () Always ()

7. Does the HoD assist teachers with disciplinary measures of learners? NO ()
Less extent () Some extent () Great extent () Yes ()

Monitoring and Evaluation

8. Does the HoD ensure effective teaching and learning? NO () Less extent ()
Some extent () Great extent () Yes ()
9. Does the HoD monitor the implementation of action plans? NO () Less extent
() Some extent () Great extent () Yes ()

Staff Management

10. Does the HoD identify areas in which teachers require development? NO ()
Less extent () Some extent () Great extent () Yes ()
11. Does the HoD convene and conduct departmental meetings with the students?
YES () NO. () If yes How many times in a term: 1-2() 3-5 () 5+ ()
12. Do you realize the results of the issues discussed at the meetings?
NO () Less extent () Some extent () Great extent () Yes ()
13. Does the HOD implement policy discussed at the meeting? NO () Less extent
() Some extent () Great extent () Yes ()

Resource Management

14. Does the HoD prepare the budget of the Department? Never ()
Sometimes () Often () Very often () Always ()
15. Does the HoD ensure that physical resources in department are taken care
of? NO () Less extent () Some extent () Great extent () Yes ()

Communication

16. Does the HoD seek for consensus when making a decision? Never ()
Sometimes () Often () Very often () Always ()
17. Does the HoD liaise with parents and other departments?

18. NO () Less extent () Some extent () Great extent () Yes ()

Professional Leadership

19. Does the HoD remain composed even in the face of work pressure? NO ()

Less extent () Some extent () Great extent () Yes ()

20. Does the HoD deal with issues openly without any hidden motives? NO ()

Less extent () Some extent () Great extent () Yes ()

CHALLENGES EXPERIENCED BY HEADS OF DEPARTMENT IN VISUAL ART

Teaching

21. Does the HoD has Knowledge of each learning area which falls under Visual Art Department? Very Low () Low () Medium () High () Very High () Staff Management

22. Does the HoD objectively motivate students by giving them rewards or incentives? Never () Sometimes () Often () Very often () Always ()

23. Does the HoD uses the position to bully students in accepting his/her point of view? Never () Sometimes () Often () Very often () Always ()

24. Sanctions or punishments introduced by HOD deter other students from engaging in any unlawful activities.

Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()

Strongly Agree ()

Communication

25. The HoD extensively deals with conflicts among members in the department.

Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()

Strongly Agree ()

26. Does the HoD keep healthy relationships with staff and other staff in the department?

Never () Sometimes () Often () Very often () Always ()

Professional Leadership

27. The HoD has Heavy workload as a result of his/her position? Strongly

Disagree () Disagree () Neither agree nor disagree () Agree () Strongly

Agree ()

28. Does the HoD participate in decision making concerning issues affecting the whole school? Never

() Sometimes () Often () Very often () Always ()

29. The HoD Strike a balance between teaching duties and management duties?

Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()

Strongly Agree ()

Administration

30. Does the Visual Art Department keep records of activities? Never ()

Sometimes () Often () Very often () Always ()

31. Does the HoD monitor writing of departmental meeting minute with the student? Never () Sometimes () Often () Very often () Always ()

Resource Management

32. Does the Department provide materials and other teaching and learning resources for practical works? Never ()
Sometimes () Often () Very often () Always ()
33. Does the Department experience Shortage of resources to achieve teaching and learning objectives? Never ()
Sometimes () Often () Very often () Always ()
34. The HoD establishes a classroom environment which stimulates positive learning.
Strongly Disagree () Disagree () Neither agree nor disagree () Agree ()
Strongly Agree ()

APPENDIX 3

INTERVIEW GUIDE FOR HEADS OF VISUAL ART DEPARTMENT

DEMOGRAPHIC DATA

Age range.....

Highest education qualification.....Programme at first degree.....

Apart from HoD position what other role do you play in the school?

TEACHING

Apart from HoD position do you teach?

Do you have knowledge in each of the learning areas which fall under the Visual Art Department?

How do you strike balance between teaching and the management of the department?

MONITORING AND EVALUATION

How do you ensure good teaching and learning at the department?

How do you monitor implementation of action plans of teachers and the department?

Do you evaluate question papers, practical works and teacher's scheme of work in every term?

How do you assess teachers' performance?

RESOURCE MANAGEMENT

How do you get resources for the department?

How is the department teaching and learning resources taken care of?

Do you experience shortage of resources?

How do you prepare Departmental budget?

STAFF MANAGEMENT

Do your advice and guidance to teachers make them work harder?

How many times do you have departmental meetings in a term?

What happens to Issues discussed at the departmental meetings?

How do you select teachers for development and training programme?

How does the school appoint new teachers for the department?

PROFESSIONAL LEADERSHIP

Does the school organise management and leadership workshop for professional development?

Do you participate in decision making in the school?

ADMINISTRATION

Does the department keep records of activities?

Does the department demand receipt for purchased items?

PASTORAL RESPONSIBILITIES

Do you spend extra hours in extra-curricular activities within the Department?

Do you assist the students with subject choice?

How do you monitor students' academic progress?

Do you assist teachers with disciplinary measures?

How do you receive complaints from teachers and students?

COMMUNICATION

How is the relationship between members and core subject teachers?

How does the head of the school receive issues discussed in meetings?

How do you describe the relationship between Parents/employers/industry and the department?

How do you liaise with outside agencies, other schools and other departments?

How do you deal with conflict within and outside the Department?

CHALLENGES

Do you have challenges in Mentoring/coaching teachers and students?

What difficulties do face in staff management?

What barriers do you experience when communicating with teacher, head and parents?

What are the constraints in procuring teaching and learning materials for the department?

What hinders you and teachers from participating in decision making forums in the school?

What makes extra-curricular activities within department difficult?

Are teaching and managing of the department difficult to combine?

APPENDIX 4

INTERVIEW GUIDE FOR HEAD MASTERS/HEAD MISTRESSES

Years as head of the school..... Gender.....

Communication

How often does the head of Visual Art bring issues confronting the Department to you for discussion?

How do you respond to the request for teaching and learning materials from the Visual Art?

Is the HoD able to convince you during negotiations for resources?

Monitoring and Evaluation

Does the Visual Art HoD monitor his/her teachers and students in the Department effectively?

Resource Management

How well does the Visual Art Department take care of funds and resource given to them?

Does the Visual Art HoD properly account for funds and resources given to them?

Teaching

Does the role as head of department affect his teaching?

Professional Leadership

Does the HoD participate in extra-curricular activities within the Department and the school?

What Strategies has the school put in place to help the development of the Visual Art Programme?

How does the Visual Art HoD's leadership and management practice help in the

development of the programme?

Staff Management

What forms of management support/training and education do you give to the HoD so that they can manage department efficiently and effectively?

What do you believe is lacking in the management practice that the Visual Art HoD is currently experiencing?

Challenges

What are the Challenges confronting Visual Art Programme in your school?

Are there any specific issues you wish to identify regarding the professional development needs of the Visual Art head of department?