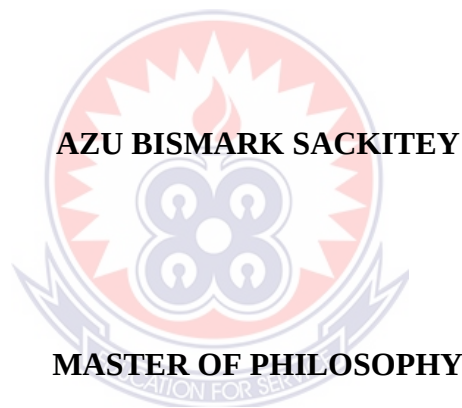


UNIVERSITY OF EDUCATION, WINNEBA

**Influence of headteachers' leadership on school improvement practices of public
basic schools in Upper Manya Krobo District**



2024
UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF HEADTEACHERS' LEADERSHIP ON SCHOOL
IMPROVEMENT PRACTICES OF PUBLIC BASIC SCHOOLS IN UPPER
MANYA KROBO DISTRICT**

**AZU BISMARCK SACKITEY
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**A thesis in the Department of Educational Administration and
Management, School of Educational and Life – long Learning, submitted
to the School of Graduate Studies in partial fulfillment of
the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
in the University of Education, Winneba**

JULY, 2024

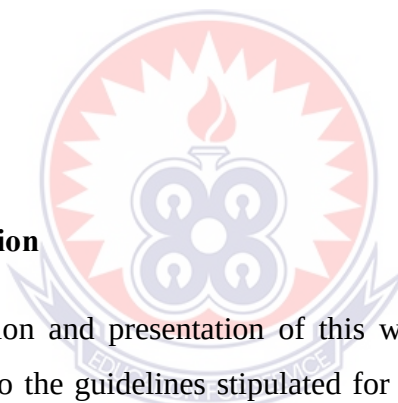
DECLARATION

Student's Declaration

I, Azu Bismark Sackitey, declare that this Master's thesis work is my original work. I have conducted thorough research and presented the findings in this thesis. I have acknowledged and cited all sources used. This work has not been submitted for any other award or previously published. I take full responsibility for the content and have adhered to ethical guidelines. Any act of plagiarism or dishonesty is strictly against academic policies and may have severe consequences. I affirm that this thesis represents my original work.

Sign:.....

Date:.....



Supervisor's Declaration

I affirm that the creation and presentation of this work were conducted under my supervision, adhering to the guidelines stipulated for the supervision of dissertations by the University of Education, Winneba.

Supervisor's Name: Prof. Hinneh Kusi

Signature:

Date:

DEDICATION

I dedicate this work to Mensah Sheila Amoatey, my dear sister, and my lovely son
Larnor Brionel Sackitey.



ACKNOWLEDGEMENT

This study would not have been complete without the support of my supervisor, Prof. Hinneh Kusi. His insightful criticism at several points during this research allowed me to overcome seemingly tremendous obstacles. His commitment, hard work, and sincere care for our project's advancement were priceless. Sincerely, thank you.

My sincere gratitude is owed to all headteachers and teachers who participated in this study and to the Upper Manya Krobo Director of Education, Mrs Grace Adza-Awude, for permitting me to gather data in the district. Their cooperation during data collection resulted in the compilation of this work.

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ABSTRACT

The purpose of this study was to examine headteachers' leadership on school improvement practices in basic public schools in Upper Manya Krobo District. The study sought to establish the state of school improvement practices, the challenges inherent in ensuring school improvement practices, the measures that could be adopted to enhance school improvement practices, and the influence of headteacher leadership on school improvement practices. A sequential explanatory mixed-method approach was employed for the study. The Krejcie and Morgan table for sampling determination was derived from 27 headteachers and 340 teachers for the questionnaire, and the interview schedule was used to collect data for Purposive sampling was used to interview teachers and head teachers during the study's qualitative phase. The quantitative data was to be analysed using descriptive statistics such as mean and standard deviation and reliable statistical tests of multicollinearity to examine tolerance and Variance Inflation Factor (VIF), and Unstandardized and Standardized Coefficients for the Influence of Leadership Practices on School Improvement. In contrast, the qualitative data supported the discussion when necessary. The study revealed that there was little attempt made by headteachers in the instructional leadership and also supported that thought that there had been much effort and influence on the school safety and orderliness, clarification of vision and mission, home school relation, frequent monitoring of student progress but less had been made on instructional leadership. The study revealed that headteachers made minimal attempts to evaluate challenges affecting school safety, community relationships, and instructional leadership. While some efforts were made to address these areas, significant challenges persisted, particularly in system evaluation, student evaluation, headteacher evaluation, and school-community evaluation, indicating a need for improvement. The study established that headteachers need to be supported with all requirements. To further enhance school improvement, headteachers require effective measures that promote school improvement practices, the core areas are required-setting achievable goals to implement innovative and collective responsibility toward school improvement, and instructional coherence. This study reveals that a supportive leadership style is the most critical factor in driving school improvement practices, surpassing participative, directive, and achievement-oriented styles. The study recommends, among others that headteachers in Upper Manya Krobo District should embrace change aiming at improving school practices through leadership efforts. . Headteachers should also ensure that teachers have access to the most up-to-date professional documentation and the teaching and learning materials necessary for better performance.

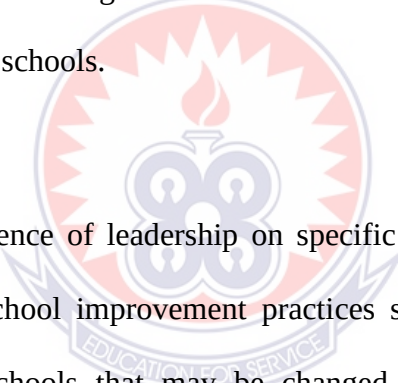
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Practice and policy are both focused on school improvement. Helping education adapt or develop in a desirable direction is its main goal (Creemers, 2002). It is an educational change management strategy that improves student outcomes and fortifies the school's ability to handle change. A dynamic, deliberate, and logical process of change with structural and cultural components is what this study defines as school improvement. It focuses particularly on educational reforms and the improvement of learning environments and associated internal circumstances in communities and schools.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, a lamp, and an open book. The text 'UNIVERSITY OF EDUCATION' is written in a circle around the top, and 'WINNEBA' is at the bottom. A banner across the middle reads 'EDUCATION FOR SERVICE'.

To determine the influence of leadership on specific practices and policies, people who are engaged in school improvement practices should have the knowledge of those factors within schools that may be changed to produce higher quality of schooling. People working on school reform programs should know what aspects of schools they can change to improve educational policy and quality, as well as what has to be changed outside of schools (Basha, 2014).

Given that schools vary in size, shape, structure, culture, political climate, and other aspects, it is important to remember that there isn't a single, widely-accepted strategy for school reform that can be applied to all educational systems and environments.

it is accepted to say that the involvement of leadership in the process of implementing practices to improve activities is essential to be studied.

As a result, leadership must be considered for school improvement to be successful. The leaders must encourage all practices to advance and create new strategies that address their unique educational challenges. According to Harris (2005), increasing the school's micro-efficiency has been seen as a way to address some of the state's and society's macro issues. However, the external environment and the broader educational system have a significant impact on how well schools perform (Ayalew, 1991).

Eloquence is spread by school leaders in successful schools (Webb, 1986). A school leader has a responsibility to explain and uphold the school's principles wherever possible. These principles must be ingrained in schools and shared by teachers, parents, and students. Bauer, (1997) confirmed that exactly what forms of leadership result in school improvement, across different school contexts, and in different types of schools cannot be identified. It is clear, nevertheless, that one leadership style cannot be applied to all businesses. Examining the dominant leadership style is crucial, though. Even if the relationship between school leadership and academic advancement may seem basic and simple in principle, in reality, it is intrinsically complicated, disorganized, and unexpected for those trying to attain it. Despite the abundance of research on successful headship in the leadership area, most of which is descriptive in nature, the connection between leadership and academic advancement has seldom been monitored or rigorously investigated. According to both national and international research, school leadership has a significant impact on both students' and schools' performance (Bennet et al. 2008). Particularly, headteachers leadership responsibility in schools is paramount and so in school reform as well (Fullan 2001).

. In addition, an increasingly competitive environment in which schools operate forces them to raise standards and improve the quality of their service (Harris, 2004) These findings have increased interest in identifying effective educational steps to have new school administrators ready to take the lead in school improvement (Maller 2016). Though it normally receives less emphasis from school leaders of education, understanding instructional leadership and how to conduct improvement efforts has proven to be very crucial for increasing students' learning (Hallinger, 2008).

According to reports, participants in Sweden's National School Leadership Training Program feel as though their knowledge has increased, but they haven't used it as much in their school-leading practices. (Harris, 2004). Additionally, though greater inputs have been made on improving educational practices, new knowledge has challenged that less has been done by identifying the various components that improve school practices which requires researchers to ascertain the impact of headteacher leadership on school improvement practices.

In Ethiopia, in previous years, due to a great effort exerted to implement the education and training policy, various promising results were registered. Despite those achievements, still there are problems related to leadership and management that require critical interventions (Anyango, 2001).

Kitavi and Van (2002) exposed the leadership training problem in a study of school principals (head teachers) in Kenya. The leader is the most important and influential individual in any school. It is his or her leadership that sets the tone of the school, the climate for learning, the level of teacher professionalism and morale, and the degree of concern for what students may or may not become. School Improvement practices

in Egypt are carried out to improve accountability, efficiency, and leadership, having the purpose of improving children's learning outcomes, increasing enrollment and retention rates, and reducing repetition and dropout rates (Plan Egypt, 2007). School improvement practices in Sudan are similarly, intended to promote access and utilization of good quality and efficient basic education with a focus on geographical and leadership quality (Plan Sudan, 2006).

The above examples show that the major problem of schooling in other countries (at least in those schools covered by the SIP program) is not only the issue of providing quality education but also problems that result from leadership effectiveness toward school improvement. . The aforementioned explanation demonstrates that, although the overall goal of school improvement practices appears to be to provide all students with a high-quality education, the goals of school improvement programs are determined by the specific difficulties and issues that certain countries or schools face. The administrator in charge of supervising and guiding all school development initiatives is the headteacher (Creemers, 2002). Furthermore, each school headteacher is accountable for school achievement (Creemers, 2002) and is responsible for overseeing and managing the caliber of professional development materials and instruction for school programs (Yeigh et al., 2018). Thus, the school leadership's ability to execute the education reform is crucial to its success (Ganon-Shilon & Schechter, 2017).

The situation is not different in the country of Ghana. Education reform in Ghana has ignored the importance of leadership development for school leaders (Zame, 2016). Ghana has implemented several reforms with the intent of developing a quality education system; however, there has not been a focus on leadership. The literature has not been clear about the vital role head teachers have in schools' improvement

practices. When a school needs improvement, the principal is the key leader in ensuring that necessary changes occur at the campus and that they are at the centre of school improvement efforts (Woulfin, 2019). One of the determining factors for the The principal's leadership determines the effectiveness and quality of instruction in the schools. This makes sense since leadership involves more than just initiative; it also entails management abilities, specifically the capacity to arrange and arrange items in their proper locations (Sebastian et al., 2019; Yeigh et al., 2018).

The principal's leadership determines the effectiveness and quality of instruction in the schools. This makes sense since leadership involves more than just initiative; it also entails management abilities, specifically the capacity to arrange and arrange items in their proper locations (Sebastian et al., 2019; Yeigh et al., 2018).(MoE, 2005). School leadership plays an essential role in ensuring school improvement (Mojkowski, 1991). Principals are the most prominent leaders who make the changes in a school in need of improvement. It is obvious that, though several research across the world have been carried out on leadership and school improvement. Notably; educational reform in Ghana and leadership challenges, effective school leadership practices, school effectiveness and school improvement, school leadership and school improvement, and many more. This research calls attention to the study of the influence of headteacher leadership on school improvement practices in Upper Manya Krobo District.

1.2 Statement of the Problem

The district, Upper Manya Krobo has over the years adopted possible measures to improve school practices by giving school leaders the available resources to work with, but most of them did not perform (Head of Monitoring and Inspection report, 2019). The analysis of the 2014 to 2021 Basic Education Certificate results of Upper

Manya Krobo District indicates that performance has been fluctuating and does not show consistency in improving schools in the district. 34.9(2014), 25.8(2015) 34.74%(2016), 40.32(2017), 32.36%(2018), 62.5(2019), and 52.45(2020), this report was captured in the EMIS/ UMKD, 2014-2021 report. A school's ability to provide high-quality instruction during times of change is largely dependent on the strategy used by headteachers to improve the settings that facilitate the teaching-learning process.

The Hopkins

and Harris (2005) define school improvement as a unique approach to educational changes that enhances student outcomes and raises student achievement. Past research shows that building the capacities (knowledge and skills) of headteachers within schools is an important means of achieving school improvement (Mussazi, 1982).

School improvement happens to be a wake-up call to raise questions about why all these practices and interventions are not yielding any improvement from the required outcomes. This draws to mind whether schools within the district are not improving because the outcomes of the headteacher are not yielding the expected outcome or influence. (Hallinger & Heck, 2002) added that, without good leadership, improvement practices are unlikely to succeed. Although school improvement practices are being used in all of the district's schools, it is evident that they could not provide the kind of results that would allow students to adapt to changes and become better members of society. The fact that leaders of our various schools adopt school improvement practices, it has become critically debatable to examine whether the aforementioned uncertainties arising from school improvement were caused by a headteacher leadership issue.

Considering the conversation above, it becomes more important to examine the influence of headteacher leadership on school improvement practices in the public basic school in Upper Manya Krobo district.

1.3 Purpose of the study

This study seek to examine the influence of headteachers' leadership on School Improvement Practices of the public basic school headteachers in Upper Manya Krobo District.

1.4 Objectives of the Study

This study sought to:

1. measure the state of school improvement practices in the public basic schools in Upper Manya Krobo District.
2. examine the challenges inherent in ensuring school improvement practices in the public basic schools in Upper Manya Krobo District.
3. determine the measures that could be adopted to enhance school improvement practice in the public basic schools in Upper Manya Krobo District.
4. determine the influence of headteacher leadership on school improvement practices in the public basic schools in Upper Manya Krobo District.

1.5 Research Questions

The following research questions were developed with the framework of the research aims in mind.

•

1. What is the state of school improvement practices in the public basic schools in Upper Manya Krobo District?

2. What are the challenges inherent in ensuring school improvement practices in the public basic schools in Upper Manya Krobo District?
3. What are the measures that could be adopted to enhance school improvement practice in the public basic schools in Upper Manya Krobo District?
4. What is the influence of headteacher leadership on school improvement practices in the public basic schools in Upper Manya Krobo District?

1.6 Significance of the Study

In the educational world there is a restless change at both school and system level (Telford, 1991). Hence, if schools are to remain as competent as possible in such a dynamic world, they need to improve the quality of their outcome. In the educational systems where school improvement practices are implemented, it will be useful to study how the practices are to be implemented and identify those major factors that affect the implementation. Based on this, According to the researcher, the study will be significant both theoretically and methodologically.

Theoretical Significance: To contribute to the existing body of knowledge on headteacher leadership in school improvement practices and to the issue.

Some studies have been conducted on leadership and school improvement in Ghanaian Junior High Schools and Secondary Schools and most concentrated on areas which are not related to the research problem.

This study also theoretically employed the effective school model by Lezotte (2010), a model that has not been widely used in school improvement practices in Ghana.

Socio-culture theory suggests that schools are institutions that are shaped by wider sociocultural contexts, school improvement should, therefore, be viewed within the broader social and cultural context in which schools operate. This perspective emphasizes the impact of recognizing and valuing diversity in the school community, promoting inclusive practices, and creating a learning environment that is responsive to the needs and interests of all students.

In summary, school improvement practices are critical for enhancing the quality of education and promoting educational equity. From an organizational, and socio-cultural perspective, school improvement can be viewed as a continuous process of learning and development aimed at improving the ability of the school to provide high-quality education to all students.

Methodological Significance: To the contribution of the research methods used, such as the development of new methods or the refinement of existing methods.

The methodology is crucial in school improvement as it assists in identifying the problems affecting the education system and the appropriate techniques to address them. There are various methodological approaches to school improvement practices on leadership, such as action, collaborative inquiry, and data-driven decision-making.

Methodology that emphasizes the active involvement of headteachers and teachers. The overall significance and central premise of this mixed methods study was that the use of quantitative approaches in combination provided a better understanding of the research problem and complex phenomena than either approach alone (Creswell, 2009) The methodology provides a framework for conducting research, analyzing data, and making decisions that can lead to improved learning outcomes. It enables

educators to reflect on their teaching practices and identify areas that require improvement.

Collaborative inquiry is a methodology that involves a team of educators working together to improve teaching and learning practices in schools. The approach emphasizes the importance of collaboration, shared decision-making, and continuous improvement. It requires the participants to engage in dialogue, collective analysis of data, and reflection on their practices.

Data-driven decision-making is a methodology that requires educators to use data to identify areas that need improvement. The methodology involves analyzing data from various sources, such as headteachers performance and teacher feedback, It helps educators to make informed decisions that can lead to improved learning outcomes and better educational practices.

In conclusion, the methodological significance of school improvement is critical in enhancing the quality of education. It provides a framework for identifying problems affecting the education system and appropriate approaches to address them. The methodologies, such as survey. Teachers and other stakeholders can enhance teaching and learning practices in schools by using data-driven decision-making and collaborative inquiry to make evidence-based decisions.

.

Practical Significance: The practical significance of the research on how headteacher leadership affects school development strategies

: Pragmatic study of knowledge of headteachers in Upper Manya Krobo District, Eastern Ghana Which implicates research findings and how the findings can be used

to improve a particular process or system. The following are the practical significance of the study:

1. It may enhance professional development opportunities by providing information and insight for educational officials and school headteachers on how school improvement practices activities are being implemented in the schools.
2. It might enable educational officials and school headteachers to identify the effect of leadership on school improvement practices and in turn to take corrective measures.
3. It might provide educational officials and headteachers insight into the solutions for prevailing problems.
5. It might serve as a basis for other researchers in conducting scientific inquiry on the area under investigation.

1.7 Delimitations of the Study

The study was delimited to Upper Manya Krobo District of Ghana. The study was also delimited only to the public basic schools in the District. The study was based on the Effective School Model by Lezotte (2010). The seven (7) correlates of effective schools are strong instructional leadership, clear and focused mission, safe and orderly schools, a climate of high expectation for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/ time on task. The study specifically focused on the headteacher's leadership and school improvement.

1.8 Definition of Terms

- **School improvement** is a continuous process that aims to maximize outcomes for all students and sustain this improvement over time. It is centred on improving weak areas in a school's academic or administrative performance
- **Headteacher:** The headteacher is the highest-ranking school administrator who is responsible for overseeing all aspects of the school's operation.
- **Leadership:** Leadership refers to the ability of an individual to inspire, motivate, and influence others to achieve a common goal or objective.
- **Impact:** The impact refers to the effect or influence that something has on something else.
- **Organizational culture:** Organizational culture refers to the shared values, beliefs, and practices that shape the behaviour of individuals within an organization.
- **School Improvement Programme (SIP)** – is an action and strategy taken by the school to improve learners' outcomes, academic achievement, and overall educational quality.
- **Instructional Leadership:** Instructional leadership is the process of setting goals, providing guidance, and making decisions that directly impact the teaching and learning process in a school.
- **Change management:** Change management refers to the systematic approach of implementing changes to improve an organization's overall performance and outcomes.
- **Teacher professional development:** Teacher professional development is the ongoing learning opportunities and training programs that are designed to enhance the knowledge, skills, and effectiveness of teachers in their roles.

Academic performance: This relates to the capacity to learn and retain information, to study efficiently and recognize how facts fit together to form more comprehensive patterns of knowledge, to think independently about facts, and to express your knowledge either orally or in writing.

Effective learning: This refers to a school where teachers are in charge of achieving acceptable results by prioritizing instructional leadership, concentrating on the school's vision and mission, maintaining order and safety, communicating high standards for achievement, keeping an eye on student progress, fostering positive relationships between the home and the school, and giving every student the chance to learn.

- This refers to students“ being available, focused and committed to undertake learning willingly.

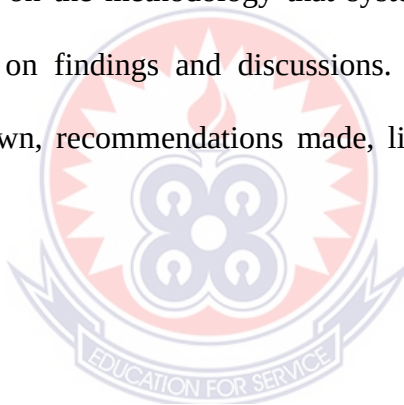
Effective Students; This refers to a school where teachers are in charge of achieving acceptable results by prioritizing instructional leadership, concentrating on the school's vision and mission, maintaining order and safety, communicating high standards for achievement, keeping an eye on student progress, fostering positive relationships between the home and the school, and giving every student the chance to learn.

- .
- **Public Basic School-** This is a government-funded school that provides basic education to learners from kindergarten to middle school.
- **Student outcomes:** Student outcomes refer to the measurable result of students' learning, including academic achievement, social and emotional development, and readiness for college and career.

- **Stakeholder engagement:** Stakeholder engagement refers to the process of involving and communicating with all relevant stakeholders within an organization, including teachers, parents, and community members.

1.9 Organization of the Study

The study is presented in five chapters. Chapter One discussed the Background to the study, the statement of the problem for the research, research objectives, research questions, significance of the study, delimitation and organization of the study. Chapter Two focuses on review of the literature as it relates to the study. The information was derived from the internet, documents, newspapers, and journals. Chapter Three focuses on the methodology that systematically directs the research. Chapter Four focuses on findings and discussions. Chapter Five summarizes the study, conclusions drawn, recommendations made, limitations, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter was to discuss the literature review relevant to the study. It examined the research on behavioral theory and path-goal theory that is pertinent to the conversation about school improvement. As a crucial component of school development initiatives, this chapter also looked at the impact of head teachers' leadership and other activities in school improvement (Lezotte, 2010).

2.1 Theoretical Review

2.1.1 Path-Goal Theory of Leadership

There are likely leadership theories such as The Great Man Theory, Trait Theory, Behavioral Theory, Situational, Theory, and Path-Goal Theory. Though this study is based primarily on the path-goal theory. This theory was first introduced by Martin Evans (1970) and then further developed by Martin Evans and Robert House (1971). This theory indicates that the leader's main objective is to provide guidance, support, and help necessary for subordinates to achieve their own goals effectively besides the organization's goals. path-goal theory requires that leaders adjust their leadership styles to subordinates' motivational needs (Northouse, 2016). The path-goal theory assists leaders in comprehending how their leadership styles impact on subordinate motivation thus providing a connection between leadership theory and motivational theory (EPM, 2019). The theory includes two situational contingencies; the first one is the group member's personal characteristics, and the second is the environment of

work. Four different types of leadership styles are suggested by this theory namely, participative, supportive, directive, and achievement-oriented leadership styles. It has been subjected to fairly extensive testing, but the evidence about it is only moderately supportive at best (House & Mitchell, 1974). According to House the path-goal theory, employee motivation depends on leadership support and a manager's ability to compensate for team challenges effectively.

2.1.1.1 Achievement–Oriented Leadership Style

Achievement-oriented leadership is a style of leadership that is focused on fulfilling a group's goals. Achievement-oriented leaders often prioritize attaining results. achievement-oriented style, dares employees to pursue excellence continuously with the leader having confidence in the fact that subordinates can achieve what has been planned (Dunne, 2001). This type of leadership is more common in teams of professionals who share the same goals rather than groups of people who are all working towards different goals. It usually involves stating goals for the group and ensuring that the group has the skills and resources to achieve those goals promptly. This leadership approach establishes a high-quality of target for followers and continues to seek improvement (Erling, 2007). Furthermore, the leader demonstrates a high level of confidence towards followers (Northouse, 2016). Hence, achievement-oriented leadership is suitable when followers have an external locus of control, when autocratic leadership is being accepted, and when their ability is high (Lussier & Achua, 2010). Collaboration with team members is often essential in this strategy, although leaders may still expect their teams to be autonomous in their decision-making.

The implementation of achievement-oriented leadership includes the steps below:

Focus on how to structure your team

When implementing achievement-oriented leadership, it's often easier to start with small groups rather than large ones. By encouraging cooperation and communication within smaller groups, you can help your employees learn how to work with others in a way that produces high levels of motivation and productivity.

Communicate clearly about your goal

Before a leader can encourage collaboration and teamwork on a team, they may sure everyone understands the group's goal. This allows teachers to go about their day-to-day work with a sense of clarity and purpose.

Respect your employees

For achievement-oriented leadership to work well, leaders may be open and honest with employees about what they expect. A leader who informs those they value their input may earn respect.

Engage in personal interactions

Trustworthy and reliable relationships between leader and their subordinates help facilitate any change in leadership style. Personal connections, which are not limited can lead to improved productivity, and higher satisfaction among teachers, and may increases motivation for teachers.

Take the time to follow up

Effective achievement-oriented leadership often includes frequent – -ups with teachers in the school. Encouraging this type of daily interaction may help provide feedback about how well individual within a group are performing their task.

Reward good work.

Achievement-oriented leadership can motivate teachers through recognition and to also be valued and appreciated. Motivation is such a factor that exerts a driving force on our actions and work. According to Baron (1983, p. 123), motivation is an accumulation of different processes which influence and direct our behavior to achieve some specific goal

2.1.1.2 Directive Leadership Style

In directive leadership, the leader provides employees with clear guidelines for the processes and expectations for them, as well as how they should best carry out tasks. This style of leadership aims to reduce ambiguity in job functions and clarify work processes. This can give employees a higher level of certainty regarding procedures, policies, and rules the directive style requires that the leader instructs followers precisely on what to do and how to get it done including timelines, rules and regulations to be followed. Leaders define the relationship between performance goals and rewards, including pay increases and promotions, explicitly to promote clarity and transparency. With this style of leadership, leaders supervise employees closely, which makes it most appropriate for inexperienced employees who need guidance and to be checked on regularly.

2.1.1.3 Supportive Leadership Style

The leader pays attention to the needs and well-being of employees and makes work pleasant for them by being friendly and empathetic. Leaders who operate under this style treat employees with respect and offer support when needed. This management style is useful when employees have personal problems or need a boost in motivation or confidence. The supportive leadership approach is emotional support for subordinates. Supportive leaders show concern for employees' well-being and individual desires. Supportive leaders normally postulate friendly behaviour, are approachable as well and attend to the comfort and personal needs of the followers (Northhouse, 2016). Therefore, this leadership approach is adequate in situations where formal authority is weak, and subordinate lacks job satisfaction (Lussier & Achua, 2010). Supportive leaders encourage a friendly attitude by responding to subordinates' needs. Empirically, research conducted by Rafferty and Griffin (2006) laid credence on a supportive leadership approach with high preferences for followers' needs when making decisions. They also added that adopting supportive leadership behaviour has a positive effect on subordinate job satisfaction at the workplace. Jaramillo and Mulki (2008) conducted a study to examine how supportive leadership influences the effort of employees through a mediator, which includes intrinsic motivation and self-efficacy that will directly influence their job performance. The data collected from the survey were tested with regression analysis. The results of the research indicated that supportive leadership has a significant influence on the effort of employees, whereas their effort has a positive relationship with job performance. Moreover, Creemers, Bert (2002) have examined the relationship between directive and supportive leadership and workgroup cohesiveness which apply in different social cultures. Supportive leadership is to be positive and show influences on team

cohesiveness, whereby team cohesiveness will strongly enhance individual performance which in turn improves. Likewise, Dea, and Basha (2014) investigated the association between the moderating effect of organizational culture on leadership behaviour; organizational commitment as well job satisfaction, and work performance.

2.1.1.4 Participative Leadership Style

Participative leadership is a style of leadership in which all members of the organization work together to make decisions. Participative leadership is also known as democratic leadership, as management teams encourage all employees to participate. For example, if a company executive is a participative leader, they hope to involve all members of an organization to help make decisions. The participative approach is proposed as an approach for the progressive movement of leaders within an educational institution. Participative behaviour is leaders' appreciation of their subordinates' suggestions and opinions. The participative approach was also explained by Linski (2014) who posited that employees at all levels are encouraged to contribute ideas towards identifying and setting institutional goals, problem-solving, and other decisions that may directly affect them. This could be achieved by encouraging information and communication flow between leaders and subordinates at all levels. Additionally, using participation as an approach successfully requires subordinates to understand the purpose, and benefits of sharing their working task and its effect on their institutions. The use of this approach by education leaders will encourage subordinates' inputs and feedback regardless of their position, rank, and interpersonal relationships. Ford (2006) claimed that the participative approach promotes open communication, which encourages power-sharing that enables both the leaders and subordinates to overcome challenges in their institutions. The

participative leadership approach consents to sharing leadership and responsibilities among subordinates (Newmann, 2018). Meanwhile, Ford (2006) stressed that allowing subordinates to participate in decision-making at work might enhance their satisfaction level, which might lead to performance enhancement. An Empirical study by Sarti (2014) has supported this statement and concluded that the adoption of a participative approach has a positive effect on subordinates' satisfaction and performance.

2.2 Behavioral Leadership Theory

2.2.1 Initiating structure leadership

As mentioned above, the concept of initiating structure was introduced by a group of researchers at Ohio State University in the 1950s (Fleishman, 1953). Described as instrumental, this leadership style concerns the degree to which leaders are oriented toward the attainment of objectives; define and organize their roles and those of their subordinates to attain these objectives; and establish precise methods and clear communication channels (Judge et al., 2004) Initiating structure leadership is now recognized as an ingredient that favours the effectiveness and performance of individuals and work teams.

Initiating Structure Initiating structure deals with the instrumental behaviour of leaders. According to Parsons (1951), instrumental activities, which are highly directive and task-oriented, are necessary for an organization as a social system to solve the basic functional problems of adaptation to its environment and of goal attainment by allocation and mobilization of resources. Instrumental activities relate to the input of means and their distribution within the organization, whereas expressive activities involve the interrelations and integration of the units of the

system. Bales (1953), in a series of small-group experiments, showed that these two sets of activities tend to become segregated into instrumental roles and expressive roles. The initiating structure scale used in this study to measure behavior was factor analytically developed by members of the Ohio State University leadership group (Stogdill & Coons, 1957). Eleven of the items describe the degree to which the leader makes specific work assignments, emphasizes deadlines, evaluates quality of work, and establishes well-defined work patterns and procedures. Other items describe leadership behavior of initiating structure as ruling with an iron hand, speaking in a manner not to be questioned, refusing to explain actions, and acting without consulting the group. Leaders high on initiating structure have repeatedly been found by Ohio State University researchers to be highly rated by their superiors and to have high scores on such objective measures of leader performance as productivity (Harris, 1952; Halpin & Winer, 1957). Findings from field studies (Stouffer, 1949; Moore and Smith, 1952; Moore, 1953) and small group laboratory experiments (Bales, 1953) using similar measures were highly consistent with the findings of the Ohio State University group. Researchers at the University of Southern California developed three measures of leader behaviour very similar to many of the items contained in the Ohio State University initiating-structure factor: advanced planning, organizing, and formalization. Leaders scoring high on advanced planning and organizing were described by their subordinates as men who anticipated future problems of scheduling, organized the workgroup, and clearly defined authority and responsibilities. Formalization was related to the degree to which the organization operated according to written specifications such as schedules, organization charts, job descriptions, procedures, and instructions. supervisors, and government administrators described by subordinates as high in advanced planning, organizing,

and formalization were also given high-performance ratings by their superiors or had high productivity, as measured by units of production. Concretely, initiating structure leaders adopt several task-oriented behaviors: planning of work and schedules, specification of procedures to follow, clarification and communication of expectations, task assignment, emphasizing the importance of meeting deadlines, and coordinating activities (House et al., 1971; Yukl, 2010). House (1996) asserts that the impact of these behaviors exceeds the formal structure because they create a psychological structure for employees. University of Michigan (Katz et al., 1950; Katz & Kahn, 1953) showed that managers judged to be effective by their superiors spent more time planning and organizing activities than the less effective managers. These and other studies (Bass & Duntzman, 1963; Bass et al., 1963; Duntzman and Bass, 1963) showed that leaders who ranked high on measures of instrumental or structuring leadership also ranked high on measures of effectiveness as viewed by superiors and had more productive work groups. However, findings on the effects of high task orientation are not always positive. For example, Fleishman and Harris (1962) found that production supervisors scoring high in initiating structure also had higher rates of grievances and employee turnover than did low-scoring supervisors. Korman (1966) revealed several studies showing no relationship between initiating structure and performance or subordinate satisfaction.

2.2.2 Consideration

The consideration dimension of leader behaviour is similar to that frequently described as supportive, socioemotional, or expressive (Parsons, 1951; Etzioni, 1961). According to these authors, expressive activities serve the function of social and normative integration of group members. The consideration scale used to measure expressive behavior in this study was also developed by the Ohio State leadership

group. Responses to the items on this scale describe a leader who is seen by subordinates as considerate of subordinate needs, willing to explain his actions, and warm, supportive, and friendly. In studies where this scale has been used, a positive relationship was frequently found between consideration and measures of subordinate satisfaction (Halpin, 1954). Supportive leadership has also frequently been found to have a positive relationship with departmental and individual productivity (Likert, 1961; Argyle et al., 1958; Blau and Scott, 1962; Katz and Kahn, 1953; Katz et al., 1950; Indik et al., 1960). Halpin and Winer, 1957). High-consideration leaders also have work groups that display more intragroup harmony and grievance member cooperation (Oaklander and Fleishman, 1964), as well as low turnover and rates (Fleishman and Harris, 1962). In the summary of research conducted by the Institute of Social Research at the University of Michigan, Likert (1961) reported that in the majority of studies, supervisors of departments with high productivity showed more supportive leadership than did those with low productivity. Positive effects of supportive leadership on attitudes and satisfaction of subordinates have been reported in industrial plants (Comrey et al., 1954; Indik et al., 1960; Patchen, 1960; Danielson and Maier, 1957; Argyle et al., 1958), in military settings (Moore, 1953; Moore and Smith, 1952; Spector et al., 1960), in research laboratories (Baumgartel, 1956; 1957), among forest workers (Comrey et al., 1954), in educational institutions (Hemphill, 1957; Seeman, 1960), and government organizations (Comrey et al., 1954). It was first reported by Fleishman and Harris (1962) that Consideration may act as a moderator between Initiating Structure and various criteria. They stated that under conditions of high consideration, Structure may be perceived by subordinates as supportive and helpful, whereas under low consideration the same structuring behavior may be seen as restrictive and threatening. This interpretation is con-

KERR ET AL. consistent with data from many other studies (Fleishman & Ko, 1962; Misumi & Toshiaki, 1965; Beer, 1966; Skinner, 1969; Fleishman & Peters, 1970; Hunt & Hill, 1971; Dessler, 1972, 1973) for such criteria as motivation, satisfaction, grievances, turnover, and overall performance. A recent discovery of such a moderating effect was made by Cummins (1971, 1972), who found that Initiating Structure (as measured by both the LOQ and higher management's ratings) had a greater effect on the quality of work when the leader believed that he should be high in Consideration. Another study by Dawson et al. (1972) reported that when Consideration was perceived to be high, all levels of Initiating Structure were associated with high performance.

2.2.3 Summary of Theories

Research has empirically indicated that though both the path-goal theory and the behavioural theory have limitations despite these contributions, several limitations of the review and the studies included warrant attention. Path goal theory allows leaders to adapt their style to the situation and team members' needs whereas behavioural theory focuses on a fixed leadership style (House, 1996). With regard to motivation, the path-goal theory emphasizes the importance of employee motivation and satisfaction, leading to improved practices. However, the effectiveness of the headteacher that will lead to school improvement practices suggests that path-goal theory is a better predictor of leadership effectiveness than behavioural theory (House & Mitchell, 1974) and in the field of flexibility, the path-goal theory allows headteachers to be more flexible adjust their style to meet the needs of their staff, whereas behavioural theory is more rigid (Yukl, 2013)

Path-goal theory is the common theoretical evolution from contingency theory to research in the field of leadership though the other leadership theories create a great

impact on leadership relating to the study, which is also determined very significant within the teaching environment that will improve practices, and this originated from the framework on prediction on motivation theory and the main contributors to the recent theory development. The study explained the behaviour of leaders' effect on subordinates' job satisfaction, motivation, and performance at work. In addition, the factors outlined in the path-goal theory are the usual expectations of headteachers and teachers. There is much evidence of empirical studies conducted which laid credence to path-goal theory with a positive influence on headteachers leadership on school improvement, teachers, and the school environment.

2.3 Conceptual Framework

2.3.1 Introduction

Lezotte's (2010) Effective Schools Model served as the foundation for the study. This paradigm states that a school is considered effective if it can show both quality and equity in terms of assessed student accomplishment. Strong instructional leadership, a clear and focused mission, safe and orderly schools, a climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and the opportunity to learn and stay on task are the seven correlates of effective schools that lead to school improvement practices, according to Lezotte (2010). As stated by Lezotte (2010). In order to enhance school procedures, effective instructional leaders are proactive and look for assistance in creating team leadership and a culture that supports learning and professional development.

. The theory was relevant to this study in that the seven correlates of effective schools require effective leadership on the part of the school administrators. This is in line with Sullivan and Glanz's (2000) assertion that a prime task of school leaders is to exercise instructional leadership of the kind that results in a shared vision of the

directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. By identifying the correlates of well-performing schools in Kenya, the study tests Lezotte's (2010) Effective Schools Model and also suggests measures that low-performing schools can take to improve academic performance.

2.3.2 Strong Instructional Leadership

The leadership in our context will get timely and adequate support and training (MoE, 2007). Changes must be made in most organizations, including the educational sector (Khalid & Norhafezah, 2011; Santhidran et al., 2013; Herscovitch & Meyer, 2002). The goal of education reforms is to raise the standard of current instruction in order to produce future human capital of the highest caliber (MEB, 2013). This means that the school should be fully involved in making sure that the changes in education that are made to accomplish its The leadership position of teaching and learning, the classroom environment, and the responsibilities of instructors and students are all impacted by the aim in terms of attitude, thoughts, values, and behaviors (Tan, 2010). Nevertheless, earlier study discovered that organizational changes are difficult to execute (Hallinger, 2009; Fullan, 2007; Schein, 1996). In order to motivate teachers to accomplish the intended goal, school administrators must act as an effective leader. Any innovations and changes within the company can be influenced by the leadership's skills (Tai, 2013; Jamelaa, 2012; Izani, 2012; Mohammed Sani & Izham, 2012; Leithwood & Strauss, 2009; Hoy and Miskel, 2008; Fullan, 2007). Changes in instructional leadership are frequently linked to leadership.

The adoption of educational reforms is positively correlated with school leaders that engage in leadership training (Nor Azni, 2015; Shafinaz, 2014; Rahimi, 2014; Yusri, 2012; Jameela, 2012; Rohilah, 2010; Azhan, 2009). Therefore, these leadership

practices that will improve school practices can be effective through a focused response from the leaders of our schools.

Leaders should foster a desire to change in schools because they are transformational. Therefore, in their capacity as chief, the headteacher must first be open to change. According to Model Changes, the first stage of change is willingness to adapt. Kurt Lewin (1951), as well as further showcasing his or her abilities and capabilities, which should be handled to reduce resistance to change. If people of the organization are not prepared to change, even during the initial stages of transition, then organizations will not succeed in their endeavors to effectively manage the changes (Armenakis et al., 1999).

According to Hallinger's (2003) findings, instructors will implement changes and, in fact, become more dedicated to doing so when they believe that instructional leadership is a suitable approach for enhancing school procedures (Sheppard, 1996). Results from Jamelaa (2012) in Pahang indicate a strong correlation between principals' attitudes toward change and instructional leadership. In order to improve the quality of teaching and learning, as well as academic management and successful practices, administrators must conduct instructional leadership in order to influence teachers' behavior (Alimuddin, 2010). Simin et al. Urging the instructors to change their current situation is not simple, either. Accordingly, the instructional leader should guarantee students' success by establishing a favorable school atmosphere and making a substantial contribution (Alimuddin, 2010). According to earlier research, instructional leadership principals can foster cooperation among teachers, students, and local communities by collaborating with them to create a safe and supportive learning environment. They can also give students learning opportunities. However, Yusri (2012) and Shafinaz (2017) discovered that instructional leadership practices

can also boost teachers' effectiveness in managing educational changes. Teachers will be more receptive to change if educational reforms are very effective. Teachers' dedication can also be enhanced when instructional leadership effectively influences their efficacy. Azni (2015) discovered a favorable correlation between teachers' commitment to implementing school-based assessments and instructional leadership. Because instructional leadership has a positive correlation with teachers' attitudes, its significance cannot be downplayed. As change agents in the classroom, principals and teachers should adopt educational reforms that help students reach their full potential and perform at their best.

Effective instructional leadership and school management are highly valued in the context of contemporary educational reform. The reasoning for this stance is that improved student learning is predicated on an efficient, well-managed, and ordered school environment. Most people agree that the most crucial quality of school administrators is effective instructional leadership (Hoy & Hoy, 2009; Lezotte, 2010). Lezotte (2010) asserts that one of the characteristics of successful schools is instructional leadership. Proactive, effective instructional leaders look for assistance in creating a culture that supports learning and professional development as well as team leadership. By measure of the considered factors, schools can improve in educational practices (Adams,. & Bailey, 1989).

In the improvement of school practices, the headteacher, and the assistant headteacher serve as instructional leaders and represent the school's mission for staff, parents, and students in an effective and consistent manner. It has been demonstrated that strong instructional leadership leads to improvements in school effectiveness and performance (Scheerens & Bosker, 1997; Lezotte, Skaife & Holstead, 2002; Lezotte,

2010). School and organizational culture (Reid, 1987), teacher effectiveness and time on task (Watkins, 1992), teacher self-efficacy (Lubbers, 1996), teacher morale and satisfaction (MacNeil, 1992), and improved academic performance (Wilson, 2005) are all indicators of schools having effective instructional leaders.

Schools need effective instructional leaders to communicate the school's mission and vision. By persistently reinforcing the schools mission, the headteacher creates a shared sense of purpose and establishes a set of common core values among the instructional staff. Having common core values and a shared sense of purpose helps guide all members of the instructional team and avoids individuals straying from the intended goals (Kirk & Jones, 2004). Research by Lezotte (2001) led to a conclusion that for schools to improve, the headteacher acts as an instructional leader and effectively and continually communicates the mission of the school to staff, parents, and students. In addition, the headteacher understands and applies the characteristics of instructional standards towards improvement practices in the management of the instructional program. Clearly, the role of the as the articulator of the mission of the school is crucial to the overall effectiveness of the school. The principal is not the sole leader; he or she is a leader of leaders (Lezotte, 1991) empowering teachers and including them in decisions about the school's instructional goals. Cibulka and Nakayama (2000) argue that in order to achieve significant changes in classroom practice; teachers must have an opportunity to participate in shaping a school's vision. Teachers work together with the principal to ensure that expectations for student achievement are understood across classrooms and across grade levels. Johnson (1997) suggested that certain critical elements need to be in place for a school's leadership to be effective – to create an environment where properly supported students can learn and teachers can teach. He listed these elements as: “effective

administrative leadership; positive expectations; strong, integrated curriculum; shared decision making; and school-wide responsibility for teaching and success” (pp. 3–4). These elements include the idea that principals need to create a professional environment in which teachers can thrive and contribute to the overall school goals and environment.

2.3.3 Clear and Focused Vision and Mission

Everyone understands where they are headed and why when there is a clear and focused vision and mission. Programs and initiatives for school improvement can be better aligned with a clear focus. School leadership and stakeholders work together to identify a few school goals and then develop agreement on them in order to efficiently choose a particular focus. According to Fullan (1993), creating a common vision among school staff is crucial, but it must also be flexible, particularly when significant change is being implemented in the school.

Effective leadership is essential to the success of school reform. In order to exercise this kind of leadership, administrators must be explicit about their goals for their school, employees, students, and themselves. All the administrators at these sites had in common was the desire to "improve achievement scores." While each of these institutions would undoubtedly want to achieve this goal, it was unclear how the administrators planned to do so and why it would be significant—two essential elements of a compelling vision. In the absence of a common area of improvement, administrators were unable to direct their employees in creating and communicating a shared vision for their kids or their school. Because of this ambiguity, it was challenging for the head teachers to set an example for the community, staff, students, and parents. Without a clear vision to guide them, the schools frequently "lost their way."

The expectations that a school leader conveys to his or her staff and students are closely tied to the vision. High expectations were uncommon at these school campuses. Since expectations in this subcategory are frequently derived from past conventions and professional ties, there is some correlation between the personal and social dynamics and contextual influences. One high school's historical standards overrode the principal's wish to establish that one of a school leader's most crucial responsibilities is to serve as an example for students to follow.

. Head instructors must possess a thorough understanding of teaching for learning, student learning, best practices, and the most recent findings in education. They are able to identify and serve as examples of effective teaching techniques for teaching staff because of this foundation. Additionally, head teachers must be able to explain to teachers and parents the requirements of the district and state curricula.

We discovered that although administrators were eager to learn more about these topics, they were too busy with their everyday tasks to find the time to do so. Administrators who participated in their own advanced studies were more likely to be aware of emerging research and up to date on best practices. This strongly supports the idea that headteachers need to pursue opportunities for their own professional growth, in order to increase the vision of the school through expectancy

In addition to establishing clear visions and missions and fostering a positive, learning culture of respect and consideration among workers, the headteacher's job also entails dedication to the culture's goals. Headteachers at the schools under study failed to address the staff and student culture. In certain instances, they seemed unaware of the staff's or kids' needs or unable to determine how best to address them. In several instances, students agreed with the instructors' perception that the head teacher should be more aware of what was happening in the classrooms. These educators desired to

see the principal every day at the school. Additionally, head teachers required to acquire the abilities necessary to employ mediation or resolution techniques effectively when there was dispute amongst staff, parents, or pupils. All too frequently, disagreements were allowed to work themselves out and ended up hurting the staff or the institution. Some of the unproductive conventions in these locations resulted from buried, unresolved tensions that eventually grew into larger problems. Lastly, parents are a part of a school's culture, and few administrators felt at ease or were proficient in having clear conversations with parents and/or community members. In certain cases, parents had been contacting the district administration directly to voice their problems or worries because they felt the school administrator had not given them enough attention.

"A clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability" (p. 6) is what Lezotte (1991) suggested constitutes an effective school. This trait translates into an emphasis on educators and how they must be able to teach all students both higher-level cognitive skills and lower-level academic skills. According to Haberman (2003), it is the principal's responsibility to establish a distinct school mission. A leader should be the principal. A principal must "create a common vision, build effective terms to implement that vision, and engender commitment to task – the persistent hard work needed to engender learning" in order to serve effectively in this capacity (p. 2).

. Teachers must do more than simply accept a principal's vision, though, if they are to play a significant role in the process of change. In this regard, schools are far too frequently set up as administrative hierarchies as opposed to teams of experts pursuing common objectives, claim Cibulka & Nakayama (2000). The principal and

teachers should collaborate to create that vision (Cibulka & Nakayama, 2000), or they could be the only ones who do so (Goodman, 1997). Despite the historically high incidence of teacher turnover in the early stages of their careers, schools can increase their chances of retaining qualified teachers by involving them in the reform process (Dunne and Delisio, 2001; Mugo, 2010). Creating an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development, both within and without the school they teach in, leads teachers toward excellence. This atmosphere, in turn, will help them lead the children to excellence. The ability to strategize to turn the mission and vision into operational plans is not yet optimal. Plans often read more like lists, with little apparent sense of prioritization.

2.3.4 Safe and Orderly School

Lezotte (2001) claims that unsuccessful schools have a structured, goal-oriented, professional environment free from the fear of violence. The atmosphere at school is supportive of teaching and learning and is not overbearing. Lezotte (1991) also discussed the need for schools to educate kids the appropriate behaviors in order to maintain safety and order, in addition to removing bad behavior. Cooperative team learning, tolerance for human diversity, and an understanding of democratic principles are examples of desirable behaviors. These positive behaviors must be modeled by teachers as well (Lezotte, 1991). Numerous aspects of school climate have been found to be favorably associated with students by research. academic achievement and social well-being. Gottfredson, Gottfredson, Payne, and Gottfredson (2005) identified four significant domains: a sense of physical safety; high expectations for both academic learning and behavior; a feeling of connectedness to both school and the community at large; and high levels of support from administration for school staff and students for both academic achievement and social-skill building. Greene and

Ross (2005) established that current best practices include monitoring student perceptions of the above domains and working to improve areas identified as not meeting their needs. A number of studies have found that exposure to violence can increase the likelihood that a child will behave aggressively and/or become the victim of violence or aggression (Rosenberg, 1999). For those children whose exposure to violence occurs outside of school, the climate inside their school may be even more important. A school climate that is disorderly reduces teaching time, therefore reducing academic achievement (Crosse et al., 2002). This type of environment often creates distrust in both staff and students, so social development is misdirected, and social skills are not modelled or learned. It also can place children in a survival mode that increases their acting-out behaviours. In the headteachers must often be vigilant to ascertain an accepted and safe and orderly school environment. Some studies indicate that exposure to violence results in distractibility, irritability, anxiety, anger and even attention deficit hyperactivity disorder (ADHD) in cases of chronic exposure (Flannery, 1997). Even those schools that are relatively safe can have individual students or groups of students who feel unsafe due to aggression and bullying. In addition, victims of chronic bullying are responsible for many school shootings in the United States (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002). Failure to address unsafe situations is a disservice to the school improvement. School safety is associated with academic achievement, whereby students learning under safe school environments have been reported to perform better academically than those learning under insecure environments (Marshall, 2004).

2.3.5 Climate of High Expectations

A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behavior, consistent and fair application of rules and

regulations, and caring, responsive relationships among adults and students (Lezotte, 2010). Success is expected of pupils in school improvement practices. As a result, students in schools learn more. Students in classrooms where similar expectations weren't introduced by the researchers didn't exhibit the same striking improvement. This occurred because teachers provided the kids who were thought to be more capable with more praise, remedial education, and opportunities for classroom involvement. Lessons were more engaging and approachable in the eyes of the students. Every child has the potential to be a successful student, according to teachers at successful schools. Practically speaking, this implies that good teachers make an effort to offer each student an equal chance to reply throughout the class, give each student critical comments, and are prepared to reteach subjects that pupils have not grasped. Classrooms are warm and inviting, and learning activities are purposeful, engaging, and significant. Personalized learning environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong in the school community, and children are valued and honored; their heritage and backgrounds are viewed as “assets,” not deficiencies.

In a climate of high expectations, In more specific terms, school climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools (Hoy & Miskel, 1996, Tagiuri, 1968). Climate is a reflection of organizational structure and gives a school its unique personality. School climate can determine the success or failure of a school. A positive climate promotes and breeds a successful outlook atmosphere. Comfortable, pleasant, and tidy environments are created and maintained by successful schools. They constantly encourage staff and

students to have high standards (Stronge & Jones, 1991). Instructional approaches and teacher behavior that show that teachers believe in their pupils, believe that they are capable of teaching them to high levels, and will continue to teach them must adhere to the maxim that "all students can learn." All students must get instruction in both advanced and comprehension-based skills in addition to fundamentals in order to succeed.

Howard, Howell, and Brainard (1987) identified eight indicators of a positive school climate. The identified list includes:

1. Respect. Each member of the school must be treated with respect and see themselves as a person of worth.
2. Caring. Individuals at the school should feel that people are concerned about them and interested in their wellbeing.
3. High morale. School members feel good about what is happening, are willing to perform assigned tasks, and are confident, cheerful, and self-disciplined.
4. Opportunities for input. Everyone in the school should be given the opportunity to contribute ideas and know they have been considered.
5. Continuous academic and social growth. Both students and faculty strive to develop their skills and knowledge. The professional staff holds high expectations for students.
6. School renewal. The school is self-renewing, it is growing, developing, and changing.

7. Cohesiveness. School members should feel a sense of belonging to the school. This will result in school spirit or esprit de corps.

8. Trust. Individuals within the school must have confidence that others can be counted to do what they say will do. Integrity is an essential characteristic of school members' (p. 7). The authors discuss the fact that their extensive experience with climate improvement leads them to believe that "nothing of substance improves until the school's climate is improved" (p.50). People's feelings about their school can encourage or impede change.

As a school's climate improves there will be fewer discipline problems, better attendance, improved achievement, dropout decline, more respect for and help to others, and a collective responsibility for the well-being of the school. Leadership's role in creating an expectation climate within our school environment cannot be effective without the effective consideration of our headteachers. As instructional leaders, such the headteachers can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate. Ubben and Hughes (1992) stated that principals could create a school climate that improves the productivity of both staff and students and that the leadership style of the principal can foster or restrict teacher effectiveness.

For this reason, the relationship between expectations and achievement has remained a recurring theme in education reform discussions since Edmonds spawned the effective school's movement (Thomas and Bainbridge, 2001). Certainly, there are other factors that augment high expectations, but the linchpin of academic achievement is high expectations. Even if educators could straighten out all of the supporting factors – finance, teacher quality, equity issues, and so on – without high

academic expectations for themselves and/or high expectations of others for them, students would still not reach high levels of achievement.



2.3.6 Frequent Monitoring of Students' Progress

Frequent monitoring of teaching and learning requires that the headteachers must often pay attention to both student learning results and to the effectiveness of school and classroom procedures (Lezotte, 2010). Learning is monitored by tracking a variety of assessment results such as test scores, student-developed products, performances, and other evidence of learning. The results of the two processes are used to improve individual student behaviors and performances, as well as to improve the curriculum as a whole (Lezotte, 2001). Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of teaching and learning. Teaching is monitored by teachers themselves through self-reflection and by supervisors for program and teacher evaluation. It is believed that schools can transform into proactive, learner-centred educational communities by using authentic forms of assessment that translate into higher student achievement (Lezotte and Pepperl, 1990). Frequent monitoring of student's progress may be seen as a school improvement practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions (Safer and Fleischman, 2005). It differs from normal assessment in that it focuses on student performance on a few critical skills using repeatable weekly or bi-weekly and brief probes (Luckner and Bowen, 2010). Frequent monitoring results such as assessment are used for planning instruction for individual students as well as for school-wide decision making and planning. Classroom and school practices are modified based on the data.

2.3.7 Home-School Relation

According to Lezotte (2010), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the improvement practices of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning. These are legitimate approaches for involvement and do not necessarily require adults to spend time at the school site. Student performance improves when parents become involved in their children's education at school and in the community. Steinberg (2006) shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. Snow, Barnes & Chandler (2001) in their two-year study of home and school influences on literacy achievement among children from low-income families, found that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. It is therefore clear that financial factors aside, community involvement has a significant impact on the success of a school in terms of academic achievement. Studies have also been conducted in Africa on the role of community participation in education.

In South Africa for instance, Singh, Mbokodi, and Msila (2004) conducted a study on the effects of parental participation on the educational success of their children. Their study revealed that parental support in the provision of a good learning environment,

physical facilities, and spiritual health is crucial to the success of the learner. A series of studies by Lezotte (2010) showed that home environment is one of the key correlates of effective schools. According to Lezotte's (2010) Effective Schools Model, home-school relations is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Wright and Saks (2008) are of the opinion that inviting parents to identify academic goals and standards and quantify measures of progress sends the message that what students learn and how well they learn it is not an issue just for teachers and administrators but is a real priority for the community as well. According to Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how often are children allowed to watch and how often students change schools. The achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement (Odhiambo, 2005).

2.3.8 Opportunity to learn

Opportunity to learn and student time on a task simply means that students tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject. Once it is clear what students should be learning, they should be given time to learn it. In an effective school,

teachers allocate a significant amount of classroom time to instruction on essential skills. Students of all abilities, races, genders, and socioeconomic statuses have equal opportunities to learn (Lezotte, 2010). What students focus on the most is usually what they learn. Effective schools have teachers who are aware of the time constraints on education and design the curricula accordingly. Teachers must develop a syllabus while keeping the purpose in mind so that all content may be covered and mastered within the time limits of the class. Teachers and institutions may be forced to stop implementing lower-priority learning activities until pupils can catch up to the required standards if they aren't acquiring essential abilities like reading. The time spent in school, beginning with the fact that schools may be more productive with shorter breaks and longer school days, is vital for meaningful learning in constrained timeframes.

For a high percentage of this time, students are actively engaged in whole-class or large group, teacher-directed, planned learning activity (Lezotte, 2001). Lezotte (1991) suggests creating an “interdisciplinary curriculum” to teach the necessary skills in the least amount of time, making decisions about what is most important and letting go of the rest – what he calls “organized abandonment” (p. 4). The time that students spend engaged in focused learning activities is clearly considered the most valuable in terms of their academic performance and many researchers advocate for increased attention to strategies that enhance the quality of this time rather than simply adding more student school days (Erling, 2007). An overview of studies on the relationship between time and learning in industrialized nations (Aronson, Zimmerman & Carlos, 1998), explored the limitations of existing research and defined the terms used in research, such as allocated time, engaged time, and academic-learning time. They concluded that: there is little or no relationship between

allocated time and student achievement, there is some relationship between engaged time and achievement, there is a larger relationship between academic learning, time and achievement, there is no consistent relationship between the amount of time allocated for instruction, and the amount of time students spend engaged in learning activities (Aronson, et al., 1998). There has been a tendency for researchers to look at the total amount of school time, because quantity is easier to identify and measure. Such studies conclude however that allocated time alone is not a helpful measure because it does not consider how time is being used or the quality of instructional activities, and suggest that their findings should encourage educators to focus instead on the time that matters (Cooper, Valentine, Charlton & Melson, 2003; Prendergast, Spradlin & Palozzi, 2007). Given that actual time-on-learning appears to be a more important determinant of student success in school, consideration should be devoted first to strategies that increase the overall quality of instructional time for all students. For students who may be struggling to meet standards or for priority program areas that have been targeted for significant improvement by the impact of the headteachers in the schools, there could be an additional benefit to extending the quantity of instructional time, but only if it is used effectively and productively (Aronson, et al., 1998). In addition, the engagement of time towards achievement in the schools will improve when the headteacher's leadership role in monitoring and supervision is critical and intense. A study of schools successfully closing the achievement gap in the San Francisco Bay Area found that they had a narrower reform focus and were therefore better at zeroing in on what needed to be done” than schools that were maintaining or widening the gap (Symonds, 2003).

This is in line with Sullivan and Glanz's (2000) assertion that a prime task of school leaders is to exercise instructional leadership of the kind that results in a shared vision

of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. Instructional leadership is most commonly associated with school headteachers who manage curriculums, budgeting, and scheduling and are responsible for the success of each student in their schools. These individuals often strive to empower teachers to become leaders themselves, distributing the weight of the school's responsibilities more equitably and providing a model of teamwork for students to look up to. Instructional leadership skills and effective teaching are directly related to the success of the students in a classroom setting. An instructional leader advocates for effective teaching by providing clarity and support for teachers as well as procuring the necessary resources to maximize teaching effectiveness. By identifying the correlates of well-performing schools in Kenya, the study tests Lezotte (2010) Effective Schools Model and also suggests measures that low-performing schools can take to improve academic performance.

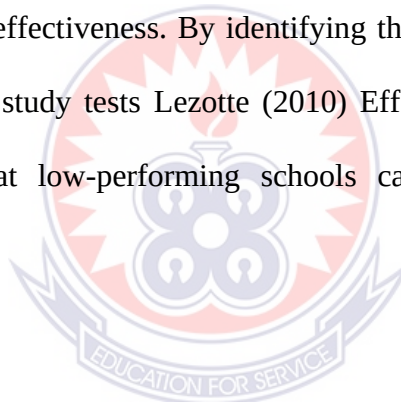
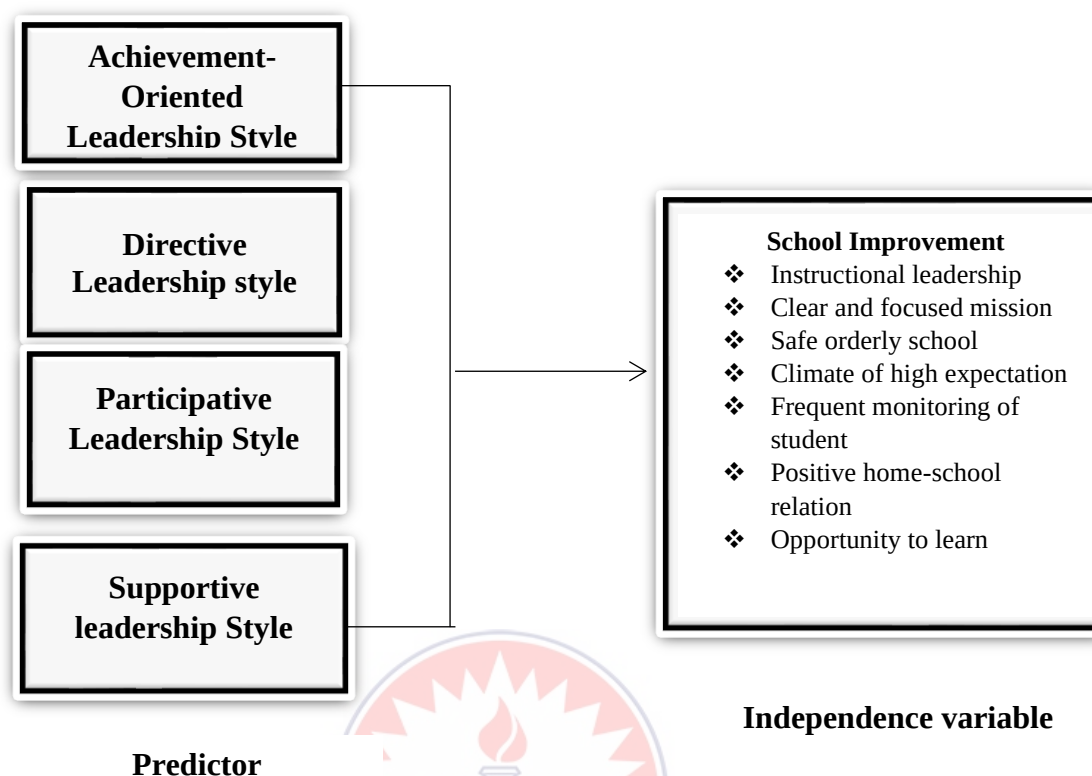


Figure 1.1: Theoretical Framework



Source: Adapted from Lezotte, (2010). What effective schools do: Re-envisioning the correlates. Indianapolis, IN; Solution Tree and Path-Goal Theory.

The study employed Lezotte's (2010) Effective Schools Model to examine the strategies being employed by the schools to school improvement practices. As shown in Figure 1.1, the independent variables of the study were the extent to which they emphasize on instructional leadership, focus on vision and mission, school safety and orderliness, communicating high expectations for success, monitoring of student progress, home-school relations, and creating an opportunity to learn for each student and the predictor includes participative leadership style, directive leadership style, supportive leadership style, and achievement-oriented leadership style. It was expected that schools which promote the seven correlates of effective schools enjoy

effective teaching and learning processes, and this translates to improved when the headteachers' leadership responsibilities improve.

2.3.9 Summary of the model

This section's analysis of the literature demonstrates that a number of factors can affect school improvement. Effective instructional leadership is associated with high performance in schools, according to the literature (Hoy & Hoy, 2009; Lezotte, 2010). Lezotte (1991) asserts that an articulated school mission enables staff members to share an understanding of and commitment to instructional goals, priorities, assessment practices, and accountability. This highlights the importance of school mission as a determinant of school effectiveness.

. The review finally shows that time on task is an important predictor of academic performance (Erling, 2007; Aronson, et al., 1998). which contends that strong instructional leadership, a clear and focused mission, safe and orderly schools, a culture of high expectations for success, regular student progress monitoring, positive home-school relations, and the opportunity to learn and time on task, along with their correlation on the predictor, are all characteristics of effective schools. The study looked at how these elements affect head teachers' ability to lead school development initiatives.

Conceptual Review

2.4 Importance of Headteacher Leadership

Barber, Whelan, and Clark (2010) point out that improved student performance is correlated with school leadership. Although teachers have the greatest impact on students' learning and performance, principals can also have a big impact, according

to New Leaders (2009). According to Martorell, Heaton, Gates, and Hamilton (2010), student achievement is significantly influenced by good school leadership. Headteachers are in a unique position to support, pressure, and lead school reform initiatives because of their jobs, which have an immediate impact on parents, teachers, and children. Development Laboratory (Southwest Schooling), 2000). According to Barber et al. (2010), the decentralized governance model is becoming increasingly common in today's schools, which is making school-based leadership more significant. According to the report, without effective headteacher leadership, school accomplishment and progress would not happen.

Another crucial point made in the study is that effective leadership produces successful schools in a variety of contexts. In other words, because effective leaders identify and address contextual factors and because instructional leadership and culture building are suitable in any school setting, strategies that work in urban schools may also function in rural or suburban situations. But according to a paradigm called contingency-based leadership, some leadership abilities might need to be used more vigorously in one situation than another (Hersey, Blanchard, & Johnson, 2013). Since the 1960s, contingency theories of leadership have been promoted (Contingency Theories, n.d.). There is no one leadership style that works in every situation, according to proponents of contingency theories like Fielder (1967) and Hersey, Blanchard, and Johnson (2013). Instead, style and approach should change based on the leaders, followers, and circumstances (Contingency Theories, n.d.). According to Fielder (1967), who is frequently cited as the founder of contingency leadership theories, a number of factors, including as connections, structure, and power, can determine whether a leadership position is favorable or unfavorable. Therefore, considering situational factors, leadership abilities that were successful in

New York City might have the potential to succeed in England due to comparable scenario factors (Barber et al., 2010). On the other hand, depending on the circumstances, certain school environments might necessitate a stronger emphasis on particular facets of leadership, including more directive or participative leadership. This suggests that there is no one-size-fits-all approach to leadership; rather, leadership behavior is determined by the situation or context, which is made up of leaders, followers, and necessary duties. On the other hand, depending on the circumstances, leadership strategies that are employed in rural or suburban schools might also be effective in urban ones. As a result, it is challenging to be unduly prescriptive by determining a single leadership style that is suitable solely for enhancing schools, as there can be comparable factors in every circumstance. The goal of situational leadership is to help leaders identify and implement the most effective strategy in specific circumstances. Martorell

Thus, it makes sense to focus on head teachers' leadership as a critical element of effective school improvement strategies. On the other hand, inexperienced head instructors are probably going to have a negative, or at the very least, neutral, effect on students' academic performance. According to Branch, Hanushek, and Rivkin (2012), data demonstrating anything from a 2-month to a 7-month learning gain in underperforming schools indicates that effective principals can dramatically raise student success over the course of a single school year. These writers used value-added model technique to measure primary effectiveness. According to their research, effective headteacher leadership will result in yearly increases for all children in the schools that are greater than average. Additionally, they discovered that when the school poverty rate rises, so does the variation of student improvement. According to their findings, principals' abilities are crucial in difficult schools. Head instructors

have the positional authority to significantly alter students' academic performance. This is especially noticeable in schools when the student body is underprivileged. Kowalski (2010) notes that sustained school reform initiatives necessitate high expectations on head teachers' ability to lead effectively. It is acknowledged that principle leadership has an impact on students' learning; any endeavor to improve schools must consider how principals exercise their authority and position as leaders. As a result, the following section focuses on school leadership skills. Principals must try to persuade students, teachers, parents, and other stakeholders to take action that will improve the school's performance. Regrettably, this assignment has grown more difficult for a number of reasons, such as ongoing modifications to school-related regulations, shifting curriculum standards, and increased accountability. According to Fullan (2016), it is critical that school administrators create the required link between the successful implementation of school reform models and their theoretical underpinnings. Running a school is a difficult job. Thankfully, some head teachers are able to overcome these obstacles and guide their schools toward progress. There are many skill sets that illustrate characteristics that are believed to be essential for principals to successfully guide schools toward better academic achievement for students. Barber and associates (2010) discussed a McKinsey and Company study that looked at the responsibilities of successful school leaders in Australia, Singapore, New Zealand, the Netherlands, Alberta, Canada, and New York City. The schools' organizational structures and demographics were diverse, and they scored highly on standardized examinations (Barber et al., 2010). Building shared visions, creating and overseeing teaching and learning programs, establishing high performance standards, modeling acceptable behavior, and cultivating teams were among the behaviors of head teachers that were shown to be crucial to increased student accomplishment.

Other actions included adopting shared leadership, shielding educators from distractions, setting behavioral standards for the school, keeping an eye on student progress, and promoting parental participation. The requirement for drastic and transformative student academic progress makes this set of behaviors and functions seem acceptable in most schools, but especially in urban schools with low accomplishment levels. According to Silverman (2005), urban school administrators must prioritize academic standards while preserving secure learning environments. Considering that Effective Schools Research promotes the upkeep of a safe environment, this is very pertinent. According to Fullan (2016), managing inescapable conflict and striking a balance between exercising patience and exerting the right amount of pressure are two other crucial areas for principals. The development of normative, acceptable behaviors for school operations is aided by a cooperative process that exhibits shared leadership. If student academic performance is to occur, then staff and students must be held to high standards of accountability while actively participating in the development of academic programs (Fullan, 2016).

This demonstrates that rather than focusing only on managerial duties, headteachers should prioritize leadership concerns related to instruction, collaboration, and culture creation. Principals must support teacher collaboration in selecting material, mapping curriculum, creating courses, and evaluating outcomes while paying close attention to what kids need to learn, according to Chenoweth (2015). School culture is impacted when principals encourage teachers to collaborate. Additionally, according to Chenoweth (2015), data must be evaluated in order to spot trends or areas that require improvement. Head teachers' roles as instructional leaders are emphasized by these leadership traits. It is necessary to cultivate and preserve relationships with parents, teachers, and kids; when strong relationships are built among all parties involved, a

positive culture is encouraged. According to Louis, Leithwood, Wahlstrom, and Anderson (2010), administrators need to provide teachers the authority to take part in distributive leadership and decision-making, provide instructional guidance, and lead the creation of strategic school improvement activities.

2.5 Roles of Headteacher Leaders

According to Bowman (2004) and Moller et al. (2001), leaders are educators who stay focused on their students' learning, pursue lifelong learning for themselves, use facilitation and presentation skills, engage others in a shared vision and meaning, build and maintain relationships, work with integrity, and plan and organize.

In order to improve students' educational experiences and outcomes, headteacher leadership reflects teacher agency, which is the work that teachers do throughout the school as supported by building relationships, removing obstacles, and mobilizing resources across the organization (York-Barr & Duke, 2004). According to Snell and Swanson (2000), the teacher leader must possess expertise since that is what builds credibility with peers. Childs-Bowen, Moller, and Scrivner (2000) found that a key element of headteacher leadership is teacher competency, in addition to trustworthiness. By asserting that "one cannot be an effective school leader if one is not first an accomplished teacher," Odell (1997) further emphasized the significance of headteacher competency (p. 122). However, Harris (2003) refers to both the formal roles and informal roles of the headteacher leader. Informal roles encompass classroom-related functions such as planning, communicating goals, and regulating activities, whereas formal roles entail specific positions, including department head or subject coordinator, positions that remove the leader from the classroom. Headteacher roles are defined by Thornton, Langrall, Jones, and Swafford (2001) as the role supports change, for example, in planning and initiating professional development,

facilitating communication about the change, or in addressing curriculum development or problems. Across the literature, headteacher leadership in a collaborative environment has been identified as a component of successful change (Dimmock, 2002; Harris, 2002; Turk, 2001; Wikeley, Stoll, & Lodge, 2002). Headteacher leaders' responsibilities usually center on managing the school and emphasizing teaching and learning (Katzenmeyer & Moller, 2001). In particular, headteacher leaders may visit and watch other educators, attend conferences to impart knowledge to peers, give colleagues feedback and demonstrations, and create a curriculum (Feiler, Heritage, & Gallimore, 2000). However, Moller et al. (2001) discovered that headteacher leadership responsibilities are specifically reliant on the school environment in which the teacher works. Our educational institutions' current bureaucratic and hierarchical arrangements keep instructors attached to the administration and to one another (Ash & Persall, 2000). Because of this, headteachers hardly ever have the time or chance to participate in the kinds of cooperative and collegial activities that improve headteacher leadership (ChildsBowen et al., 2000; Leithwood & Jantzi, 1990; Stone, Horejs, & Lomas, 1997). According to Coyle (1997), we need to "flatten the present hierarchies ... and create structures that empower teachers to collaborate with one another and to lead from within the heart of the school, the classroom" (p. 239) in order to promote teacher leadership. To encourage teacher leadership, a shift from a hierarchical to a collaborative culture is required (Darling-Hammond, Bullmaster, & Cobb, 1995; Smylie & Denny, 1990; Stone). Headteacher leaders need to collaborate in order to be successful. The remainder of the faculty must be informed of their judgments and suggestions. According to Little (1995), it is greatly improved when headteachers share knowledge. Headteacher leadership is a type of collective leadership where

teachers collaborate, according to Boles and Troen (1994). For teacher leaders to realize their full potential, they must have the time, place, and opportunity to collaborate (ClemsonIngram & Fessler, 1997; Gehrke, 1991; Stone et al., 1997). Beaumont and Angelle (2006). Educational role models were viewed as outstanding head teachers who were up to date on the most recent findings in education, motivated by children, and motivating. Headteacher leaders used power sharing and distributed leadership when making decisions. The forward-thinking headmaster leader was seen as capable of listening, communicating, and solving problems while keeping the school's objectives in mind. A supra-practitioner was someone who performed things that others were unwilling to do and took on extra responsibilities outside of the typical academic day. The last and most limited group of positional designees related to particular positions inside the school hierarchy, such consulting teacher, team leader, committee chair, and other official positions assigned to them by peers or the administration.

The degree to which school heads successfully fulfill their leadership duties is a major factor in maintaining the quality and standards of education (Ibukun, Oyewole & Abe, 2011). Together with other teaching and non-teaching staff, school administrators run their establishments. They are therefore in charge of all that occurs in the schools and are regarded as the chief executives of their respective educational institutions (Oyededeji & Fasasi, 2006). Despite being responsible for all that occurs in their schools, administrators delegate different tasks to other employees who are capable of carrying them out. According to Ojo and Olaniyan (2008), the head of the school plays a part in every aspect of the general responsibilities of school management. They unite educators, parents, community members, students, and other interested parties in support of raising students' performance. Additionally, they are

knowledgeable and have the leadership abilities to use their power to seek policies that support efficient school operations. As a leader and administrator, the headteacher decides whether the school succeeds or fails. According to Babayemi (2006), the headteacher is in charge of the school's material and human resources, and their role is so crucial that the institution could not function without them. School administrators are therefore viewed as managers, supervisors, change agents, and creators of the school climate. Since they play a crucial role as leaders and thus have a significant impact on all aspects of the school's operations through their behaviors and personal traits, the significance of educational leaders (headteachers) in ensuring effective schools cannot be overstated. As a result, they are expected to carry out a variety of tasks to guarantee that teaching and learning occur in their schools in an efficient manner in order to meet the established goals and objectives (Ghana Education Service, 2010a; Ghana Education Service, 2010b). Below is a discussion of some of the responsibilities: Organizing Since the core of planning is anticipating and preparing for future occurrences, this function may be the most significant one a school principal may have, according to Ojo and Olaniyan (2008). Planning is more than just attempting to meet predetermined organizational goals. It entails creating plans and processes to ensure that the entire strategy is carried out successfully. This include setting goals and objectives, managing resources, setting direction, and coming up with strategies to reach the organization's overarching aims. Planning, which serves as a guide for action, is done to prevent short- and long-term waste of funds and other resources. It is risky to put off or neglect planning since it leads to inefficiency, aimless behavior, and resource waste. On the other hand, careful preparation could yield positive outcomes. Since it is essential to carrying out other management tasks like staffing, organizing, directing, coordinating, reporting, and

budgeting, planning is viewed as both ubiquitous and fundamental. It aids in determining the organization's ideology, policies, plans, practices, processes, and difficulties (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000; Mankoe, 2007; Ojo & Olaniyan, 2008).

2.6 Record-Keeping and Management

One of the most important responsibilities of the school headmaster is thought to be maintaining records. The school leader is constantly asked for critical information by SS authorities and other stakeholders. The information must be accurate and trustworthy, whether it is presented as evaluation reports or data returns. Keeping records can yield such knowledge. According to Ojo and Olaniyan (2008), a school administrator who neglects to maintain desirable records may only function as a rambler who lacks focus and is unaware of the true nature of their position. For this reason, maintaining records is not only desirable but also necessary for every school principal. (page 176). On the other side, record management is the use of methodical, scientific control over the recorded data required for school operations. The production, dissemination, use, retention, retrieval, preservation, and ultimate disposal of all kinds of records within the school are all subject to this kind of management. According to Ojo and Olaniyan (2008), the goal of record management is to maximize the retrieval and exploitation of the data stored in these media and systems, lower costs, and increase the effectiveness of the record-making and record-keeping procedures in order to save money for the school administration. To effectively meet the demands of the school, record management helps to regulate the amount and quality of information produced. A good record management program organizes and safeguards the school's records, improves their usefulness as management memory, manages the time, space, and equipment allotted for records, and makes intra-

organizational communication easier. Therefore, it is wise for all school heads and educational leaders to take record keeping and administration seriously and make sure that all significant and pertinent school actions are documented. All correspondence sent to the headmaster at Ghanaian public basic schools must be appropriately and meticulously stored in the relevant files, with the dates of receipt noted on the letters themselves. All letters and papers sent out must be copied by the basic school heads. The GES, Teacher Associations, Metropolitan, Municipal, or District Assemblies, SMC, Unit Committee, PTA, individual parents, teachers, other headteachers, benefactors, Corporate Bodies, NGOs, associations of former students, etc., occasionally send letters to basic school heads. The headmaster must distribute these letters to staff members and ask them to sign them to attest that they have read them if they are intended for all teachers' information. Movement Books, which track instructors' and students' movements out of the school during class hours, are among the additional documents that Ghanaian basic school heads are required to maintain. This is to make sure that teaching time is not wasted. The head must also keep the guests' Book, which is intended to note guests' names, signatures, and reasons for visiting. All significant school activities are documented in the Log Book. Among other things, movement books, inventory books, and admission registers must be maintained. In Ghana, the head of a basic school is also required to provide reports for the Metropolitan, Municipal, and District educational directorates on topics like enrollment, the performance of students and teachers, the makeup of the school's faculty, and the successes and shortcomings of the institution.

2.7 Monitoring, Accountability, and Inspection of headteachers

One of the key tenets of New Labour policy has been the evaluation of a school's performance and, by extension, the headteacher's leadership (Chitty, 2004). It carries

on a tradition that began in 1992 when it was regulated by 44 Ofsted, whose "absent presence" (Troman, 1996) can be seen to influence headteachers' choices in prestigious schools. There are differing opinions regarding the goal and efficacy of Ofsted's role in holding the profession accountable. While admitting that it can be politically "difficult to resist," Leithwood (2005) contends that holding school administrators "publicly to account" is a "relatively weak strategy for school improvement." One of the main tactics of succeeding administrations that Ofsted supports is educating parents about their options. Inspections "make an important contribution to higher standards," according to Woodhead (1999, n.p.), and Ofsted has maintained its support for their importance in school improvement (Ofsted, 2004a). Chapman (2001) argues that there is 'increasing' evidence of the beneficial role of competent external school support in improving schools, building on the work of West (2000) and Harris (2001). This assertion is supported by an independent evaluation conducted on Ofsted's behalf, which contends that Ofsted has made a "substantial contribution" to school improvement (Matthews and Sammons, 2004, p.153). A different perspective on holding schools accountable for results is provided by studies by Cullingford and Daniels (1999), Kelly (1999), Case et al. (2000), Shaw et al. (2003), and Elkins and Elliott (2004). These studies demonstrated that inspection was not thought to improve test scores and may even worsen them because of the attention schools had to pay to prepare for them and the "heavy-handedness" of inspection (Case et al. 2000, p. 618). The practice of highlighting failed schools is carried out because it is believed that head teachers would perform better if their performance and outcomes are more transparent and the results of inspections or assessments serve as a kind of "penalty" or "incentive" (Webb, 2006). A 'key issue' noted by Thrupp (2005, p. 38) may render the fairness and accuracy of the inspection

moot because the government's goals go beyond simply improving test scores to include establishing a 'climate of accountability to bear on schools' and, consequently, control over the profession. Stated differently, the other four fundamental difficulties are greatly impacted and influenced by leadership ability.

2.8 Concept of School Improvement

School improvement has been identified by several academics as a method of educational change. Hopkins (2005) proposed the most common and well-acknowledged concept of school improvement. He characterized school improvement as "a different approach to educational transformation that improves students' results while also strengthening the ability of the school to manage improvement projects." Hopkins went on to say that school improvement is about concentrating on the teaching and learning process, as well as the environment that supports it, to increase student achievement. Van Velzen offers another meaning of school improvement (Sammons, 1994). He defined school improvement as a systematic and ongoing effort aimed at changing learning environments and other comparable factors inside a school or schools with the ultimate objective of more effectively achieving educational goals. In general, school improvement is a type of educational reform that aims to enhance learning circumstances and school capacity to attain high levels of achievement among students.

2.8.1 Challenges that Influence the Output\Outcomes of Improvement in Schools

The main output of educational service that constitutes the immediate evidence of quality is the achievement of students in examinations. For many, including parents, the performance of students at the national level or standardized examinations is a sufficient indication of what quality education has been provided. When, for instance, people talk of fallen standards in education, they are basing their assertion principally

on some poor examination results and other co-curricular activities which also expose the technical skills and talents of learners such as sports, cultural, field trips, etc. However, the quality of the education service is also indexed by such non-measurable outcomes as improved educational practices, effective participation in social and cultural values. Dare (2005) further proposed the following formula for determining critical quality indicators in education:

2.8.2 Academic Achievement

One indicator of schooling quality is students' scores on internationally, standardized, or nationally comparable tests of achievement in knowledge, skills, behavior, and attitudes. The effects of non-school inputs, such as parental background, would have to be taken into account. Tests of cognitive achievement are good predictors of students' future earnings (Bishop, 1992; Boissiere, Knight, & Sabot, 1985). Evidence also shows that test scores are highly correlated with economic performance in aggregated data. Hanushek & Kimko (2000) found that test scores are positively related to growth rates of real per capita GDP in cross-country studies. This indicates that the quality of education, in addition to the quantity, is an important ingredient of human capital formation. For school improvement, principals are expected to improve student achievement (Hopkins, 2001; Leithwood, Day, Sammons, Hopkins & Harris, 2006; Crum & Sherman, 2008). However, due to centralized policies (Hopkins, 2001), efforts to enhance the headteacher's capabilities may be hindered. Meanwhile, concrete links between school leadership and school improvement practices could yet be established in education and leadership.

2.8.3 System Evaluation

The resources that pupils have access to in school can affect their academic performance. These resources can be measured by a number of measures, including

student-teacher ratios, spending per student, teacher pay and educational attainment, and the availability of instructional materials. Even in very big classes, some teaching techniques can be successful, however students are frequently disruptive in these situations. Additionally, rote learning is more often the focus of large class teachers than problem-solving techniques (Psacharopoulos & Woodhall, 1985). The intensity of operations is another resource that a school needs to achieve quality. The duration of the term shows how rigorously schools are run, but it can also be a reflection of how valued education is in the community.

2.8.4 Monitoring Student Progress in Academic Performance

School resources, school environment, and school policies are the three primary categories into which the Program for International Student Assessment (PISA, 2005) permits the classification of policy-amenable school variables. The area of school policies covers a number of accountability-related topics, including whether the school monitors student progress, conducts self-evaluations, and notifies parents or local authorities of student achievement (PISA, 2005).

In an effective school, pupil progress on the essential objectives is measured frequently, and monitored frequently, and the results of those assessments are used to improve individual student behaviors and performances, as well as to improve the curriculum as a whole (Lezotte, 2001). In his paper, *Correlates of Effective Schools: Generations One and Two*, According to Lezotte (1991), schools will need to transition into a second generation of frequent monitoring of student progress after completing what he refers to as the first generation. During the second generation, the use of technology will permit teachers to do a better job of monitoring their students' progress. This same technology will allow students to monitor their learning and, where necessary, adjust their own behavior. The use of computerized practice tests,

the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available tools for assuring student learning (Lezotte, 1991). Writing about the U.S., Hayes (2008) argued that perhaps as a result of a strong focus on improving achievement, high-poverty, high-achieving schools have put great stock in continuously assessing students' progress above and beyond the annual testing required by the law. Many of the studies of successful school's mention schools' reliance on assessment for monitoring progress toward school-wide objectives and teachers' use of assessment data for tracking individual students' progress as well as feedback on their teaching. A survey of teachers in the U.S. revealed that those at schools successfully closing the gap were more likely to respond that they use data a few times a week or month (rather than a few times a year) than teachers at schools where the gap was stagnant or widening (Symonds, 2003). High-poverty, high-performing schools in North Carolina also reported relying on periodic assessments of student progress along with detailed data disaggregation of results by teacher, student, student subgroups, and curriculum objectives. Schools participated in district-wide testing every few weeks and often conducted additional, school-based assessments, as well (Hayes, 2008). Texas's successful schools used a similar strategy for evaluating their students. Teachers and principals reported tracking student development using data from early intervention programs, reading inventories, and state assessment data. Staff would meet the needs of struggling students and identify appropriate levels of support to ensure that students did not fall behind grade level. "We use data for one purpose: to find out where kids are weak and to attack those weaknesses," according to one principle (Ragland et al, 2002).

Another characteristic of successful schools is the use of assessments that are based in the classroom and at school. Frequent assessments were given by teachers to let pupils

know that there are plenty of chances to become better and that receiving a low mark is not a punishment for poor performance (Reeves, 2003). Teachers reported being able to give pupils more prompt and consistent feedback on their performance as a result of these regular assessments. Additionally, schools that employed standard exams showed the biggest improvements.

2.9 School and Community Evaluation in School Improvement

School improvement research has its roots in quantitative sociological input-output studies and economic research on educational production functions (Coleman et al., 1966; Hanushek, 1979). The second wave of school effectiveness research emphasized ‘process’ rather than ‘input’ correlates of school output and employed in general more in-depth investigation of relatively small samples of schools (Edmonds, 1979; Brookover, Beady, & Flood, 1979; Rutter et al., 1979). The main outcomes of this period of school effectiveness research still dominate practical thinking on school effectiveness: many school improvement projects have tried to implement these findings, with varying degrees of success (e.g., Miller, Cohen, & Sayne, 1985). In research syntheses on ‘educational productivity’, both input and process variables at the school and the classroom level are incorporated (Walberg, 1984; Fraser et al., 1987) and in recent effectiveness studies school and classroom level variables are combined in multilevel models of educational achievement (Mortimore, Sammons, Stall, Lewis, & Ecob, 1988; Brandsma & Knuver, 1988).

Recent years have seen several reviews that attempt to codify what we have learned from the studies above and others as to the processes within effective schools (e.g. Purkey and Smith, 1983; Rutter, 1983a, 1983b; Scheerens, 1992; Reynolds and Cuttance, 1992; Reynolds et al., 1994a; and Bosker, 1997). Two recent reviews have

been particularly comprehensive and up-to-date in their focus, that of Levine and Lezotte (1990) conducted on behalf of the National Center for Effective Schools and that of Sammons, Hillman, and Mortimore (1995) conducted on behalf of the British school's inspectorate OFSTED.

Research shows effective schools as possessing a vision or 'mission' that is shared by staff. Hopkins et al. (1994) note the importance of a sense of community that is related to cooperation between colleagues, good communication between staff, and widely agreed-upon goals. Numerous other studies suggest that agreement upon school goals is associated with 'effectiveness' status (e.g. Rutter et al., 1979; Lightfoot, 1983; Stoll and Fink, 1994; Edmonds, 1979a, 1979b). Consistency in practice is also important, and Mortimore et al. (1988) noted that where teachers adopt a consistent approach to school curriculum this was associated with a positive impact on pupil progress. Rutter et al. (1979) noted that consistency in the applications of rules and disciplinary sanctions was present in more effective schools. Collegiality and collaboration between staff is also important and we have noted above the evidence on the positive effects of the involvement of teachers in the school decision-making process. Indeed, the importance of 'ownership' of the staff of the school is mentioned in many school improvement literature reviews (e.g. Fullan, 1991; Hopkins et al., 1994). The generation of a learning community amongst staff in which all members share good practices, act as critical friends and engage in a process of mutual education and re-education is essential in the continuation of a positive school culture over time, as well as in its creation. Order within the school is also important in the creation of a positive climate. Indeed, some of the earliest 'five-factor' theories of how to generate effective schools concentrated upon creating order as one of the key factors, since without order, discipline, and social control at the

school level it would be very difficult for staff to attain high levels of student attention and engagement within classrooms (Edmonds, 1979a; Lezotte, 1989). A large number of the so-called ‘safe school’ studies also identify pupil control as a prerequisite for learning.

2.9.1 Headteacher Evaluation on Effective Leadership

We do not know of a study that has not shown that leadership is important within effective schools, with that leadership nearly always being provided by the headteacher. Indeed, ‘leadership’ is now centrally synonymous with school effectiveness for many, including many operating within the school improvement paradigm also (US Department of Education, 1994; Hopkins et al., 1994). ‘Firm and purposeful’ leadership has been frequently cited as the first requirement of effective leadership, noted in the Rutter et al. (1979) study, the Mortimore et al. (1988) study, the Louisiana studies (Teddlie and Stringfield, 1993) and the recent work of Sammons et al. (1997). Within the school improvement literature, the role of the Headteacher in being strong and firm enough to buffer and broker external and rapidly occurring change to the staff (Hopkins et al. 1994; Stoll and Fink, 1992, 1994) is stressed, as is the utility sometimes of a ‘maverick’ orientation (Levine and Lezotte, 1990). Case studies of improved schools, in both Britain and the United States, show the importance of individual leaders with a ‘mission’ (Louis and Miles, 1992; National Commission on Education, 1995) and there is now considerable literature concerning those persons who can be regarded as transformational leaders who build school organizations characterized by simultaneous ‘top down-ness’ and ‘bottom up-ness’ (Murphy and Louis, 1994).

A second characteristic of effective leadership has been noted as ensuring that others are related in the process, or a participative approach. Mortimore et al. (1988) noted

the importance of involving the deputy headteacher in the life of the school and the making of decisions. Rutter et al. (1979) noted the importance of ensuring that all teachers felt represented and that their views had been taken into account. Of particular importance is likely to be the headteacher's motivation and use of a senior management team, and work with departmental heads, whose role as middle managers is of crucial importance in determining school outcomes (Sammons et al., 1997). Sharing of academic leadership with faculty in a school was also a characteristic of the effective principals in the Louisiana studies (Teddle and Stringfield, 1993). A third characteristic of effective leadership is the exhibiting of instructional leadership. In part, this is related to the belief of the headteacher that instruction is the purpose of the school (Levine & Lezotte, 1990). The fourth and fifth components of effective leadership consist of two direct involvements in school life—the frequent, personal monitoring of staff performance and the proactive selection and replacement of staff. Personal monitoring has, as Levine and Lezotte (1990) note, 'emerged in virtually every study where it has been included as a variable' (e.g. Armor et al., 1976; Brookover et al., 1979; Mortimore et al., 1988; Teddle et al., 1989a; Austin & Holowenzak, 1985). It is usually characterized by popping in and out of classrooms, conversing informally with staff in routine 'sense-making' operations, being on the spot to give advice or help in decision-making, and more generally 'management by Wandering Around' (Peters and Waterman, 1982). Deal and Peterson (1990) note that this is how principals can shape school culture. The selection and replacement of teachers have also been picked out in many studies (Austin and Holowenzak, 1985; Wimpelberg, 1987; Stringfield and Teddle, 1987, 1988; Teddle et al., 1987), involving the headhunting of good recruits, and the pressuring of less competent staff to either improve or move on to another school.

Bridges (1988) provided detailed information on how to manage, and then dismiss, if necessary, incompetent teachers. The generation of effective classroom learning environments is a particular feature of effective schools, particularly since it is clear that the learning level or classroom level is more important in determining the quality of school outcomes than the level of the school itself (Creemers, 1994). Those factors that are most 'proximal' to the student, such as the teacher, are likely to be more important than those that are more distant from him or her such as the school or the district (Stringfield, 1994a, 1994b). Crucial in determining the effectiveness of teaching is firstly the management of time. Ensuring that lessons start and finish on time is crucial (Rutter et al., 1979), as is minimizing the amount of time that is lost in routine administrative matters, disciplinary interventions, or lesson transitions from one topic/subject/activity to another (Brookover et al., 1984; Mortimore et al., 1988; Alexander, 1992; Slavin, 1996). Maximizing the proportion of time that is spent interacting with pupils may be particularly important (Rutter et al., 1979; Alexander, R., 1992). Secondly, effective teaching is characterized by effective classroom organization. Of particular importance here is the importance of preparing lessons in advance (Rutter et al., 1979) and of clarity both in explaining the purpose of the lesson and in the actual curricular and content material that is used. The structuring of lessons is also important, which Scheerens (1992) interprets as making clear to students what has to be done, splitting curricular material into manageable units to aid learning, and ensuring a firm structure together with basic skill acquisition. Thirdly, effective learning at the classroom level involves the use of effective teaching practices.

2.9.2 High Expectations of Achievement and Behaviour

High expectations of students have been one of the most consistent findings in the literature, together with the communication of such expectations so that students know them, being shown in the original effective schools literature (Weber, 1971; Brookover et al., 1979; Edmonds, 1979a, 1979b, 1981; Venezky and Winfield, 1979) as well as in more recent American research (Teddle and Stringfield, 1993; Stringfield and Teddle, 1991b) and the major British empirical studies (e.g. Rutter et al., 1979; Mortimore et al., 1988; Reynolds and Sullivan, 1979; Tizard et al., 1988). Virtually every review on the topic mentions the importance of this factor, whether British (e.g. Reynolds and Cuttance, 1992; Reynolds et al., 1994a; Sammons et al., 1995b), Dutch (Scheerens, 1992; Creemers, 1992) or American (Levine and Lezotte, 1990; US Department of Education, 1987). High expectations likely need to be communicated to students by the behaviors and the verbal reinforcement of teachers, rather than remaining within teacher states, to have positive effects. Additionally, high expectations are likely closely related to a number of the other correlates mentioned in this chapter—time management, principal leadership and a positive school climate for example. It may also be that high expectations are a surrogate for other teacher variables such as activism, a sense of internal locus of control, and a belief that schools can outweigh the effects of coming from disadvantaged family backgrounds. It is also highly likely that high expectations for students are associated with a staff group who have high expectations of what they can achieve from the principal or headteacher. The latter's expectations of staff are likely to show in such areas as expecting staff to work at understanding the school before they arrive and in specially designed induction procedures;

- expecting high levels of involvement in staff development activity;

- expecting considerable attention to detail in the areas of monitoring, homework, etc.;
- expecting staff to prioritize academic achievement as a goal;
- expecting staff to manage their time well, without ‘leaking’ time. Emphasizing Student Responsibilities and Rights There are suggestions in some studies (Reynolds, 1976a 1976b; Reynolds and Murgatroyd, 1977; Rutter et al., 1979) that the involvement of pupils in school clubs, societies, and representative or leadership systems is present in more effective schools. Such positions involve students having a stake in the school and participating in the formal school organization, which should increase the chance of them acquiring school values and a commitment to school goals. The exercise of responsibility may also make students more ‘pro-social’. There are also hints that giving pupils responsibility for their work and more control over their learning situation may be associated with positive outcomes, as in the junior school study of Mortimore et al. (1988) where pupils in more effective schools were encouraged to manage their work independently of the teacher over short periods.

2.10 Measures Inherent in School Improvement Practices

The Comprehensive School Improvement Plan (CSIP) framework is a structured approach to school improvement that emphasizes a collaborative and data-driven process to enhance student outcomes and school performance (U.S. Department of Education, 2018). The CSIP framework guides schools in identifying areas of strength and weakness, setting achievable goals, and implementing evidence-based strategies to improve instruction, leadership, and community engagement (Education Commission of the States, 2019). By leveraging this framework, schools can create a roadmap for improvement that addresses specific needs and priorities, ultimately

leading to improved student achievement and school success (Darling-Hammond, 2014). In school improvement practices, the study has underpinned the comprehensive school improvement structure as convincing measures that will remedy the possible challenges that may arise in the school improvement practices.

2.10.1 Needs assessment

A needs assessment is a crucial initial step in the CSIP process, involving a thorough analysis of the school's current state to identify strengths, weaknesses, opportunities, and threats (SWOT analysis). This stage helps prioritize areas for improvement, engaging stakeholders, including teachers, students, parents, and community members, to ensure a comprehensive understanding of the school's needs. Headteachers are responsible for ensuring that training, resources, web tools, department and institutional supports, and instructional design supports are available to schools to enhance advanced means of teaching and learning (Bonk & Dennen, 2003).

2.10.2 Setting Achievable Goals

Setting specific, measurable, achievable, relevant, and time-bound (SMART) goals is essential to the CSIP framework. School improvement is more likely if there are few focused improvement strategies aligned with the goal (Bryk et al., 2010; Langley et al., 2009; Lemire et al, 2017; Lewis, 2015; Timar and Chyu, 2010). These goals should align with the identified needs and priorities, ensuring a focused approach to improvement. Involve stakeholders in the goal-setting process to foster ownership and commitment. Goals are often accompanied by measurable targets indicating the level of achievement to be reached within a given timeframe for the whole school, in a specific subject, or for a group of students. Locke and Latham (2019) note that too many targets can dilute the focus and disperse efforts, while vague and unclear targets

can create ambiguity about expectations. Furthermore, goals need to be perceived as achievable.

2.10.3 Instructional Coherence

Instructional coherence refers to the alignment of curriculum, instruction, and assessment to support student learning. headteachers' instructional leadership practices, including working collaboratively with teachers toward shared improvement goals and fostering opportunities for improved teaching and learning in schools needed to meet these goals, are associated positively with instructional quality and student achievement in schools (Marks & Printy, 2003). This component ensures that teachers and staff are equipped with the necessary tools and training to deliver effective instruction, promoting a cohesive approach to student achievement (Hammond, 2014).

2.10.4 Family and Community Engagement

Fostering partnerships with families and the community is vital to student success. This component involves strategies to engage parents and guardians in their child's education, the style and tone of reporting on student progress, and the culture within which all parent-teacher-student communications take place. Above all family engagement needs to focus on improving student learning. (Goodall and Vorhaus, 2011); as well as collaborations with local organizations and businesses to provide resources and support.

2.11 Summary of Literature Review

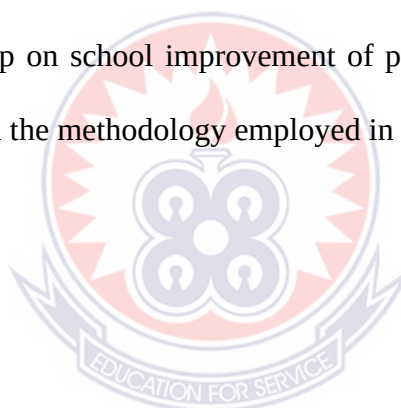
This chapter has focused on presenting literature that relates to the influence of headteachers' leadership on school improvement practices of public basic schools. The study embarked on both theories and concepts of examining the influence of headteachers' leadership on school improvement and concern about the practices that are measured by the value-added concept and the overall improvement that provides for an effective learning environment. By leveraging this framework, schools can create a roadmap for improvement that addresses specific needs and priorities, ultimately leading to improved student achievement and school success (Darling-Hammond, 2014).

This review of related literature has the path-goal theory, which describes directive, achievement-oriented, supportive, and participatory leadership philosophies, as the suitable leadership stance for head teachers to take to enhance school operations. Furthermore, behavioral leadership was prioritized to path-goal leadership. Behavioral leadership has two main components that determine the structure in which the theory functions, the component entails the initiating and the consideration structure. Path-Goal Theory focuses on the leader's behavior to achieve goals, focuses on the leader role clarification, and considers the environment and the leader's behavior. Simultaneously, the Behavioral Theory highlights how conditions and goals influence the conduct of leaders. It is evident from these parallels between the two ideas that they are both highly important for school reform strategies.

The literature reviewed showed that most research carried out on school improvement practices is from sub-Saharan Africa. While some were specifically related to Ghana but mostly concentrated on learning academic achievement (Ampiah, 2010, Abigail, 2009), those studies reported high teacher absenteeism, poor monitoring and

supervision, and inadequate resources. On the contrary, Adu (2016) researched the role of headteacher leadership and community participation in public school improvement in Ghana.

In the studies, variables that are related to school improvement have been done but there is limited study that included the practice of headteachers in basic public schools towards school improvement. The current study examined the influence of headteacher leadership on school improvement practices of public basic schools in Upper Manya Krobo District to close the gap left by the reviewed literature. The majority of examined research uses qualitative methods, with some using quantitative methods. This study used mixed methods to throw light on the influence of headteachers' leadership on school improvement of public Junior High schools. The next chapter focuses on the methodology employed in the study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research approach and methods that were adopted for the study and the philosophies that supported the choice of the research approaches and methods. These research methodologies highlighted in detail; Research paradigm, research approach, research design, study population, sampling procedure, instruments design, methods of data collection, and data analysis.

3.1 Research Paradigm

There are several research paradigms, while some of them are complementary to each other, others are opposed. It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research method that was be used and how the data was analyzed. In educational research, the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006). Lather (1986) explains, a research paradigm inherently reflects the researcher's beliefs about the world that s/he lives in and wants to live in. Guba and Lincoln (1994) who are leaders in the field of research define a paradigm as a basic set of beliefs or worldviews that guides research action or an investigation. The primary purpose of research is to identify and support resolving 'gross power imbalances' in society (Taylor & Medina, 2011). Thus, in this paradigm, "the researcher's role is one of advocate, a change agent, who argues for and leads the way towards a more equitable, fair and sustainable society" (Taylor & Medina, 2011, p. 6). Paradigm depicts a cluster of beliefs (Guba & Lincoln, 1994) and is prominent as they influence what will be researched, how phenomena was studied, and how findings are

interpreted (Bryman, 2012). A research paradigm is a model or approach to research that is considered the standard by a substantial number of researchers in the field based on having been both verified and practiced for a long period.

Philosophical debates will not end as a result of pragmatism, and certainly, they should not end. There has been agreement with others in the mixed methods research movement that consideration and discussion of pragmatism by research methodologists and empirical researchers will be productive because it offers an immediate and useful middle position philosophically and methodologically; it offers a practical and outcome-oriented method of inquiry that is based on action and leads, iteratively, to further action and the elimination of doubt; and it offers a method for selecting methodological mixes that can help researchers better answer many of their research question (Guba & Lincoln, 1994). These researchers have traditionally called for rhetorical neutrality, involving a formal writing style using the impersonal passive voice and technical terminology, in which establishing and describing social laws is the major focus (Creswell, 2007).

To sum up, the two main paradigms, which are conventionally considered to be fundamentally opposed to each other, are positivism/post-positivism and constructivism/interpretivism, the former relates to quantitative methodology whereas the latter drives qualitative research. The qualitative research emerged as the quantitative research alone could not address all the research questions. The final paradigm discussed in this research is the paradigm of pragmatism which is not committed to any sort of philosophical stance (Creswell, 2007) but argues that the forced choices between positivism and interpretivism should be abandoned as it views reality as both singular and multiple. Pragmatism “is pluralistic and oriented towards ‘what works and practice’” (Creswell & Plano Clark, 2011, p. 41). In other words,

pragmatism uses multiple methods but the use of the methods should always be guided by research problems.

It values both objective and subjective knowledge to meet research objectives. Researchers adopting a pragmatist position have the liberty to choose those research methods or strategies that can best answer their research questions (Creswell, 2007). According to Feilzer (2010, p.14), pragmatism brushes aside the quantitative/qualitative divide and ends the paradigm shift by suggesting that the most important question is whether the research has helped to find out what the researcher wants to know. Tashakkori and Teddlie (1998) suggest that pragmatists study what interests them and are of value to them. They study research problems in different ways that they deem appropriate. Therefore, the main reason for adopting a pragmatist position in a study is to allow a researcher to have a pluralistic stance of gathering all sorts of data to answer the research questions best.

The pragmatic paradigm arose among philosophers who argued that it was impossible to access the 'truth' about the real world solely by virtue of a single scientific method advocated by the Positivist paradigm, nor was it possible to determine social reality as constructed under the interpretivist paradigm. For them, a mono-paradigmatic orientation of research was not good enough. According to Patton (2002), "When researchers operate from different frameworks, their results will not be readily interpretable by or meaningful to each other. Mixed research thus, obeys the criteria of scientific rigor and it has the advantage of using the combined strengths of quantitative and qualitative approaches while making up for the weaknesses of both approaches. This is summed up by Guba and Lincoln (2005).

Pragmatic inquiry recognizes that individuals within social settings (including organizations) can experience action and change differently, and this encourages them to be flexible in their investigative techniques (Onwuegbuzie & Leech, 2005). Quantitative purists maintain that social science inquiry should be objective. That is time- and context-free generalizations (Nagel, 1986) are desirable and possible, and real causes of social scientific outcomes can be determined reliably and validly. According to this school of thought, educational researchers should eliminate their biases.

3.2 Research Approach

Based on the overall research objectives, the study was conducted within the framework of both mixed methods approaches. These approaches were employed because they enabled the researcher to obtain the required information for the completion of this study. Creswell and Plano-Clark (2011) comment that quantitative and qualitative research approaches enable a greater degree of understanding to be formulated than if a single approach were adopted for specific studies. The integration of both methods determines how to combine and analyze qualitative and quantitative data within a single study which also requires careful planning and execution to ensure that the approaches are appropriate and valid. Mixed methods offer several benefits to approaching complex research issues as they integrate philosophical frameworks of both post-positivism and interpretivism (Fetters, 2016) interweaving qualitative and quantitative data in such a way that research issues are meaningfully explained. It also offers a logical ground, methodological flexibility, and an in-depth understanding of smaller cases (Maxwell, 2016). In other words, the use of mixed methods enables researchers to answer research questions with sufficient depth and breadth (Enosh, Tzafrir, & Stolovy, 2014) and helps generalize findings and

implications of the researched issues to the whole population. For example, the quantitative approach helps a researcher to collect data from a large number of participants; thus, increasing the possibility to generalize the findings to a wider population.

Mixed methods research offered great promise for practicing researchers who would like to see methodologists describe and develop techniques that are closer to what researchers use in practice. Mixed methods research as the third research paradigm can also help bridge the schism between quantitative and qualitative research (Onwuegbuzie & Leech, 2004a). Methodological work on the mixed methods research paradigm can be seen in several recent books (Brewer & Hunter, 1989; Creswell, 2003). (Burke & Onwuegbuzie, 2009) argues that we do not aim to solve the metaphysical, epistemological, axiological (e.g., ethical, normative), and methodological differences between the purist positions. And we do not believe that mixed methods research is currently in a position to provide perfect solutions. In addition, the inclusion of both methods is to add a justifiable conclusion to the study. Mixed methods research should, instead (at this time), use a method and philosophy that attempt to fit together the insights provided by qualitative and quantitative research into a workable solution. Grafton & Malina. (2011) argues that mixed method research employs both approaches iteratively or simultaneously to create a research outcome stronger than either method individually. Overall, combined quantitative and qualitative methods enable exploring more complex aspects and relations of the human and social world

As noted by Sechrest and Sidana (1995), growth in the mixed methods (i.e., pragmatist) movement has the potential to reduce some of the problems associated with singular methods. By utilizing quantitative and qualitative techniques within the

same framework. Ambiguity is not a matter of qualitative method versus quantitative method, but whether the underlying and revealed concepts are valid representations of the phenomenon. Firestone (1987) suggests that quantitative studies persuade the reader by de-emphasizing individual judgment and stressing the use of established procedures, leading to results that are generalizable to populations. Salomon (1991) submits that the issue is not quantitative versus qualitative methods at all, but whether one is taking an “analytic” approach to understanding a few controlled variables, or a “systemic” approach to understanding the interaction of variables in a complex environment. It also positions the researcher to a diversified and convenient views before, during, and after the findings. The iterations of qualitative and quantitative data indicated new lines of thinking through attention to surprises or paradoxes, turning ideas around and providing fresh insight (Rossman and Wilson, 1984).

However, it is obvious to obtain the reason why specifically the researcher has empirically decided to choose mixed method ahead of the other methods. Mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods. A mixed-methods approach can integrate and synergize multiple data sources which can assist in studying complex problems (Poth & Munce, 2020). There are six major justifications for combining quantitative and qualitative data in a research study. The first rationale for employing a mixed-method approach is the expansion of the study. This means a mixed-method approach allows researchers to widen their inquiry with sufficient depth and breadth. For instance, when a researcher wants to generalize the findings to a population and develop a detailed view of the meaning of a phenomenon or concept for individuals, the advantages of collecting both closed-ended quantitative data and open-ended qualitative data

support understanding a research problem (Creswell, 2003). Furthermore, qualitative data (such as interviews and focus groups) can provide depth to the research inquiry as the researcher can gain a deeper insight into the phenomenon from narratives. Then, a quantitative approach to data collection can bring breadth to the study by supporting the researcher with accumulating data about different aspects of a phenomenon from different participants.

Another driving motive for combining the two methods is the belief that both kinds of research have values and that in some respects they are complementary, and therefore, there was an added value in combining them. The researchers use both data sets to answer the same research question which can produce greater certainty and wider implications in the conclusion (Maxwell, 2016; Morgan, 2014). In other words, mixing two methods helps to produce a more complete picture and provides an opportunity for a greater assortment of divergent or complementary views; which are valuable as they not only lead to extra reflection and enrich our understanding of a phenomenon but also open new avenues for future inquiries (Teddlie & Tashakkori, 2009). Additionally, findings from mixed-methods research offer a holistic view of a phenomenon and provide additional insights into different components of a phenomenon which might help generate substantive theories (Ventakesh et al., 2013). Third, a mixed-method research approach helps “to overcome the epistemological differences between quantitative and qualitative paradigms and to provide a royal road to true knowledge” (Bergman, 2008, p. 4). Indeed, a principled combination of the two methods supports researchers in developing an in-depth and comprehensive understanding of a research phenomenon (Lund, 2012). For example, while using a quantitative method, concepts can be operationalized in terms of well-defined indicators, tracing trends and relationships, making comparisons, and using large and

perhaps representative samples, a qualitative method has the strengths of sensitivity to multiple meanings, logical ground, great methodological flexibility and in-depth study of smaller samples which helps to study the process and change. Fourth, a mixed methods approach helps to obtain more rigorous conclusions by employing two methods in such a way that the strengths of the qualitative methods offset the weaknesses of the quantitative methods and vice versa (Plano Clark & Ivankova, 2016). This implies that a quantitative method can be strong in those areas where a qualitative method is weak and vice versa. Putting it in another way, one method is more suitable to answer one type of question and another method is more suitable for another type of question. Mixing the two methods, therefore, offers the possibility of combining two sets of strengths while compensating at the same time for the weaknesses of each method. Thus, the combination of quantitative and qualitative methods is often proposed because a researcher can utilize the respective strengths, escape the respective weaknesses of the two approaches, and produce a more accurate conclusion. A researcher, for instance, aims to obtain a more valid picture of a research issue by directly. The sixth rationale for mixing the two methods is “to develop more effective and refined conclusions by using the results from one method (qualitative or quantitative) to inform or shape the use of another method (qualitative or quantitative)” (Plano Clark & Ivankova, 2016, p. 86). For instance, researchers who want to understand possible factors that cause obesity in children might argue for the need to quantitatively assess significant predictors and then use the quantitative results to develop qualitative follow-up exploration (potentially through interviews, observation, and focus groups) to explore why certain factors were significant. This means the development of a new method based on the previous method is possible only in a (mixed-methods) sequential design.

One way of using research approaches to study the impact leadership has on school improvement practices is through the application of mixed methods research that integrates the collection and analysis of both quantitative numeric data and qualitative data. It is the nature of complex leadership research problems that provides support for extending beyond mere quantitative numbers or qualitative words. By combining these methods researchers can provide the most complete analysis (Creswell & Clark, 2011). It is not always required to apply mixed methods in a study unless it seeks both testing and building an in-depth understanding of data. Johnson and Onwuegbuzie (2004) note the appropriateness of mixed-method research and position it as a complement to the traditional polar research paradigms of quantitative and qualitative methods

3.3 Research Design

In an explanatory sequential design, the researcher first collects and analyses quantitative data, then the findings inform qualitative data collection and analysis (Ivankova, Creswell, & Stick 2006). The sequential explanatory design is also useful when a quantitative researcher wants to further explore quantitative findings (Creswell, 2010). It can be especially useful when unexpected results arise from a quantitative study (Morse, 1991). Therefore, presents core common mixed-methods research types which are prevalent in the field of research. Several scholars (Plano Clark & Ivankova 2016; Terrell, 2012; Wilkinson & Staley, 2019) have listed various types of mixed methods research design. Creswell & Plano Clark (2018) consider these core designs as parsimonious and practical since they have the potential to make researchers understand the best possible options of mixed methods research designs. Explanatory Sequential design occurs in two distinct interactive phases, the beginning with the collection and analysis of the quantitative data to expand the first phase's

quantitative results followed by the designing of the second, qualitative phase based on the quantitative findings (Creswell & Plano Clark, 2018; Schoonenboom & Johnson, 2017; Shorten & Smith, 2017; Wisdom & Creswell, 2013).

In this design, a researcher follows up on a specific quantitative finding and explains it with qualitative data (Wisdom & Creswell, 2013). For example, once the significant predictors are identified through statistical measures, such as it is found that parental negligence is a factor that affects school improvement practices, an interview is designed to delve deeper and explain this predictor. In this design, the qualitative design helps explain certain quantitative results that include unexpected findings in more detail (Terrell, 2012). Creswell and Plano Clark (2018) suggest that a researcher should shift from a postpositivist to a constructivist theoretical assumption when this design is adopted in a study. The researcher follows the postpositivist assumption to select instruments and moves to the constructivist assumption as they value multiple perspectives and in-depth exploration (Creswell & Plano Clark, 2018). Creswell and Plano Clark (2018) argue that integration in this design takes place in two ways: a) by connecting the quantitative findings to the qualitative data collection and b) by drawing integrated findings after combining two sets of results after the qualitative phase is completed. This design is useful when a researcher and research issue is more quantitatively oriented; when s/he has already identified a variable to measure; when s/he can access the participants to collect the qualitative data; when s/he has time to collect data in two phases; and when s/he is the sole investigator, collecting and analyzing the data one at a time. Wilkinson and Staley (2019) in their study found that sampling was one of the problems associated with this design. They pointed out that the reviewers of the research papers, that they analyzed, were concerned with "how well the sample for the qualitative component represented the phenomenon identified

in data from a larger sample of participants and analyzed in the quantitative portion of the study" (p. 70). Creswell and Plano Clark (2018) enumerate the extended time needed for completion, the complexity of specifying the qualitative phase in advance, the compulsion for the identification of quantitative results to be followed up, and the need to specify the participants who can provide the explanation as challenges of this design. The researcher needs to spend too much time implementing two phases and a researcher might face difficulty getting approval from the institutional board since it will be challenging for a researcher to specify the qualitative phase beforehand. A researcher also needs to decide the quantitative results to be followed, and they also need to decide whom to study and what will be the criteria for sampling (Creswell & Plano Clark, 2018). Though the design has outlined a few areas of challenge, it still stands as the appropriate design for the study.

3.4 Site and Subject Characteristics

The study was conducted in Upper Manya Krobo District located in the Eastern Region of Ghana. Originally it was part of the then-larger Manya Krobo District in 1988, which was created from the former Kaoga District Council, until the northwest part of the district was split off to create Upper Manya Krobo District on 29 February 2008; thus the remaining part has been renamed as Lower Manya Krobo District. It is located about 45 km from the regional capital and is one of 216 administrative districts in the country. The Upper Manya Krobo District covers a land area of 670.7 sq. Kilometres Area 105.4 sq. Kilometres, with fishing and farming as the main economic activities. It shares boundaries with two other districts (Asuogyeman District, Lower Manya Krobo District, and Yilo Krobo District). The headquarters of the district is Asesewa. The occupational distribution indicates 15% fishing folks, 75% farmers, and 10% commerce. The municipality has a total population of

70,676 (Males: 35,620 and Females: 35,056) constituting 9.6% of the region's population. The district is divided into eight educational circuits: Asesewa 'A', Asesewa 'B', Asesewa 'C', Abesre, Mensah Dawa, Apimsu, Sekesua, and Sutapong. Upper Manya Krobo District has a total of 188 educational institutions, made up of thirty-eight (38) primary schools, fifty (50) Junior High School and one (1) Senior High School (SHS). The district is noted for not performing academically well in all outputs such as both internal and external examinations and other academic competitions such as quizzes, games, and other educational interventions from Non-Government Agencies, etc. (KOICA, JICA, T2E/GLOI). and these are the reasons why the geographical location in Upper Manya Krobo was chosen for the study.

3.5 Population

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects, or members that conform to a set of specifications. Creswell (2009) asserts that people or sites that can best help in understanding a researched phenomenon should be selected. According to McMillan and Schumacher (2010), choosing a site is a negotiated process to obtain the freedom of access to a site that is suitable for the research problem and accessible for the research in terms of time,

The population for this study is the headteachers, and teachers of the basic public schools. The target population consists of headteachers and teachers of Ghana Education in Upper Manya Krobo District. Kuranchie, (2021) also posits that the population is a target group that the researcher is interested in obtaining information from to make conclusion. The accessible population consists of headteachers and teachers of public basic schools in the district. The district consists of eight (8) circuits Asesewa 'A', 'B', 'C', Apimsu, Mensah Dawa, Abesre, Sutapong, and

Sekesua with a total number of one hundred and ten (110) headteachers, one thousand, three hundred and eighty (1380) teachers, Upper Manya Krobo District school census-EMIS 2022 (Educational Management Information System).

3.6 Sample and Sampling Technique

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (see also Morrison 1993). Sample size calculation or estimation is an important consideration that requires all researchers to pay close attention to when planning a study, which has also become compulsory for all experimental studies (Krejcie, & Morgan, 1970). Alternatively, we can check for duplicates after elements are selected. A simple rule is to accept an element into the sample only when its first listing on the frame is selected (Kish, 1965, p. 58). Then, table of sampled size determination was established to accurately give the required sample from the whole population. This was made up of 27 headteachers and 340 teachers were sampled circuits. Both the headteachers and the teachers within the sampled schools were administered a questionnaire and interviewed purposively through a sequential approach because they were deemed to have in-depth knowledge of the study. They were deeply involved in the school improvement practices of the various schools in the district.

3.6.1 Stratified Sampling

In a stratified sample, the sampling frame is divided into non-overlapping groups or strata, such as. geographical areas, age groups, and different schedules. A sample is taken from each stratum, and simple random sample is referred to as stratified random sampling. Stratification achieves greater precision provided that the strata have been chosen so that members of the same stratum are as similar as possible concerning the characteristics of interest. (Kish, 1995) suggests that, if we want good estimates for certain subgroups (strata) of the population, we may need to allocate more than a proportionate share of the sample to those strata. In this regard, the researcher used stratified sampling to select 27 headteachers and 340 teachers of sampled from all eight (8) circuits for the study. All the strata comprised schools that have been consistently experiencing poor school improvement over the last five years (2016 – 2021). The table below indicates the summary of the population.

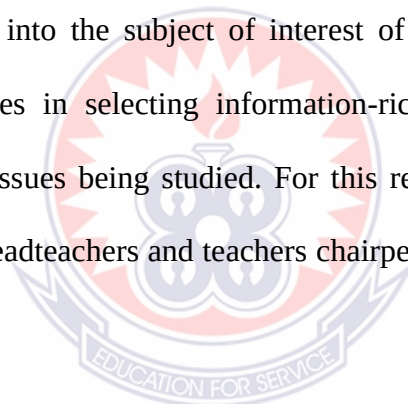
Table 3.1: Summary indication of sample tables

CIRCUITS	TEACHERS			HEADTEACHERS		
CIRCUIT NAMES	TARGETE D	ACCESSIBLE	%	TARGET	ACCESSIBLE	%
ABESRE	121	9	8.7%	11	3	10%
ASESEWA ‘A’	162	12	11.7%	17	4	15%
ASESEWA ‘B’	254	18	18.4%	13	3	12%
ASESEWA ‘C’	209	15	15.1%	12	3	11%
SEKESUA	154	11	11.2%	17	4	15%
SUTAPONG	136	10	9.9%	13	3	12%
APIMSU	190	14	13.8%	12	3	11%
MENSAH	154	11	11.2%	15	4	14%
DAWA						
TOTAL	1380	340	100%	110	27	100%

Source- EMIS 2022 (Educational Management Information System- UMKD)

3.6.2 Purposive Sampling

Purposive sampling is a non-probability sampling technique that is used to select individuals from a given population who have unique characteristics. In a qualitative study, a relatively small and purposively selected sample may be employed (Miles & Huberman, 1994), to increase the depth (as opposed to breadth) of understanding (Palinkas et al., 2015) and hold the specific information desired for the study. Etikan, Musa, & Alkassim, (2016) add that researchers use purposeful sampling in a specific field on a particular topic essential to the study. Purposive sampling is ‘used to select respondents that are most likely to yield appropriate and useful information’ (Kelly, 2010). The technique is used when a researcher wants to identify specific participants that can give insights into the subject of interest of the researcher. The power of purposive sampling lies in selecting information-rich cases for in-depth analysis related to the central issues being studied. For this reason, purposive sampling was used to select all the headteachers and teachers chairpersons in the sampled circuits in the district.



3.7 Research Instruments

In this study, the researcher used questionnaire and an interview guide to collect data. There were two sets of questionnaires, one for headteachers and one for teachers. On the other hand, the interview guide was used to conduct interviews with the headteachers and teachers. Details about the instruments are provided below.

3.7.1 Questionnaire for Headteacher

The questionnaire for the headteachers was used to gather data from school headteachers on the influence of headteachers' leadership on school improvement practices that may be generated from the viewpoint of headteachers in their schools. The questionnaire had closed questions. The questionnaire had the following sections.

Section one gathered background data of the principals and their schools, including gender, level of education, year of experience, and year of headship. Section two of the questionnaire gathered data on the improvement factors of the schools for the past five years. Section three comprised Likert scales to measure the extent to which schools engage in the seven correlates of effective schools.

3.7.2 Questionnaire for Teacher

This questionnaire was used to gather data from teachers on the impact of their headteachers' leadership role on school improvement practices from the various schools. The questionnaire for teachers had the following sections. Section one gathered background data of the respondents, including gender, work experience, and academic/professional qualifications. Section two comprised Likert scales to measure the extent to which schools engage in the seven correlates of effective schools. The third section comprised open-ended questions for respondents to propose measures that influence the school improvement practices of headteachers in their schools.

3.7.3 Interviews

The second instrument used to gather data for the study was an interview. O'Leary (2005) suggests that interviews are neither fully fixed-free nor are perhaps best seen as flexible. They may also start with a few defined questions but be ready to pursue any interesting tangent that may develop. (Kusi, 2012). Interviews generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. Interviews have widely been used as a method of data collection in recent research. Various studies (e.g. Dörnyei & Skehan, 2003; Nazari, 2007; Talmy, 2010) showed that interviews are one, if not the primary, method of investigating linguistic phenomena. More specifically, Block (2000: 757) states that the rationale behind

using interviews in linguistic research is “to take research participants ‘at their word’ to offer a presentation of data plus content analysis, but no problematization of the data themselves or the respective roles of interviewers and interviewees”. The interview guide was developed from the findings of the questionnaire. An interview guide was scheduled and administered to participants. The interview schedule further explored the seven correlates of effective schools that was probe into seeking the in-depth knowledge of participants. However, the interview was classified according to patterns and a description offering explanations about the situation and condition to refine and explain the tabulated themes that emerged from the transcripts. when using narrative data, people’s descriptions of their linguistic behavior may not always reflect reality.

3.8 Validity and reliability of the Instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). Face validity refers to the likelihood that a question will be misunderstood or misinterpreted, thus, the pilot study helped to iron out ambiguity. Sample of the questionnaires were admnstered to teachers of Lamb of God international school to determine the face validity. According to Borg and Gall (1989), the content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions help to establish content validity (Wilkinson, 1991). As such, assistance was sought from the supervisors and other experts from the University, to help improve the content validity of the instruments

3.9 Reliability of the Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made to make a judgment on their reliability. The test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered to headteachers and teachers of schools that were not sampled to determine the consistency in the questionnaire. Then the scores were correlated using the testing reliability of regression coefficient, formula to determine the reliability coefficient. A correlation coefficient of 0.83 was obtained and accepted as recommended by Mugenda and Mugenda (1999). Finally, assess the residual plot to determine whether the normality of the residual is satisfied

3.10 Data Collection Procedure

According to Creswell (2002), the site where research takes place and gaining permission before entering a site is very paramount in research. An introductory letter was obtained from the Department of Educational Administration and Management, University of Education, Winneba stating the aims and purpose of the study and the need for the participants to give their consent and co-operation. A copy of the letter was given to the District Director of Education, Upper Manya Krobo, and the School Improvement Officer (SISO) of the sampled circuits in the district and permission was granted to issue the questionnaires. After securing permission, the researcher obtained consent from the participants before they participated in the study. Informal consent is an agreement of the relevant individual and organization information. It involved giving information about the study, how it was carried out, the nature of

their participation, the time requirement, the kind of data to be collected, and how it will be used and reported (Kusi 2012)

The researcher administered the questionnaires to the respondents. A total of 366 copies of the questionnaire was administered to all the headteachers and a teacher of each sampled school. This was administered within two weeks. The respondents were assured that strict confidentiality would be maintained in dealing with the responses.

3.10.1 Questionnaire and Interview Guide Administration

This study focused only on the headteachers and the teachers in Upper Manya Krobo district. In the first phase of data collection, the researcher personally administered questionnaires to all the participants. This enhanced the return rate of the instrument. The instrument was to gather a broader view and responses of these participants to identify issues and to develop themes for interview schedules. Thus, the instrument created some understanding and awareness among the participants during the interview. Each of the questionnaires was accompanied by a cover letter (Appendix).

3.10.2 Organizing and Conducting the Interview

After the pilot exercise, the researcher met the District Director of Education, Upper Manya Krobo District to inform her of the intended interviews individually and confidentially. Then, each of the interviewees was given a letter informing them about their selection for the interview phase which was conducted on a face-to-face basis. This encounter was directed towards understanding the informant's perspectives on their lives, experiences, or situations as expressed in their own words (Kusi, 2012)

Each of the interviewees was interviewed on one occasion in their office or a location that was free from distraction. Each interview situation lasted 30-40 minutes. To

consistency during the interview, the researcher develops an interview protocol (Creswell, 2005) to guide the process. Before each interview situation, the researcher re-introduced me, described the researcher, its purpose, and the category of interviewees, and reassured the interviewees of confidentiality. The researcher expressed appreciation to the interviewee for his /her cooperation and participation.

3.11 Data Analysis

This study generated both qualitative and quantitative data; hence both qualitative and quantitative techniques were used to analyze the data obtained. Quantitative data were analyzed using descriptive and inferential statistics. Mugenda and Mugenda (1999) assert that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. The quantitative data was presented using descriptive statistics such as mean and percentages, and tabulations. In analyzing quantitative data, copies of the filled questionnaires was serially numbered and edited. The process of data analysis required the use of the Statistical Package for Social Sciences (SPSS) version 26. To determine the relationship between the predictor and dependent variables of the study, multiple linear regression was used at the 0.007 level of significance. To establish the relative contribution of each independent variable (predictor) on school improvement practices, a linear regression model was specified as depicted by the formula below:

$$Y = a_1X_1 + a_2X_2 + a_3X_3 + a_4X_4 + a_5X_5 + a_6X_6 + a_7X_7 + c$$

Where: Y = Academic performance (KCSE mean scores for the schools)

X₁ = Emphasis on instructional leadership,

X₂ = Focus on vision and mission

X3 = School safety and orderliness

X4 = Communicating high expectations for success

X5 = Monitoring of student progress

X6 = Home-school relations

X7 = opportunity to learn

c = Constant; and $a_1...a_7$ are regression coefficients.

The multiple linear regression equation above was used to examine the relationship between the two sets of variables, one of which is referred to as the predictor variable (in this case the seven correlates), and the other of which is referred to as the criterion variable (in this case of school improvement practices). Qualitative analysis considered the inferences that were made from the opinions of the respondents. The interview data was transcribed and the result was used to further explain and interpret the findings from the quantitative phase. The headteachers were given serial numbers MHT as headteachers and MT as teachers. Qualitative data were analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on the influence of headteachers' leadership on school improvement practices.

Research questions one, two, and three was analyzed using frequencies and percentages. The percentage was calculated from the frequency of respondents to the items. Any percentage agreed item with 50% and above was considered to be of significant effect while any item below or less than 50% was considered not significant. The percentage was computed for the calculated Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) statements:

The Qualitative aspect of the analysis was using the inductive process by categorizing and identifying patterns among the categories. These categories and patterns emerged from the data by reading the transcripts on several occasions and listening to the audio tapes many times until the researcher got immersed in the data collected. Issues drawn from the data were used as themes to structure the data presentation. Furthermore, direct quotations from the respondents were used to enhance the credibility of the data.

3.12 Ethical Considerations

As for ethical considerations, the researcher ensures and assure the participants that all their responses was treated with strict confidentiality and only be used for the study. All scholarly works quoted was recognized. Participation in the study was voluntary and informed consent was obtained from all the participants. Participants was free to withdraw from participation at any stage without any negative consequences. Participants were not be required to write their names on the questionnaire, the dignity and worth of all the respondents was guaranteed.

When it comes to dealing with human participants, research projects should rigorously follow ethical considerations. According to Cohen et al (2007), as interviews are considered an intrusion into respondents' private lives concerning the time allotted and the level of sensitivity of questions asked; a high standard of ethical considerations should be maintained. Therefore, ethical issues should be considered at all stages of the interview process. That is, participants should provide their informed consent before participating in the interview: a key step that researchers should adhere to throughout the whole research project. However, an ethical challenge to researchers would be the openness and intimacy of the interview situation as it may lead respondents to disclose information that they may later regret, and there is a risk

that the interaction may become a quasi-therapeutic relationship for which most researchers might not have been trained. Therefore, to protect the participants' rights and to avoid causing them any harm, researchers should ensure that the collected data will be strictly confidential and anonymous. More importantly, however, participants should be told that their participation in the interview is entirely voluntary and that they can withdraw at any time. With regard to my future research, appropriate consent forms will be designed; translated into Arabic (if needed); and distributed among the participants to sign. Furthermore, a brief explanation of my study's nature and the participants' rights, concurrently, be distributed.

Table 3.2: Summary of the research design

Level of decision	Choice
Research paradigm	Pragmatic paradigm
Research approach	Mixed method
Research design	Sequential explanatory
Setting of the study	Upper Manya Krobo District with eight (8) circuits
Population	Population: All the Public Basic Schools in the district. Targeted: All the Public Basic Schools in the selected circuits in the district.
Sampling and sampling technique	Quantitative- Krejcie and Morgan (1970)- Table of sampled size determination Qualitative: Purposive sampling technique
Research instrument	Questionnaire and Interview for both headteachers and teachers.
Validity and Reliability	Validity: face, content, construct Reliability: (Test-retest), pilot questionnaire on some headteachers and teachers of Lamb of God Preparatory school (not part of the sampled schools) and to also satisfy normality of residual.

Data collection procedure	Introductory letter/ permit from the University of Education, Winneba, Department of Educational Administration and Management.
Data Analysis	Quantitative: SPSS (mean, and standard deviation, Multiple linear regression and One-Way ANOVA) Qualitative: Audio recording and transcription
Ethical consideration	Informed Consent and Confidentiality

3.13 Summary

The methods and methodology in research are very critical as its the evidence of the systematic approach taken to collect that form the basis for arriving at findings and conclusions. This chapter presented the methods employed in the research. It first discussed the design of the study, philosophical considerations and research paradigms. It then proceeded with the approach adopted for the research. The method for data collection including, questionnaires and interviews were adequately discussed drawing upon relevant literature. Due to the mixed-method approach involving interactive ethical consideration was a key part of the research. It also indicated how the data collected would be analyzed in line with themes that emerged from the study and the research questions. The next chapter presents the analysis of the data collected.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study based on the data collected from the field. This is divided into three sections. Section one dwells on the response rate and the justification for its adequacy. The second section deals with the background information while the third section presents the findings based on the research questions.

4.1 Response Rate

The researcher administered 367 questionnaires, but 366 questionnaires were completely responded to and involved in the analysis, representing a response rate of 99.7%. One (1) questionnaire had a lot of missing data; hence it was not involved in the analysis. Mugenda and Mugenda (2003) aver that a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good, and 70 percent or more is excellent. Therefore, this response rate was excellent and suitable enough to give a true reflection of the issues under study.

4.2 Demographic Data of the Respondents

The examined the background information of the respondents like gender, level of education, year of experience, and number of teachers. The findings are presented in Table 4.1 Category of respondent- gender, level of education and year of experience

Table 4.1: Demographic Data of the Respondents

Variables	Grouping	Frequency	Percentage
Category of Headteacher respondents	Headteacher	27	7.4
	Teacher	339	92.6
	Total	366	100.0
Gender	Male	323	88.3
	Female	43	11.7
	Total	366	100.0
Level of education	Diploma	107	29.2
	Bachelor of Education	84	23.0
	Masters	175	47.8
	Total	366	100.0
Year of experience	1-5	166	45.4
	6-10	181	49.5
	11-15	16	4.4
	16-20	3	0.8
	Total	366	100.0

The findings in Table 4.1 revealed that the majority of headteachers were males constituting 323 (88.3%) while the female was 43(11.7%). This indicated that the males dominated the school leadership and thus there was no gender equity in leadership roles in public Junior Schools in Upper Manya Krobo of the Eastern region of Ghana. The reason could be that more males than females are involved in education or females shy off from leadership roles.

From the finding in Table 4.1, the data indicated that respondents highest in the level of education were those who attained diploma education with 283 (77.3%), followed by Bachelor education of 74 (20.2%) and the least was Masters education with 9 (2.5%). This implies that the majority of both headteachers and teachers had Diploma and their competent level in handling management and class facilitation toward leadership and facilitation may not be adequate. Katz, Lazer, Arrow, and Contractor (2004) believed that teachers with higher levels of education performed their duties better due to their knowledge and modern managerial skills. The findings, therefore, indicate that the respondents had limited skills and leadership influence to steer them toward its improvement.

The study showed that 166 (45.4%) respondents in the year of experience served in their various schools between 1-5 years, 181(49.5%) served a period of 6-10 years, 16(4.4%) served for a period of 11-15 years and 3(0.8%) served for a period of 16 years and above. The data indicated that the majority of respondents with the highest percentage of high experience in the current station were 6-18(49.5%) with a reflection that respondents with more than 15 years of experience in the service were only three (3) in number, which implies that, the respondents had been in their schools for those periods and have attained required percentage which should be adequate for the study.

4.3 Findings

This section focuses on the presentation of findings based on each research question.

4.3.1 Research Question 1

What is the state of school improvement practices in the public schools in Upper Manya Krobo District?

The study sought to establish the state of school practice. School improvement practices outlined in this study included instructional leadership, school safety and orderliness, clarification of vision and mission, expectation for success, home-school relations, monitoring of student progress, and opportunity to learn/time on task. Descriptive statistics such as mean and standard deviation were used to analyze the data, and the results are presented in Table 4.2

Table 4.2: Analyses on the state of school improvement practices

Variables	Minimum	Maximum	Mean	Std. Deviation
Expectation for success	3	4	3.52	0.239
Clarification of vision and mission	3	4	3.49	0.253
Opportunity to learn/time on task	3	4	3.42	0.264
Home school relation	3	4	3.35	0.205
School safety and orderliness	3	4	3.30	0.236
Monitoring of student progress	3	4	3.14	0.300
Instructional leadership	2	3	2.79	0.195
Overall School Improvement Practices	3	4	3.29	0.115

Source: Fieldwork Data (2023)

The researcher used the four-point Likert scale and Table 4.2 showed the minimum and the maximum responses, where the minimum and maximum values were within the 1-4 Likert scale, indicating that there were no outliers in the data. The value on the minimum is 3 of each of the seven indicators of school improvement practices except the instructional leadership which reported two (2). The maximum value was 4 for all the indicators of school improvement except the instructional leadership which had three (3). Extreme values in the dataset can significantly affect the mean. (McClave & Sincich, 2017). (Cohen et al., 2013), while Data points are closer to the mean, indicating less dispersion. (McClave & Sincich, 2017) and essential inessential in hypothesis testing, confidence intervals, and understanding the spread of data. (Cohen et al., 2013)

The analysis further showed that Expectation for success was rated the highest Expectation for success indicated ($M=3.52$, $SD=0.239$), Clarification of vision and mission: ($M=3.49$, $SD= 0.253$), Opportunity to learn / time on task: ($M= 3.42$, $SD= 0.264$), Home-school relation: ($M= 3.35$, $SD= 0.205$), School safety and orderliness: ($M= 3.30$, $SD= 0.236$), Monitoring of student progress: ($M= 3.14$, $SD= 0.300$), Instructional leadership: ($M= 2.79$, $SD= 0.495$). The standard deviation also indicated how spread out or close the figure was from the mean and was normally distributed.

The interview data also confirmed that the majority of the participants set personal and professional examples for headteachers and teachers.

For example, MHT-2 remarked:

I am doing my best to lead this school, and I'm confident that my hands-on approach and clear communication are sufficient. However, despite my efforts, I realise that some challenges may be beyond my control, and I'm not sure what else I can do to drive significant improvement."

MHT -1 shared his view:

"I inspire others, and also inspire myself but I had rather not risk someone else making a mistake, and so I must show a positive can-do attitude by setting the pace"

MT-7 also expressed her view that:

"Our headteacher seems to think that he's doing enough to improve the school, constantly saying things like 'I'm doing my part' and 'I'm leading by example', but despite his efforts, the school's problems persist. It's as if he's given up on finding new solutions and is just going through the motions, convinced that he's doing all he can, even if it's not yielding the desired results."

This practice by headteachers of being role models for the teachers can develop and foster mutual trust between themselves and their teachers and within the teachers (Knab, 2009). Headteachers who engage in these practices are leaders who are honest, respectful, and dignity of others. Additionally, as reported by Fiore (2009), headteachers must regularly exhibit positive leadership characteristics," (p.7) while they make dozens of decisions daily on a multitude of issues.

To complement the results, interviews were conducted to ascertain the qualitative view of the headteachers who were interviewed who did not give major attention to instructional leadership, using the seven correlates of school effectiveness (Lezotte, 2010).

This study implies that all the school improvement practices in the correlate were performed above average, average, and below average: however, any mean score above 0.3 is above average, mean score of exactly 0.3 is average and any mean score below 0.3 is below average. responses from the minimum and maximum value, as well as mean scores and standard deviation of all school improvement, suggested that there was little attempt made by headteachers in the instructional leadership and also supported that thought that there had been much effort and influence on the school safety and orderliness, clarification of vision and mission, home- school relation, frequently monitoring of student progress but less had been made on instructional leadership. For example, when a few headteachers were asked to outline the state of their improvement using the correlates, they stopped the interview and went to find a copy from the files, and additionally, the headteacher's Handbook. Once such documents were found in the hands of the headteacher, which indicates that he was scanning and trying to read something. Further explanation on how instructional leadership is carried out in the daily practice of their schools.

MT 3's answers about instructional leadership capture the general idea associated with the headteachers:

“We have been doing our best as headteachers, in the absence of required material and resources to teach, in most cases I mostly focus

on discipline and behaviour management though we also do more on academic work with the limited teachers in our schools”.

Another respondent had this to add

...although we have been attending some training sessions, we have not received specific training on instructional leadership. In most cases, we have been learning on the job, without targeted guidance or support....” (MHT-5).

In furtherance to the above, in explaining why less effort was applied to instructional leadership, a headteacher interviewed reported that he has been doing his best by making sure he plays his role as headteacher. He pointed out he had a lot of responsibilities that he wished to accomplish but the major challenge was teacher deficit, limited resources, and lack of periodic training for headteachers on some specific responsibilities.

Baron and Uhi (1995) reinforce the importance of instructional leadership by stating that the main function of the school is to be related to the teaching and learning process, while the other is the second aspect. As such, being instructional leaders, headteachers need to prioritize action to improve the quality of teaching and learning which is the main thrust of the school. The practice of instructional leadership by headteachers is much needed to influence teachers' behaviour in improving the quality of teaching and learning as well as implementing academic management so the teachers can teach effectively.

Instructional leadership is critical for school improvement. Many reports on education in Ghana have put private schools ahead of their public school in supervision and linked the higher performance in private schools to effective supervision (Ampiah,

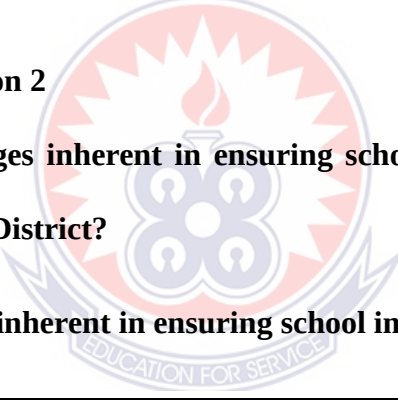
2010). There have been questions raised in these reports such as why some schools are not performing.

Based on the importance of instructional leadership that has been empirically proved in enhancing school improvement, the role of instructional leadership in improving the quality of education should not be ignored. This discussion shows that instructional leadership is very relevant to be practised to improve schools. Therefore, the headteachers who act as instructional leaders need to strive to be high-impact leaders to lead the implementation of instructional changes effective for school improvement. Schools require good leaders to recognize the process of teaching and learning to ensure that the mission of the school is achieved (Lezotte, 2010).

4.3.2 Research Question 2

What are the challenges inherent in ensuring school improvement practices in Upper Manya Krobo District?

Table 4.3: Challenges inherent in ensuring school improvement practices



Challenges	Minimum	Maximum	Mean	Std. Deviation
System evaluation challenge	4	5	4.53	0.287
Student evaluation challenge	3	5	3.88	0.295
Headteacher evaluation challenge	3	4	3.48	0.334
School-community evaluation challenge	3	4	3.45	0.302

Source: Fieldwork data (2023)

This research question aimed to measure the challenges inherent in ensuring school improvement practices in Upper Manya Krobo District. In this analysis, school

improvement practices include the System evaluation challenge, Student evaluation challenge, Headteacher evaluation challenge, and School- community evaluation challenge. Descriptive statistics such as mean and standard deviation were used to analyze the data as presented in Table 4.3

The researcher used the five-point Likert scale and Table 4.3 to show the minimum and the maximum responses, where the minimum and maximum values were within the 1-5 Likert scale, showing no outliers in the data and therefore the mean was not influenced. The value on the minimum is three (3) except for the system evaluation challenge which reported four (4). The maximum value was five (5) for all the challenges except the headteacher evaluation challenge and school-community evaluation challenges indicated four (4).

The analysis further showed that Expectation for success was rated the highest System evaluation challenges indicated ($M=4.53$, $SD=0.287$), Student evaluation challenges: ($M=3.88$, $SD= 0.295$), Headteacher evaluation challenges: ($M= 3.48$, $SD= 0.334$), School- community evaluation challenges: ($M= 3.45$, $SD= 0.302$). The standard deviation also indicated how spread out or close the figure was from the mean and was normally distributed. This implies that all the challenges on school improvement practices were performed either above average, average, or below average: however, any mean score above 3 is above average, a mean score which is exactly 3 is average and any mean score below 3 is below average. Responses from the minimum and maximum value, as well as mean scores and standard deviations of all the challenges, suggested that there was little attempt made by headteachers in the headteachers' evaluation challenges and school-community challenge, also supported that thought that there had been influences on the school safety and orderliness, clarification of vision and mission, home- school relation, frequently monitoring of

student progress and the instructional leadership, but the data still indicated that challenged categories such as system evaluation, students evaluation, headteachers evaluation and school- community evaluation were high with an indication that the challenges were obvious among the majority of the respondents. The interview sought to seek the opinion on whether headteachers find it difficult to understand school improvement activities in considering the challenges inherent to school improvement practices. Some of the responses are captured below.

“We are always ready to work but, in most cases, for instance, my teachers are struggling to implement new ways of teaching but have tried several initiatives but student outcomes have not improved. To be frank with you me and my teachers are trying our best with the limited resources” (MT-5)

Heck (1993), identified the principal's willingness and ability to promote meaningful discussion around instructional issues as central to their effectiveness as a school leader. Therefore, the question arises: what are the difficulties in understanding school improvement practices? most interviewees opined that they don't have convincing knowledge of school improvement practices as leaders. In response to the challenges in understanding school improvement practices during the interview, most interviewees opined that they have been doing their best in the various schools.

This was evident by comments such as:

“We do not see the desired results from our learners and stakeholders but we always try to do the little we can do” (MT-6)

Another interviewee added that:

“We were having trouble attracting and retaining top teaching for the learners to meet the academic requirements, which affected the effective means of measuring learners' progress and school success. Some teachers may come to school late as they may not wish to associate with poor working conditions” (MHT-2)

In line with the second research question, the summary has clearly stated that, despite the numerous and constraints faced, including the lack of essential resources and facilities, headteachers in the district have demonstrated dedication to providing their best to learn. To bridge the gap and imitate an influence through headteachers' leadership, headteachers should receive world-class educational resources and facilities that prepare them for success under headteachers' leadership of various schools in the District.

4.3.3 Research Question 3

What measures could be adopted to enhance school improvement practices in Manya Krobo District?

The researcher sought to establish the years the respondents attained in their current service.

Table 4.4: Measures to enhance school improvement

Measures	Mini.	Maxi.	Mean	Std. Deviation
Family and community engagement	4	5	4.77	0.251
Procuring and needs assessment	4	5	4.69	0.221

Setting achievable goal	4	5	4.68	0.227
instructional coherence	4	5	4.67	0.221

Source: Fieldwork (2023)

This research question aimed to determine the challenges inherent in ensuring school improvement practices in Upper Manya Krobo District. In this analysis, school improvement practices include Family and community engagement, Procuring and need assessment, and instructional coherence. Descriptive statistics such as mean and standard deviation were used to analyze the data as presented in Table 4.4

The researcher used the five-point Likert scale and table 4.4 to show the minimum and the maximum responses, where the minimum and maximum values were within the 1-5 Likert scale, showing no outliers in the data and therefore the mean was not influenced. The value on all the minimum is four (4). The maximum value was five (5) for all the measures.

Though the minimum and maximum values were four (4) and five (5) respectively, and on all items, the mean and standard deviations were not the same. The analysis further showed that family and community engagement was rated the highest ($M=4.77$, $SD=0.251$), procuring and needs assessment ($M= 4.69$, $SD= 0.221$), setting an achievable goal ($M=4.68$, $SD= 0.227$), and instructional coherence ($M=4.67$, $SD= 0.221$).

This implies that all the measures on school improvement practices were performed either above average, average, or below average: however, any mean score above 3 is above average, a mean score which is exactly 3 is average and any mean score below 3 is below average. Responses from the minimum and maximum value, as well as mean scores and standard deviations of all the measures, suggested that all the

indicators of the items had the same minimum and maximum scores but the mean scores and the standard deviation were not the same, which means that the distance between each item were not the same. In response to the challenges in understanding school improvement practices during the interview, most interviewees opined that they have been doing their best in the various schools.

This was evident in comments such as

“We have had several challenges relating to measures to control limited resources for years, and all we are looking for is an intervention that can reduce the pressure from the lack of teachers, facilities and teaching and learning materials, and also an active involvement from parents encourage active participation from parents and guardians through volunteering, feedback, and decision-making processes” (MHT-1).

Another interviewee added,

“To be frank, the schools in the district are struggling with resources, which I believe affects improvement in the school, the schools must focus on personalized, inclusive, and competency-based learning that caters to diverse student needs and abilities, and encourages learners to step up their learning attitudes as well as supplying the headteachers with the needed resources to work that will improve school practices to provide real-world learning experiences and resources” (MT-8)

To further enhance school improvement, headteachers require effective measures that promote school improvement practices, the core areas are required-setting achievable

goals to implement innovative and collective responsibility toward school improvement, instructional coherence when school leaders will have adequate training and skills to enable them to lead schools in different situations and environment, and family and community engagement that creates partnership that will enhance student learning and well-being. Finally, suggests that school improvement is dependent on the presence and implementation of specific measures that address various aspects of the educational system. By putting these measures in place, schools can create learning, achievement and success.



4.3.4 Research Question 4

What is the influence of headteachers' leadership style on school improvement practices in public basic schools in Upper Manya Krobo District?

The purpose of this research question was to examine the influence of headteachers' leadership on school improvement practices. To answer this research question, the multiple linear regression analytical technique was employed. Firstly, the researcher checked the assumption of multicollinearity using the Tolerance and Variance Inflation Factor (VIF) statistics. To ascertain the absence of multicollinearity, the Tolerance values for each predictor variable should be greater than 0.10 while the VIF scores should be less than 10. A multicollinearity problem occurs when the independent variables are highly correlated to each other (Hair Jr et al., 2010; Pallant, 2010; Tabachnick & Fidell, 2013). Therefore, when two or more variables are highly related, it means they contain unnecessary information. Therefore, not all are needed in the same analysis because they increase the error terms. Furthermore, when multicollinearity between variables is high, the standard error of the regression coefficient increases, so the statistical significance of these coefficients becomes less reliable. However, the most reliable statistical test of multicollinearity is an examination of tolerance and Variance Inflation Factor (VIF) with thresholds of more than 0.1 and VIF of 10 (Hair Jr et al., 2010; Pallant, 2010). Therefore, in Table 4.5 the researcher concluded that the assumption of multicollinearity was absent among the predictor variables. The results of the model summary and the ANOVA results are presented in Table 4.5 And Table 4.6 respectively.

Table 4.5 Model Summary Results for Influence of Headteachers' Leadership Practices on School Improvement Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.196 ^a	0.038	0.028	0.208	0.038	3.589	4	361	0.007	

a. Predictors: (Constant), Achievement-oriented leadership practice, Supportive leadership practice, Participative leadership practice, Directive leadership practice

b. Dependent Variable: School improvement practices

Source: Fieldwork (2023)

The results in Table 4.5 indicated that headteachers' leadership practices (achievement-oriented leadership, supportive leadership, participative leadership, directive leadership) collectively contributed 3.8% variance to school improvement practices which were statistically significant [$F(4, 361) = 3.589, p < 0.05$]. These findings implied that leadership practices among headteachers were good determinants of school improvement practices in public basic schools in Upper Manya Krobo District.

Table 4.6 ANOVA Results for Influence of Headteachers' Leadership Styles on School Improvement Practices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.618	4	0.155	3.589	0.007 ^b
	Residual	15.552	361	0.043		
	Total	16.170	365			

a. Dependent Variable: School improvement practices

b. Predictors: (Constant), Achievement-oriented leadership practice, Supportive leadership practice, Participative leadership practice, Directive leadership practice

Source: Fieldwork (2023)

The researcher further examined the individual influence of each leadership practice on school improvement, and the findings are presented in Table 4.7

Table 4.7 Unstandardized and Standardized Coefficients for Influence of Leadership Practices on School Improvement

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	2.871	0.12		23.955	0	
	Directive leadership	-0.011	0.032	-0.041	-0.35	0.727	0.193 5.185
	Supportive leadership	0.091	0.029	0.17	3.116	0.002	0.895 1.117
	Participative leadership	-0.013	0.024	-0.055	-0.536	0.592	0.255 3.915
	Achievement-oriented leadership	0.036	0.029	0.155	1.254	0.211	0.174 5.754

a Dependent Variable: School improvement practices

Source: Fieldwork (2023)

The results in Table 4.7 revealed that except for supportive leadership practice which uniquely and statistically significantly influenced school improvement ($\beta=0.17$, $t=3.116$, $p<0.05$), all the other leadership practices, including directive leadership ($\beta=-0.041$, $t=-0.35$, $p>0.05$), participative leadership ($\beta=-0.055$, $t=-0.536$, $p>0.05$), and achievement-oriented leadership ($\beta=0.155$, $t=1.254$, $p>0.05$) did not independently and statistically significantly influenced school improvement in the schools. These results suggested that supportive leadership among the headteachers was the only leadership practice required to enhance school improvement in public basic schools in Upper Manya Krobo District. The interview data also suggested that the supportive leadership style is appropriate for improving educational practices in the district. Most of the interviewees attributed to the conclusion that:

“I believe that supportive leadership is about empowering my team members to take ownership of their work and providing them with the resources and guidance we need to succeed. In my previous role, I had a teacher who was struggling with their responsibilities. Instead of simply telling them what to do, I work with them to identify the root causes of the issues and provide coaching and support to help develop a solution. Trust me, this approach not only leads to better outcomes but will build instructional confidence and skills.” (MT-7)

One other interviewee shared that:

“I think that supporting is about creating an environment where my team feels safe to take risks, share their ideas, and learn from their mistakes. With my experience, it has increased innovation, and reliefs me from being overburdened. I also feel supported and safe when the needed resources are available” (MT-5)

This viewpoint is echoed by another head who elucidates the double-edged nature and potential downside of additional involvement or support from parents:

“Truth be told, is pathetic as parents want to shirk all responsibilities and shift their responsibilities to the stakeholders. For instance, if you wait here some time, you see what I mean. School pupils wear very tattered uniforms, pupils wear slippers and in some cases no footwear at all. They don’t even check on their children whether they come to school or not. In many cases, parents do not know their teachers of their children let alone know the class in which their children are situated.” (MHT-4)

On the contrary, one of the interviewees saw it as less important to suggest the parent in a supportive leadership style towards school improvement practices. He commented:

“As much as I believe it is good to consult parents, I don’t normally do that. Most decisions to make in the school come as a directive from above. The support is officially expected to come from The School Improvement Support Officer (SISO), The Head of Monitoring and Supervision has given instructions as to what to do. Those directives are not subject to consultation and debates. They are rather for notifications and necessary actions” (MHT-3)

This means that though there has been an indication that supportive leadership is uniquely significant in the study, many of the headteachers and teachers acknowledged that parental involvement in supportive leadership should be encouraged. Probing further on that during the qualitative data collection, one of the interviewees highlighted this comment:

“Parents' involvement in schools is indeed important, as headteachers I do not only concentrate on teachers and learners in the school but equally create an environment where teachers and parents feel valued” (MHT-4)

Responding to this during the interview, one of the headteachers has this to say:

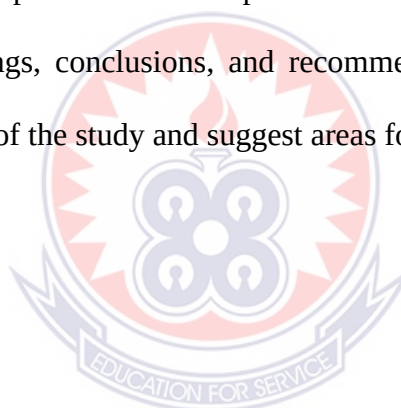
“I have now learned to understand to offer guidance, and feedback and encourage teachers to step outside their comfort zones for some time now in the teaching and learning experience, as well as celebrate their success or the school's success.” (MHT-4)

It needs to be pointed out that in an effective school, headteachers understand and support. Martin (2012) argued that effective leadership contributes a lot when the nature of the work is stressful or boring. This is because a supportive style by the leader increases subordinates' satisfaction and self-confidence and reduces the negative aspects of the situation. When pressed further, many headteachers have attached the functions and negligence of parent role as a major reason for their inability to function effectively. The relationship between the school improvement practices and leadership style has indicated or outlined that supportive leadership has been prioritized ahead of participative, directive, and achievement-oriented leadership styles. Moreover, supportive persons in leadership demonstrate respect for subordinates, treat everyone equally, and show concern for subordinates' well-being (House, 1971; Leana, 2013) to argue further, all these roles of the headteachers are geared toward parental involvement, as much as most unique leadership style that is appropriate and derived from the study is supportive leadership style but must also consider the parent involvement, whereas the headteacher neglects his or

responsibility because the parent are not putting up much effort to school improvement practices.

4.4 Summary

This chapter has presented and analysed data from the questionnaire administered and the responses of the interviewees. The findings have been discussed concerning the literature, especially those reviewed in Chapter 2. Their responses covered four main areas. They were the state of school improvement practices, the challenges inherent in ensuring school improvement practices, the measures that could be adopted to enhance school improvement practices, and the influence of headteachers' leadership on school improvement practices in basic public schools. The next chapter present the summary of the findings, conclusions, and recommendations of this study. It also present the limitations of the study and suggest areas for further research



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a summary of the study, made recommendations, conclusions, and areas that need further research. The study drew on the background, literature review, study methodology, data analysis, and interpretation sections that came before this chapter.

5.1 Summary of the Study

The purpose of the study was to examine and explore the influence of headteachers' leadership on school improvement practices of Public Junior High Schools in Upper Manya Krobo District. Specifically, the study examined and explored the state of school improvement practices. The difficulties in guaranteeing school improvement practices, potential improvements to school improvement practices, and the impact of headteachers' leadership on school improvement practices are all discussed. For this case, the study sought to find answers to the following research questions:

1. Measure the state of school improvement practices in the basic public school in Upper Manya Krobo District.
2. Examine the challenges inherent in ensuring school improvement practices in the basic public schools in Upper Manya Krobo District.
3. Determine the measures that could be adopted to enhance school improvement practices in the basic public schools in Upper Manya Krobo District.
4. Determine the influence of headteachers' leadership on school improvement practices in basic public schools in Upper Manya Krobo District.

A review of the literature revealed that while the topic of school improvement has been the subject of several studies in the past, the majority of these studies were focused on industrialized nations. A review of Ghanaian literature indicated that, to date, relatively few studies have been conducted that are both qualitatively centred and focus on the techniques of school reform used by headteachers of junior high schools. Overall, the literature study indicated that while head teachers are crucial to the success of schools, little is known about their actual actions.

The researcher also explained the research design for the study justifying the usage of the sequential explanatory mixed method design and sampling procedure. A questionnaire and interview guide were the instruments used to gather data from 27 headteachers and 340 teachers who were chosen through the sampled survey.

A school improvement and leadership instrument with five sections was designed to obtain information about headteachers and teachers on the influence of headteachers' leadership on school improvement. The first section of the questionnaire sought to establish the demographic information of respondents such as age, gender, teaching qualification, and the experiences of the headteachers in their service. The second to the fifth section sought to establish the respondent's general knowledge statistically relating to the influence of headteachers' leadership on school improvement practices according to the objectives of the study and later sought an in-depth understanding through the interview guide to complement the questionnaire.

The findings of the study were analyzed and discussed with each of the research questions.

5.2 Key Findings of the Study

The following are the major findings of the study:

The state of school improvement practices

The first research question measured the state of the school's improvement. The study revealed that there was little attempt made by headteachers in the instructional leadership and also supported that thought that there had been much effort and influence on the school safety and orderliness, clarification of vision and mission, homeschool relation, frequent monitoring of student progress but less had been made on instructional leadership. Therefore, to lead the implementation of instructional changes that are beneficial for school improvement, head teachers who serve as instructional leaders should aspire to be high-impact leaders.

Challenges inherent in ensuring school improvement practices

The second question asked the participants to share views on challenges inherent in ensuring school improvement practices. It came out from the findings that there was little attempt made by headteachers in the headteachers' evaluate challenges and school-community challenges, also supported the thought that there had been influences on the school safety and orderliness, clarification of vision and mission, home-school relation, frequent monitoring of student progress and the instructional leadership, but the data still indicated that challenged categories such as system evaluation, students evaluation, headteachers evaluation and school- community evaluation were high with an indication that the challenges were obvious among the majority of the respondents. Finally admit that the summary has clearly stated that, despite the numerous constraints faced, including the lack of essential resources and facilities, headteachers in Upper Manya Krobo District have demonstrated dedication

to providing their best to learn. Headteachers should be provided with top-notch educational resources and facilities that equip them for success in their role as leaders of different schools in order to close the gap and emulate their influence. in the District.

Measure that could be adopted to enhance school improvement practices

The third research question engaged in measures that could be adopted to enhance school improvement practices. This research revealed several applicable measures expected from headteachers to enable them to deploy their needful responsibilities in Upper Manya Krobo District. The finding established that headteachers need to be supported with all requirements. To further enhance school improvement, headteachers require effective measures that promote school improvement practices, the core areas are required-setting achievable goals to implement innovative and collective responsibility toward school improvement, instructional coherence when school leaders will have adequate training and skills to enable them to lead schools in different situations and environment, and family and community engagement that creates a partnership that will enhance student learning and well-being. The researcher added that the existence and application of particular policies that address different facets of the educational system are prerequisites for improving schools. By putting these measures in place, schools can create learning, achievement and success.

Influence of headteachers leadership on school improvement practices

The research determined the influence of headteachers on school improvement practices. Findings from the study show that the headteacher's leadership has revealed that, the relationship between the school improvement practices and leadership style has indicated or outlined that supportive leadership has been prioritized ahead of

participative, Directive and achievement-oriented leadership styles as a critical catalyst for school improvement practice, all these roles of the headteachers are geared toward parental involvement, as much as a most unique leadership style that is appropriate and derived from the study has prioritized supportive leadership style but must also consider the parent involvement, whereas the headteacher neglects his or responsibility because the parent is not putting up much effort to school improvement practices which should foster a culture of collaboration, innovation, and accountability, leading to improving teachers morale, enhancing student engagement and motivation, increasing parental involvement and community engagement.

5.3 Conclusions

The following conclusions are made per each objective. It is presented in logical order starting with objective one through to objective four.

The objective is to Investigate the state of school improvement practices in Upper Manya Krobo District. In light of the finding, the researcher concludes that the state of headteachers' in school improvement by using the seven correlates in school effective, instructional leadership needs to be given much attention, which means that all the other correlates were effective in school improvement practices except the instructional leadership. The study pointed out the need that expectation for success, clarification of vision and mission, the opportunity to learn/ time on task, home-school relation, and monitoring of students' progress in the school improvement practice agreeing with the respondents' responses but the study equally indicated the responses on instructional leadership needs to be improved upon.

Objective two (2) established the challenges inherent in ensuring school improvement practices. The findings revealed that headteachers play an important role in improving

school by taking critical notice of some challenges respondents addressed. It was concluded that system evaluation challenges, student evaluation challenges, headteacher evaluation challenges, and school-community evaluation challenges. The study found that the system evaluation challenge is the main duty to enhance school improvement practices, while the school-community evaluation challenge was the least of the challenges respondents expected to improve.

The third objective examined the measures that could be adopted to enhance school improvement practices in Upper Manya Krobo District. The result from the field indicates that the most important factors in considering the measures that were adopted the family and community engagement, followed by procuring and need assessment, setting achievable goals and finally instructional coherence. As the result shows, the headteacher's leadership in driving the effort of family and community as a key measure in school improvement is highly acknowledged and has been demonstrated.

5.4 Recommendations

From the findings and conclusions of this study, the researcher strongly recommends the following:

1. Headteachers who adopt a supportive leadership approach, characterized by empathy, empowerment, and open communication, are more likely to create a productive and inclusive school environment. To promote teacher growth and student success, effective headteachers should prioritize supportive leadership, fostering a positive school culture, encouraging teacher collaboration, and providing individualized guidance.

2. It emerged from the study that headteachers should make sure teachers keep updated on professional documents and provide the most required teaching and learning resources needed for improved performance. In light of the above, it is recommended that headteachers in Upper Manya Krobo District should ensure that their schools update their professional documents, and hold staff appraisal meetings to discuss strengths, weaknesses, and opportunities for academic performance.
3. It came out of the study that, headteachers' leadership can improve through providing regular feedback and coaching to headteachers, developing and implementing effective strategic plans, aligned with national and local priorities. and fostering collaborative leadership, empowering teachers, and establishing clear monitoring and evaluation frameworks to assess headteachers' performance and school improvement progress.
4. The study's findings revealed that even though the public basic school headteachers in Upper Manya Krobo District have shown remarkable achievement in areas like ensuring their schools have active PTAs and ensuring that they encourage their community to use school facilities as a way of ensuring a positive school- community relationship when considering family and community engagement as part of the measures, headteachers need to still improve by factoring; learning at home volunteering, decision making and collaboration. Practices like headteachers ensuring that they or their staff members reach out to all parents, informing parents about how their children do in school in terms of performance, and giving useful information to the parents about how to improve the child's progress.

5. It came out of the study that headteachers should empower other staff members to take on leadership roles and responsibilities, promoting a culture of supportive leadership. This fosters collaboration, shared ownership, and collective responsibility for school improvement. by prioritizing professional development and creating opportunities for staff to engage in continuous learning, reflection, and improvement. This enables teachers to stay updated on best practices, share knowledge, and enhance teaching and learning.
6. The study enquires that the government should provide headteachers with targeted support which typically measures inherent improvement practices, such as training and development programs, to enhance their leadership skills and capabilities, and grant headteachers greater autonomy and empowerment to make decisions, allowing them to respond effectively to local needs and drive school improvement, to establish clear accountability frameworks and evaluation systems to assess headteachers' performance, providing constructive feedback and support for growth, and ensuring equitable resource allocation, providing schools with necessary funding, infrastructure, and technology to support headteachers' efforts in driving school improvement.

5.5 Limitations of the Study

The study encountered the following limitations. The researcher disclosed self-rating by headteachers on own their practices that may have an influence.

Another limitation of the study was related to the only headteachers and teachers in Upper Manya Krobo District. The researcher recognizes that other stakeholders whose issues have been reflected severally in the study such as the parents and as well as School Management Committee (SMC) couldn't get the required

opportunity to contribute to the study because their views could have allowed clearing some issues raised by the participant about the influence on headteachers leadership on school improvement practice.

- A major limitation of the study therefore was posed by bad road conditions, emphasizing how they limit the ability to administer the questionnaire and grant the interviews, the deplorable state of the roads leading to the school has made it limited to access the schools. The study should be considered with these limitations.

5.6 Suggestions for Further Studies

It can be ascertained that this study has shed some light on critical issues on headteachers' leadership in school improvement. However, research like this one explores the complex relationship between headteacher leadership and school improvement, this research aims to provide valuable insights that can inform policy, practice, and future research, ultimately enhancing the quality of education and student outcomes. Some suggestions for further research are noted in the following-

The findings and conclusion of this research were not geared toward the opportunity to enable stakeholders such as parents and the School Management Committee (SMC) to derive other related issues that could have been beneficial to the study. Therefore, in conducting a study of this issue, it is required to entail, headteachers, teachers, parents, and the School Management Committee (SMC).

As noted, private schools and secondary schools do equally face issues with the influence of headteachers' leadership in school improvement practices which could contribute to the existing body of knowledge on this vital area in educational development.

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APPENDIX A

Request Of Permission Letter

Ghana Education Service
Upper Manya Krobo District
Post office box 49
Asesewa
23th October, 2023

The district director
Ghana Education Service
Upper Manya Krobo District
Asesewa

Dear Madam,

REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH IN UPPER MANYA KROBO DISTRICT

I humbly write to your noble establishment to conduct educational research in all the public basic schools in the district.

I Azu Bisamrk Sackitey, am a student at the University of Education, Winneba (UEW) studying for a Master of Philosophy in Educational Administration and Management degree. My student number is 2000208537. I wish to carry out a study on the influence of headteacher leadership on school improvement in basic public schools in the Upper Manya Krobo District.

The study will have far-reaching benefits for the Ministry of Education, Ghana Education Service, and the district, ultimately enhancing leadership improvement in public basic schools in the district. We assure you that the data collected will be treated with the utmost confidentiality and used solely for academic purposes. Your participation and cooperation are greatly appreciated, and we thank you in advance for your contribution to this valuable study.

Yours faithfully

Azu Bismark Sackitey
0206479193/0550394649

APPENDIX B
QUESTIONNAIRE
(Headteacher)

University of Education, Winneba
Faculty of Educational Administration and Management

Topic: Influence of headteacher leadership on school improvement practice in public basic schools in Upper Manya Krobo.

Dear Sir/ Madam

This questionnaire seeks to obtain information for research being undertaken on the above topic. You have been selected as a respondent because you are considered as the appropriate source through which factual information on the topic shall be received. The response to this exercise is purely for research and so has no impact on your prestige or personality. I assure you that the information gathered will be treated with utmost confidentiality and for academic purposes only. I hope to have you participate in this exercise and I appreciate immensely your time and support.

Section 1: Background Information

1. Gender Male () Female ()
2. Level of education: Master's () Bachelors Degree () Diploma () Others (Specify).....
3. Years of experience in headship years.
4. How many teachers are there in your school? Male teachers..... Female teachers..... Total.....
5. How many students are there in your school Boys..... Girls..... Total.....

Section 2: Strategies for School Improvement Practices

In the tables below, indicate the extent to which you engage in the following activities as a school headteacher. Use the scale below to respond

.A – Always S – Sometimes R - Rarely N - Never

Instructional Leadership	A	S	R	S
Making sure teachers keep updated professional documents (schemes of work, lesson plans and records of work)				
Visiting teachers in class to supervise teaching and learning				
Involving teachers in deciding on the best strategies to improve teaching and learning				
Providing most required teaching and learning resources needed for improved performance				
Supervising teachers to ensure they complete the curriculum on time				
Building teamwork among teachers to ensure they support one another				
Holding regular staff meetings to discuss academic progress				
Holding staff appraisal meetings to discuss strengths, weaknesses and opportunities for academic improvement				
School safety and orderliness	A	S	R	N
Discussing students' discipline with parents				
Involving teachers to identify ways of improving discipline in the school				
Ensuring that the school climate is conducive to teaching and learning				
Ensuring the school compound is clean and orderly				
Ensuring the school has all the necessary physical and material resources				
Providing guidance and counselling to students				
Clarification of Vision and Mission	A	S	R	N
Clarifying the school vision and mission to teachers, students and parents				
Ensuring teachers set achievable and realistic academic performance goals for their subjects				
Ensuring that teachers are working towards the realization of their goals				
Encouraging students to set academic performance goals at the beginning of each term				
Comparing the goals set by students at the beginning of the term and their end-of-term performance to identify causes of failure to attain targets				
Reminding students of their core business in the school and encouraging them to remain focused				
Setting overall school goals with the teachers and motivating them towards the attainment of the set goals				

Ensuring that all stakeholders (teachers, students, parents) participate in setting school goals and objectives				
Home – School Relations	A	S	R	N
Inviting parents to discuss the academic progress of their children				
Ensuring all parents attend school meetings				
At the beginning of each term, holding „academic clinics“ with parents of students who perform poorly to explore possible measures				
Advising parents on home environment factors that promote the learning of their children				
Reminding parents of their duty to ensure students are disciplined				
Parents providing the necessary support materials (e.g. textbooks) to the students				
Parents supporting the school to purchase or construct required resources for improved teaching and learning				
Frequent monitoring of student progress	A	S	R	N
Ensuring there are regular continuous assessment tests to monitor student progress				
Supervising teacher-made examinations to ensure they are of high quality				
Ensuring teachers revise all exams with students after marking				
Discussing academic progress with individual students				
Holding meetings with teachers to discuss students' progress on specific subjects				

Section 3: Strategies Headteacher Leadership Practices

In the table below, indicate the extent to which you engage in the following activities as a school headteacher. Use the scale below to respond, **Never (1), Hardly ever (2), Seldom(3), Occasionally(4), Often(5), Usually(6) and Always(7)**. **On a scale of 7–1, rate your views on the following statements.** (Please rate EVERY option according to the scale).

ITEMS	Please Choose ONLY ONE Option						
Directive Leadership Style	1	2	3	4	5	6	7
I let subordinates know what is expected of them.							
I inform subordinates about what needs to be done and how it needs to be done.							
I ask subordinates to follow standard rules and regulations.							
I explain the level of performance that is expected of subordinates.							
I give vague explanations of what is expected of subordinates on the job.							
Supportive Leadership Style	1	2	3	4	5	6	7
I maintain a friendly working relationship with subordinates.							
I do little things to make it pleasant to be a member of the group.							
I say things that hurt subordinates' personal feeling							
I help subordinates overcome problems that stop them from carrying out their tasks.							
I behave in a manner that is thoughtful of subordinates' personal needs.							
Participative Leadership Style	1	2	3	4	5	6	7
I consult with subordinates when facing a problem.							
I listen receptively to subordinates' ideas and suggestions.							
I act without consulting my subordinates.							
I ask subordinates for suggestions on what assignments should be made.							
I ask for suggestions from subordinates concerning how to carry out the assignment							
Achievement –Oriented Leadership Style	1	2	3	4	5	6	7
I let subordinates know that I expect them to perform at their highest level.							
I set goals for subordinates' performance that are quite challenging.							
I encourage continual improvement in subordinates' performance.							
I show that I have doubts about my subordinates' ability to meet most objectives.							
I consistently set challenging goals for subordinates to attain.							

Section 4: Challenges inherent in school improvement practices

The table below indicates the extent to which the school encounters some challenges.

Use the scale below to respond by ticking the applicable scale (/).

Please indicate your responses using the scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

Student Evaluation	5	4	3	2	1
Chronic Absenteeism					
Redundant measures of regulating students					
High pressure on learners to perform					
Headteachers Evaluation	1	2	3	4	5
Headteachers do not implement adequate strategies to address a broad range of challenges in the school.					
Limited feasible number of evidence-based strategies that tailor school improvement					
The inability of the school headteacher to coordinate efforts towards school improvement practices					
The headteacher has been experiencing limited support from the education office in the district					
Headteachers have been experiencing limited support from the circuit supervisor					
Difficulty in understanding school improvement practices					
High resistance of headteachers towards school improvement activities					
School and Community Evaluation	1	2	3	4	5
The school has been classified as a large and overcrowded class size					
Limited support from the Parents and Teachers Association (PTA)					
Insufficient school facilities					
Lack of evaluation efforts on the school's performance at the end of each academic year to assess school improvement					
System Evaluation	1	2	3	4	5
Limited follow-up and supervision on the implementation of school improvement practices					
There are too many evidence requirements for improvement strategies without adequately considering fit with the local school context					
Limited finance for education					

Section 5: Measures inherent in school improvement practices

The table below indicates the extent to which the school encounters some measures. Use the scale below to respond by ticking the applicable scale (/).

Please indicate your responses using the scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

Procuring and needs assessment	1	2	3	4	5
Conduct a thorough needs assessment to identify what will be required					
Emphasize student learning and performance over specific teachers' practices					
Timely and adequate provision of resources					
school leaders identify prioritized areas before planning school improvement					
Facilitate the provision of instructional materials for the school.					
Setting Achievable Goals	1	2	3	4	5
Providing both formative and summative monitoring of instruction.					
Implementation of innovation that focuses on collective responsibility towards school improvement					
Regularly collect and analyze data related to student performance, attendance, behaviour, and other relevant factors					
Provide ongoing training to enhance teaching skills, technology, integration, and classroom management					
Instructional Coherence	1	2	3	4	5
School leaders must ensure that teachers teach according to their lesson plan					
Instructional practices must be coherent across classrooms and grade levels					
Align curriculum, assessment, and teaching strategies to create a consistent learning experience for students					
Encourage collaborations among teachers to share effective practices and promote coherence					
School leaders can confront challenges that they face in their day-to-day activities.					
School leaders should have adequate training and skills which enable them to lead the school in different situations					
Family and Community Engagement	1	2	3	4	5
school leaders work to create a favourable working environment					
Involving parents, guardians, and community members in the school activities and decision processes					
Create partnerships that will enhance student learning and well-being					

APPENDIX C

QUESTIONNAIRE

(Teachers)

**University of Education, Winneba
Faculty of Educational Administration and Management**

Topic: Influence of headteacher leadership on school improvement practice in public basic schools in Upper Manya Krobo.

Dear Sir/ Madam

This questionnaire seeks to obtain information for research being undertaken on the above topic. You have been selected as a respondent because you are considered as the appropriate source through which factual information on the topic shall be received. The response to this exercise is purely for research and so has no impact on your prestige or personality. I assure you that the information gathered will be treated with utmost confidentiality and for academic purposes only. I hope to have you participate in this exercise and I appreciate immensely your time and support.

Section 1: Background Information

1. Gender Male () Female ()
2. Level of education: Master's () Bachelors Degree () Diploma () Others (Specify).....
3. Years of experience in headship years.
4. How many teachers are there in your school? Male teachers..... Female teachers..... Total.....
5. How many students are there in your school Boys..... Girls..... Total.....

Section 2: Strategies for School Improvement Practices

In the tables below, indicate the extent to which you engage in the following activities as a school headteacher. Use the scale below to respond

A – Always

S – Sometimes

R - Rarely

N - Never

Instructional Leadership	A	S	R	S
Headteachers make sure teachers keep updated professional documents (schemes of work, lesson plans and records of work)				
Headteacher visits teachers in class to supervise teaching and learning				
Headteachers involve teachers in deciding on the best strategies to improve teaching and learning				
Headteacher providing most required teaching and learning resources needed for improved performance				
Headteacher supervising teachers to ensure they complete the curriculum on time				
Headteachers build teamwork among teachers to ensure teachers support one another				
Headteacher holding regular staff meetings to discuss academic progress				
Headteacher holding staff appraisal meetings to discuss strengths, weaknesses and opportunities for academic improvement				
School safety and orderliness	A	S	R	N
Headteacher discussing students' discipline with parents				
Headteacher involving teachers to identify ways of improving discipline in the school				
Headteachers ensure that the school climate is conducive to teaching and learning				
Headteacher ensuring the school compound is clean and orderly				
Headteacher ensuring the school has all the necessary physical and material resources				
Headteacher providing guidance and counselling to students				
Clarification of Vision and Mission	A	S	R	N
Headteacher clarifying the school vision and mission to teachers, students and parents				
Headteachers ensure teachers set achievable and realistic academic performance goals for their subjects				
Headteachers ensure that teachers are working towards the realization of their goals				
Headteachers encourage students to set academic performance goals at the beginning of each term				
Headteachers compare the goals set by students at the beginning of the term and their end-of-term performance to identify causes of failure to attain targets				
Headteachers remind students of their core business in the school and encouraging them to remain focused				
Headteachers set overall school goals with the teachers and motivate them towards the attainment of the set goals				

Headteacher ensuring that all stakeholders (teachers, students, parents) participate in setting school goals and objectives				
Home – School Relations	A	S	R	N
Headteacher inviting parents to discuss the academic progress of their children				
Headteacher ensuring all parents attend school meetings				
Headteacher at the beginning of each term, holding „academic clinics“ with parents of students who perform poorly to explore possible measures				
Headteacher advising parents on home environment factors that promote learning of their children				
Headteachers remind parents of their duty to ensure students are disciplined				
Headteacher guiding parents to provide the necessary support materials (e.g. textbooks) to the students				
Headteacher advising parents to support the school in purchasing or constructing required resources for improved teaching and learning				
Frequent monitoring of student progress	A	S	R	N
Headteacher ensuring there are regular continuous assessment tests to monitor student progress				
Headteacher supervising teacher-made examinations to ensure they are of high quality				
Headteachers ensure teachers revise all exams with students after marking				
Headteacher discussing academic progress with individual students				
Headteachers hold meetings with teachers to discuss students' progress on specific subjects				

Section 3: Strategies Headteacher Leadership Practices

In the table below, indicate the extent to which you engage in the following activities as a school headteacher. Use the scale below to respond, **Never (1), Hardly ever (2), Seldom(3), Occasionally(4), Often(5), Usually(6) and Always(7)**. **On a scale of 7–1, rate your views on the following statements.** (Please rate EVERY option according to the scale).

ITEMS	Please Choose ONLY ONE Option						
Directive Leadership Style	1	2	3	4	5	6	7
Headteacher encourages teachers to know what is expected of them.							
Headteacher informs teachers about what needs to be done and how it needs to be done.							
Headteachers ask teachers to follow standard rules and regulations.							
The headteacher explains the level of performance that is expected of subordinates.							
Headteacher gives vague explanations of what is expected of subordinates on the job.							
Supportive Leadership Style	1	2	3	4	5	6	7
Headteachers maintain a friendly working relationship with subordinates.							
The headteacher does little things to make it pleasant to be a staff.							
Headteacher says things that hurt subordinates' personal feeling							
Headteacher helps teachers overcome problems that stop them from carrying out their tasks.							
Headteachers behave in a manner that is thoughtful of teachers' personal needs.							
Participative Leadership Style	1	2	3	4	5	6	7
Headteacher consult teachers when facing a problem.							
The headteacher listens receptively to the teacher's ideas and suggestions.							
Headteacher acts without consulting teachers.							
Headteacher asks teachers for suggestions on what assignments should be made.							
Headteacher asks for suggestions from teachers concerning how to carry out the assignment							
Achievement –Oriented Leadership Style	1	2	3	4	5	6	7
Headteacher lets teachers know that I expect them to perform at their highest level.							
The headteacher sets goals for subordinates' performance that are quite challenging.							
The headteacher encourages continual improvement in subordinates' performance.							
Headteacher shows that I have doubts about subordinates' ability to meet most objectives.							
The headteacher consistently set challenging goals for subordinates to attain.							

Section 4: Challenges inherent in school improvement practices

The table below indicates the extent to which the school encounters some challenges. Use the scale below to respond by ticking the applicable scale (/).

Please indicate your responses using the scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

Student Evaluation	5	4	3	2	1
Chronic Absenteeism					
Redundant measures of regulating students					
High pressure on learners to perform					
Headteachers Evaluation	1	2	3	4	5
Headteachers do not implement adequate strategies to address a broad range of challenges in the school.					
Limited feasible number of evidence-based strategies that tailor school improvement					
The inability of the school headteacher to coordinate efforts towards school improvement practices					
The headteacher has been experiencing limited support from the education office in the district					
Headteachers have been experiencing limited support from the circuit supervisor					
Difficulty in understanding school improvement practices					
High resistance of headteachers towards school improvement activities					
School and Community Evaluation	1	2	3	4	5
The school has been classified as a large and overcrowded class size					
Limited support from the Parents and Teachers Association (PTA)					
Insufficient school facilities					
Lack of evaluation efforts on the school's performance at the end of each academic year to assess school improvement					
System Evaluation	1	2	3	4	5
Limited follow-up and supervision on the implementation of school improvement practices					
There are too much on evidence requirements for improvement strategies without adequately considering fit with the local school context					
Limited finance for education					

Section 5: Measures inherent in school improvement practices

The table below indicates the extent to which the school encounters some measures. Use the scale below to respond by ticking the applicable scale (/).

Please indicate your responses using the scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

Procuring and needs assessment	1	2	3	4	5
Conduct a thorough needs assessment to identify what will be required					
Emphasize student learning and performance over specific teachers' practices					
Timely and adequate provision of resources					
school leaders identify prioritized areas before planning school improvement					
Facilitate the provision of instructional materials for the school.					
Setting Achievable Goals	1	2	3	4	5
Providing both formative and summative monitoring of instruction.					
Implementation of innovation that focuses on collective responsibility towards school improvement					
Regularly collect and analyze data related to student performance, attendance, behaviour, and other relevant factors					
Provide ongoing training to enhance teaching skills, technology, integration, and classroom management					
Instructional Coherence	1	2	3	4	5
School leaders must ensure that teachers teach according to their lesson plan					
Instructional practices must be coherent across classrooms and grade levels					
Align curriculum, assessment, and teaching strategies to create a consistent learning experience for students					
Encourage collaborations among teachers to share effective practices and promote coherence					
School leaders can confront challenges that they face in their day-to-day activities.					
School leaders should have adequate training and skills which enable them to lead the school in different situations					
Family and Community Engagement	1	2	3	4	5
school leaders work to create a favourable working environment					
Involving parents, guardians, and community members in the school activities and decision processes					
Create partnerships that will enhance student learning and well-being					

APPENDIX D

INTERVIEW GUIDE

(Teachers)

**University of Education, Winneba
Faculty of Educational Administration and Management**

Topic: Influence of headteacher leadership on school improvement practice in public basic schools in Upper Manya Krobo.

The objective of this interview is to seek and obtain information for research being undertaken on the above topic. You have been selected as a participant because you are considered the appropriate source of factual information on the topic under consideration. The response to this exercise is purely for the purpose of research. I assure you that the information gathered will be treated with utmost confidentiality and for academic purposes only. I hope to have you participate in this exercise and I appreciate immensely your time and support. Therefore, I frankly request you to give your response to the following questions.

Section One: Background Information

1. Name of the school _____ 3. Qualification _____
2. Sex _____ 4. Working experience (in Year) _____

Section Two: Interview Questions

1. What were some of the challenges headteachers faced during the major activities performed towards school improvement?
2. How can you assess the state of school improvement practices in your schools?
3. Did you regard the performance of the headteachers as adequately effective toward school improvement?
4. How do you examine the difference in school improvement of male and female-headed basic schools?
6. What measures should be taken to solve the problems in the school improvement practices of headteachers?
7. How do you examine the adequate effort you have exerted on your school's improvement practices?

APPENDIX E

INTERVIEW GUIDE

(Headteachers)

University of Education, Winneba

Faculty of Educational Administration and Management

Topic: Influence of headteacher leadership on school improvement practice in public basic schools in Upper Manya Krobo.

The objective of this interview is to seek and obtain information for research being undertaken on the above topic. You have been selected as a participant because you are considered the appropriate source of factual information on the topic under consideration. The response to this exercise is purely for research. I assure you that the information gathered will be treated with utmost confidentiality and for academic purposes only. I hope to have you participate in this exercise and I appreciate immensely your time and support. Therefore, I frankly request you to give your response to the following questions.

Introduction

1. Greetings and self-introduction
2. Introducing participant to the purpose of the meeting and other discussion to set the interview in motion.

Headteachers Background

3. Please what is your previous background experience in any leadership position?
4. Please, in brief, how far have you come as a headteacher of this school?
5. Have you put in place any plan to improve their performance?

School Conditions

6. Would you say the school has seen improvement over the period that you have been in this school? Yes/ No? Please your answer
7. How have you contributed as a leader in the changes you have achieved in this school?

The State of School Improvement Practices

Please let us talk about the state of improvement practices

8. Do you set personal goals for your school as a headteacher when required?
9. How do you make sure that things are rightly done in your absence and even to some extent when you are available?
10. In your personal leadership way, how do you ensure that your leadership responsibilities ensure school improvement?

Challenges inherent in ensuring school improvement practices.

Please let us talk about challenges in ensuring school improvement practices

11. How will you relate resources and facilities to school improvement practices in your school as a leader?
12. To what extent can you say that the challenges faced in your school led to the decline in school improvement practices?
13. What motivates you amid the challenges to make sure the school improves?

Measures that could be adopted to enhance school improvement practices

Please let us talk about measures that could be adopted to enhance school improvement practices

14. What measure do you recommend as appropriate to control the challenges outlined?

The influence of headteacher leadership on school improvement practices.

Please let us talk about the influence of headteacher leadership on school improvement practices

15. In what way does your school collaborate with the community to
 - Support teachers
 - Enhance student performance
 - Utilization of the available resources
16. Can you briefly discuss with me how you carry out your leadership functions as a headteacher?

Please would you like to discuss any issue relating to the topic which has been raised?

APPENDIX F

INTERVIEW GUIDE

(Teacher)

**University of Education, Winneba
Faculty of Educational Administration and Management**

Topic: Influence of headteacher leadership on school improvement practice in public basic schools in Upper Manya Krobo.

The objective of this interview is to seek and obtain information for research being undertaken on the above topic. You have been selected as a participant because you are considered the appropriate source of factual information on the topic under consideration. The response to this exercise is purely for research. I assure you that the information gathered will be treated with utmost confidentiality and for academic purposes only. I hope to have you participate in this exercise and I appreciate immensely your time and support. Therefore, I frankly request you to give your response to the following questions.

Introduction

1. Greetings and self-introduction
2. Introducing participant to the purpose of the meeting and other discussion to set the interview in motion.

Headteachers Background

3. Please what is your previous background experience in any leadership position?
4. Please, in brief, how far have you come as a headteacher of this school?
5. Have you put in place any plan to improve their performance?

School Conditions

6. Would you say the school has seen improvement over the period that you have been in this school? Yes/ No? Please your answer

7. How have you contributed as a leader in the changes you have achieved in this school?

The State of School Improvement Practices

Please let us talk about the state of improvement practices

8. Do you set personal goals for your school as a headteacher when required?
9. How do you make sure that things are rightly done in your absence and even to some extent when you are available?
10. In your personal leadership way, how do you ensure that your leadership responsibilities ensure school improvement?

Challenges inherent in ensuring school improvement practices.

Please let us talk about challenges in ensuring school improvement practices

11. How will you relate resources and facilities to school improvement practices in your school as a leader?
12. To what extent can you say that the challenges faced in your school led to the decline in school improvement practices?
13. What motivates you amid the challenges to make sure the school improves?

Measures that could be adopted to enhance school improvement practices please let us talk about measures that could be adopted to enhance school improvement practices

14. What measure do you recommend as appropriate to control the challenges outlined?

The influence of headteacher leadership on school improvement practices.

Please let us talk about the influence of headteacher leadership on school improvement practices

15. In what way does your school collaborate with the community to
 - Support teachers
 - Enhance student performance
 - Utilization of the available resources

16. Can you briefly discuss with me how you carry out your leadership functions as a headteacher?
17. Please would you like to discuss any issue relating to the topic which has been raised?
- 18.

