UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF PERCEIVED INSTRUCTIONAL LEADERSHIP BEHAVIOURS OF SENIOR HIGH SCHOOL HEADMASTERS ON TEACHERS INSTRUCTIONAL PRACTICES IN BANTAMA SUB-METRO OF THE ASHANTI REGION

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A Project Report in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2018

DECLARATION

CANDIDATE'S DECLARATION

I, SETH TWUMASI, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……

DATE: ……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on the supervision of project laid down by the University of Education, Winneba.

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DATE…….....

ACKNOWLEDGEMENTS

I wish to express my deepest appreciation to my supervisor, Dr. Lydia Osei-Amankwah for her constructive criticisms and painstakingly read through the project in spite of her busy schedules. Her invaluable suggestions and directions enabled me to complete the project at the right time. I also wish to extend my profound gratitude to MrAnane Afoakwa headmaster of Bekwai SDA Senior High School for his inspiration and advice.

Special thanks to the headmasters and teachers of Senior High Schools within Bantama Sub Metro in Kumasi for their optimum co-operation during my data collection. My warmest gratitude goes to all authors whose works were consulted during this study.

My heartfelt thanks also go to my family for their patience and tolerance of my absence from home throughout my study. My final appreciation goes to all and sundry for their contributions in diverse ways to make this work a success.

DEDICATION

To all my children especially, my only precious daughter Felvian Edusei Twumasi and to my mum Comfort Pokuaa.

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ABSTRACT

The main objective of the study was to assess the influence of heads leadership behaviours on teachers' instructional practices. Descriptive survey design was used in the study with aim of finding out whether leadership behaviours have influence on instructional practices. The target population was teachers of senior high schools in Bantama sub-metro in the Kumasi metropolis. A sample of 96 Participants was used for the study. Purposive technique was used to select three schools with all the teachers automatically included in the study. The main instrument used for was questionnaire. The questionnaire was pilot tested at Anglican senior high school using 30 teachers. From the pilot test, the reliability co-efficient of 0.87 was obtained using Cronbach Alpha. Two research questions and three hypotheses were formulated to direct the study. Means and standard deviations, correlation, regression and independent sample T-test were used to analyze the data. The study revealed that teachers failed to space out instruction to cater for the slow learners.Findings revealed that there was statistically significant influence of heads leadership behaviours on teachers instructional practices. It is recommended that heads should advocate for sustaining the use of leadership behaviours. It is recommended that teachers employ the use of discussion method that will ensure active involvement of slow learners in the lesson.

CHAPTER ONE

INTRODUCTION

Background of the Study

Researchers have suggested that headmasters are integral part of school effectiveness through their actions as instructional leaders (Blasé & Blase, 2004; Blasé & Roberts, 1994). Learning institutions of the twenty-first century will need heads who exercise independent initiative, effective decision making, analytical thinking, and innovative approaches to tasks and problems. Consequently, heads need to stimulate teachers intellectually and develop their competencies (House, 1996).

According to Leithwood, Louis, Anderson, and Wahlstrom (2004), research has shown that heads leadership is second only to classroom instruction among school related factors that influence student outcomes. Marzano, Waters, and McNulty (2005) stating "If we consider the traditions and beliefs surrounding leadership, we can easily make a case that leadership is vital to the effectiveness of the school" (p. 4).

National accountability, which heavily influences today's Senior High Schools and make heads responsible for teachers instructional achievements. Heads fulfill this responsibility by influencing and guiding the quality of teaching and learning in the Senior High Schools. According to Lashway (2003) and Tucker (2003), standards and accountability have increased the importance of heads roles in teachers effectiveness. What makes this more necessary is the fact that heads are expected to provide teachers from all socioeconomic backgrounds, the tools to deliver quality educational services successfully (Murphy & Hallinger, 1992). Reforms associated with standards and accountability demand high performance from Senior High Schools, which necessitate an effective head

who can influence changes in instruction and empower teachers to get involve in these changes (Elmore, 1999& Murphy & Hallinger,1992). Today's heads are motivated to become active instructional leaders due to state accountability, and they must have strong instructional leadership skills and knowledge to supervise teachers instruction (Goodwin, Cunningham & Childress, 2003; Lyons & Algozzine, 2006).

Heads of Senior High Schools are required to provide quality professional development that addresses teachers performance. Heads may need to provide support services such as leader mentoring, training and workshop for teachers to improve instruction (Kaplan & Owings, 2002b).

From 2014 to date, students performance in the Senior High Schools in the Ashanti Region has not been encouraging. The percentage of students who passed in 2014/2015 examination was reported to be 30% (Ministry of Education, 2015). This called for reactions from all the stake holders of the schools against the type of instruction given to students. This issue was further attributed to inadequate resources for teaching and learning and lack of instructional supervision by the heads. This issue has placed significant attention on the instructional leadership skills of heads of Senior High Schools.

In this research, the two key variables are leadership behaviours and instructional practices. Leadership behaviours of heads constitute supervising and evaluating instruction, staff development, framing communicating goals, coordinating curriculum and mentoring. Instructional leadership involves school heads using all strategies and tactics to generate instructional effectiveness in the school. They need to possess the knowledge base, execute the necessary tasks and possess the necessary skills for motivating teachers to perform to their highest capabilities.

More than ever before, heads are considered essential to the success of schools (Goodwin et al., 2003).Knowing how heads influence the instructions of teachers could help them satisfy the rigorous demands of quality education delivery set forth by the government of Ghana and Ministry of Education.

In relation to the professional environment collegiate teaching, this distinction is pertinent as well in its application to leaders and leadership (in this project report, the word "leader" is used generally to refer to a headmaster/mistress of Senior High School). Leaders play a very crucial role in the success and satisfaction of teachers in their acting activities (O'Driscoll & Beehr, 1994) as they help to shape the cultures and climates experienced by teachers (Kozlowski & Doherty, 1989).

Leaders also frequently take on additional role of being mentors, formally or informally to their employees (Ragins, Cotton & Miller, 2000). Leaders often play important roles in contributing to employees' current and future career success, which underscores the importance of proactively assessing their mentoring capabilities. Leaders that have engaged in mentoring behavior in the past may possibly have former protégés who have subsequently advanced progressively in their careers.

It has also been indicated clearly that several efforts, suggestions and recommendations have been made over the years on the need to use appropriate instructional leadership behaviours (Dembo, 2004). However, it appears no well defined effort seemed to have been made to investigate instructional leadership behaviours of Senior High School heads that may have influence on teachers instructional practices. It is therefore, expedient to look into leadership behaviours exhibited by Senior High School heads and how these leadership behaviours influence teachers instructional practices, and

also what these heads do to help teachers accomplish tasks and achieve the goals and objectives of providing competent teachers to provide good tuition for Ghanaian students.

Statement of the Problem

Instructional leadership behaviour is a vital tool and when it is not effectively practiced, it results to low performance of teachers. Unfortunately, this important tool appears to be less effectively used by heads of Senior High Schools. It is generally perceived that instructional activities of teachers are underutilized, an indicative of ineffective use of instructional activities resulting to unnecessary low achievement of students.

An interaction with some teachers in Senior High Schools revealed that a lot of teachers seem not to be receiving instructional leadership support they need from heads yet these teachers ought to deliver lessons up to expectation. The heads seem to have less knowledge on instructional leadership behaviours they need to demonstrate. The questions that naturally arise are what leadership behaviours do heads of Senior High Schools exhibit? How do heads instructional leadership behaviours influence teachers instructional practices? There is the urgent need to answer these and other questions.

Purpose of the Study

The purpose of this study was to investigate the influence of instructional leadership behaviours of heads and teachers instructional practices in Senior High Schools at Bantama sub-metro in the Kumasi metropolis.

The objectives of the study

The study was guided by the following objectives:

1. to determine the instructional leadership behaviours that heads in the Senior High Schools commonly practice at Bantama sub-metro in the Kumasi metropolis.
2. to find out instructional practices mostly use by senior high school teachers at Bantama sub-metro in the Kumasi metropolis
3. to establish relationship between heads instructional leadership behaviours and teachers instructional practices at Bantama sub-metro in the Kumasi metropolis.
4. to investigate whether instructional leadership behaviours of heads have influence on teachers instructional practices.
5. to assess whether significant difference exist between gender and teachers instructional practices

Research Questions

The study was directed by following research questions:

1. What instructional leadership behaviours do heads of Senior High Schools at Bantama sub-metro in the Kumasi metropolis commonly exhibit?
2. What instructional practices mostly use by senior high school teachers at in senior high schools Bantama sub-metro in the Kumasi metropolis

Hypothesis Testing

The following directional hypotheses were tested:

Hypothesis 1

H_0: There is no statistically significant relationship between heads instructional leadership behaviours and teachers instructional practices

in senior high schools at Bantama sub-metro in the Kumasi metropolis.

H_1: There is statistically significant relationship between heads instructional leadership behaviours and teachers instructional practices in senior high schools at Bantama sub-metro in the Kumasi metropolis.

Hypothesis 2

H_0 :There is no statistically significant influence of heads leadership behaviours on teachers instructional practices at Bantama sub-metro in the Kumasi metropolis.

H_1 ::There is statistically significant influence of heads leadership behaviours on teachers instructional practices in senior high schools at Bantama sub-metro in the Kumasi metropolis.

Hypothesis 3

H_0 :There is no statistically significant difference between gender and teachers instructional practices in senior high schools at Bantama sub-metro in the Kumasi metropolis.

H_1 :There is statistically significant difference between gender and teachers instructional practices in senior high schools at Bantama sub-metro in the Kumasi metropolis.

Significance of the Study

The study will examine those strategies that will enable heads use instructional leadership behaviours in such a way as to help teachers deliver quality teaching to students. It will equip teachers with the tool to provide quality instruction that will help students to study with confidence. The study will help policy makers of Ministry of Education in the formulation of policies for effective instructional leadership strategies use in the Senior High Schools. It will add to already existing literature on instructional leadership behaviours.

Delimitations of the Study

The study is delimited to Senior High Schools in the Ashanti Region. The study will focused on heads instructional leadership behaviours and teachers instructional practices. Only teachers were used in the study. Also, the study was restricted to variables such as staff development, instructional supervision, mentoring, communicating goals and coordinating school curriculum how they influence instructional practices. Areas such as concept of leadership, instructional leadership, leadership behaviours and instructional practices were covered.

Limitations of the Study

The study used only teachers of Senior High Schools. The heads and teachers form a small number of Secondary School workers in the Ashanti region. This shows that the study was limited to a small sample. Regardless of assurances, participants were reluctant

to answer items on the questionnaire honestly because they may did not believe their responses to be anonymous. This may affect the survey results.

The use of the likert scale items was likely to limit participants from providing some vital information on heads leadership behaviours and teachers instructional practices for the study as participants were limited only to the items provided on the questionnaire. This weakness may affect the findings of the study.

Definition of Terms

Leadership behaviour: The ways in which a leader acts or conducts him/herself towards others especially, teachers.

Teacher Instructional: Giving detailed information about how something should be done by teachers

Perceive Instruction: Become aware or conscious of instruction or creating awareness of how teachers should go by the instructional practices.

Participants: People or teachers who took part in the data collections

Methodology: A system of methods used in the study

Organization of the Study

The study was organized into five chapters. Chapter one covered background of the study, which included the need for instructional leadership. The statement of the problem, knowledge gaps, purpose of the study, objectives of the study and research questions. Significance of the study, delimitation, limitations and definition of terms were all described. Chapter two took critical look at the review of literature on theoretical and empirical issues related to the study, including the development of a conceptual framework. It reviewed how instructional leadership behaviours can influence teachers instructional practices.

Chapter three provided description of the methodology that was applied in the study. It comprised research design, population, sample and sampling techniques. It also presented instrument for data collection, pre-testing of the instrument, validity and reliability of the instrument, data collection procedure and data analysis plan. The chapter further specified ethical considerations of the study. The results of the study were presented in chapter four. In chapter five, the findings were discussed with reference to the research questions and hypotheses stated.

CHAPTER TWO

LITERATURE REVIEW

The influence of heads instructional leadership behaviours on instructional practices of teachers requires a review of relevant literature on these variables. The literature focused on concept of instructional leadership, theories of instructional leadership, instructional leadership behaviours, instructional practices, and how instructional leadership behaviours influence instructional practices. In addition, factors of instructional leadership behaviours that specifically relate to instructional practices are addressed. The literature examined whether relationship between instructional leadership behaviours and instructional practices exists.

Concept of Instructional Leadership

Instructional leadership was developed in the 1980s by the effective schools' movement (Marks & Printy, 2003). According to these researchers, instructional leadership views the head as the primary source of educational expertise with a role of maintaining high expectations for teachers and learners, supervising classroom instruction, coordinating the school's curriculum and monitoring learner progress. The emphasis was thus on the heads being responsible for ensuring instruction in the school.

In this regard, Leithwood et al., (1999) drew attention to the fact that the focus of the instructional leadership role is the behaviours of heads as they engage in activities directly affecting the growth of learners, Davidoff and Lazarus (1997) pointed out that instructional leadership is a process of guiding, inspiring and encouraging teachers along a path towards

greater professional effectiveness. Therefore, good instructional leadership is the path to good teaching and learning (Department of Education, 2000b).

Instructional leadership is generally defined as the leadership role that requires focusing on instruction, building a community of learners, sharing decision making, sustaining the basics, leveraging time, supporting ongoing professional development and creating a climate of integrity, inquiry and continuous improvement (Doyle & Rice, 2002). Lashway (1999) includes such traditional tasks as setting goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers performance and places emphasis on a deeper involvement in the "core technology" of teaching and learning and professional development.

Chell (1995) posited that while school managerial functions are separated into planning, organizing, motivating and controlling, instructional leadership functions, involve all the beliefs, decisions, strategies and tactics that heads use to generate instructional effectiveness in classrooms, Bouchard, Cervone, Hayden and Riggins-Newby.Zarlengo (2000) report that heads as instructional leaders view themselves as curriculum facilitators who need to work with teachers, state requirements, the community and learners to ensure the best possible educational opportunity for all.

It is clear from this exposition that instructional leadership focuses on learning and achievement. This should be against set standards of achievement, either provincial or national. In this regard, school managers must be knowledgeable in how learners learn and thus create conditions for effective learning. School managers must also have the capacity to utilize human and other resources for school effectiveness and educational quality.

Effective instructional leadership requires school managers to possess appropriate knowledge and skills. According to Chell (1995), instructional leadership comprises three categories namely: Knowledge base, which among others, includes knowledge of effective school literature, research on effective speaking, awareness of own educational philosophy and beliefs, administrative development, change theory and knowledge of curriculum theory; Tasks such as, supervision and evaluation of instruction, staff development, curriculum development, group development, action research, positive school climate and school and community; and skills, which include interpersonal, communication, people, decision- making, application, problem-solving and conflict management, technical, goal setting, assessing and planning, observing and research and evaluation.

Instructional leadership fits well into the currently propounded management styles that advocate democratic principles of inclusivity, collaboration and participation. It therefore does not reside solely in the school head's domain. The school middle management in the form of assistant heads and heads of departments should equally be responsible for the success and effectiveness of learner achievement because a great deal of work in the managing of the teaching-learning process operates at middle management level in schools.

It is clear from this exposition that instructional leadership is at the core of learner achievement and success. From its definition, it is also clear that only school managers who are well prepare have the necessary knowledge, skills and attitudes can be effective instructional leaders. A question to be answered is whether heads of Senior High Schools possess these features.

Considering the background to school management, it seems that contemporary school managers are not well-prepared and equipped for instructional leadership. It is clear among others that schools leaders have to possess knowledge and skills of lifelong learning, be action researchers, change theorists, curriculum developers, conflict managers, problem solvers, supervisors and evaluators of instruction.

It is argued therefore, that school heads should play the role of instructional leadership. This is basically because emphasis is on the achievement of effective learning and teaching, that is, ensuring that learning processes are facilitated and minimal disruption takes place. Regardless of the field of study, the importance of quality leadership cannot be understated. Goleman (2004) researched 200 global companies and asserted that effective leaders distinguished themselves with a highly sophisticated emotional intelligence. Leaders with emotional intelligence demonstrate self awareness, self regulation, motivation, empathy, and social skills (Goleman, 2004). Direct ties exist between emotional intelligence and measureable results, with these skills proving to be twice as important as technical skills or cognitive skills (Goleman, 2004).

Most early attempts to define instructional leadership focused almost entirely on elementary schools. "In fact, the practice of instructional leadership requires substantial adaptation in secondary schools, which are often large and complex organizations," Hallinger stated (2005, p. 231). Hallinger believed that many difficult challenges to instructional supervision in secondary schools remained. Foremost among these being, in many instances, heads have less expertise in the subject area than the teachers they supervise (Hallinger, 2005).

The many definitions of instructional leadership required each head to formulate, clarify, and communicate their own definition. Avila (1990) stated, "Unless teachers understand exactly what to expect from heads as 'instructional leaders,' each teacher will operate and evaluate under his or her own personal definition of instructional leader" (p. 52). Misunderstanding, resentment, disappointment, and actual disagreements may result when the individual definitions have not been clarified and communicated to all groups. Heads evaluations by superiors will hang upon the superior's views of instructional leadership, and could twist evaluation of the heads actual performance. Quality communication of the head clear definition of instructional leadership and the tasks it demands remain essential (Avila, 1990).

According to Sergiovanni (2000), schools needed special leadership because schools represented special places. Schools must continually respond to the unique political realities they face. Schools belong to varying stakeholders including students, parents, local businesses, and community groups while also maintaining relationships with government entities (Sergiovanni, 2000). In light of these realities, Sergiovanni called for authentic leaders and those they represent to have the autonomy to make important decisions (2000). Sergiovanni stated, "Where there is no autonomy, there can be no authentic leadership, therefore no authentic followers can emerge" (2000, p 18).

Jenkins (2009) stated, "Instructional leadership has received increased importance due to increasing reliance on academic standards and the need for schools to be accountable." School leaders sought to balance their role as a manager-administrator with their role as an instructional leader. Jenkins also believed an instructional leader makes high quality teaching the top priority of the school and focused on making that goal a reality. An

inherent concept to instructional leadership was the idea that student learning was the top priority and all other aspects revolve around enhancement of learning (Jenkins, 2009, p. 36). Jenkins (2009) also cautioned instructional leaders to avoid bureaucratic tasks and focus efforts on improving teaching and learning through improvement of relationships (p. 37).

Fullan (1998) described how the job of the head had become increasingly complex and constrained because building administrators found themselves with less flexibility to maneuver and make site decisions. Unfortunately, building administrators often received top-down initiatives from their superiors, adding to the disjointed flow of the head teacher's role as instructional leader. Fullan stated, "Constant bombardment of new tasks keeps demand fragmented and incoherent with a short shelf life when these initiatives are dropped in favour of the latest new policy" (1998, p.6). Management techniques and solutions became fad and are too-easily abandoned for the next quick fix, top-down initiative. Fullan described education fads as time consuming, terminology confusing, quick fixes that rarely rose above common sense. Due to constant new initiatives, effective heads involved themselves as real learners and critical consumers with their staffs in order to distinguish quality theories from empty ideas (Fullan, 1998, p. 6).

In 2002,Fullan expanded his theories to describe a new type of administrator, the change leader. He stated, "heads must be instructional leaders if they are to beeffective leaders for innovation" (Fullan, 2002, p. 16). Fullan noted a trend towardlabeling instructional leadership as the primary task of an administrator in order to increase student achievement. Fullan asserted that modern heads must improve working conditions and morale of teachers in order for student achievement to occur. A cultural-change head

incorporated an innate ability to improve relationships through a sharing of power with all stakeholders. Administrators must develop optimal teaching conditions because quality teachers arise when paired with quality heads who are instructional leaders (Fullan, 2002).

DuFour (1999) described a vision for a new type of head as one who could lead professional learning communities (PLCs). Leadership in PLCs involved delegating authority and enlisting the faculty in crucial decisions, posing questions rather than solutions, and creating an environment where teachers could continually grow and learn together (DuFour, 1999). Walking the tightrope between teacher autonomy and holding teachers accountable proposed a tremendous challenge in PLCs for all administrators. DuFour (1999) advocated loose-tight leadership principles, loose on individual strategies of teachers used to advance the vision, but tight on the vision and values being adhered to by all. DuFour advocated, "Empowered teachers and strong heads are not mutually exclusive, and it is imperative that schools have both" (DuFour, 1999, p. 15).

In May 2002, DuFour expanded his theories of instructional leadership to include a learning-centered principal. He described how heads in the past were laser-focused on what the teachers were doing, when in fact heads and teachers should have been focused on what students learn. heads played an important role in initiating, facilitating, and sustaining the shift from teaching to learning by making collaborative teams the generator of school improvement efforts (DuFour, 2002, p. 13). An emphasis on learning ensured that teachers work together and relate their collaborative efforts to each student. DuFour stated, "this systemic response made it clear to both students and staff members that we expected all students to learn" (2002, p. 14). He continued, "By concentrating on learning,

the focus of the school community shifted from inputs to outcomes and from intentions to results" (DuFour, 2002, p. 14).

According to Smith and Andrews (1989), observation, common sense, and intuition helped create a personal connotation of what makes a good, strong, and effective principal. They determined general characteristics could be categorized into four broad themes of dialog and discussion between the school principal and teachers. Smith and Andrews's dialog themes were: 1) the principal as a resource provider; 2) the principal as an instructional supervisor; 3) the principal as a communicator of vision and values; and, 4) the principal as a visible presence to all stakeholders (Smith & Andrews, 1989).

Donaldson, Marnik, Mackenzie, and Ackerman (2009) described the difficult dilemmas principals faced as instructional leaders. The prime dilemma as an instructional leader resulted from the tension between caring for others and accomplishing goals. Donaldson et al. further asserted, "The relationship dilemma between principal's need for bold action to improve the school's performance often puts staff relationships at risk" (p. 8). They further believed that instructional leaders must possess and improve three "clusters" of relationship skills and qualities. The first cluster represented the principal as an effective consultant to assist teachers with turning knowledge into practice, using active listening, problem solving, and support (Donaldson et al. 2009, p. 10). The second cluster involved the principal as a mediator and consensus builder by facilitating useful work groups of colleagues. A crucial aspect of this cluster included confronting conflict when it arose and not allowing conflict to fester (Donaldson, et al. 2009). The third cluster of instructional relationship qualities required the principal to operate with a personal value system that places a high priority on people and relationships by sending a message that

everyone's voice counts and that all people matter to the success of the school. Donaldson et al. concluded, "It's not just what you know, but also how you interact that shapes your influence" (Donaldson et al,. 2009).

Bossert, Dwyer, Rowan, and Lee (1982) created framework for examining instructional management that describes effective principals and successful schools. The framework began with personal characteristics of the principal, district characteristics, and external state and local characteristics that fused together to form the principal's management behavior (Bossert et al. 1982). Bossert et al. focused their study of personal characteristics on personal style, training, and experience. District level characteristics that affect instructional management of heads, included informal culture of the school, conforming to mandates, and incumbent administrators all of which could be positive or negative to instructional leadership. External state and local characteristics consisted of district finances, administration policies, parent pressures, district demographics, and state education laws (Bossert et al., 1982). These external pressures required cumbersome paperwork and reporting requirements that take time away from instructional management activities. The principal's management behavior then extended outward into school climate and instructional organization. Bossert et al. (1982) referred to instruction as the core technology of the school because principals influenced instructional organization through adherence to time-on-task, class size and composition, challenging curriculum, regular teacher evaluations (Bossert et al.,). These authors stated, "Principals can influence instructional management by working directly with teachers to analyze classroom problems and prescribe specific changes of instructional organization that will improve student learning" (p. 41).

Blasé and Blase's (1999) research showed five broad themes that effective principals utilized to promote quality classroom instruction. These themes included: talking openly and freely with teachers about instruction and learning; providing time and encouragement for teachers to link with peers; empowering teachers in the decision making process; embracing the challenge of professional development; and leading without ego or heavy-handedness (Blasé & Blase, 1999). "Effective principals help frame and support classroom teaching and student learning through integrated use of action research, peer coaching, teaching and learning models, and conscientious development of the group" (Blasé & Blase, 1999). They also asserted quality instructional leadership hinged on a principal's ability to allow teachers freedom and discretion about classroom instruction in an unintimidating manner that included genuine support (Blasé & Blase, 1999).

Leithwood, Day, Sammons, Harris, and Hopkins (2008) compiled a summary of key findings to provide seven strong claims about instructional leadership. The first claim stated school leadership existed second only to classroom teaching as an influence on pupil learning and that leadership exerted direct and indirect influence on teachers and was a catalyst for improvement (Leithwood et al., 2008). Claim two described how successful leaders draw on proven practices to promote beliefs, values, motivations, skills, and knowledge of all staff. Leithwood et al. (2008) believed the central task for leadership was to help improve employee performance. Leithwood et al. (2008) stated, "Successful school leadership included practices helpful in addressing inner and observable dimensions of performance particularly, in relation to teachers, whose performances are central to what students learn" (2008, p. 6). Claim three expected leaders to demonstrate responsiveness, rather than dictation in interactions by providing context to situations. Successful school

leaders understood that "context is everything," and leaders must be sensitive to context and adjust leadership practices accordingly (Leithwood et al.). Claim four illustrated how leaders improve teaching and learning through their influence on staff motivation, commitment, and working conditions. School leaders must address staff members' motivations, commitments, skills, knowledge, and the conditions they work in order to influence pupil learning and achievement (Leithwood et al.). Claim five described a widely distributed leadership structure with power shared through heads, staff teams, central office staff, parents, and students as well as the principal. Leithwood et al., (2008) described this "total leadership," the influence of leadership from all sources, as a significant factor on teachers' perceived working conditions. Claim six explained that some patterns of power distribution were more effective than others. Schools with high levels of student achievement attributed outcomes to high levels of input from all stakeholders; while lower achieving schools attributed outcomes to lower influence from multiple sources of leadership (Leithwood et al., 2008). The seventh claim described personal traits of successful school leaders including open-mindedness, flexibility, persistence, resilience, and optimism. Such traits help explain why some leaders are more successful than others at enacting change (Leithwood et al., 2008).

Leadership Theories

Leadership is defined in many ways by various experts as the capacity to guide the school and those associated with it in the right direction. For instance, Swanepoel, Erasmus, Van Wyk and Schenk (1998) state that a leader is an accepted person who displays a natural ability in a given situation to improve others to willingly follow an ideal or vision. Such a

person motivates and commits followers to believe in themselves, their own strengths and worth.

Kreitner and Kinicki (1998) define leadership as a social influence process in which a leader seeks voluntary participation of subordinates in an effort to reach organizational goals. However, Leithwood, Jantzi and Steinbach (1999) argue that leadership involves an intentional influence exerted by one person over other people to structure the activities and relationships of an organization. In this regard, Smith and Piele (1996) postulate that leadership is an activity, an influence process in which an individual gains the trust and commitment of others and without recourse to formal position or authority moves the group to the accomplishment of one or more tasks. Consequently, Fidler, Russel and Simkins (1997), see leadership as a collective and not an individual effort which enables the school manager to be clearly understood.

This study takes cue from the foregoing definitions and espouses leadership as:

"the school managers' capacity to influence educators, learners, parents and the community to participate voluntarily in initiating new goals and procedures, both individually and collectively, which contribute to the ability of the school to meet its current and future demands."

This definition highlights the role of the school head and considers the contextual nature of leadership (Bolden, Gosling, Marturano & Dennison, 2003:6) through posing and securing answers to questions such as: What is the purpose of the school?; and What should the relationship between school managers, educators, learners, parents and the community be? (Preedy, l993). In this context, the traits, behavioural and contingency leadership theories bear relevance.

The Behavioural Theory

The behavioural theory focuses on what leaders do, especially how they behave towards their followers (Doyle & Smith, 1999). This theory groups different patterns of behaviours and labels them as styles of leadership. The behavioral theory is important for school managers because it propounds the advancement of democratic principle of participation and involvement of people in school change management processes, while at the same time, advocating a focus on task execution. This is important for change management because it allows the school manager to create a balance between task accomplishment and concern for people. This is especially relevant in a changing educational environment that ushers in change in a transitional, cascading and piecemeal fashion.

The contingency-situational theory

The contingency-situational theory considers the contextual circumstances in which leadership is exercised (Doyle & Smith, 1999). Bolden et al. (2003) posit that the contingency-situational theory was developed to indicate that the style of leadership was contingent upon such factors as the situation, the people, the task, the organization and the environmental variables.

Kreitner and Kinicki (1999) postulate that the contingency-situational theory specifically relates to the effectiveness of a particular leadership style as being dependent on the situation. Thus as situations change, different styles become appropriate. This theory espouses such styles as the participating, selling, delegating and telling and posits that

which are a function of the level of maturity or development of subordinates (Kreitner & Kinicki, 1999 &Bolden et al, 2003).

Doyle and Smith (1999) outline three factors as being important in this theory, namely, that the: relationship between the leaders and followers, which relates to how well the manager gets along with subordinates; structure of the task, which relates to the way in which the job is structured and position power, which relates to how much power the manager possesses and how much authority is conferred on the leader. The contingency-situational theory is critical in inducing the school head to examine and think about what they do in different situations, for instance, directive or participative.

Instructional Leadership Behaviours

Instructional leadership contained nine functions that support the three dimensions discussed above. These functions included: 1) Framing and communicating school goals; 2) Supervising and evaluating instruction; 3) Coordinating curriculum; 4) Monitoring student progress; 5) Promoting the professional development of teachers; 6) Protecting instructional time; 7) Maintaining high visibility; 8) Enforcing academic standards; and 9) Developing incentives for students and teachers (Hallinger & Murphy, 1985, p. 221). Hallinger and Heck (1996) evaluated fifteen years of empirical research to determine heads role in the overall effectiveness of schools. The driving force behind the study was that heads were significant factors in school success, and for the first time were subjected to widespread evaluation as instructional leaders. Hallinger & Heck's review focused specifically on mediated-effects models of research which implied that the impact of heads on school achievement occurred through interaction with the school stakeholders.

Hallinger & Heck (1996) posited, "The mediated-effects model assumes that some or all of the impact attained by administrators on desired school outcomes occurred through manipulation of, or interaction with, features of the school organization" (p. 18). The primary mediated-effects research studied how instructional leaders manipulated and shaped instructional practices and organization through personal actions, school goals, policies, and norms (Hallinger & Heck, 1996, p. 24). Hallinger and Heck (1996) theorized, "Conceptualizations of head leadership suggest that the effects of heads leadership will occur indirectly through the head's efforts to influence those who come into more frequent contact with students" (p. 24).

Instructional Leadership Behaviours and influence on Teachers' Instructional Practices

Heads have influence on teachers' instructional practices. Heads use the following leadership behaviours to improve teachers' instructional practices: a) communicating goals, promoting professional development (Blasé & Blase, 1998), provision of mentorship and coordinating the curriculum. Research on each variable is included in this section.

Communicating Goals and Teachers' Instructional Practices

Heads communicate school goals in many different ways. They often do it through departmental meetings. They communicate them through individual meetings such as conferences to classroom observations. Teachers perceive their heads to be strong instructional leaders when they communicate school goals through (a) interacting with them on their classroom performance, (b) being accessible to discuss instructional matters, (c) allowing teachers to try new instructional strategies by letting them know that it is good

to take risks, and (d) clearly communicating a vision for the school (Smith & Andrews, 1989). Communicating school goals was found to positively affect the type of instruction teachers delivered (Blasé & Roberts, 1994 & Sheppard, 1996).

Communication of school goals by the head has a significant, positive relationship with teacher classroom innovativeness (Sheppard, 1996). Classroom innovativeness is a teacher's willingness to try new and various instructional approaches (Sheppard). At the high school level, Sheppard found that communication of school goals by the heads accounted for the largest amount of variance in classroom innovativeness. He discovered that communicating school goals, framing school goals, and promoting professional development together accounted for 57% of the variance in classroom innovativeness. Sheppard reported that framing school goals accounted for the largest amount of variance out of the three, but did not report the specific amount of variance.

Communicating school goals encourages teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to address the different learning needs of students (Blasé & Roberts, 1994). The connection between the communication of goals by head and teachers' classroom instruction, however, was weak. Blase and Roberts discovered that 33% of the responding teachers felt communicating school goals encouraged them to use more reflection. Any leadership strategy identified by 35% or more of the responding teachers was considered a high impact influence. They did not explain how 35% was set as the minimum for a high impact.

Supervising Instruction and Teachers' Instructional Practices

Supervision of the teachers' performance by heads can affect classroom instruction. Heads can use classroom observations and informal visits to the classroom to see what teaching strategies are using used and assess their effectiveness. They can then use instructional conferences to talk to teachers about classroom objectives and instructional methods.

Supervision may be defined as, "All efforts to monitor teacher performance" (Duke, 1987, p. 104). It includes heads observing teachers in the classroom, conducting instructional conferences, and using professional development for classroom improvement. Supervision provides a way for heads to monitor instruction (Hallinger & Murphy, 1985). Heads use classroom visits to make sure teachers are complying with the instructional goals of the school (Hallinger & Murphy, 1985).

Instructional conferences with teachers have an effect on teacher classroom instruction (Blasé & Blase, 1998; King, 1991). Blase and Blase found that teachers believe good heads use five strategies during instructional conferences: "(a) making suggestions for instructional improvement, (b) giving feedback on classroom observations, (c) modeling good instruction, (d) using inquiry to discover what teachers think, and (e) soliciting advice and opinions from teachers" (p. 28). These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviors, which referred to teachers taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning (Blasé & Blasé, 1994).

Instructional conferences with heads influenced teachers to implement higher-order thinking skills in their lessons for high school social studies students (King, 1991). In

follow-up discussions with teachers in which they both analyzed a lesson, heads encouraged teachers to use more pedagogy that focused on higher-order thinking skills. The findings of Blase and Blase (1998) should be taken with caution due to a potential flaw in the methodology. Their data collection instrument contained questions that asked teachers to describe in detail a strategy used by the heads that influenced what they did in the classroom. Such questions contain the assumption that heads influence teachers' classroom instruction and may lead to biased responses on traditional types of pedagogy such as direct instruction (King, 1991).

These supervisory behaviors created a climate at the school in which teachers openly discussed and critically thought about instructional issues related to higher-order thinking skills (King, 1991). Visiting classrooms is a supervision strategy that positively affects teachers (Blasé & Blase, 1998; Blasé & Roberts, 1994). In this strategy, heads use informal visits to classrooms to learn what teachers are doing, to assess whether sound instruction is being delivered, and to interact with teachers (Blasé & Roberts; Hallinger & Murphy, 1985). Blase and Roberts noted that visibility was related to using new teaching strategies, considering different teaching techniques to address the needs of students, and increasing levels of instructional time on task. They believed that visibility had these effects on teachers because of increased interaction, feelings of trust, feelings of respect, and more opportunities for teachers to express themselves.

Blase and Blase (1998) added to the findings of Blase and Roberts (1994). They found that visibility in the school by walking around and informally visiting classrooms was related to increased use of reflectively informed behaviors and good teacher behavior. The similarity in findings with almost identical populations supports their validity. Some

behaviors of heads were found to have a negative effect on teachers (Blasé & Blase, 2004). These behaviors included discounting teachers' needs, isolating teachers, withholding resources from teachers, spying on teachers, overloading teachers, criticizing teachers, threatening teachers, giving teachers unfair evaluations, and preventing teacher advancement. Blase and Blase found that teachers felt their creativity was limited by these behaviors. Teachers stated that they could not be instructional risk takers and relied on traditional teaching methods because of a lack of support from their heads (Blasé & Blase).

Professional Development and Teachers' Instructional Practices

Promoting professional development is the most common heads leadership behavior found by the researcher to have a positive effect on teacher classroom instruction (Blasé & Blase, 1998; Desimone, Porter, Garet, Yoon, & Birman 2002; Johnsen, Haensly, Ryser, & Ford 2002; Sheppard, 1996). Professional development is thought to be a key to improving teacher instruction (Elmore & Burney, 1999).

Administrators at the district and school levels are responsible for providing teachers with quality professional development (Desimone, Smith, & Ueno, 2006). Heads accomplish this through alerting teachers to professional development opportunities and organizing in-service activities at their schools that focus on specific instructional goals (Hallinger & Murphy, 1985). Heads promote professional development by using supervisors and colleagues to train teachers on instructional strategies, giving teachers time for independent studies, and using external sources such as school courses, district-level workshops, and consultants who are experts in a particular area (Duke, 1987).

The promotion of professional development by heads increases teachers' use of higher-order instructional strategies when they receive professional development on a particular strategy (Desimone et al., 2002). Higher-order instructional strategies involved teaching in non-traditional ways and were found to increase the learning capacity of students (Desimone et al.). Heads were perceived by teachers to improve writing instruction by providing staff development on teaching the writing process (McGhee & Lew, 2007).

A significant relationship was found by Sheppard (1996) between heads promoting professional development and teacher willingness to try new and various instructional ideas in the classroom. There was no mention by Sheppard of what specific activities that heads engaged in to promote professional development. Sheppard (1996) produced an interesting result. The only area in which promoting professional development was not the most important effect on teachers was on teacher innovativeness at the high school level. This raises a question concerning the effect high school heads have on teacher classroom instruction. It could be that heads at the high school level are not the ones promoting professional development; rather teachers could be influenced by other sources such as supervisors in the central office.

The promotion of professional development by heads increases teachers' use of reflectively informed behaviors, including innovative ideas and instructional risk-taking (Blasé & Blase, 1998). Blase and Blase provided a list of strategies heads used to promote professional development that increased teachers' use of reflectively informed behaviors: (a) emphasizing the study of teaching and learning, (b) supporting collaboration among

educators, (c) developing coaching relationships among educators, and (d) applying principles of adult learning to staff development.

Heads supporting and encouraging participation in professional development activities influence teachers to change their classroom practices to meet the needs of gifted students (Johnsenet al., 2002). These professional development activities included training from a private organization on how to change the curriculum to meet the needs of gifted students. Heads actively encouraged teacher participation in these professional development activities, and this support motivated teachers to continue participating (Johnsen et al.). King (1991) found that the participation of heads in curriculum work with teachers was a key to the implementation of higher-order thinking skills by these teachers.

Some researchers have studied the characteristics of professional development, but few have examined how professional development influences the classroom instruction of teachers (Garet, Porter, Desimone, Birman, & Yoon, 2001; Mouza, 2006; Smylie, 1996). Professional development is seen as a key to improving teacher learning and student achievement (Mouza; Smylie, 1996; Supovitz& Turner, 2000). Effective professional development focuses on content knowledge, engages teachers in active learning, and is sustained over time (Garet et al.; Mouza; Supovitz & Turner). Professional development has been found to influence change in the instructional practices of teachers and improve their teaching knowledge and skills (Garet et al., 2001, Mouza, 2006). Teachers improved their technology skills in the classroom by participating in professional development (Mouza). Teachers participating in multiple hours of professional development activities on inquiry based science lessons implemented more of these instructional practices compared to those who received fewer hours (Luft, 2001; Supovitz & Turner, 2000).

Provision of Mentorship and Teachers' Instructional Practices

One form of instructional leadership behaviors is the practice of mentoring. Mentoring has frequently been segregated in research based on its function in career sponsorship (Baugh & Fagenson-Eland, 2005; & Kram, 1985). In either function, mentoring plays a role in the development of teachers and is certainly an influential element in teaching and for all facets of career growth and development (Day, 2001).

Mentors may provide their protégés with various forms of instructional support as well as access to valuable social capital through their own established professional networks. By mentoring less experienced teachers throughout their careers, under study experienced teachers and build unique professional networks over time which can potentially provide greater social assert to all of those located in those networks. The existence of a successful teaching network may be an indicator of the value that a heads place on developing teachers teaching career.

Day (2001) draws a conceptual distinction between leadership and development that is very powerful in its application to many professional contexts. In the case of heads leadership behaviors', the emphasis is on developing individual-based knowledge, skills and abilities that are associated with leadership roles.

Specifically, Day (2001) states that leadership behavior can be interpreted as a form of individual-based differentiation in terms of helping individuals enhance a unique self-understanding and construct independent identities. Leadership behaviour can be thought of as an integration strategy by helping people understand how to relate to others,

coordinate their efforts, build commitments, and develop extended social networks by applying self understanding to social and organizational imperatives" (P. 586).

Summary of literature Review

The literature review has explained concepts and definitions posed by the concept of instructional leadership and some related terms such as leadership, instructional leadership, instructional leadership behaviours and instructional practices. The review has explored the theoretical base of instructional leadership behaviours indicating that it is needed in the administration of Senior High Schools.

The literature review has examined some specific instructional leadership behaviour variables that may influence teachers instructional practices particularly, those that have been to the fore by research studies. These included communicating goals, staff development, instructional supervision, coordinating curriculum and mentoring. The evidence provided is not conclusive and they are subject to verification. The study followed issues emerged from the literature reviewed.

CHAPTER THREE

METHODOLOGY

Research Design

Descriptive survey design was used for the study since the researcher wanted to find out the present leadership behaviours of heads that influence instructional practices of teachers in Senior High Schools at Bantama sub-metro in the Kumasi metropolis (Mertus, 1998). Babbie (1990) has recommended descriptive survey design for the purposes of generalizing from a sample to a population so as to make inferences about some

characteristics of the population. Fraenkel and Wallen (2000) support the use of descriptive design when they said that the design provides meaning picture of events and seeks to explain behaviour on the basis of data gathering. In addition, in-depth follow up questions can be asked and items that are not clear to participants can be explained.

The design is highly regarded by policy makers in the social sciences where large population is dealt with and widely used in educational research since data gathered by way of descriptive survey represent field conditions (Osuala, 1991).

Nevertheless, it is difficult to ensure that questions or statements to be answered are clear and not misleading because descriptive survey results can vary depending on the wording of questions, the circumstances and who the participants are and getting respondents to answer questions thoughtfully and honesty, and getting sufficient number of questionnaire completed so that meaningful analysis can be made (Fraenkel & Wallen, 2000). Despite these shortcomings, the researcher sees the descriptive survey as useful in gathering data that facilitates finding out whether headmasters leadership behaviours have any influence on teachers instructional practices.

Population of the Study

Three Senior High Schools at Bantama sub-metro were selected as the areas for the study**.** In recent times, one hears of public complaints about a number of teachers not delivering instruction and generally not abiding by the code of ethics associated with their work especially in respect of the use of instruction. Also, the nature of the research problem requires data from a large number of perspectives, hence, the use of all teachers of the three Senior High Schools at Bantama sub- metro.

The target population for the study comprised all head teachers, assistant head teachers and teachers at Bantama sub metro. The sub metro has three Senior High Schools under its jurisdiction. Statistics by the Regional Education Directorate in Ashanti put the population of head teachers in the sub metro for 2016 academic year. There are a total of 322 teachers in the schools. The accessible population was all 120 teachers of the Senior High Schools at Bantama sub -metro.

Sampling Technique

Census technique was used to select all the three Senior High Schools at Bantama sub Metro in Kumasi. The teachers who have taught for five years were purposively selected as participants for the study since they receive instructional leadership and other supports from heads during teaching. In total, all the 120 teachers formed the sample for the study.

Validity of Instrument

To obtain high degree of validity, expert lecturers and colleagues assess the items and determine whether the items on the questionnaire could measure the intended purpose (face validity). Then again, the experts found out whether the items cover all the possible aspects of the research questions and hypothesis. They analyzed the unclear and ambiguous items (content validity) and the extent to which the items measure specific construct (construct validity), (Ary, Jacobs & Razavieh, 1990). The examination of the items enabled the researcher to reconstruct, reshape and delete those items, which are unclear, ambiguous and misleading.

Reliability of Instrument

Reliability is the degree of consistency that an instrument or procedure demonstrates (Gall et al., 1996). Pre-testing of questionnaire items was conducted at Ahamadiya senior high school. in Sub in Sub Metro in Kumasiby using a selected number of teachers (n=30) from the target population to determine such aspects as the duration it takes to complete the study, clarity of instructions for the items, and to detect ambiguities in the questionnaire items (MacMillan & Schumacher, 2001).Aspects of the purpose of the pre-testing included finding out whether the items are explicit enough to guide the participants to complete the questionnaire as accurately as possible. It also ensured that the questionnaire and the data collection procedures, among others, are appropriate to derive the best results when the actual study is conducted. In this regard, the questionnaire had to measure what is intended to measure when it is used elsewhere, given the same circumstances for which it is developed (Delport, 2002; Welman & Kruger, 2001).

The reliability analysis procedure enables the researcher to determine whether the survey questions, items or statements form a reliable scale. This means that the items measure a single concept with reasonably high coefficient. Cronbach's alpha was used to determine the reliability of the questionnaire items for the main data. Ary, Jacobs and Razavieh (1990) opined that "Cronbach's alpha is used when items are multiple scores" (p. 235). In this study, almost all the items that were designed were multiple scores and therefore, Cronbach's alpha was considered appropriate to use.

Instrument

The data collection instrument employed for the study questionnaire. The questionnaire was used to gather information from teachers because Sarantakos (1998) have said that if questionnaire is used, data offered by respondents are of limited interference on the part of the researcher.

Data Collection Procedure

An introductory letter was obtained from the Director of Educational Planning and Administration at the University of Education Winneba-Kumasi. The researcher personally submitted the letters to the heads of the Senior High Schools at Bantama sub-metro in Kumasi metropolis. Permission was sought from the heads to enable him gain access to the schools.

In each Senior High School, the researcher personally contacted the teachers and explained the purpose of the study to them after which copies of the questionnaire was distributed to them. The researcher established rapport with heads to make them feel at home in responding to the items on the questionnaire. To ensure that right responses are given, the researcher availed himself to explain the meaning of those items which were not clear to participants. The completed questionnaire was collected after one week.

Data Analysis Plan

In analyzing the data, two types of analysis were employed. The first involved the use of descriptive statistics such as means and standard deviation, percentages and

frequencies to describe participants personal data and to answer to research questions one and two. The second was the use of inferential statistics such as Pearson product-moment correlation coefficient moment and multiple regression analysis. Pearson correlation was used to test for the significance of the relationship that exists between instructional leadership behaviours of heads and teachers instructional practices. This was used to test hypothesis one. Linear multiple regression analysis was performed to test for significance of the regression coefficients that determine the influence of instructional leadership behaviours on teachers' instructional practices. This was used to test hypotheses two and three.

Ethical Considerations

Mertens (2010) postulated that regardless of the paradigm, ethics in research should be an integral part of the research planning and implementation process. Based on this advice, the following ethical issues were considered to get participants co-operation.

The researcher obtained informed consent from participants through verbal language and written note on the front page of the questionnaire. Adequate information on the purpose of the research was provided to participants. The researcher ensured that participants understand the nature of the study and any possible dangers that may arise as a result of participation (McLeod, 2003). This reduced the likelihood of persuading participants to participate when they do not know the requirements of the study.

Confidentiality was guaranteed by protecting participants responses. This was maintained by reporting the data in a manner that participants could not be associated with information provided. Names and other personal information about participants were not

disclosed. This was achieved through the use of pseudonyms and password for protecting the files containing participants data (Cohen, Manion & Morrison, 2013). Participation was entirely voluntary and participants were informed of their rights to withdraw from the study at any time (Gay et al., 2009).

CHAPTER FOUR

RESULTS OF THE STUDY

This chapter presents results and discussions of field data gathered on headmasters and mistresses leadership behaviors and teachers instructional practices in senior high schools in the Kumasi Metropolis of Ashanti Region. The purpose of the study was to investigate the influence of leadership behaviors of heads on teachers instructional. Ninety-

six (96) teachers were selected through simple random sampling technique. Questionnaire was the main instrument employed to elicit response from participants. Pearson product correlation coefficient, multiple regression, independent sample T-test, means and standard deviations and descriptive statistics such as percentages and frequencies were the main statistical tools used to analyze the data with the help of statistical product and service solution (SPSS).

The first part of the analysis was the discussion of personal data of teachers. The second part was the discussion of main data guided by two research questions and three hypotheses.

The chapter has been grouped under five main parts. These include:

1. Personal data of participants
2. Common leadership behaviors
3. Instructional practices
4. Correlation analysis
5. Regression analysis
6. T-test analysis

Personal Data of Participants

Participants' views on their personal data were sought and these included gender and number of years worked. This information was needed to help the researcher know the caliber of participants used in the study. The data were presented using percentages. Details are provided on figures 1 and 2.

Gender of participants

Participants gender was required to enable the views of both male and female teachers be considered on their heads leadership behaviours and their instructional practices. Fig. 1 presents the results.

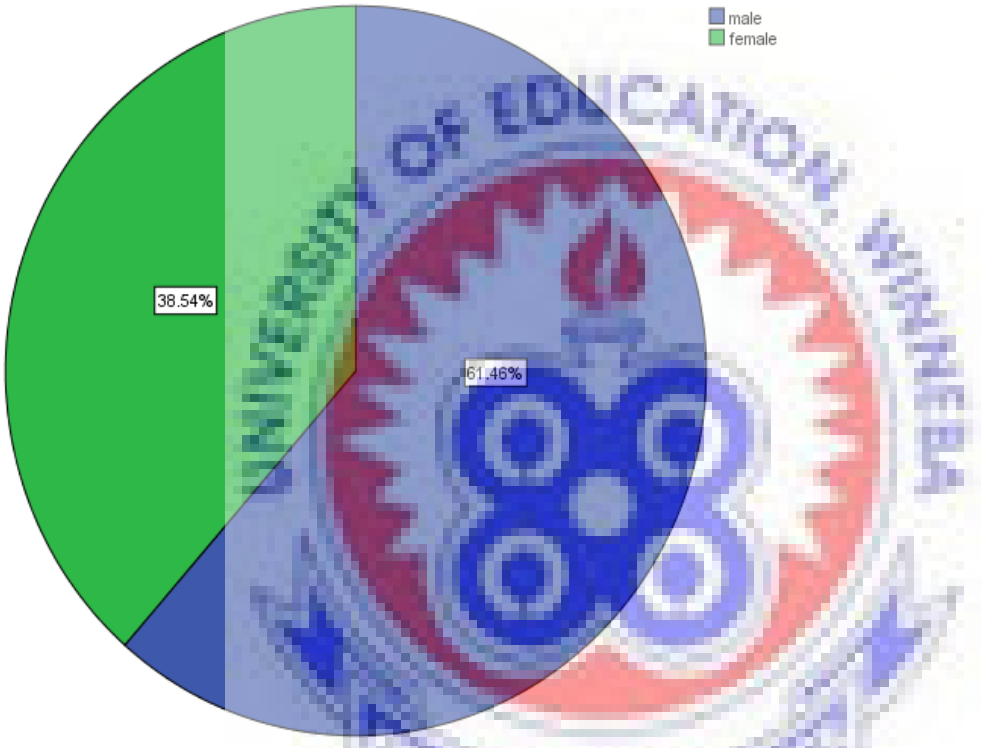

Figure 1: Gender of respondents

Source: Field Data, 2017.

Findings from Fig., 1, indicated that 61.48% of the participants were males while 38.54% were females. The finding means that majority of the participants are males. It could be inferred from the analysis that the views of male participants dominate in the study.

Number of years worked

Responses on teachers number of years worked were elicited. Details are presented on figure 2.

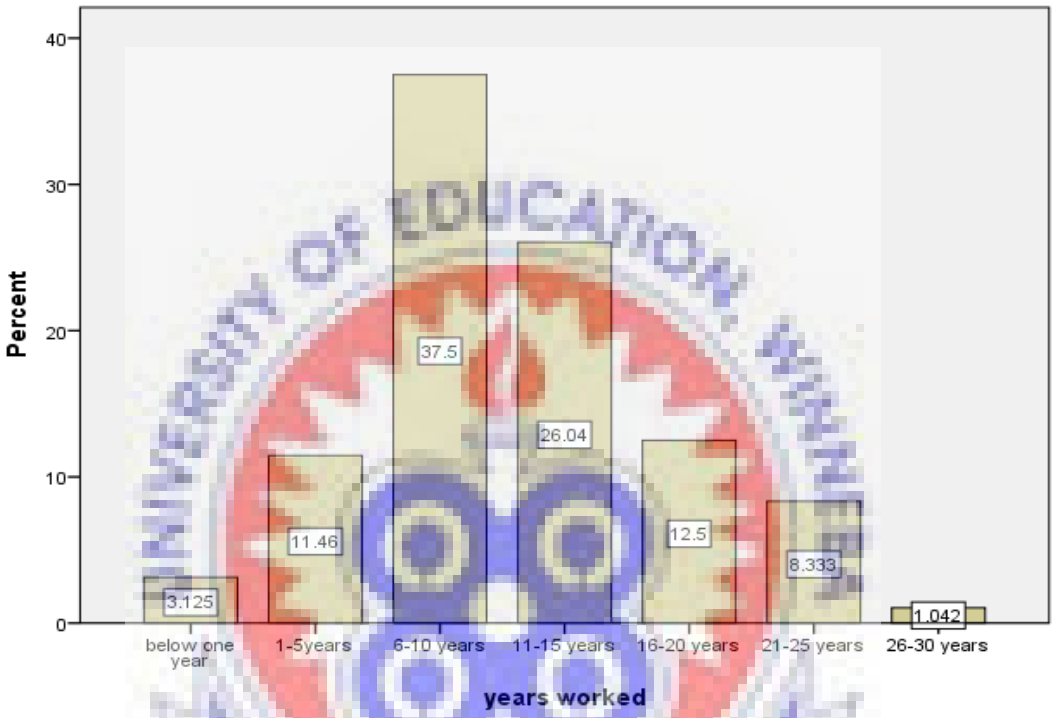

Figure 2: Number of years worked

Source: Field Data, 2017.

Information on Fig. 2 indicated that majority of the teachers (37.5%) had worked for 6-10 years and 26% had worked for 16-20 years. About 12.5% had worked for 11-15years. Over 11.5% of the teachers had worked for 1-5years while 8.3% had 21-25 work experience. Only 1.0% had 26-30years work experience. It could be deduced from the analysis that majority of the teachers had worked for 6-10 years and therefore, they have adequate information on their instructional practices and leadership strategies heads use.

Analysis of Main Data

This part of the analysis deals with presentation of results and discussion of findings on heads leadership behaviors and teachers instructional practices in senior high schools in the Kumasi Metropolis. Each participant chose from a four-point likert-type scale to rate the frequency at which heads exhibit leadership behaviours and teachers use instructional practices. The ratings were: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree).

Research Question 1: What leadership behavior is commonly exhibited by heads of senior high schools in the Kumasi metropolis?

Answer to research question one was sought by calculating the means of the responses. The mean scores calculated were used to determine leadership behaviours of heads. Table 4.3 displays the scores.

Table 4.1: Common leadership behaviours

	N	Minimum	Maximum	Mean	Std. Deviation	Skegness	Std. Error
Supervision of instruction	96	16.22	36.22	27.8600	5.52521	-.644	.246
Professional Development	96	13.11	34.22	27.2407	6.25411	-.673	.246
Coordinate Curriculum	96	13.25	30.50	22.4727	3.77588	-.504	.246
Provision of Mentorship	96	10.25	25.38	20.4167	4.40957	-.805	.246
Communicate school goals	96	9.17	23.50	18.2743	3.67996	-.619	.246
Valid (listwise)	96						

Source: Computed from Field Data, 2018.

Results in Table 4.1 provided responses on common leadership behaviours of heads in the various senior high schools. The skewness of the five leadership behaviuors (-.644,-.673,-.504,-.805 and -.619) were negative and their means were also higher. This indicated that the left tail is longer and majority of the responses were titled to the right. This shows that leadership behaviuors are essential to improving teachers instructional practices.

From Table 4.1, Supervision of instruction had the highest mean score of 27.86 and standard deviation of 5.525, followed by professional development (M= 27.24, SD=6.254), coordinate curriculum (M= 22.47, SD=.3.776), provision of mentorship (M=20.42,

SD=4.410) and communicate school goals (M= 18.274, SD=3.679). The results mean that heads are rated high on supervision of instruction scale. This implies that heads commonly exhibit this leadership behaviour. This will ensure judicious use of instructional hours and appropriate methodology will be adopted to enhance delivery of lessons. Communicating school goals was the least behaviour indicated on leadership behaviour scale. This shows that heads less effectively use this behaviour in managing schools. Teachers may lack focus in teaching since the goals to be achieved are not clearly stated by heads and as a result, the realization of the overall goals may not be met.

This implies that heads vary the use of leadership behaviours in the senior high schools and this will impact positively on teaching and learning since the right behaviour will be used to improve instructional practices at a particular time. This finding is in agreement with King (1991) assertion that instructional leadership behaviours create a climate at the school in which teachers discuss critical thought about instructional practices.

Research Question 2: What instructional practices do teachers of senior high schools in the Kumasi metropolis mostly use?

Answer to research question 2 was sought to find out the instructional practices teachers mostly use. The mean score of each item was calculated. The means calculated were used to determine instructional practices mostly used by teachers of senior high schools in the Kumasi metropolis. The norm for the instructional practices scale is interpreted as follows: 1.0 -very low, 1.1 -2.0 - low, 2.1 -3.0 – high (Mensah, 2006). Table .4 provides the results.

Table 4.2: Teachers ratings of Instructional practices

Item	N	Minimum	Maximum	Mean	Std. Deviation	Skewness Statistic
I study the performance of students	96	1	4	3.34	.927	-1.229
I have beliefs of how instructions should be delivered	96	1	4	3.25	.929	-.684
I share lesson plan with colleagues	96	1	4	3.23	.989	-.811
I use lessons that require students to solve problems	96	1	4	3.22	.965	-.671
I use student -entered approach	96	1	4	3.22	1.048	-.901
I use classroom discussion	96	1	4	3.20	.969	-.623
I use pedagogy that focuses on higher order thinking	96	1	4	3.18	1.016	-.796
I develop lesson based on curriculum	96	1	4	3.17	.959	-.562
I pick up students cues and alter my teaching	96	1	4	3.16	1.050	-.711
I build new lesson on previous knowledge	96	1	4	2.99	.733	-.476
I use instructional techniques that reaches all levels of students	96	1	4	2.82	.696	-.320
I discuss teaching techniques with colleagues	96	1	4	2.76	.722	-.632
I spend additional time on remedial teaching	96	1	4	2.65	.711	-.443
I space instruction to cater for slow learners	96	1	4	2.72	.688	1.372

Source: Computed from Field Data, 2018.

Information in Table 4.2 revealed that the skewness of the instructional practices was negative and their means were also higher. This showed that the left tail is longer and

majority of the responses were titled to the right. This means that instructional practices are vital to promoting good students academic performance.

From Table 4.4, majority of the teachers indicated that they studied the performance of students. This itemrecorded the highest mean score of 3.34 with the associated standard deviation of .927; followed by "I have beliefs of how instructions should be delivered" with mean score of 3.25 and standard deviation of .929; 'I share lesson plan with colleagues' had 3.23 mean and standard deviation of 989; 'I use lessons that require students to solve problems' had 3.22 mean and standard deviation of 965 and 'I use student -entered approach' had 3.22 mean and'I use classroom discussion' had mean score of 3.20 and standard deviation of .969 respectively.

Other aspects of the instructional practices indicated were 'I spend additional time on remedial teaching' had a low mean of 2.65; followed by 'I discuss teaching techniques with colleagues' with 2.76 mean; 'I use instructional techniques that reaches all levels of students' with 2.82 mean. The least practice 'I space instruction to cater for slow learners' recorded a mean score of 2.27 and standard deviation of .668.

From the results it could be concluded that teachers mostly use the practice of studying students performance in class.This implies that teachers frequently monitor students progress to enable them identify the strength and weaknesses of students and modify teaching methods to help improve on their weaknesses. The least mean score recorded by the statement "I space instruction to cater for slow learners" means that teachers less effectively use this practice. They fail to involve slow learners in the lesson. This will affect the performance of slow learners since they are unable to understand the

lessons as expected. This will results in lagging behind in academic activities. The finding is in agreement with

Generally, teachers rated themselves high on instructional practices scale. It could be concluded that teachers adopt appropriate instructional practices in the senior high schools in Kumasi metropolis. This shows that teachers have the needed skills and adequate knowledge on how to deliver teaching to enhance easy comprehension by students. This is likely to ensure effectiveness in teaching which promotes good academic achievement of students. The finding is in consonance with Hallinger and Heck's (1996) finding that supervision is a significant factor that ensures school success. The success is subjected to widespread evaluation of instructional leaders.

Hypotheses Testing

Hypothesis 1:

H_i: There is statistically significant relationship between teacher instructional practices and heads leadership behaviours

H_o: There is no statistically significant relationship between teacher instructional practices and heads leadership behaviours

This hypothesis was addressed by analyzing teachers instructional practices identified as dependent variable and leadership behaviours as independent variable. Pearson product-moment correlation coefficient was computed to assess the relationship between practices measured on instructional practices scale and behaviours measured on leadership behaviours scale. Table 4.5 presents the details.

Table 4.3: Correlation Matrix between leadership behaviours and instructional practices

		Leadership Behaviours	instructional practices
Leadership behaviours	Pearson Correlation	1	.911**
	Sig. (2-tailed)		.000
	N	96	96
	Instructional Practices Correlation	.911**	1
	Sig. (2-tailed)	.000	-
	N	96	96

Source: Field Data, 2018.

**Correlation is significant at the 0.01 level (2-tailed Testing).

Results from Table 4.3 showed a positive, significant and strong relationship between leadership behaviours and instructional practices. At the alpha level of .01, leadership behaviours correlated with instructional practices at high correlation coefficient (r = .911). The significance level (.000) was lower than alpha level .01 (r = .911, n = 96, p $\leq$.01). There was a strong, positive and statistically significant relationship between leadership behaviours and instructional practices. The result indicates that heads leadership behaviours are related to teachers instructional practices. This suggests that teachers will

give out their best and help the school to achieve its goal by using the best instruction practices. Therefore, the alternate hypothesis was accepted because there was enough evidence to evidence to support the claim that statistically significant relationship existed between heads leadership behaviours and teachers instructional practices. The finding is in support of Blasé and Blasé Sheppard (1996) finding that significant relationship existed between instructional leadership behaviours and instructional practices. The finding is not in line with Blasé and Robert's (1994) finding that the relationship between instructional practices and leadership behaviour is weak.

Hypothesis 2

H_i: There is statistically significant influence of senior high school heads leadership behaviours on teachers' instructional practices

H_o: There is no statistically significant influence of senior high school heads leadership behaviours on teachers' instructional practices

The hypothesis was tested using multiple regression to analyze the influence of leadership behaviours identified as independent variable on teachers instructional practices as dependent variable. Table 4.6 provides the details.

Table 4.4: Model Summary

Model	R	R^2	Adjusted R^2	R^2 change	Std Error of the Estimate	F change	Sig
1	.911[a]	.830	.828	.830	7.57467	457.924	.000

Source: Computed from Field Data, 2018.

a. Predictors: (Constant), Total Leadership behaviours

b. Dependent Variable: Total Instructional practices

From Table 4.4, in the model summary, R^2 of .830 indicated that 83% of the variance in total instructional practices was accounted for by heads leadership behaviours. A unit change in the leadership behaviours will improve the use of instructional practices by the average of 83%. The F change of 457.924, degrees of freedom '1' and significance level of .000 showed that the model was significant. ANOVA test on regression analysis of instructional practices and leadership behaviour variables was further analyzed. Details are provided in Table 4.7.

Table 4.5: ANOVA Results of leadership behaviours and instructional practices

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26273.637	1	26273.637	457.924	.000b
	Residual	5393.306	94	57.376		
	Total	31666.944	95			

Source: Computed from Field Data, 2018.

a. Dependent Variable: Total instructional practices
b. Independent Variable: Leadership behaviours

Output from ANOVA test showed that the value of F statistics was 457.924 a degree of freedom has 94 groups. The significance value was .000 which was well below .01. The test showed that the model as a whole which included both dependent and independent variables was significant at .01 ($F(1, 94) = 457.924$, $P \leq .01$). It could be concluded that leadership behaviours have influence on teacher instructional practices. Teacher instruction significantly improves when heads leadership behaviour is applied. This finding is in agreement with Hallinger and Murphy (1985) statement that leadership behaviours make sure teachers are complying with instructional goals of the schools. The finding is also in line with King's (1919) finding that leadership behaviours have significant effect on teachers instruction.

Table 4.6: Results of multiple regression Analysis on leadership behaviours and instructional practices

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Included variables					
(Constant)	-.048	3.289		-.319	.751
Communicating goals (x_1)	.026	.221	.008	.118	.906
Supervision of Instruction (x_2)	.670	.186	.292	3.600	.001
Coordinate Curriculum (x_3)	.400	.240	.119	1.666	.099
Professional Development (x_4)	.538	.213	.265	2.525	.013
Mentorship (x_5)	.905	.259	.314	3.492	.001

Source: Computed from Field Data, 2018.

a. Dependent Variable: Total instructional practices

b. Independent Variable: Leadership behaviours

The predictors were determined by using multiple regression analysis with significance level of .000. It is shown in Table 4.6 that only the coefficients of supervision of instruction (.292), professional development (.265) and mentorship (.314) were

significant. This means that when all the five predictors were considered only three variables were found to contribute significantly to the regression equation.

The regression equation is given as: $Y=C+B_1 X_1 +B_2 X_2+B_1 X_1+B_3 X_3+B_4 X_4B_5 X_5 =E$, where

Y=Instructional practices

C=constant

X=Leadership behaviours

X_1=Communicating goals

X_2=Supervision of instruction

X_3=Coordinate curriculum

X_4=Professional development

X_5=Mentorship

E=Error margin

The row score linear equation model from the unstandadized coefficients SPSS output in Table 4.8 is given as $Y= -.048+.292x_2+=.265x_4+.314x_5+E$. This equation means supervision of instruction, professional development and mentorship could be used to predict instructional practices. The't' at .001, .013 and .001 levels were significant because the t values obtained from the data (3.600), (2.525) were above the critical t. That is, the coefficients of x_2, $x_4$andx_5 have effects on the regression equation.

The research sought to find out which of the independent variables is the best predictor of total instructional practices. In the model, it was found that supervision of instruction, professional development and mentorship were the best predictors of instructional practices. The single largest Beta coefficient .314, at the significance level of

.001 was provision of mentorship. This means that the variable, mentorship, makes the strongest unique contribution to explaining the occurrence of dependent variable (instructional practices). It could thus be concluded that mentorship is the overall best predictor of instructional practices use by teachers of senior high schools in the Kumasi metropolis. This is being described as the overall best predictor due to its effect on instructional practices.

The independent variables such as communicating goals and coordinating curriculum are described as bad predictors since their values did not make any significant contribution to the prediction. Therefore, the hypothesis that there is statistically significant influence of headmasters and headmistresses leadership behaviours on teachers' instructional practices was retained. This is because there is enough evidence to support the claim of the alternate hypothesis. The finding is in agreement with ……

Hypothesis 3:

H_i: There is statistically significant difference between gender and teachers Instructional practices

H_o: There is no statistically significant difference between gender and teachers instructional practices

A t-test was conducted between gender of respondents and their instructional practices. The analyzed information was to find out whether significance difference exists between these two variables. Table 4.9 presents the results.

Table 4.7: Results on T-test Analysis of gender and instructional practices

Gender	N	Mean	Standard Deviation	T-value	D f	P
Instructional practices						
Male	59	61.7895	11.77615	1.539	94	.127
Female	37	57.7233	13.82203			

Source: Field data, 2018. *p≥.05 level

An independent-sample t-test was conducted to compare instructional practices scores for male and female teachers. This test whether the variances of the scores for the two groups are the same. The assumption of equal variance was not violated since the significance level (.127) was more than .05 alpha level (p> .05). In the output presented above, the significance level (2-tailed) of Levene's test obtained was .127. This value was above the required cut-off of .05. This shows that the variances for the two groups are the same, (M= 61.7895, SD=57.72333): t (94) =1.539, p=.127, (two-tailed). The mean difference at 95% confidence interval was the same. It could be concluded that there was no statistically significant difference in the mean scores of instructional practices for male and female teachers. Therefore, the alternate hypothesis is rejected because there is no evidence to support the claim that there is statistically significant difference between teachers instructional practices and gender.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the findings of the study are summarized, conclusions drawn and recommendations made. The purpose of the study was to investigate the influence of leadership heads behaviours on teachers' instructional practices in senior high schools in the Kumasi metropolis of Ashanti.

Overview of the study

The study investigated into the heads leadership heads behaviours and teachers instructional practices in senior high schools in the Kumasi metropolis of Ashanti. The main objective of the study was to assess the influence of heads leadership behaviours on teachers' instructional practices. The focus of the study was on leadership behaviours of heads in areas such as provision of mentorship, communicating school goals, professional development, supervision of instruction and coordinating school curriculum. Descriptive survey design was used in the study with aim of finding out whether leadership behaviours have influence on instructional practices. The target population was teachers of senior high schools in Bantama sub-metro in the Kumasi metropolis. A sample of 96 Participants was used for the study. Purposive technique was used to select three schools with all the teachers automatically included in the study. The main instrument used for was questionnaire. The questionnaire was pilot tested at Anglican senior high school using 30 teachers. From the pilot test, the reliability co-efficient of 0.87 was obtained using Cronbach Alpha for the likert scale items. Two research questions and three hypotheses were formulated to guide and direct the study. Means and standard deviations were used to

determine the common leadership behaviours and instructional practices mostly used. Correlation was used to test for the significance of the relationship that existed between leadership behaviours and instructional practices. Regression was used to test for the significance of the regression coefficient that determined the influence of the leadership behaviours and instructional practices.

Summary of Findings

From the study a number of findings emerged. They include the following:

1. On the common leadership behaviours, it was found that heads exhibited instructional supervision behavior of managing instruction. That is, heads constantly supervise teaching and learning activities as they manage schools and as a result teachers are kept on their toes to deliver lessons up to expectation. The heads exhibit aspects of leadership behaviours such as providing of mentorship, communicating school goals, providing professional development and coordinating school curriculum.
2. The study revealed that communicating school goals was the least behaviour exhibited by heads in managing instructional supervision in senior high schools.
3. On instructional practices, the study revealed that teachers mostly used the practice of studying students performance. Other aspects found to be practiced include having beliefs of how instructions should be delivered, sharing lesson plan with colleagues, using lessons that require students to solve problems, using student - entered approach and using classroom discussion respectively.

4. Findings again revealed that teachers failed to space out instruction to cater for the slow learners.
5. On hypothesis one, it was revealed that statistically significant relationship existed between heads leadership behaviours and teachers instructional practices. The relationship was found to be strong and positive.
6. On hypothesis two, findings revealed that there was statistically significant influence of heads leadership behaviours on teachers instructional practices. Supervision and evaluation of instruction was revealed to be the potent predictor of teachers instructional practices.
7. Finding from hypothesis three indicated no statistically significant difference between gender and teachers instructional practices. The magnitude of the difference was insignificant. Thus, males as well as their female counterparts use instructional practices in similar ways.

Conclusions

Based on the findings of the study, a number of conclusions were made:

Notwithstanding the acknowledgement of the benefits of using appropriate leadership behaviours, this was able to determine one leadership behaviour (supervise and evaluate instruction) over others regarding effective teaching. On the other hand supervision and evaluation of instruction which was found to be used frequently also influenced instructional practices. It could be concluded that leadership behaviours influence instructional practices which results to high teaching standards in senior high schools. It could thus, be concluded that heads vary the use of leadership behaviours to some extent.

This makes them flexible in adopting behaviours to deal with instruction issues affecting teachers.

On obvious conclusion is that teachers in senior high schools apply the basic instructional practices during teaching. This shows that a lot of teaching activities will be carried out effectively and this will help to achieve the overall goals of the schools. The significant influence of leadership behaviours on instructional practices show that the behaviours are applied interchangeably. It could be concluded that teachers instructional practices depend on heads leadership behaviours for effective teaching and learning and therefore, effective instructional practices cannot be ignored because it results in high teacher performance.

There is evidence from the findings that male teachers use instructional practices the same as their female counterparts. It could be concluded that gender is not an issue in applying instructional practices and it cannot be used to determine the teachers' effective teaching in senior high schools.

Recommendations

1. On leadership behaviours, the results of this study indicated that heads exhibit behaviour of supervising and evaluating instructions. It is therefore recommended that heads should reinforce the use of supervision of instruction behaviour.
2. Heads were found to communicate school goals less effectively. It is recommended that heads need to regularly make known the goals of schools to teachers at the beginning of each academic year to enable teachers work towards the achievement of the goals.

3. On instructional practices, it was found that teachers mostly study the performance of students. There is a continuous need for teachers to reinforce the use of this behaviour to improve students' progress in school.
4. It was again revealed that teachers sometimes failed to space out instruction to cater for the slow learners. It is recommended that teachers employ the use of discussion method that will ensure active involvement of slow learners in the lesson.
5. Findings again indicated that teachers failed to space out instruction to cater for the slow learners. It is recommended that teachers employ the use of discussion method that will ensure active involvement of slow learners in the lesson.
6. The study found that heads leadership behaviours significantly influenced teachers' instructional practices. It is recommended that heads should advocate for sustaining the use of leadership behaviours. This is important since heads are always managing schools to help achieve the set goals of education.
7. It was indicated by the study that male and female teachers did not differ in their use of the instructional practices. It is recommended that heads should not consider gender as an issue when supervising teachers instructional practices.

Suggestion for Further Research

The study used only quantitative methods for investigating the problem in public senior high schools. There is the need for further study to be conducted using qualitative methods in private senior high schools in the metropolis.

The study used only teachers and it is therefore suggested that further study should be conducted to elicit responses from headmasters and mistresses of senior high schools.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

LEADERSHIP BEHAVIOURS AND INSTRUCTIONAL PRACTICES

QUESTIONNAIRE FOR TEACHERS

The Study

This study is being conducted as part Master of Arts (MA) research degree. The aim of the study is to determine whether heads leadership behaviours have influence on teachers instructional practices using mixed-method approach. The data analysis will enable heads adopt the requisite leadership strategies that will help teachers deliver classroom instructions more effectively.

Confidentiality

Your school was selected in a purposive random sampling employed by the researcher. You are assured of complete confidentiality. Your individual responses will not be shared with anyone and it will be treated completely anonymous.

SECTION A

BACKGROUND INFORMATION

Tick as Appropriate ( )

1. What is your gender? a. Male ( ) b. Female ( )

2. How many years have you worked in this school?

a) Below 1 year b) 1-5 years c) 6-10 years d) 11-15 e) 16-20 f) 21-25 years g) 26-30 years h) 31 years and above

SECTION B

LEADERSHIP BEHAVIOURS OF HEADMASTERS/MISTRESSES

The items below are designed to collate information on heads leadership. It consists of behavioral statements that describe heads job behaviors. You are kindly requested to consider each statement in terms of your observations of your head's leadership over the last two years. Please, read each statement carefully and tick the number that best describes specific leadership behavior of your headmaster/mistress.

Rating: 1 – Strongly agree, 2- Agree, 3- Disagree, 4- Strongly disagree

I.	**Communicate school goals**				
3	Communicate the school's mission effectively to members of the school community	4	3	2	1
4	Discuss academic goals with teachers at staff meetings				
5	Refer to the school's academic goals when making curricular decisions with teachers				
6	Ensure that the school's academic goals are highly visible display on the school notice board				
7	Refer to the school's vision in forums with students				
	Communicate instructional goals for the school				
8	Set instructional goals for teachers during staff meeting				
II.	**Supervise & Evaluate Instruction**				
9	Encourage teachers to approach colleagues for new instructional ideas				
10	Review student work when evaluating classroom instruction				
11	Conduct informal observations in classrooms on a regular basis				

12	Point out specific strengths and weaknesses in teachers instructional practices				
13	Assist teachers to change the way they teach to accommodate the needs of students				
14	Provide feedback to teachers on their weekly lesson plan				
15	Encourage teachers to observe each other				
16	Secure additional funds for instructional purposes				
17	Ensure that necessary support personnel are available to assist teachers to accomplish goals				
III. Coordinate the Curriculum					
18	Make it clear who is responsible for coordinating the curriculum across courses				
19	Draw upon the results of school testing when making curricular decisions				
20	Monitor classroom curriculum to see that it covers the school curricular objectives				
21	Participate actively in the review of curriculum materials				
22	Assess the overlap between the school curricular objectives and the school achievement tests				
23	Provide training on how to change the curriculum to meet the needs of gifted students				
24	Help individual departments to coordinate their curricula				
25	Coordinate instruction between teachers at different levels				
IV. Promote Professional Development					
26	Ensure that in-service activities attended by staff are consistent with the school's goals				
27	Actively support the use of classroom skills acquired during in-service training				
28	Encourage teachers to participate in staff development activities				

30	Lead teachers in-service activities that focus on instruction				
31	Organize staff development programmes that relate to teaching				
32	Alert teachers on professional development opportunities that focus on specific instructional goals				
33	Obtain the participation of the whole staff in important in-service activities				
34	Use supervisors and colleagues to train teachers on instructional strategies				
35	Reward special efforts of teachers with opportunities for professional recognition				
V	**Provision of Mentorship**				
36	Provide emotional support for teachers				
37	Develop pedagogical skills for teachers				
38	Develop teachers classroom management skills				
39	Facilitate collaboration with colleague teachers				
40	Identify and correct teachers instructional weaknesses				
41	Highlights teachers strengths and capabilities				
42	Help teachers to improve on their confidence for teaching				
43	Improve upon teachers communicative skills				

SECTION C

TEACHERSINSTRUCTIONAL PRACTICES,

A number of statements are listed below which deal with instructional practices of tutors. Please, read each statement and indicate your level of agreement, with focus on your teaching. Tick a number on the four-point scale after each statement.

Rating: 4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

44	I use student-centred approach that engages students in investigations	4	3	2	1
45	I use pedagogy that focuses on higher order thinking				
46	I use hands-on learning and group activities				
47	I use more innovative teaching practices				
48	I have strong problem-solving skills				
49	I use lessons that require students to solve problems				
50	I pick up on student cues, and alter my teaching style so as to get the information across to students more effectively				
51	I discuss teaching techniques with colleagues				
52	I alter teaching techniques to meet learning styles of students				
53	I use classroom discussion and explain concepts				
54	I develop lesson based on the curriculum				
55	I review content of the lesson				
46	I spend additional time on remedial teaching				
57	I space instruction to balance between not going too fast with instructions for slower learners				
58	I use instructional techniques that reaches all levels of students				
59	I revise and build new lesson on previous knowledge that students had acquired in teaching				

60	I share lesson plan with colleagues				
61	I have beliefs of how instructions should be delivered				
62	I have beliefs of how students should learn				
63	I take risk in trying new teaching styles				
64	I study the performance of students, and show more progress in improving teaching practices				

Thank you for spending time to participate in this study