UNIVERSITY OF EDUCATION, WINNEBA

LEADERSHIP PRACTICES OF HEADS OF SENIOR HIGH SCHOOLS IN

THE KUMASI METROPOLIS

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Studies, University of Education, Winneba, in partial fulfilment of the requirements

for award of the Master of Arts (Educational Leadership) degree

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DECLARATION

STUDENT'S DECLARATION

I, PRINCE ACHEAMPONG, 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: ……….………………………….………

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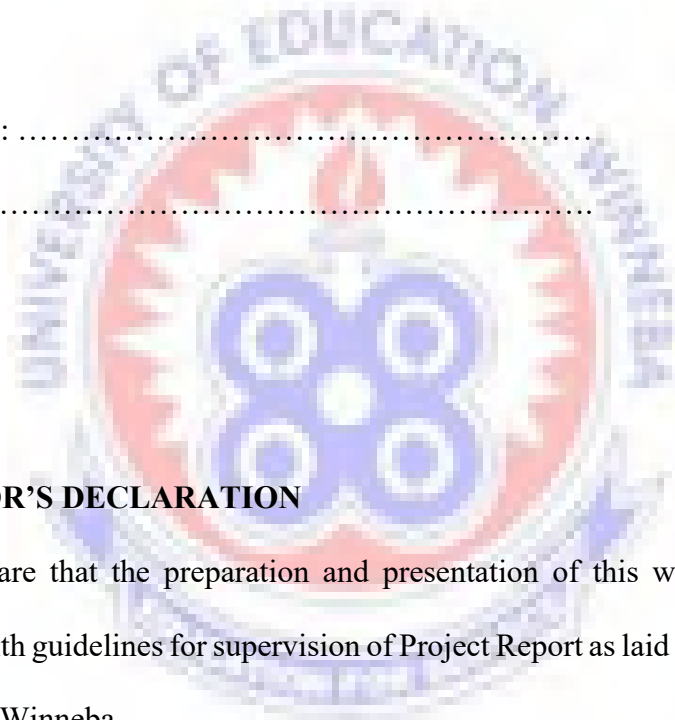
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of Project Report as laid down by the University of Education, Winneba.

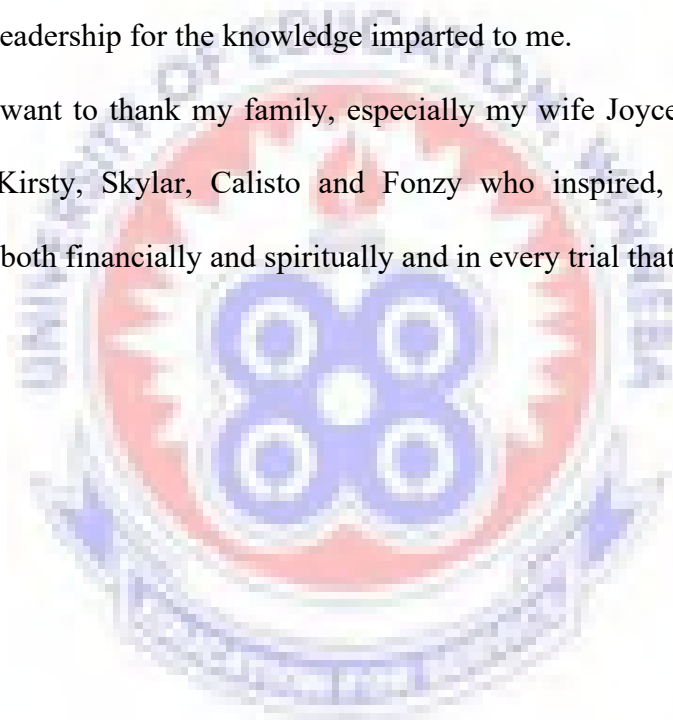NAME: DR. LYDIA OSEI-AMANKWAH

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ACKNOWLEDGEMENTS

DEDICATION

To my wife, Joyce Acheampong.

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ABSTRACT

The purpose of this study was to assess the leadership practices of heads of senior high schools in the Kumasi Metropolis. The objectives of the study were to investigate leadership practices commonly exhibited by heads of public schools, find out the perception of heads of senior high schools regarding their leadership roles, examine the challenges associated with leadership roles and to assess strategies that could be adopted to improve leadership practices in senior high schools in the Kumasi metropolis. The research design for the study was descriptive survey. The target population was senior high school teachers in the Kumasi metropolis. The accessible population comprised eighty (80) teachers. Purposive sampling technique was adopted to select the participants for the study. Questionnaire was the instrument used for the study. Data collected were analyzed using descriptive statistics such as frequencies and percentages. The reliability test yielded Cronbach Alpha of 0.76. The study found among others that most heads do not set a personal example of what they expect from others. Heads of schools focus on academic performance of their schools do not focus on sports development as well as infrastructure. Effective accommodation and in-service training of newly recruited teachers were challenges in leadership practices. It is recommended based on the findings that heads of senior high schools should set personal example of what they expect from others. Also heads should assist teachers to go for workshops, refreshers courses and in-service training as well as appointing accomplished tutors into leadership position in the school to help improve leadership practices of heads of senior high schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is engine of growth for every country. It plays a definite role in the development of both people and nations. The role of education in helping people and society to adapt to social, economic and cultural challenges cannot be ignored. Education also promotes the development of human capital which is key to economic growth. The United Nations Educational Scientific and Cultural Organization has declared education a vehicle for and an indicator for development (UNESCO, 2001).

Education is essential and a sine qua non condition in order to provide the chances and perspectives envisioned in a competitive and quality demanding labour market for each of a country's individuals and for the country itself in an emerging global environment. Whether the future graduates are bound to success and whether their educational culture has made them acquire skills for becoming prospective workmen, men of great success, even leaders is a matter to deal with for each individual. (Madalińska-Michalak, 2012)

Educational leadership is a term that has to do mainly with the duties and responsibilities of the leadership team in order to improve school management, as well as students' achievement (Rutherford, 2009). In order to enhance and improve school leadership, the persons in charge with school administration, comprising the principal, deputy manager, teachers, have to attend effective training, to be provided with updated and useful data that will allow them to identify the strong and weak points in learning and teaching, as well as the auxiliary activities leading to it.

A major factor which contributes to the achievement of students is school leadership. According to Danielson (2010) and Farr (2011), to improve student achievement, school leaders need to be resilient, self-confident and committed to excellence. Leadership is a significant factor in hampering or facilitating change within schools. This confident statement is supported by analysis of the relevant educational literature. Increasingly this literature includes research reports describing links between leadership, school development and pupils' educational achievements (Day et al., 2009; Madalińska-Michalak, 2012). Academic studies on school development reveal the role which leadership plays in the process of reforming school (Harris, 2002; Harris & Chapman, 2002, 2004). They indicate the need for a new approach to managing schools which concentrates on a head teacher as a leader and on utilizing leadership potential which lies in teachers (Michalak & Jones, 2010; OECD, 2014; Rutherford, 2009). School leadership is critical to enhancing positive relationships between students and teachers.

School leaders must have training, knowledge, preparation and continuous professional development to enhance student achievement. Dunklee, (2000) noted that the head teacher has a major influence on the differences between students' behavior and their academic outcomes. This is true as the values of a head teacher are contagious. He communicates these values through his every day interaction with students and staff. To add to this, Ramsay (1999) asserts that in an institution like a school, staff and students most often live up to the image of the head teacher. This is true since there is no high performing school without an efficient and effective head teacher.

Hargreaves and Fink (2003) divided the task of the head into two; instructional and leadership. Instructional tasks deal with the training and education of children through the

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creation of motivating and challenging activities which help the students become productive citizens. The researchers assert that the leadership role which involves managing staff and students as well as making decisions complements the instructional role.

According to Mulford, (2003), school leadership in the twenty-first century has shifted from higher expectations to becoming more accountable for educational outcomes. Spillane (2005), contends that school leadership is moving towards a distributed type of leadership.

Most of the literature available on school leadership is about research work done in the western world. There is not much information available regarding the leadership styles of heads in Ghana. Ribbins and Marland (1994) assert that the quality of a school and the achievement of students is determined by the head. Policies and initiatives which will improve the state of education are made based on western information which are not always applicable to our local setting. Thus, there is the need to research the leadership styles of heads in Ghana and use the findings to improve the delivery of education.

1.2 Statement of the Problem

The researcher has observed that school heads exhibit a variety of leadership practices. These leadership practices have at times led to success, other times to failure. There is limited literature available on the leadership practices of heads of senior high schools. In comparison to the private schools that did not receive any governmental support in terms of funding, the public schools had better physical and human resources. For instance, all public schools had their own land and buildings, teachers were qualified,

trained and well paid as per the government standards, and they received regular governmental and non –governmental support and funding. There are many senior high schools in the metropolis which achieve consistently higher pass rates than average, and are thus popular among students and parents despite being similar in terms of students, teachers and infrastructure to other senior high schools. Also, there is the need to identify the challenges these school heads face as they discharge their leadership roles.

1.3   Purpose of the Study

The purpose of the study was to find out how leadership practices are commonly exhibited by heads of senior high schools in the Kumasi Metropolis of the Ashanti Region.

1.4   Objectives of the Study

The study sought to achieve the following objectives to"

1. investigate leadership practices commonly exhibited by heads of public senior high schools in the Kumasi metropolis of the Ashanti Region.

2. find out the perception of heads of senior high schools regarding their leadership roles in the Kumasi metropolis of the Ashanti Region.

3. examine the challenges associated with leadership roles in senior high schools in the Kumasi metropolis of the Ashanti Region.

4. assess strategies that could be adopted to improve leadership practices of heads of senior high schools in the Kumasi metropolis of the Ashanti Region.

1.5 Research Questions

1. What leadership practices are commonly exhibited by heads of public senior high schools?

2. What is the perception of heads of senior high schools regarding their leadership roles in the Kumasi metropolis?

3. What are the challenges associated with heads leadership roles in senior high schools in the Kumasi Metropolis?

4. What strategies could be adopted to improve leadership practices of heads of senior high schools in the Kumasi Metropolis?

1.6   Significance of the Study

The outcome of the study will serve as a blueprint for future researchers on leadership practices of heads of educational institutions.

The outcome of the study will serve as a guide to the Ghana Education Service and other stakeholders in education to implement the best leadership and managerial practices to improve for headmasters' leadership in Senior High school.

The outcome of the study will serve as guide to senior high school headmasters to further improve on their leadership practices for the success of the school.

The outcome of the study will also add to the existing literature and knowledge on the headmaster's leadership and managerial practices in Senior High Schools.

1.7   Delimitations of the Study

The study was focused on leadership practices of senior high school heads in the two public Senior high Schools in the Bantama Sub Metro of the Kumasi Metropolis. The objectives of the study were also delimited to investigate leadership practices commonly exhibited by heads of public senior high schools, find out the perception of heads of senior high schools on their leadership roles, examine the challenges associated with leadership roles in senior high schools and to assess strategies to improve leadership practices of heads of senior high schools in the Kumasi metropolis of the Ashanti Region. The recommendations of the study were also delimited to heads of senior high schools in the Ghana. The study may therefore not be generalized to include all senior high schools in the entire Ashanti Region.

1.8   Limitations of the Study

This study was limited by the accuracy of the information obtained exclusively from the heads who participated. There is the possibility that the practices of those who participated may differ. In addition, some heads failed to respond to specific items on the survey. The use of the Likert scale items was likely to limit the flow of some vital information for the study as respondents were only limited to the items provided on the questionnaire. This weakness might have affected the validity of the research findings. There were respondent biases in revealing some in-depth information. These posed threats to the validity of the research findings. There were some contradictions to the answers provided by the heads from the senior high schools. This could potentially affect the

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reliability of the results. These limitations notwithstanding, the researcher was able to collect the necessary data for the study.

1.9 Definition of Terms

Headmaster: Is the officially designated chief official in a school who is responsible and accountable for managing resources and instructional activities, and for planning and improving the school.

Challenges: It is the problems headmasters encounter in their work.

Infrastructure: Infrastructure mainly refers to basic physical aspect of a school such as building, classrooms, furniture, toilets, playground, telephone, electricity, labs and library and so on.

Private schools: Private schools are funded and managed privately by individuals and or organisations such as private companies, missionaries, trusts and charitable organisations.

Public schools: Public schools are community schools supported partially or fully by the national government and provide tuition free for students studying.

1.10   Organization of the Study

This research work consists of five chapters. Chapter one covers background of the study, statement of the problem, objectives, research questions, significance, delimitations, limitations, organization of the study and definition of terms. Chapter two takes a detailed look at literature concerning the dimensions of school leadership, what makes school leadership effective, school leadership in developing countries and the state of education

in Ghana. Chapter three discusses the methodology. It comprises the research design, the population of the study, sample and sampling technique, development of instruments, pre-testing, data collection procedures and data analysis plan. Chapter four presents results and discussion of research findings. Chapter five covers the summary of findings, conclusion drawn from the findings, recommendations made and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The purpose of this chapter is to review the theoretical perspectives guiding the study and outline in larger detail the dimensions of school leadership adopted as the conceptual framework for the enquiry.

2.1   Leadership

There have been various definitions for the term leadership. According to Yukl (2006), the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2006). Leadership deals with exercising influence on others through social interaction (Owens & Valesky, 2001) a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013) providing direction and exercising influence (Leithwood & Riehl, 2003). The main theme common to these definitions is that, for leadership influence followers. Leadership is about having a vision, behaviour, knowledge, and methods (i.e., the process or design) of changing things (Balogun and Hailey, 2008).

According to Clarke (2007) leadership is about direction and purpose; it deals with areas such as supervising, improving instruction programme, working with staff to identify a vision and mission for the institution and building a close relationship with all the stakeholders. Leadership is sometimes likened to management. Management is about effective task execution as well as effective people management, it deals with structure and process. Schon (1984) explains further on these terms by indicating that one can be a leader

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without being a manager. One can, for example, be inspirational and motivate followers without carrying out any of the formal burdens of management that include: monitoring and controlling organisational activities, making decision and allocating resources without fulfilling motivational and inspirational needs of followers.

Different leaders adopt different leadership styles to influence their followers to achieve their set goals. According to Henman (2005), the leadership style adopted by a leader influences the effectiveness of the leadership. He maintains that as different situations warrant different leadership styles, it is important to choose a leadership style which is appropriate to the situation. Sergiovanni (2007) agrees with this assertion. He states that context is a key factor in deciding the effectiveness of a leadership approach.

Leaders must adapt to conditions and learn from their errors. They are likened to pioneers who go out into unknown territory, look for opportunities to grow and take risks (Kouzes & Posner, 2007). The trait theory, behavioral approach and contingency or situational approach are the most popular theoretical frameworks in the study of leadership. The trait theory, also known as "great man" theory also states that integrity, intelligence, sociability, and determination are traits which effective leaders possess. Northouse, 2013 states that great leaders possess these traits and some other qualities which enable them to become great.

The behavioral approach does not focus on personal traits but dwells on the behavior of people toward each other (Northouse, 2013). This approach deals with how leaders display and balance concerns for the individuals in a group. The contingency approach looks at the predispositions of a leader towards people and work in different social situations and uses them as a tool to predict the effectiveness of the leadership. This

theory was pioneered by Fiedler (1967). He states that there are certain combinations of circumstances which favor task-oriented leaders whereas others favor people-oriented leaders. Though these frameworks have each contributed greatly to our understanding of leadership, they do not explain leadership and leadership effectiveness to a greater degree.

2.2 Types of Leadership

Research has shown that the performance and vision of an organization is influenced by leadership practices. Several leadership styles have been described over the years. It is imperative that school leaders cultivate the right leadership styles to improve teaching and learning. The following sections take a look at the various leadership styles.

2.2.1 Transformational Leadership

This type of leadership focuses on the development and needs of followers. The aim of transformational leadership is to bring about a transformation in people and organizations (Bass, 1997). It focuses on the commitments and capacities of organizational members, as well as their willingness to engage in extra effort on behalf of their organizations. While the bulk of the evidence about this approach to leadership has been collected in non-school contexts (Avolio & Yammarino, 2002), educational researchers have recently begun to redress this imbalance (Nguni, 2004; Lunenburg, 2004).

Transformational leaders do encourage their followers to see problems from new angles and provide support and encouragement (Bass & Avolio, 1990). They are able to define and articulate a vision for their organizations and they influence variables such as increasing motivation and managing conflicts (Bruce et al., 1995). They possess qualities such as honesty, empathy and integrity (Raza, 2011). They can motivate subordinates to

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work for the good of the group and convince them to focus on the vision. Transformational leadership has been shown to have an active influence on factors such as employee performance and satisfaction (Podsakoff et. al, 1990).

Work done by Bragg (2008), has shown that transformational leadership is effective in assessing the effectiveness of school leadership and capacity building in schools. He stated that people must cultivate the authentic and moral forms of transformational leadership in order to influence, stimulate and motivate the contributions of others to organizational performance. Thus, school leaders must develop transformational qualities in order to improve teaching and learning in their schools.

Gopal and Chowdury (2014) identified the following behaviuors in transformational leaders: intellectual stimulation: the leader changes how the subordinate approaches problems. he stirs up in the subordinate the desire to be creative in problem solving, personalized consideration: the leader pays attention to the needs of his subordinates and assigns them tasks accordingly. he treats them not as a group but individually. Idealized behavior: the leader is who has high moral standards. He is respected and trusted by all. As such, he is seen as one who is worthy of imitation.

Transactional leaders motivate their followers through a reward system: rewards or preferences are given to followers for completing certain tasks (Nanjundeswaraswamy & Swamy, 2014). Group efficacy has been shown to be higher when the leadership type practiced is transactional leadership (Kahai et. al, 1997).

A transactional leader is results-oriented, and more likely to head military operations, large projects or establishments (Spahr, 2015). He focuses on rewards and

penalties. Due to this, it does not inspire or motivate subordinates to go beyond the basics (Raza, 2011). Clearly, this leadership style has an impact on teacher morale.

The following dimensions have been proposed for transactional leadership: Contingent rewards where the leader spells out the tasks to be achieved. Subordinates are rewarded when they perform well. The leader actively monitors his subordinates and applies the needed correction for them to work effectively. The leader only intervenes only when a problem arises (Gopal & Chowdury, 2014; Voon et. al., 2011).

The value based type of leadership upholds the values of fairness, accountability, reliability, commitment and honesty of team members. The main focus here is interactions which elevates morality and motivation of individuals (Kouzes and Posner, 2007). It is concerned with the ethics and values of those exercising leadership. Specifically, it aims to clarify the nature of the values used by leaders in their decision making and how conflicts among values are best adjudicated (Begley & Leonard, 1999; Begley & Johansson, 2003). A strand within this approach to leadership specifically aims to promote democratic values and the empowerment of a large proportion of organizational members (Starratt, 2003: Johansson, 2003).

Value-based leadership strengthens and improves the delivery of teaching and learning. School leaders must adopt and develop sustainable and influential principles and combine them with every interaction to build competence in others (Kennedy, 2010). With value-based leadership, knowledge and practices which influence instructional techniques are shared. Parents and members of the school board inspire performance whiles the principal and staff are responsible for instruction and performance.

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Loeb et al. (2010), aver that school leaders should develop the requisite competence to become conversant with instructional techniques and effective methods of delivering content. They should view the supervision of teachers as the efforts of an instructional leader to enhance classroom management. It focuses on the behaviours of teachers as they engage in activities directly affecting the learning of pupils. The more fully developed models in this category (Hallinger, 2003) also include attention to broader sets of organizational variables, such as school culture or climate, thought to influence teachers' classroom practices. Instructional leaders must create relationships between teaching staff and parent-teacher associations. They need to build a commitment level which reflects the values, influences and beliefs of staff on the development of simple and practical methods of teaching to improve learning.

According to Spillane et. al., (2000), teachers are vital to the development and delivery of instruction though the overall functioning of a school is the sole preserve of the principal. A major concern of this type of leadership is how to maintain the momentum in momentum, staff morale and the quality of instruction (Leithwood, 1994).

The managerial/strategic leadership encompasses a range of tasks or functions found in the classical management literature (reviewed in Rost, 1991), including tasks such as coordination, planning, monitoring and the distribution of resources. Educational literature from the United Kingdom reflects a far greater interest in this form of leadership than does the North American literature. Also addressed much more extensively in the UK than the North American literature is the entrepreneurial, creative and change –oriented "strategic" leadership sometimes thought to be the exclusive purview of those occupying senior levels of the organizational hierarchy (Yukl & Lebsinger, 2004).

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The contingent leadership also emphasizes the need for leaders to be responsive to the unique demands of their organizations and the contexts in which those organizations function. While this approach is quite mature in both education and non-education sectors (e.g., Blake Mouton, 1964), its original conception was limited to a very small number of dimensions along which leadership styles could vary in response to context (primarily the initiation of structure and demonstrations of consideration for employees). Current leadership research continues to call for more sensitivity to the context in which leaders work and greater flexibility on the part of leaders across a much larger number of dimensions (Yukl & Lepsinger, 2004).

2.3 Leadership styles

In autocratic leadership, one person takes control and makes all decisions regarding a group of people. The leader has a high degree of control and the freedom and participation of group members may either be sparing or nonexistent (Choi, 2007). An autocratic leader may; take full responsibility for the completion of a task, command all operations through directives, maintain structure, efficiency and discipline and seek little input from his followers (Fiore, 2009).

Though the autocratic leadership style has been common in work environments, it has not been observed in the education sector. Advantages of autocratic leadership include but are not limited to; decisions take a shorter time to be made. The leader experiences less stress since he is in complete control and employees are more productive since the employer is always around. (MTD Training, 2010)

Autocratic leadership has some disadvantages. These include;

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Employees do not have the opportunity to build their leadership or decision-making skills; the leader is under long term stress due to him bearing responsibility all the time and employee morale and motivation is reduced. In the absence of the leader, productivity decreases since no one available is qualified to make decisions. There is high labor turnover and absenteeism leading to a loss in productivity.

(MTD Training, 2010; & Umaru et al., 2014)

2.3.2 Democratic leadership

Democratic leadership style places much emphasis on the group. The followers are involved in the decision-making process. The leader actively stimulates group discussions and decisions. The followers feel part of the decision-making process and are most likely to see to the success of the group. A well-practiced democratic leadership style results in a harmonious and productive workforce (MTD Training, 2010).

Though followers are involved in the decision-making process, leaders must be cautious to prevent becoming unduly influenced by the ideas of others (Gill, 2004).

The advantages of democratic leadership include; employees are more dedicated since they have an input in what is being done, since credit is shared equally, employees are highly motivated to work harder and employees are willing to work hard to deliver results. Employees have the chance to develop their leadership skills turnover and absenteeism is reduced (MTD Training, 2010).

As a demerit, since each person must be consulted before a decision is made, it takes a long time for decisions to be made. If there is a deadline to be met, the leader might have to switch to the autocratic leadership style which will not go well with everyone. The

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leader must work hard at creating a balance between allowing others to take the lead and keeping control of the overall process (MTD Training, 2010).

2.3.3 Laissez faire leadership

If autocratic leadership is placed on one end of a spectrum, laissez faire leadership will be placed at the other end. There are no strict policies or procedures here and decision-making does not belong to a single person. The leader becomes passive and has no relationship with his followers. He places his confidence in his followers.

Puni et. al., 2014 stated that an assumption of this leadership style is that human behavior cannot be predicted or controlled. Any effort made to understand people are a waste of time and resources. This leadership style is most suited to highly motivated and mature employees (Hackman and Johnson 2009).

According to Robinson (n.d.), this leadership style has a greater positive impact on teachers since it offers them increased autonomy.

2.4 Effective school leadership

School leaders are charge with the overall improvement of the school. They play vital roles in enhancing the quality of education, promoting student learning as well as developing and maintaining successful school systems (Leithwood et. al., 2008; Waters et. al., 2003; Ediger, 1998; Hallinger & Heck, 1998). Fullan (2006) identifies teachers as key agents of change at every level in a school.

Principals are tasked with a lengthy list of responsibilities related to the leadership of a school. This list may include completing and filing state or federal reports,

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supervising students, teachers, and other staff members, managing the school's budget, and attending numerous meetings. Simply managing a school is no longer enough.

Today's principals are accountable for the oversight of teaching, curriculum, and assessment cycles, evaluation of teachers, fostering relationships with teachers and other stakeholders, evaluating and implementing discipline plans, developing a multi-year plan for needed resources, all while still managing the school building (Döş & Savaş, 2015; Michigan, 2013). The extensive responsibilities of today's school leaders require a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and effective communication skills. Some leadership traits and practices may be more effective than others when guiding a school through these challenging times.

The overall responsibility of a school has been placed upon the shoulders of a single person; the head teacher. Much work has been done on educational leadership have shown that school leaders do have an important influence over teachers in particular (Leithwood et. al., 2004; Hallinger & Heck, 1998).

According to Leithwood et. al., 2008, effective school leadership has a direct effect on teacher motivation, capacity, working conditions and commitment. These factors have an impact on student learning and achievement. Also, by encouraging and supporting the professional development of teachers and their focus on student learning, school leaders influence student learning and achievement (Hargreaves et. al., 2007). McCarley, Peters, and Decman (2016) outlined the importance of a principal understanding teacher "abilities, needs, and goals" (p. 326) and building upon an individual teacher's strengths. Teachers, regardless of experience or training, are in need of their principals' support and efforts

related to teacher development. As Danielson (2012) stated, "Because teaching is so demanding and complex, all teaching can be improved".

Day et. al., (2010) stated factors which shape the organizational processes and teaching methods have an impact in student learning. These factors include the leadership practices of principals, their educational values, as well as their reflective strategies. They assert that the leadership style of a principal affects the standards and expectations of teachers. This includes the way teachers think, plan and conduct teaching and learning practices, their commitment, self-efficacy, and organizational trust. These factors have been shown to have the outcome of students. Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students. Louis and Kruse (1995) have shown the important role of school-level leadership in the development of a professional community. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. (Hargreaves, 2000) "There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work 'with' rather than 'through'." (Day et al, 2000, p. 20).

The effect leaders have on learning involves "professional learning" and "system learning" (Portin et. al., 2006). Professional learning is the range of knowledge, skills and values which teachers and administrators obtain as a result of formal attempts to develop their professional capacities on the job and from their initial preparation for their jobs. Knapp et, al., 2003 defines system learning as knowledge about the functioning of a school

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system and the development and assessment new policies, structures and practices which are intended to improve its performance.

When school leaders set up appropriate conditions by influencing culture, setting goals, manage curricular planning, allocate resources, and influence teachers directly, they influence student learning (Louis et. al., 2010). The following factors have been found to affect student learning; Outside stakeholders (media, community, civil service organizations), school leadership, school conditions, background of students and their family's professional experiences and practices of leaders, policies and practices at the state and district level (Leithwood et. al., 2010)

Leithwood et. al., 2017 proposed a four-path model through which school leaders can improve student learning and school success. These paths are rational, emotional, organizational and family. This is illustrated with a chart as below in Fig. 1
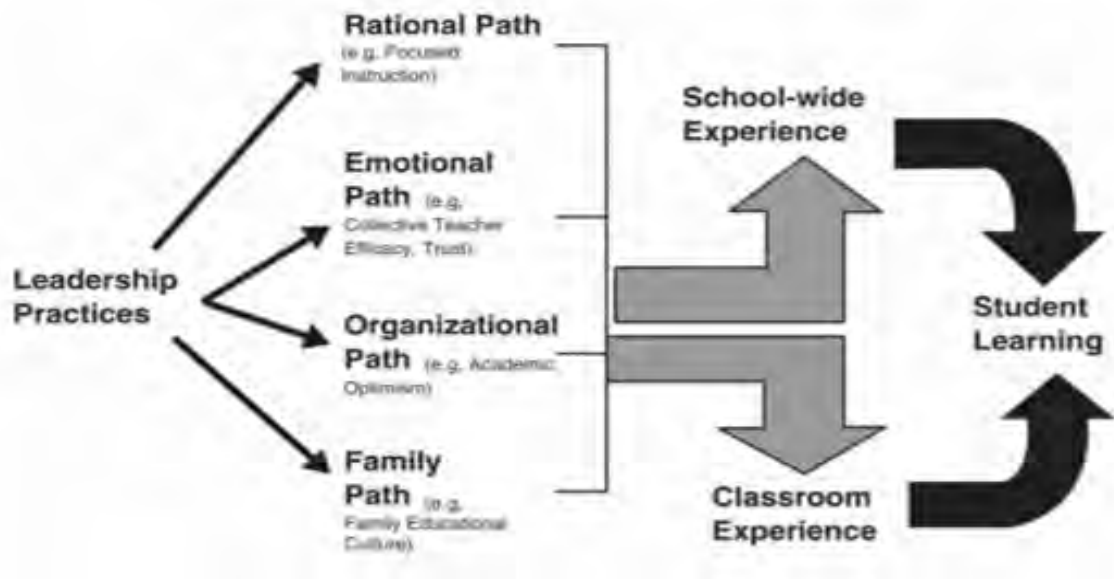
Fig. 2.1 Four paths of leadership influence on student learning (Leithwood et al., 2017, p. 3)

A review of studies looking at the effectiveness of principals on student achievement found out that although the effect of school leadership on student learning was mainly indirect, it was significant (Hallinger & Heck, 1998). Robinson (2007) conducted the most comprehensive study investigating effect size of leadership dimension on student learning. They found out that the following leadership dimensions have moderate to significant impact on student learning based on effect size; ensuring and orderly and supportive environment planning, coordinating and evaluating teaching and the curriculum; promoting and participating in teacher learning and development setting goals and expectations strategic resourcing. The most significant leadership dimension identified was promoting and participating in teacher learning and development.

Robinson (2011) stated that the most powerful way school leaders can influence student learning is to promote and participate in the professional development and learning of teachers. Robinson further identified three dimensions which had a positive effect on student learning. These are; creating educationally powerful connections and engaging in constructive problem talk, selecting, developing, and using smart tools

A report by the Wallace Foundation (2006) outlined the connection between the leadership of school leaders and achievement. The report noted that for school leadership to be effective, the following standards must exist: leaders must act with integrity, fairness and ethically, leaders must develop, communicate and implement a vision of learning which will be supported by the school community, leaders need to understand, respond to and influence the larger political, social, economic, legal, and cultural context and leaders should put in place measures to manage the operations and resources of the school to create a positive school culture. There must be collaboration with community members and

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families, community resources must be mobilized, and the diverse interests of the community must be catered for and there should be the development and sustaining of a positive school culture which promotes student learning and the professional development of staff.

Day et. al. (2010) pointed out that effective principals do the following; develop strong relationships outside the school community, enrich teacher quality, foster internal collaboration, improve the curriculum, increase the quality of teaching and learning and make clear their values and vision to raise expectations, set direction and build trust, reorganize parts of the organization and revise leadership roles and responsibilities and reorganize the conditions for teaching and learning;

Leithwood et. al. (2004) are of the opinion that assessment of school leadership should dwell primarily on leadership behavior. They identified core components and key processes which define leadership behavior the core components are a culture of learning and professional behavior, connections to external communities thorough performance accountability, high standards for student learning, precise curriculum and quality instruction

The key processes identified are; planning, implementing, supporting, advocating, communicating and monitoring. Their assessment does not take into account the direct results of leadership behavior on student achievement but instead leadership behaviors leading to changes in school performance which also lead to student achievement.

A varied number of literature sources were reviewed to seek leadership dimensions for effective school leadership. While the sources varied in the number of dimensions identified, they all recognized the following activities for good leadership and

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organizational improvement, building a positive school culture, cultivating leadership qualities in others, managing school resources and operation, promoting continuous development and supporting teachers and students to improve learning.

(The Wallace Foundation, 2013; Leithwood ,2012; Day et al.,2010; Darling-Hammond, et al., 2007; Council of Chief State School Officers, 2008; Leithwood and Jantzi , 2005; Louis et al., 2010; Robinson, 2007 & 2011). This is illustrated in a circle diagram as below in fig.2

Fig. 2.2 The dimensions of successful leadership (Day et al., 2010, p. 40)

2.5 Leadership Practices

Building a positive school culture

According to Hallinger and Heck (1996), the influence of school principals on school culture and the effect of a positive school culture on the performance and wellbeing of teachers have been pointed out by several studies. Research done over the years have proven the link between school culture and school effectiveness. Sergiovanni (2006) found out that schools with a healthy culture have high commitment and performance as distinguishing features. Other characteristics include high levels of self-determination and collaborative interactions.

Sergiovanni (2006) noted that one characteristic of successful schools is that they have a strong and functional culture which is in tune with a vision of academic excellence. He stated that students and teachers are highly influenced by the values, relationships, beliefs and socialization activities of the school instead of outside rules and regulations.

Since school leaders communicate core values through their daily activities, reinforce their values through interaction with students, teachers, parents and members of the community, they are vital to molding school culture, (Deal & Peterson, 1994). School leaders become visible and accessible when they communicate their beliefs regularly, promote effective collaboration between members of the school community, exhibit positive ethical behavior, inspire and motivate students and staff and appreciate the efforts of others (Leithwood & Riehl, 2003; Leithwood, 2012)

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2.6 Inculcating leadership qualities in others

Leaders need to inculcate leadership qualities in their followers. The aim of developing staff should not be just building their knowledge and skill base but to increase their capacity and commitment to applying them. As noted earlier, the actions of leaders can positively affect their followers. Thus, it is essential for principals to cultivate leadership qualities in staff by involving them in decision making and implementation, stimulate them intellectually, support them individually, and give them leadership opportunities (Leithwood, 2012).

2.7 Managing school resources and operation

Management involves the following activities; coordinating staff, hiring the right people, addressing the day to day issues of the organization setting and pursuing goals aimed at fulfilling the organization's vision (House & Aditya, 1997)

Sharma, (2009) relates the role of a manager to that of a steward. Thus, an effective manager will require good administrative skills and the ability to make effective and efficient use of resources.

Leithwood (2012) asserts that when school leaders make overall organizational management their focus, they have a huge effect on increasing student achievement. This is because they develop the appropriate conditions which are focused on academic work. As such school leaders need to design their policies, operating procedures and organizational structures in such a way that ensures the highest collaboration and cooperation among staff members. They need to ensure also that the right resources are

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allocated to ensure the optimum conditions for student learning (Leithwood & Riehl, 2003).

2.8   Promoting continuous staff development

School leaders need to set up working conditions which enables the staff to utilize the best of their capacities, motivations and commitments. The leadership practices of school leaders explain the major variations in the beliefs and responses of teachers to their working conditions. Practices which can help school leaders promote continuous development include building collaborative cultures and restructuring the organization, building productive relations with parents and the community and connecting the school to its wider environment (Leithwood, 2006; Chrisman, 2005; Louis & Kruse, 1998; West et. al., 2005)

2.9   Supporting teachers and students to improve teaching and learning

The saying 'no man is an island' is very true. Humans are social beings. We need support and encouragement from one another to thrive. Yukl et. al. (2002) maintain that when leaders support the followers, follower satisfaction is increased and interpersonal relationships are improved. Leithwood et. al., (2008) pointed out that when school leaders support teachers to improve their performance by building their capacities, improving working conditions and providing motivation, there are huge improvements in teaching and learning. They also found out that strong and positive influences on the beliefs, motivations and commitments of teachers about the support they receive had a huge

influence on classroom tuition. The school leaders have a huge influence on the motivation and working conditions of teachers.

In order for school leaders to achieve their visions and set goals, they need to support their followers with the requisite resources. Thus, they need to take a personal interest in their staff and make themselves readily available. They need to guide teachers to translate the skills they have learned during their professional development into teaching skills.

2.10   Vision/goal setting

Vision is the "capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization" (Sergiovanni, 2007). Bush (2011) identified vision as one of the key components of effective leadership. He asserts that a vision must be in line with the core values and must be communicated to and accepted by everyone.

One of the things done when setting a target is building a shared vision. Walker et al, (2002) said that a vision embodies the highest values and aspirations of a group of people. A vision inspires people to reach for what could be their greatest fears and preoccupations.

To set a goal, one must decide the type of goals to set, involve others in the process to develop a sense of ownership in them and communicate the set goals to all who matter (Robinson, 2011). Robinson (2011) stated that when goals are set, they bring coherence to many activities and efforts since they orient them toward the learning and well-being of the students.

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Clark (2004) considered the points below as being important to school leaders when they need to set goals: The goals set should be realistic and attainable, it should aim to improve the school system and include all stakeholders in order that they will not be isolated but rather have a sense of ownership which will move them to achieve and each goal should have a process and completion indicator.

2.11 School leadership in the developing world

A study by Oplatka (2004) found that school leadership in developing countries do not place much emphasis on team work, instructional leadership, participation and collective decision making. He concluded that there are significant variations in the school leadership models of developing countries and those of developed countries. He stated that cultural values and the school concept in developing countries create a barrier to the adoption of the western model.

He asserts that the low priorities assigned to education and school leadership essentially results in the less inclusive school leadership practices. This results in the following undesirable conditions; inadequate budget allocations for the education sector, lack of focus on defining and articulating the importance of the school leadership role and its functions and lack of major reforms in the education sector. In the 1990s, there were a series of educational reforms being carried out in most developing countries. Yet, the educational systems of these countries are still highly centralized. The school leaders' autonomies have been severely curtailed, the scope of leadership has been narrowed resulting in school leaders doing only routine administration jobs and manage resources (Anderson & Mundy, 2014; Chapman, 2000; Oduro, et. al., 2007 & Oplatka, 2004)

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To illustrate the above findings, consider this. The ministry of education is the government agency responsible for education in the countries surveyed. It has the final say in all aspects of education including preparing textbooks, designing the various curricula, recruiting and promoting teachers, among others. As such, school leaders do not set goals, introduce innovative measures and promote academic quality. All that is left for them are the routine administration duties (Oplatka, 2004).

Principals in developing countries have few resources available to them. Thus, they tend to focus on basic needs and functions. In addition to this, other challenges facing these principals include political interference, inadequate opportunities to secure funding as well as favoritism and nepotism in the appointment of teachers (Oplatka, 2004).

Anderson and Mundy (2014) stated that in developing countries, there are few if any programs and policies aimed at producing effective school leaders. As such, school leaders learn how to perform their duties on the job. A study done in Bangladesh involving successful secondary school principals found out that they had no opportunity to participate in formal leadership training (Salahuddin, 2012). Chapman, (2000) points out that instead of principals supervising instruction in schools, a centralized education system tends to assign inspectors to schools.

A study in India found out that student absenteeism and lack of parental support are challenges facing principals. Though the principals understood the need for parental involvement, getting the collaboration of parents was very difficult (Preetika & Priti 2013). Also, the researchers stated that maintaining consistency in schools was a challenge due to the frequent changes of principals.

In China, the major challenges faced by principals include lack of autonomy, scarce support from government and community, increased teacher workload, and inadequate resources (Yang & Brayman 2010). Principals in Maldives said lack of autonomy, political instability, high dropout rates, lack of trained teachers, lack of community support as being some of the challenges they face (VSO, 2009).

A study by Onderi and Makori (2013) noted that secondary school principals in Kenya are confronted with substance and drug abuse, sectarian tensions and conflicts, poor security, lack of resources among others. They noted that no professional development opportunities are available for the principals. As such, their ability to provide guidance and counselling is hindered.

Leithwood (2006) stated that eadership practices included in promoting continuous instructional and organizational improvement are concerned with establishing working conditions that allow teachers and other staff to make the most of their motivations, commitments and capacities.

He states that school leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions. Specific practices identified by him and others include building collaborative cultures, restructuring and reculturing the organization, building productive relations with parents and the community, and connecting the school to its wider environment (Chrisman, 2005; Louis & Kruse, 1998; West, Ainscow& Stanford, 2005). Comparable practices in Yukl's (1991) managerial taxonomy include managing conflict and team building, delegating, consulting and networking.

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The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators' good intentions and prevent the use of effective practices.

Apart from the seven claims by Leithwood et al. (2006) most exemplary leaders are identified with certain common practices that have traits in their abilities to get extraordinary things done (Kouzes and Posner, 2002; Floyd, 2003). Kouzes and Posner classified these as (i) Model the Way, (ii) Inspire a shared vision, (iii) Challenge the process, (iv) Enable others to act, and(v) Encourage the hearts (further details are provided in Table 1). Many studies have confirmed their findings empirically (Floyd, 2003). Floyd suggests using the Leadership Practice Inventories in education just as much as in businesses. Albeit the five practices are still applicable to assess school/educational leadership behaviours, practically and empirically (Northouse, 2013).

Goleman (1998) observed that true education was about wisdom as well as knowledge and skills. If this is true, then educational institutions need leaders with more than leadership knowledge and training; there is also a need for wisdom and for knowing the right thing to do.

According to Goleman (1998), knowing the right thing to do went beyond training, book knowledge, and directives. It was the principal's ability to look at a situation or challenge an act rather than react and to respond in a way that was best for those involved rather than in a prescribed way. In education, this meant putting the needs of students first rather than the needs and desires of governing forces.

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Schools must now function in a world that is changing at accelerated rates; therefore, educational leaders have to operate in situations that are "increasingly complex and constrained" (Fullan, 1992). In other words, the leadership practices of yesterday are not adequate to meet tomorrow's needs. Educational leaders who do not adapt to this change remain equipped to deal with a world that no longer exists. Educators now face the challenges of determining how to create leadership to effectively and ethically meet the needs of today's students.

According to Bennis (1991), Rutherford (1985), and Smith and Andrews (1989), putting students and their needs first is an important first step if principals are to have the wisdom of knowing the right thing to do. East High School's principal, Edward Cavalier, in Rochester, New York, pointed out that educators and parents must have hope for students' futures even when they might reach the point of exasperation over some students' behaviour and poor choices. He agreed that sometimes the choices students made had devastating effects on their futures; yet, if parents and educators lost hope and broke their commitment to them, the communication could be lost that might make the difference in whether or not they stayed committed to school (Bencivenga & Elias, 2003).

Believing in someone is a concern of the spirit and it matters in the classroom. Most people can recall a teacher who encouraged them. When Levy (1997), a long-time coach of the Buffalo Bills, announced his retirement on New Years' Eve in 1997, someone asked him why he had chosen to be a coach. He quoted words that a former teacher said to him when he asked the teacher why she had chosen to teach, "Where else could I find such splendid company?" (n. p.). Everyone must make the journey from nobody to somebody and many times it is only the educator who can help along the journey. Educators must

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choose to emphasize and to cultivate something special in a child or the dream to learn will be lost forever. Goleman (1995) stated, "There is much to be said for the constructive contribution of suffering to creative and spiritual life; suffering can temper the soul. Too much of it, however, can be destructive".

According to Goleman (1995), when educators see themselves as the custodians not only of academic standards but also of spiritual wellness among students, they juxtapose those values that matter most in schools with those that are so intricately balanced in the human psyche.

Goleman (1995) stated," In a very real sense, we have two minds, one that thinks and one that feels". Over 50 years ago, Lewis (1947) argued for the legitimacy of emotions when he evaluated his own lifelong experience as a teacher and concluded that the task of the modern educator was not to cut down jungles but to irrigate deserts.

It takes courage to hold a vision for an organization. Lezotte (1994) contended, "People follow effective leaders because they share the leaders' dreams, not because they are afraid of what would happen to them if they did not follow". Kouzes and Posner (2002a) found that the most admired trait of a leader in America was honesty, followed by leaders who were forward-looking or who had a vision of what can be. The authors acknowledged, "All enterprises or projects, big or small, begin in the mind's eye; they begin with imagination and with belief that what's merely an image can one day be made real".

Hoyle (2002) listed visioning, specifically, visioning with love as one of the six keys to motivating individuals. Hoyle related that victory was possible in an organization when teams believed in a set of core values and had a passion for excellence as they worked toward a common shared vision.

Stanley (1999) called the concept "visoneering" or the creation of a preferred future for an organization or one's life. Therefore, visioning was a needed leadership skill as Drucker (2001) suggested, "The 21st century will surely be one of continuing social, economic, political turmoil, and challenge".

Kouzes and Posner (2002a) suggested that leaders took people to places they had never been before. The problem was that the future contained no freeways or highways, only a wilderness. For the visionary leader, Kouzes and Posner (2002a) said that the most critical knowledge was self-knowledge. Kouzes and Posner (2002a) stated that leaders transcended present time and looked forward with direction and purpose and imagined how things were. The authors continued by emphasizing that a vision must be clearly articulated to make it a reality.

Hoyle (2002) contended, "For a vision to stick, a leader must continue by telling and showing others how the vision will drive individual and organizational success". Hoyle added that the vision must be driven by love and that visions offer up hope for a better tomorrow. Fullan (2001) described the concept of the implementation dip as being an important part of the successful school experience. According to Fullan (2001), a dip in performance and confidence occurred as new skills and understandings were needed to effect change. Fullan (2001) described the effective leader as one who was sensitive to the implementation process and was aware that change was not a single event but a process. He also reminded that there was a need to share information at all levels of an organization.

Gardner (1995) explained: A leader is likely to achieve success only if he/she can construct and convincingly communicate a clear and persuasive story; appreciate the nature of the audience(s), including its changeable features; invest his/her own energy in the

building and maintenance of an organization; embody in his/her life the principal contours of the story; either provide direct leadership or find a way to achieve influence through indirect means; and finally, find a way to understand and make use of, without being overwhelmed by, increasing technical expertise.

Kouzes and Posner (2002a) advised leaders to spend time studying the future. They stated that researchers had found that senior executives spent only about 3% of their time dealing with creating a shared vision of the future for their organization. Baron (as cited in Thompson, 1996) predicted that in the next decade nearly half of all current principals within the United States would retire. Therefore, according to Baron, this means that educators must take this opportunity to fill schools with dynamic, committed leaders because they provide the key to whether schools will either win or lose the battle for excellence in education.

According to Sass (1989), interpersonal communication skills, human relations, and leadership were the most important skills for educational leaders. There was wide agreement on the importance of these skills. Furthermore, it was also reported that the absence of these skills was the major factor resulting in job loss. Davis (1998) surveyed California school superintendents and found that the major reason most principals were fired was because of poor interpersonal communications. He acknowledged that most people do not write about the dark side of administration or what leaders do wrong. DeVita, president of the Wallace Foundation, said, as she introduced the report How Leadership Influences Student Learning, that leadership was second only to teaching among school-related factors on the impact of students' learning (as cited in Leithwood et

al., 2004). Leithwood et al. established three conclusions from current literature about leadership:

Many labels that were used to identify different styles of leadership concealed the generic functions of leadership. Principals, superintendents, and teachers were all told to be "instructional leaders," but they were not given an indication about what that meant. There was a possibility that "distributed leadership" became no more than a slogan without more thorough consideration.

Leithwood et al. suggested that three factors made up the core of successful leadership practices.

First, successful leaders set directions charting a clear course that everyone understands by establishing high expectations and using data to track progress and performance. Next, successful leaders develop people by providing staff members with the support and training they need to succeed and by modeling best practices and beliefs. Finally, successful leaders redesign their organization by ensuring that school conditions support learning and teaching.

2.12   The Leadership Practices Model

Kouzes and Posner (2002) developed an outstanding model for leadership. Based on studies beginning in 1983, Kouzes and Posner (1995) developed the five practices of exemplary leadership. Within each practice, there are two commitments woven into a core theme. The premise was that, ultimately, leadership development was about the development of self; therefore, meeting the challenge of leadership was personal.

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Kouzes and Posner (1995) stated, "Leaders do exhibit certain distinct practices when they're doing their best". They also contended that leadership behaviour varied little from one discipline, profession, industry, community, and country to another; thus, "Good leadership is an understandable and a universal process".

Based on Kouzes's and Posner's research, if a leader wanted to get extraordinary results accomplished in his/her organization, then the leader was engaged in the five practices of exemplary leadership. They include, Model a way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the heart

According to Kouzes and Posner (1995), to be an authentic leader requires one to find his/her own voice. If a leader does not identify his/her own voice, they end up with a vocabulary belonging to another leader. For the leader to find his/her unique and individual voice, the leader engages in two essential practices: clarifying his/her values and expressing one's self (Kouzes & Posner).

Commitment one. Commitment one is to find one's voice by clarifying one's personal values. Jacoby (2004) stated that as key players in educating youth, leaders must not only strive for excellence in their work, but must also pursue that excellence in the character of their leadership. The terms morals, virtues, and ethics often are considered synonymous. People are looking every day at the leaders around them and **n**oting how those leaders are affecting each person they contact, according to Jacoby.

Commitment two.

Commitment two consists of modeling in a way to set an example for others in the organizations by aligning actions to shared visions. Basically, it is leaders doing what they

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say they will do (Kouzes & Posner, 1995). Reilly (2005) stated 10 specific behaviours to help leaders practice walking the talk:

Practice acting with intention, Practice grounding yourself by stating your vision and in a second sentence, practice aligning that vision with personal beliefs and values. Practice surfacing your own beliefs by listening to the belief statement of others. Practice connecting with others by giving your full attention to the speaker. Practice your listening skills by observing what is not being verbalized. Practice speaking with authenticity, a perquisite for inspiring others, by taking time before important presentations or meetings to center yourself around your vision, values, and beliefs, as well as those of your audience. Remind yourself that a leader comes from the heart, not just the head.

Practice connecting to the needs of your key constituents by making a list of what you think they value and prioritizing what you think is most important to them. Practice maintaining integrity in your vision, values, and beliefs by periodically doing a self-audit. Ask yourself what actions have I taken to support my vision? Practice courage by asking that some requests be put in writing. Practice courage by negotiating time frames and conditions of satisfaction for completion of tasks.

i. **Inspire a shared vision.**

Commitment three

Commitment three is to envision the future and imagine the possibilities. Kouzes and Posner (1995) suggested that a leader use the technique of affirmations. According to the authors, this technique of a positive declaration is seeing the desired state as already existing. It is about being a futurist.

Commitment four

Commitment four includes bringing others on board with the common vision by appealing to what the leader and others aspire to have in common. This commitment involves the leader building relationships with followers and then drafting a common vision statement. Trubyand Truby (2000, as cited by Kouzes & Posner, 2002) found in a study of the leadership characteristics of administrators in Christian schools that their LPI scores were similar to the norms except that the

Inspire a Shared Vision scores were higher for Christian-school administrators than the norms reported by Kouzes and Posner (1995) in public schools.

ii.   **Challenge the process**

Commitment five is to search for opportunities to change, grow, and improve in innovative ways. This involves creating meaningful challenges for others as the leader seeks out meaningful challenges for himself or herself (Kouzes & Posner, 1995). When there is positive rapport, trust, and respect between teachers and the principal, the likelihood of improved pedagogy and increased student achievement is almost assured (Zimmerman & Deckert-Pelton, 2003).

Commitment six

Commitment six urges leaders to become experimental. In a risk-free and safe environment, the leader also allows others to experiment. According to Kouzes and Posner (1995), the leader should not be afraid to admit that he/she has made a mistake.

iii.   **Enable others to act**

Commitment seven

This commitment urges a fostering of collaboration through the building of trust and through the promotion of cooperative goals. According to Kouzes and Posner (1995), the word we need to be on the lips of the leader. It is about collaboration through trust with a leader being first to trust.

Commitment eight

Commitment eight involves strengthening those around the leader by the sharing of power and discretion. The leader should look for ways to bring enrichment to the jobs of those in the organization and also should be ready to offer visible support for others. The leader must be sure he/she allows the workplace to be a learning climate where people are better educated in order to enrich others' jobs. Kouzes and Posner (1995) explained, "Without education and coaching, people are reluctant to exercise their authority, in part out of fear of being punished for making mistakes"

Evans (1996) coined the term binary leadership as a source of energy that emerged from the obligations and commitments that define teachers' and administrators' reciprocal role relationships. Evans said, "Principals and other designated leaders are essential to schools working well.

Evans elaborated, there is always a powerful principal, someone with passion and presence (that is, someone with conviction and confidence, not necessarily flamboyance), someone who seems competent enough to make any system of governance work. In most cases, this principal was one of the co-creators of the school's shared-decision-making and collaborative efforts. Some are more charismatic than others, some are better organized, and some hold more firmly a "first among equals" status.

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But I have never known, and cannot imagine, a school in which empowerment and participation flourish over time without a strong principal.

According to Evans, leadership that bubbles up and leadership that trickles down are both critical. Evans pointed out that leadership that maintains and sustains must have both; one or the other works for a time but does not endure.

Stevenson High School (2004) went through a reforming process that resulted in four principles that the students, faculty, and administration maintained were necessary to gain both smarter schools and smarter students. The principles were cooperation, responsibility, accountability, and empowerment. Empowering teachers contributed to increased motivation to work, ownership, and increased commitment. Teachers reported that when they felt like pawns rather than players who controlled their own behaviour, they were likely to respond with reduced commitment, mechanical behaviour, indifference, and even dissatisfaction and alienation.

Collaborative cultures are designed to enhance empowerment among teachers; however, empowerment does not leave teachers or anyone else free to do whatever they please. Empowerment refers to obligation, duty, and accountability (Stevenson High School).

iv. Encourage the heart.

Commitment nine

Commitment nine embraces having the leader recognize the contribution of others by sharing appreciation. Realizing that people rise to a leader's expectations, Kouzes and Posner (1995) pointed out that the leader needs to be a supporter of the Pygmalion concept.

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When people perform at exemplary levels, they need to receive public and creative recognition. A leader should demonstrate thanks and appreciation at every possible chance.

Commitment ten

Commitment ten is the leader leading the way in creating a spirit of community. According to Kouzes and Posner (1995), he/she is a cheerleader and should find multiple ways to celebrate and reward exemplary actions of those in the organization. Claidia Byrd, director of Bristol Speedway Charities, took a lesson directly from Kouzes and Posner when she said, "I have a different yardstick to assess the impact we have made, I simply look into the faces of the thousands of children our organization has assisted rather than measuring by way of market share or bottom line profitability" (as cited by Bailey, 2005).

Sergiovanni (2005) stated, "Strengthening the heartbeat of the organization is key to building a culture of leadership and learning". Encourage the Heart, a book about leadership practices, was reportedly read significantly more often by female managers than their male counter parts.

2.13 Perceptions of School leadership practices

There are various perceptions held by teachers and head of schools on leadership practices. School leaders according to Elmore's (2000) conceptual article Building a New Structure for School Leadership, have not been able to respond to the demands of standards based reform initiatives, particularly the successful implementation of large scale improvement of instruction. They have they not been able to do so historically, and are not equipped to do so currently. Elmore attributes this inability of school leadership to make

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meaningful and substantial changes to instructional practices to a tradition of management of school structures and processes that do not affect the "technical core" (p.6) of teaching. Instead, he contends that school leaders operate in a manner described as 'loose-coupling' in which leadership: protects teachers from outside intrusions in their highly uncertain and murky work, and creates the appearance of rational management of the technical core, so as to allay the uncertainties of the public about the actual quality or legitimacy of what is happening in the technical core".

As a means to that end, Elmore advocates for a distribution of leadership within schools. Stein and Nelson (2003), in their conceptual article Leadership Content Knowledge, promote the idea that school leader subject area expertise is critical to school leader ability to improve instruction. The article is based on their cross-case analysis of two published case studies involving a principal of a small elementary school, an assistant superintendent in a small district, and three high level administrators in New York City. Simply put, they claim that school leaders, in order to affect and improve instruction and student learning outcomes, "must be able to know strong instruction when they see it, to encourage it when they don't, and to set the conditions for continuous academic learning among their professional staffs".

Barber and Mourshed (2007), in their report How the World's Best Performing Systems Came Out on Top, discuss findings from: (1) an analysis of the top performing schools internationally according to Programme for International Student Achievement, (2) a literature survey, and (3) interviews with over one hundred experts, and denote three guiding principles for school leaders that will enable them to improve educational outcomes for all students. Those principles are:

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School leaders must understand that the quality of the educational program is dependent on the quality of the teachers, improvement of educational outcomes is dependent on improvement of instruction and, to ensure high quality instruction, mechanisms for providing high quality instruction are required.

These mechanisms are identified as:

Setting high expectations for student achievement, monitoring outcomes at the school and student levels, and intervening at the school and student levels.

Barber and Mourshed also identify the following four policies and practices characteristic of top performing school systems in countries that consistently rank in the top five or six internationally in the areas of literacy, numeracy, and science:

The recruitment of high quality teachers; the development and sustainment of quality instructional practices; the development of instructionally oriented leaders; and the use of data-based practices for monitoring achievement of students, schools, and sets of schools.

Leithwood, Day, Sammons, Harris, and Hopkins (2008), in Seven Strong Claims about Successful School Leadership, highlight the importance and impact of school leadership on teaching and learning, and identify practices for the development of successful contemporary school leaders.

If the teacher has the same or similar value orientations as the principal, it is likely that the teacher and principal will have a good personal relationship (Sun, 2004). Expanding on Sun's research, the 2001 study, Challenging the Orthodoxy of Effective School Leadership (Day, Harris & Hatfield) reported on the perceptions of principals, as well as other stakeholders, as they considered the role of principal through a model of values-led contingency leadership, considering the successful principalship of schools in

changing times, and moving beyond the polarized concepts of transactional and transformational leadership.

Chiang's (2003) study explored perceptions of administrators about their school climate and examined the skills for success in creating positive school environments based on these perceptions.

One of the most important abilities today for principals is to be a culture builder, a leader who demonstrates and instils values and concern for others, personal and group success, and continuous improvement (Chiang 2003). Although one cannot change the culture alone, a principal can provide leadership and opportunity for others to be part of the process (Barth, 2002). Chiang's study provides a window into not only what exists through the actions of administrators, but also what administrators believe should be. Principals' and teachers' perceptions were aligned at times, principals' perceptions of leadership did not predict school climate.

2.14 Challenges of School Leadership Practices

The complexity of leadership is apparent in literature. "Humans, and the organizations in which they operate; families, corporations, schools, governments, are complex, simultaneously offering opportunities for heroism and cowardice, the peak performer and sluggard, loyal soldier and traitor, deacon and demon" (Reeves, 2006). School principal leadership "is a more contentious, complex, situated and dynamic phenomenon than previously thought" (Dinham, 2011).

The new work of school leaders is a mixture of technical and adaptive work"

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(Fullan, 2005). Technical problems are not always easy, but we know how to approach them. Adaptive challenges are ones in which we do not always have answers because of their dimension and complexity (Fullan, 2005).

Today's schools are complex and compelling where the evolving nature of school environments has placed high demands on educational leaders. Where knowledge of school management, finance, legal issues, and state mandates was once the primary focus for the preparation of school leaders, education reform has created an urgent need for a strong emphasis on development of instructional leadership skills to promote effective teaching and high-level learning. Moreover, educational leaders must recognize and assume a shared responsibility not only for students' intellectual and educational development, but also for their personal, social, emotional, and physical development (Sidhu & Fook, 2009).

Barnett et. al., (2012), noted that the most commonly named challenges were workload and task management, conflicts with adults and students, and curriculum and instruction issues. Hertting's (2008) study resulted in a quite different list of demanding issues: diversity, reform initiatives, accountability measures, scarce resources, and inadequate support from supervisors. Focusing strictly on urban settings, Tredway (2003) found student discipline to be the primary challenge for new administrators. A Turkish study (Sincar, 2013) asked beginning principals to identify their major challenges, to which they responded as follows: bureaucracy, insufficient resources, resistance to innovation, lack of in-service training, and issues related to student poverty. A similar study conducted in Namibia (Mushaandja, 2013) resulted in the following: chronic stress, overloaded schedule, simultaneous assimilation both to a new school environment and to a new

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leadership position, adjustment from teachers being peers to being subordinates, and the sense of isolation from supervisors.

Challenges faced by new school leaders are not just task oriented. Northfield (2013) describes how new leaders must sometimes overcome leadership perceptions established by previous administration. A new school leader might have to navigate the challenges of establishing credibility among individuals or groups that have obtained formal or informal power within the school. These sometimes negative perceptions of administration can add to the challenges faced by novice leaders.

It is interesting to note comparisons among various settings and between novice and veteran administrators. Jagt et. al., (2001), for instance, found that there was no association between the rank order of perceived challenges between novice principals in elementary schools and those in secondary schools. There was, however, a marked difference in how participants perceived the severity of those challenges. Secondary principals perceived their challenges as being much more severe than did elementary principals. Additionally, the same study found challenges to be perceived as more severe in urban and rural settings than in suburban settings, and more severe in large schools than in medium-sized or small schools.

2.15 Strategies to Improve Leadership Practices of Head teachers

Leithwood and Riehl (2005) suggested that some of the ways to improve leadership practices are: design economic incentives for leaders at all levels of an organization. The management has to focus most on senior-level economic incentives. One should not neglect substantive incentives for lower-level employees so that employees should be committed

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to the schools success. This will be unduly costly, a program has to be carefully structured and payouts reflect clearly defined revenue or earnings targets Leithwood and Riehl stated further that institutions should provide meaningful feedback in a constructive manner on a regular basis. Feedback is a foundational leadership skill; the ability to provide regular, helpful feedback to employees in a manner that encourages, not discourages is a cornerstone of effective leadership and management.

Again, respect employees as individuals in addition to the job they do. Respect is a powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect. When employees feel genuinely respected (always assuming it's warranted), they're much more likely "to go the extra mile" to help a company succeed. Be sure that management at all levels of an organization receives adequate training. Most of the institutions invest heavily in leadership training while focusing far less on supervisors and middle managers. This would make the institutions not to achieve its objectives. Provide support for employees when it's genuinely needed. Valued support takes many forms: equipment when existing is outdated or inefficient; emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance. Management support in times of need builds employee goodwill and loyalty and ensure senior leadership models behaviour that makes the rank-and-file proud to be part of the team. All these are forms of motivation that boosts teachers morale through effective managerial and leadership practices of the head teacher.

2.16   Summary

In summary, literature shows the importance of school leadership in pupils' academic performances. Reviews also indicate global acceptable practices regarding school leadership that do not discriminate among groups. Although there are challenges faced by leaders whiles there are varied perceptions about leaderships in schools, an effective leader is eminent in the overall development of a school.

CHAPTER THREE

METHODOLOGY

The chapter dealt with the research methodology adopted for the study. It includes the research design, population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, the data collection procedures, data analysis plan and ethical considerations.

3.1   Research Design

Research design is an important aspect of research, basically, must be the most appropriate to appropriately measure what is being measured and obtain the data that will lead to a valid conclusion (Levin, 2006). The researcher employed descriptive survey design for the study using the quantitative approach.

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According to Creswell (2005), descriptive survey design interprets, synthesizes, integrates data and points to the implications of the study. The researcher chose this design as the study is conducted in the natural setting, and explains phenomena from the person being studied and produces descriptive data from the respondent own written or spoken words (Creswell, 2005).

The advantage of the descriptive survey design is that it provides more information from a large number of individuals. One major   disadvantage of using descriptive survey design is how to retrieve all the questionnaire distributed to respondents.

3.2   Population

Kusi (2012) postulated that population is a group of individuals or people with the same characteristics and in whom the researcher is interested. Population in research also refers to a total number of people in a particular area or unit of the organization from which the sample would be selected. The target population of the study was all the 224 teachers of the two public Senior high Schools in the Bantama Sub Metro of the Kumasi Metropolis

3.3   Sample and sampling techniques

Sampling is the procedure the researcher uses to select people or respondents for the study (Kusi, 2012). In order to get an appropriate sample for the study, the list of all tutors in the study schools were obtained from the Metro Director of Education. The total number of people in the sample size was 224. The researcher used simple random sampling to select 40 tutors from each of the two senior high schools making 80 respondents for the study. The lottery type of the simple random sampling was used to select the respondents.

3.4   Data Collection Instrument

The researcher used questionnaire as data collection instrument for the study. According to Kusi (2012), a questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis.

The questionnaire was designed by the researcher from the literature with guidance from her academic supervisor. The questionnaire was divided into four sections. Section A dealt with the demographic data of respondents. Section B sought opinions on leadership practices of headmasters. Section C asked questions on the perception of leadership roles. Section D solicited responses on the challenges headmasters face in leadership and Section E demanded suggestions of strategies to improve leadership practices in Senior High Schools in the Kumasi Metropolis. It was a 4-point likert scale of 5= Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree 1= Strongly Disagree in which higher score indicate more perceived positive responses.

A questionnaire is cost effective and less time consuming as compared to other instruments. One of the weaknesses of using a questionnaire is how to collect or retrieve all the questionnaires administered.

3.5 Pilot-testing

The purpose for piloting instrument is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the

questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

The questionnaire was administered to 30 respondents selected randomly at Islamic Senior High School in the Asokore Mampong Municipality which was outside the study area and which has similar characteristics as the study area. The pilot-test enabled the researcher to make the necessary changes to the items which were inappropriate. Ambiguous items were also modified.

3.6 Validity of the Instrument

Validity is the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which items fulfills the function it was designed to fulfill (Polit & Hungler, 1999). The validity of the instrument was ensured as the researcher submitted the designed questionnaire to her academic supervisor for the necessary corrections and modifications before it was finally administered to the respondents. Inappropriate and ambiguous items were either modified or deleted.

3.7 Reliability of the Instrument

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. To ascertain this, the questionnaire were administered on 30 respondents sampled for the pilot study as stated early on, twice in the pilot study with two weeks interval between the first and second test and the results obtained from the two tests, correlated to find the reliability coefficient. The reliability test yielded Cronbach Alpha of 0.76.

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3.8 Data Collection Procedure

The researcher submitted an introductory letter from the head of educational leadership department to seek permission from the Kumasi Metropolitan Director of Education. The Kumasi Metropolitan Director of Education gave the researcher permission to conduct the study and thereafter visited the schools involved to brief the respondents on the purpose of the study. In each of the schools, the researcher contacted the head teacher and explained the objectives of the study to him or her. The researcher established rapport with the respondents to make them comfortable in responding to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher collected the completed questionnaire after two weeks had elapsed.

3.9 Data Analysis Plan

The data collected through the questionnaire were edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. The data were coded and entered into the Statistical Package for Social Services (SPSS). The data were analysed using descriptive statistics such as tables, frequencies and percentages to answer all the research questions.

3.10 Ethical Consideration

Informed consent was sought from the respondents to willingly participate in the study or not. They were assured of confidentiality and anonymity of their identity as they

were not required to write their names on the questionnaires. The respondents were assured

that the information that they would provide would be used for academic purposes only.

CHAPTER FOUR

RESULTS OF THE STUDY

This chapter presents and discusses the analysis of data on leadership practices of heads appraisal. The chapter has been divided into four sections. The first section deals with the background information. This includes gender, age in years, qualification, and teaching experience.

The second section comprises the knowledge and skills appraisers and appraises have on the appraisals exercises and the third section deals with how the heads carry out the appraisals exercise. The fourth section concern with how tutors and the heads perceive the potential of the appraisal exercise to improve performance.

4.1 Background Information

The researcher considered it appropriate to find out the background information of tutors because tutors views expressed were due to the insight they gained on issues concerning the appraisal.

Table 4.1.1 Gender of Tutors

Information on tutor gender was sought to know the categories of tutors the researcher used in the study. Table 1 provides the details on the gender of tutors.

Table 1: Gender of Tutors

Gender	N	%
Male	50	62.5
Female	30	37.5
Total	**80**	**100.0**

Source: Field Data, 2018

Table 1 shows that 50(62.5%) of the respondents were males whiles 30(37.5%) were females. From the analysis it could be deduced that majority of the tutors in the senior high schools in the Kumasi Metropolis are males. It could be concluded that the responses of male tutors dominated in the study.

4.1.2 Age of Tutors

The age of tutors was further analyzed to show how knowledgeable the tutors are regarding appraisal exercise. Table 2 presents the findings.

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Table 2: Age of Tutors (years)

Age in years	N	%
20-30 years	32	40.0
31-40 years	27	33.7
41 and above	21	26.3
Total	**80**	**100.0**

Source: Field Data, 2018

The results also indicate that respondents between the ages of 20-30 were 32, representing 40%, 31-40 years were 27 representing 33.7%, while 41 years and above were 21 representing 26.3%. This means that majority of the respondents are between the ages of 20 years and 30 years

Table 3: Qualification

	N	%
First Degree	55	68.7
Second Degree	20	25
Others	5	6.3
Total	**80**	**100.0**

Source: Field Data, 2018

The table showed that 55(68.7%) of the respondents were first degree tutors, (20)25% were tutors with second degree whiles the remaining (5) 6.3% were tutors having above second degree qualifications.

Table 4: Teaching experience

Number of years	N	%
1-3 years	4	5
6-10 years	40	50
11-15 years	20	25
16-20 years	10	12.5
21 years and above	6	7.5
Total	**80**	**100.0**

Source: Field Data, 2018

Table 4 above shows that (4) 5% were having below three years teaching experience, 40 tutors were having between 6 to 10 years teaching experience representing 50% while 20 tutors were having between 11 years and 15 years teaching experience. These imply that majority (70) of the tutors representing 87.5% were tutors who have taught between 6 and 20 years.

Research Question 1: What leadership practices are commonly exhibited by Heads of Senior High Schools in the Kumasi metropolis in Ashanti Region?

In response to the first research question, data was presented in the form of frequencies and percentages for each of the nine items on leadership practices commonly exhibited by heads of senior high schools in the Kumasi metropolis in Ashanti region. The data from the questionnaire are presented in Table 5.

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Table 5: Leadership Practices Commonly Exhibited by Heads of Senior High Schools in the Kumasi Metropolis

Item	SD N	(%)	D N	(%)	U N	(%)	A N	(%)	SA N	(%)
Sets a personal example of what he/she expects from others.	30	37.5	27	33.75	16	20	4	5	3	3.75
Asks for feedback on how his /her action affects other people's performance.	5	6.25	3	3.75	2	2.5	25	31.25	45	56.25
Is clear about his/her philosophy of leadership	2	2.5	2	2.5	12	15	27	33.75	37	46.25
Talks about future trends that will influence how our work gets done	1	1.25	3	3.75	2	2.5	40	50	34	42.5
Paints "big picture" of what we aspire to accomplish.	4	5	1	1.25	5	6.25	30	37.5	40	50
Makes certain that we set achievable goals, make concrete plans, and establish measureable milestones for the project and programs we work on.	3	3.75	3	3.75	14	17.5	2	2.5	58	72.5
Actively listens to diverse point of views	2	2.5	3	3.75	3	3.75	40	50	32	40
Ensures that people grow in their jobs by learning new skills and developing themselves.	2	2.5	3	3.75	1	1.25	40	50	34	42.5
Appeals to others to share an exciting dream of the future.	48	60	14	17.5	14	17.5	2	2.5	2	2.5

Source: Field Data, 2018

Table 5 shows the leadership practices which are commonly exhibited by heads of senior high schools in the Kumasi metropolis in Ashanti region.

The table shows that 30(37.5%) "strongly disagreed" to the statement that heads of senior high schools sets a personal example of what they expects from others whiles 16(20%) respondents were" uncertain" with 7(8.75%) "agreeing". The result means that majority 45 (56.25%) of the tutors "strongly agreed" to the statement that heads asks for feedback on how his/her action affects other people`s performance whiles few 2 (2.5%) were" uncertain" with 3(3.75%) "disagreeing".

On the issue of clear about their philosophy of leadership, 37 respondents representing (46.25%) 'strongly agreed" whiles 2 (2.5%) "disagreed". This implies that majority of the respondents 'agreed" to the statement that heads of schools in senior high schools in the Kumasi metropolis are clear about their philosophy of leadership which is very encouraging.

As to whether heads talks about future trends that will influence how their works get done, 40 (50%) of the tutors "agreed" and 3 (3.75%) "disagreed". This implies that heads talks about future trends that influence how their works get done. Majority40 (50%) "strongly agreed" to the statement that heads of schools in the Kumasi metropolis paints big picture of what they aspire to accomplish whiles only one tutor(1.25%) "disagreed". The result corroborates that of Day et. al., (2010) that factors which shape the organizational processes and teaching methods have an impact in student learning. These

factors include the leadership practices of principals, their educational values, as well as their reflective strategies. They assert that the leadership style of a principal affects the standards and expectations of teachers.

As to the statement that heads of schools in the Kumasi metropolis sets achievable goals, make concrete plans, and establish measurable milestones for the project and programs they work on 58 (72.5%) "strongly agreed" whiles only 3(3.75%)' disagreed" The result is in tandem with autocratic leadership postulated by Fiore, 2009) that an autocratic leader may; take full responsibility for the completion of a task, command all operations through directives, maintain structure, efficiency and discipline and seek little input from his followers.

Furthermore, 40 of the tutors representing (50%) "agreed" to the statements that heads actively listens to diverse points of views whiles 3(3.75%)" disagreed". Again, 2 (2.5%) "strongly disagreed" to the statement that heads act ensures that people grows in their jobs by learning new skills and developing themselves 40 of the respondents representing (50%) "agreed" and 34(42.5%)" strongly agreed'. The result agrees with MTD Training (2010) that in democratic leadership followers are involved in the decision-making process so the followers feel part of the decision-making process and are most likely to see to the success of the group.

Majority of 48 representing(60%) are of the view to the statement that heads of senior high schools in the Kumasi metropolis appeals to others to share an exciting dream of the future whiles few 2 (2.5%) "agreed" to the statement. The results mean that heads of senior high schools in the Kumasi metropolis appeals to other to share an exciting dream of the future which is a mark of a democratic leader. The result is consistent with Gill

(2004) that in democratic leadership, employees are more dedicated since they have an input in what is being done, since credit is shared equally and are employees are highly motivated to work harder and employees are willing to work hard to deliver results.

Research Question 2: What is the perception of Heads of Senior High Schools regarding their leadership roles in the Kumasi Metropolis?

In response to the second research question, the study used descriptive statistics to determine frequencies and percentages scores for each of the seven items on the perception of heads of senior high schools regarding their leadership roles in the Kumasi metropolis. Results from the questionnaire data are presented in Table 4.3.
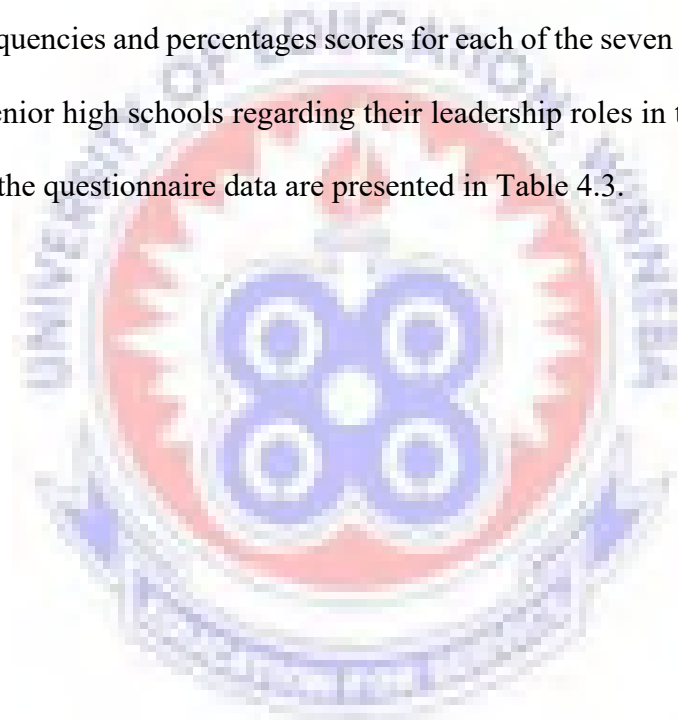
Table 6: The perception of Heads of Senior High Schools regarding their leadership roles in the Kumasi Metropolis?

Item	SD N	(%)	D N	(%)	U N	(%)	A N	(%)	SA N	(%)
Focuses on the academic performance of the school.	2	2.5	3	3.75	1	1.25	35	43.75	39	48.75
Meeting with board members of the school and administration.	1	1.25	2	2.5	6	7.5	40	50	31	38.75
Focuses on infrastructure development	26	32.5	44	55	7	8.75	2	2.5	1	1.25
Focuses on sports development in the school	26	32.5	20	25	30	37.5	2	2.5	2	2.5
Responsible for holistic development of the student.	2	2.5	4	5	5	6.25	14	17.5	55	68.75
Focuses on long term projection of the school	1	1.25	2	2.5	4	5	43	53.75	31	38.75
Attends meetings more than being at the office	40	50	30	37.5	2	2.5	3	3.75	5	6.25

Source: Field Data, 2018

Findings from Table 6 above show the perception of heads of senior high schools regarding their leadership roles in the Kumasi metropolis. The table shows that 2 (2.5%)" strongly disagreed" that heads focuses on academic performance of their school whiles as many as 39(48.75% representing the majority of the respondents "strongly agreeing". Again, 35(43.75%) "agreed" that heads focuses on the academic performance of the school. Only one respondent representing (1.25%)" strongly agreed" to the statement that heads of senior high schools in the Kumasi metropolis meets with board members of the school and administration whiles as many as 40 representing (50%)" agreed". Furthermore, 31 (38.75%) of the respondents "strongly agreed" to that heads meet with board members and school administrators. 26(32.5%) "strongly disagreed" that heads focuses on infrastructure development.

Majority of the respondents 44(55%) also "disagreed" that heads focuses on infrastructure development whiles as few as 1 (1.25%) of the respondents" strongly agreed" to the statement. 26(32.5%) of the respondents "strongly disagreed" to the statement that heads focuses on sports development in the school, 20 (25%) also" disagreed" to the statement. As few as 2 respondents representing (2.5%)" strongly agreed" that heads focuses on sports development in the school. Majority 55 (68.75%) respondents "strongly agreed" that heads of schools are responsible for holistic development of students whiles as few as 2(2.25%) "strongly disagreed". Majority of the respondents 43 (53.75%)" agreed" to the statement that heads focus on long-term projection of the school whiles as few as 2 of the respondents representing 2.25% "disagreed". Finally, 40 (50%) representing half of the respondents" srongly disagreed" that heads of senior high schools

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in the Kumasi metropolis attends meetings more than being at the office whiles as few as 3 of the respondents representing(3.75%) "agreed".

All the results in Table 6 are in consonance with School leaders are charge with the overall improvement of the school. They play vital roles in enhancing the quality of education, promoting student learning as well as developing and maintaining successful school systems (Leithwood et. al., 2008; Waters et. al., 2003; Ediger, 1998; Hallinger & Heck, 1998). School heads are tasked with a lengthy list of responsibilities related to the leadership of a school. This list may include completing and filing state or federal reports, supervising students, teachers, and other staff members, managing the school's budget, and attending numerous meetings. Simply managing a school is no longer enough.

Today's heads are accountable for the oversight of teaching, curriculum, and assessment cycles, evaluation of teachers, fostering relationships with teachers and other stakeholders, evaluating and implementing discipline plans, developing a multi-year plan for needed resources, all while still managing the school building (Döş & Savaş, 2015; Michigan, 2013). The extensive responsibilities of today's school leaders require a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and effective communication skills. Some leadership traits and practices may be more effective than others when guiding a school through these challenging times.

The overall responsibility of a school has been placed upon the shoulders of a single person; the head teacher. Much work that has been done on educational leadership have shown that school leaders do have an important influence over teachers in particular (Leithwood et. al., 2004; Hallinger & Heck, 1998).

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According to Leithwood et. al., 2008, effective school leadership has a direct effect on teacher motivation, capacity, working conditions and commitment. These factors have an impact on student learning and achievement.

When school leaders set up appropriate conditions by influencing culture, setting goals, manage curricular planning, allocate resources, and influence teachers directly, they influence student learning (Louis et. al., 2010).

Research Question 3: What are the challenges Heads face in the discharge of leadership duties in Senior High Schools in the Kumasi Metropolis in Ashanti Region?

Research question three sought to find out the challenges heads face in the discharge of leadership duties in senior high schools in the Kumasi metropolis in Ashanti Region. Statements 17-23 on the questionnaires were used to gather data in order to address this question. Frequency counts and percentages were used to analyze the data. The result is presented in Table 4.4.

Table 7: Challenges Heads Face in the Discharge of Leadership Duties in Senior High Schools in the Kumasi Metropolis in Ashanti Region

Item	SD		D		U		A		SA	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Over population of students	1	1.25	4	5	2	2.5	48	60	25	31.25
Effective accommodation in the boarding house	3	3.75	1	1.25	1	1.25	51	63.75	24	30
Adequate classrooms and infrastructure	2	2.5	1	1.25	2	2.5	40	50	35	43.75
Unacceptable behavior of some teachers.	2	2.5	3	3.75	5	6.25	20	25	50	62.5
In-service training of newly recruited teachers.	2	2.5	3	3.75	5	6.25	40	50	35	43.75
Financial constraints	2	2.5	3	3.75	3	3.75	15	18.75	57	71.25
Getting his/her teachers to understand his/her philosophy.	1	1.25	4	5	2	2.5	25	31.25	48	60

Source: Field Data, 2018

Findings from Table 7 show the challenges heads face in the discharge of leadership duties in senior high schools in the Kumasi metropolis in Ashanti Region. The table shows that 48 (60%) respondents" agreed" to the statement that over population of students has been a challenge for heads of senior high schools in the Kumasi metropolis whiles only 1

(1.25%) "strongly disagreed". The table shows that 51(63.75%)respondents also" agreed" to the statement that effective accommodation to the boarding house is also a challenge for heads of senior high schools in the Kumasi Metropolis whiles only 1 (1.25%)" disagreed". It showed that 40(50%) respondents" agreed" to the statement that adequate classrooms and infrastructure is also another challenge whiles few as 1(1.25%)" strongly disagreed". Majority 50 (62.5%) "strongly agreed" that unacceptable behavior of some teachers is a challenge whiles as few as 3(3.75%) "strongly disagreed". It showed that 40 (50%) "agreed" that lack of

In-service training of newly recruited teachers is a challenge for heads of schools in the Kumasi metropolis whiles as few as 2(2.25%) "strongly disagreed". It further showed that 57 (71.25%) of the respondents "strongly agreed" to the statement that financial constraints are also a challenge whiles 3(3.75%) "disagreed' and finally 48(60%)"strongly agreed" that getting tutors to understand their philosophy is a major challenge as heads of senior high schools in the Kumasi Metropolis whiles only 1(1.25%) 'strongly disagreed".

The entire result in table 7 confirms the assertion of Barnett et. al., (2012) that the most commonly named challenges were workload and task management, conflicts with adults and students, and curriculum and instruction issues. Hertting's (2008) study resulted in a quite different list of demanding issues: diversity, reform initiatives, accountability measures, scarce resources, and inadequate support from supervisors. Focusing strictly on urban settings, Tredway (2003) found student discipline to be the primary challenge for administrators. A Turkish study (Sincar, 2013) asked beginning principals to identify their major challenges, to which they responded as follows: bureaucracy, insufficient resources, resistance to innovation and lack of in-service training. In support Yang and Brayman

(2010) indicated that in China, the major challenges faced by heads include lack of autonomy, scarce support from government and community, increased teacher workload, and inadequate resources. Heads in Maldives said lack of autonomy, political instability, high dropout rates, lack of trained teachers, lack of community support as being some of the challenges they face (VSO, 2009).

Research Question 4: What strategies could be adopted to improve leadership practices of Heads of Senior High Schools in the Kumasi Metropolis?

Research question four sought to find out the strategies which could be adopted to improve leadership practices of heads of senior high schools in the Kumasi metropolis in the Ashanti Region. Statements 24-30 on the questionnaire were used to gather data in order to address this question. Frequency counts and percentages were used to analyze the data. The result is presented in Table 8.

Table 8: Strategies Could Be Adopted to Improve Leadership Practices of Heads of Senior High Schools in the Kumasi Metropolis in the Ashanti Region

Item	SD		D		U		A		SA	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)

Recruit well trained people	3	3.8	2	2.5	5	6.25	40	50	30	37.5
Thinks of the rest	2	2.5	4	5	1	1.25	60	75	13	16.25
Rewards his/her team for their contributions to the success of projects	1	1.25	2	2.5	2	2.5	40	50	35	43.75
Gets his/her team involved	2	2.5	3	3.8	5	6.25	30	37.5	40	50
Transparent to his/her team	2	2.5	4	5	4	5	20	25	50	62.5
Assists teachers to go for refreshers courses, workshops and in-service training	2	2.5	4	5	4	5	64	80	6	7.5
Moves accomplished teachers into school leadership positions.	6	7.5	4	5	5	6.25	15	18.75	50	62.5

Source: Field Data, 2018

Table 8 shows the strategies which could be adopted to improve leadership practices of Heads of Senior High Schools in the Kumasi Metropolis in the Ashanti Region. The findings indicate that majority of the respondents 40 (50%)'agreed" that heads of senior high schools in the Kumasi metropolis in the Ashanti Region should recruit well trained staff whiles 2(2.5%) respondents "disagreed". It further showed that 60(75%) of the respondents" agreed" to the statement that one of the best strategies that could be adopted to improve leadership practices of heads of senior high schools in Kumasi

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metropolis is to think of the rest that is the people they are working with whiles as few as 4 representing (5%) of the respondents 'disagreed". It again showed that 40(50%) of the respondents "agreed" that heads should reward their team for their contributions to the success of projects whiles few as 2 (2.5%)" disagreed". The table showed that 40(50%) of the respondents "strongly agreed" that heads should get their team involved whiles 3(3.8%) of the respondents "disagreed'. Again, the table showed that 50 (62.5%) "strongly agreed" to the statement that heads should be transparent to their team whiles as few as 4 (5%) respondents "disagreed". Majority of tutors 64(80%) respondents opted for heads to assist teachers to go for refresher courses, workshops and in-service for tutors whiles as few as 4 (5%) respondents "disagreed".

Finally, 50(62.5%) representing the majority" strongly agreed" to the statement that one of the best strategies that could be adopted to improve leadership practices of heads of senior high schools in the Kumasi metropolis is that heads should move accomplished teachers into school leadership positions whiles as few as 4(5%) " disagreed".

4.2 Discussion of the Findings

The main purpose of the study was to assess the Leadership Practices of Heads of Senior High Schools in the Kumasi Metropolis in the Ashanti Region. The discussions are based on the themes that emerged from the analysis of the data obtained. Findings in research question one indicated that majority of 57 tutors representing 71.25% of the respondents believed heads of schools in the Kumasi metropolis in the Ashanti Region does not set example of what they expect from others while 23 tutors representing 28.75% were either "uncertain" or "agreed".

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It also indicated that majority of the respondent 70 representing 87.25% "agreed" that heads of senior high schools in the Kumasi metropolis asks for feedback on how their actions affects other people's performance while 10 representing 12.5% were either" uncertain" or "disagreeing". The result implies that the heads exhibited democratic leadership style which is in line with MTD Training (2010) that in democratic leadership followers are involved in the decision-making process. The leader actively stimulates group discussions and decisions. The followers feel part of the decision-making process and are most likely to see to the success of the group. A well-practiced democratic leadership style results in a harmonious and productive workforce.

The findings also produced evidence that majority 64 of the respondents representing 80% "agreed" that heads of senior high schools in the Kumasi metropolis are clear about their philosophy of leadership whiles few 16 representing 20% were either" uncertain" or "disagreed" about the statement. This implies that majority of the respondents 'agreed" to the statement that heads of schools in senior high schools in the Kumasi metropolis are clear about their philosophy of leadership which is very encouraging.

The findings found that majority 40 (50%) "strongly agreed" to the statement that heads of schools in the Kumasi metropolis paints big picture of what they aspire to accomplish. The result corroborates that of Day et. al., (2010) that factors which shape the organizational processes and teaching methods have an impact in student learning. These factors include the leadership practices of principals, their educational values, as well as their reflective strategies. They assert that the leadership style of a principal affects the standards and expectations of teachers.

On the statement that heads of schools in the Kumasi metropolis sets achievable goals, make concrete plans, and establish measurable milestones for the project and programs they work on, majority of the respondents 58 (72.5%) "strongly agreed". The result is in tandem with autocratic leadership postulated by Fiore, 2009) that an autocratic leader may; take full responsibility for the completion of a task, command all operations through directives, maintain structure, efficiency and discipline and seek little input from his followers.

On the statement that heads act ensures that people grows in their jobs by learning new skills and developing themselves majority of the respondents representing (50%) "agreed". The result agrees with MTD Training (2010) that in democratic leadership followers are involved in the decision-making process so the followers feel part of the decision-making process and are most likely to see to the success of the group.

On the statement that heads of senior high schools in the Kumasi metropolis appeals to others to share an exciting dream of the future, majority of the respondents (60%) "strongly agreed" to the statement. The results mean that heads of senior high schools in the Kumasi metropolis appeals to other to share an exciting dream of the future which is a mark of a democratic leader. The result is consistent with Gill (2004) that in democratic leadership, employees are more dedicated since they have an input in what is being done, since credit is shared equally and are employees are highly motivated to work harder and employees are willing to work hard to deliver results.

Research question two outlined the perception of Heads of Senior High Schools regarding their leadership roles in the Kumasi Metropolis. It showed that 74 tutors representing 92.5% "agreed" that heads of senior high schools in the Kumasi metropolis

focuses more on the academic performances of their schools' whiles 6 tutors representing 7.5% were either "uncertain" or" disagreeing".

All the results in Table 6 are in consonance with School leaders are charge with the overall improvement of the school. They play vital roles in enhancing the quality of education, promoting student learning as well as developing and maintaining successful school systems (Leithwood et. al., 2008; Waters et. al., 2003; Ediger, 1998; Hallinger & Heck, 1998). School heads are tasked with a lengthy list of responsibilities related to the leadership of a school. This list may include completing and filing state or federal reports, supervising students, teachers, and other staff members, managing the school's budget, and attending numerous meetings. Simply managing a school is no longer enough.

Today's heads are accountable for the oversight of teaching, curriculum, and assessment cycles, evaluation of teachers, fostering relationships with teachers and other stakeholders, evaluating and implementing discipline plans, developing a multi-year plan for needed resources, all while still managing the school building (Döş & Savaş, 2015; Michigan, 2013). The extensive responsibilities of today's school leaders require a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and effective communication skills. The findings produced an evidence that heads of schools in the Kumasi metropolis does not focuses much on infrastructure or sports development in their schools.

Results in research question three showed the challenges Heads face in the discharge of leadership duties in Senior High Schools in the Kumasi Metropolis in Ashanti Region. It was observed that over population of students, effective accommodation to the boarding house, adequate classrooms and infrastructure, unacceptable behavior of some

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teachers are some of the major challenges of senior high schools in the Kumasi metropolis are facing as in the discharge of leadership practices.

The findings further showed that challenges such as financial constraints, in-service training of newly recruited tutors were also major challenges faced by heads of schools in the Kumasi metropolis.

The entire result in table 7 confirms the assertion of Barnett et. al. (2012) that the most commonly named challenges were workload and task management, conflicts with adults and students, and curriculum and instruction issues. A Turkish study (Sincar, 2013) heads to identify their major challenges, to which they responded as follows: bureaucracy, insufficient resources, resistance to innovation and lack of in-service training. In support Yang and Brayman (2010) indicated that in China, the major challenges faced by heads include lack of autonomy, scarce support from government and community, increased teacher workload, and inadequate resources.

Results in research question four showed that recruiting well trained staffs, being transparent, assisting teachers to go for refresher courses, workshops and in-service training are some of the best strategies that could be adopted to improve leadership practices of heads of senior high schools in the Kumasi metropolis.

The results in Table 8 are in conformity with Yukl *et. al.,* (2002) maintain that when leaders support the followers, follower satisfaction is increased and interpersonal relationships are improved. Leithwood et. al. (2008) pointed out that when school leaders support teachers to improve their performance by building their capacities, improving working conditions and providing motivation, there are huge improvements in teaching

and learning. In order for school leaders to achieve their visions and set goals, they need to support their followers with the requisite resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter looked at how the study's findings might be used to support or apply the theoretical framework discussed in the Literature Review. The purpose of this study was to assess the Leadership practices of heads of senior high schools in the Kumasi

Metropolis. This chapter presents the summary of the study, and conclusions drawn from the study and recommendations.

5.1 Summary of the Study

The purpose of this study therefore is to assess the Leadership practices of heads of senior high schools in the Kumasi Metropolis.

The objectives of the study were to:

1. To investigate leadership practices commonly exhibited by heads of public senior high schools in the Kumasi metropolis.
2. To identify the perception of heads of senior high schools regarding their leadership roles in the Kumasi metropolis.
3. To examine the challenges associated with leadership roles in senior high schools in the Kumasi metropolis.
4. To assess strategies that could be adopted to improve leadership practices of heads of senior high schools in the Kumasi metropolis.

The research design for the study was descriptive survey. The population of the study comprised all senior high school teachers in the Kumasi metropolis in the Ashanti Region. The target population was senior high school teachers in the Kumasi metropolis. The accessible population comprised of eighty (80) tutors. Purposive sampling technique was adopted to select the participants for the study.

Structured questionnaire was the instrument used for the collection of data. The data collected was analyzed using Descriptive statistics of Frequency counts and Percentages for all the demographic variables, and research questions where necessary on a five point Likert scale ranging from Strongly Agree to Disagree.

5.2 Key Findings

Results in research question one indicated that majority of the respondents believed most heads of senior high schools in the Kumasi Metropolis do not set a personal example of what they expect from others and agreed that heads asks for feedback on how their actions affects other people's performance. They also shared a positive view that heads of senior high schools in the Kumasi Metropolis are clear about their philosophy of leadership and talks about future trends that will influence how their work gets done. The study also outlined the perception of heads of senior high schools regarding their leadership roles in the Kumasi metropolis and the results showed that heads of schools focus on academic performance of their schools, majority agreed that heads do not focus on sports development as well as infrastructure. They agreed that heads of schools are responsible for holistic development of student as well as planning long-term projection of the school.

Additionally, the results in research question three indicated that overpopulation of students, effective accommodation to the boarding house, in-service training of newly recruited tutors, financial constraint and getting tutors to understand the philosophy of heads were some of the major challenges faced by heads of senior high schools in the Kumasi metropolis.

The results further showed that recruiting well trained staff, rewarding team for their contributions to success of projects, being transparent, assisting tutors to go for workshops, refresher courses and in-service training of newly recruited tutors could be adopted to improve leadership practices of heads of senior high schools in the Kumasi metropolis.

5.3 Conclusions

Based on these results, it has been established that, heads of senior high schools in the Kumasi Metropolis do not set a personal example of what they expect from others, this is because heads of schools are always on tutors for not being in the classrooms meanwhile they will be coming to school late and attending meetings which sometimes has nothing to do with their job.

It was again observed that heads of schools in the Kumasi metropolis does not focus on sports development as well as infrastructure in their schools which reduces the popularity of the school, for instance senior high schools such as T.I Ahmadiyya Senior High School, Kumasi, Kumasi Anglican Senior High School, Opoku Ware School, Prempeh College has been popular through participating in sports and academics.

It is finally concluded that, heads should focus on sports as well as infrastructure to enable their school become known in academics, sports and infrastructure.

5.3 Recommendations

Based on the results, the study, recommended that;

1. There's this saying that goes "practice what you preach" therefore heads of senior high schools should set personal example of what they expect from others.

2. Though academic performance really matters but heads of senior high schools in the Kumasi metropolis should also attend to sports development as well as infrastructure development of schools.

3. Assisting teachers to go for workshops, refreshers courses and in-service training as well as appointing accomplished tutors into leadership position in the school will help improve leadership practices of heads of senior high schools in the Kumasi metropolis.

4. Heads should also be transparent to the teams they are working with.

5.4 Suggestion for Further Research

Further research should be conducted to explore a comparative study investigating the leadership practices of heads of private senior high schools in the Kumasi Metropolis

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI.

Dear Sir/ Madam,

I am a graduate student in the Department of Educational Leadership, Faculty of Education and Communication Sciences. I am conducting a survey on Leadership Practices of Heads of Senior High Schools in the Kumasi Metropolis.

I would be very grateful to have you participate in this study. Please, be assured that any information given is solely for the purpose of the research and would be kept very secret and confidential.

Thank you,

…………………

Prince Acheampong

SECTION A

DEMORGRAPHIC DATA OF RESPONDENTS

Please respond to the items on the questions by ticking (√) in the box provided for the appropriate answer where applicable.

1. **Gender:**
   Male ☐
   Female

2. **Age:**
   16 – 20 years ☐
   21 – 30 years ☐
   Above 30 years ☐

3. **Qualifications:**
   First Degree ☐
   Second Degree ☐

   Others ☐

4. **Teaching experience:**
   1 Below one year ☐
   2 1-3 years ☐
   3 4-6 years ☐
   4 7-9 years ☐
   5 Above 10 years ☐

SECTION B: LEADERSHIP PRACTICES

The following is a list of statements that may be used to express the Leadership Practices of Heads of Senior High Schools in the Kumasi Metropolis.

Instruction: Read each statement carefully and respond by ticking **[√]** the answer that most accurately represents your thinking and feeling. You are required to either 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' or 'Strongly Disagree' with each statement.

Leadership practices

S/N	Statement	Responses				
		SA	A	U	D	SD
1.	Sets a personal example of what he/she expects from others.					
2	Asks for feedback on how his/her actions affects other people's performance.					
3	Is clear about his/her philosophy of leadership.					
4.	Talks about future trends that will influence how our work gets done.					
5	Paints "big picture " of what we aspire to accomplish.					
6	Makes certain that we set achievable goals , make concrete plans, and establish measureable milestones for the project and programs we work on					
7	Actively listens to diverse point of views					
8	Ensures that people grow in their jobs by learning new skills and developing themselves.					
9	Appeals to others to share an exciting dream of the future					

SECTION C: PERCEPTIONS OF LEADERSHIP ROLES

The following is a list of statements that may be used to indicate the perceptions of leadership roles of Heads of Senior High Schools in the Kumasi Metropolis.

Instruction: Read each statement carefully and respond by ticking **[√]** the answer that most accurately represents your thinking and feeling. You are required to either 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' or 'Strongly Disagree' with each statement.

	Statement	SA	A	U	D	SD
10	Focuses on the academic performance of the school					
11	Meeting with board members of the school and administration					
12	Focuses on infrastructure development					
13	Focuses on sports development in the school					
14	Responsible for holistic development of the student .					
15	Focuses on long term projection of the school					
16	Attends meetings more than being at the office					
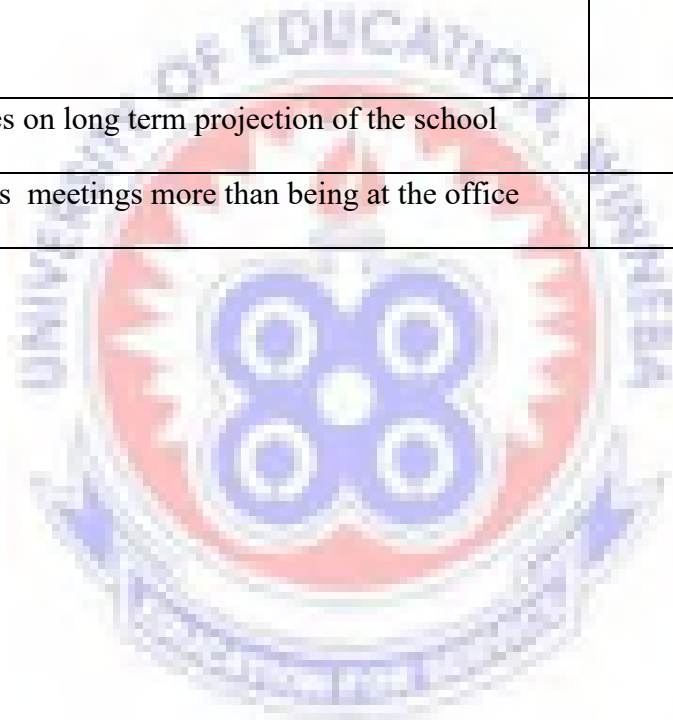
SECTION D: CHALLENGES HEADS FACE IN THEIR LEADERSHIP

The following is a list of statements that may be used to indicate challenges heads face in their leadership in Senior High Schools in the Kumasi Metropolis.

Instruction: Read each statement carefully and respond by ticking **[√]** the answer that most accurately represents your thinking and feeling. You are required to either 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' or 'Strongly Disagree' with each statement.

Challenges heads face in their leadership

	Statement	SA	A	U	D	SD
17	Over population of students					
18	Effective accommodation to the boarding house					
19	Adequate classrooms and infrastructure					
20	Bad behaviour of teachers					
21	In Service Training of newly recruited teachers					
22	Financial constraints					
23	Getting his/her teachers to understand his/her philosophy as a leader					

SECTION E: STRATEGIES TO IMPROVE LEADERSHIP PRACTICES

The following is a list of statements that may be used to indicate strategies to improve leadership practices of heads of in Senior High Schools in the Kumasi Metropolis.

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Instruction: Read each statement carefully and respond by ticking **[√]** the answer that most accurately represents your thinking and feeling. You are required to either 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' or 'Strongly Disagree' with each statement.

Strategies to improve leadership practices

	Statement	SA	A	U	D	SD
24	Recruit well trained people					
25	Think of the rest					
26	Reward his/her team for their contributions to the success of projects					
27	Gets his/her team involved					
28	Transparent to his/her team					
29	Assist teachers to go for refresher courses, workshops and in-service training.					
30	Moves accomplished teachers into school leadership positions.					