

UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF HEAD TEACHERS' LEADERSHIP PRACTICES ON SCHOOL
CULTURE IN SELECTED SENIOR HIGH SCHOOLS IN THE KWAHU WEST
MUNICIPALITY

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ERIC APPAU ASANTE

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

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

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SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. SR MARY ASSUMPTA AYIKUE

SIGNATURE _____

DATE : _____

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God bless you all.

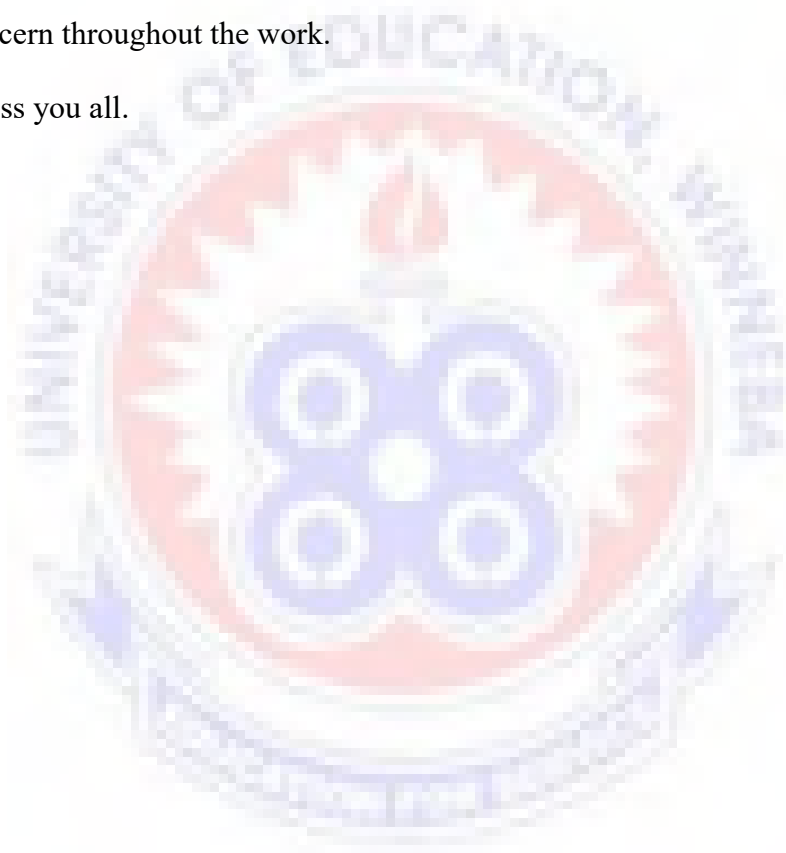


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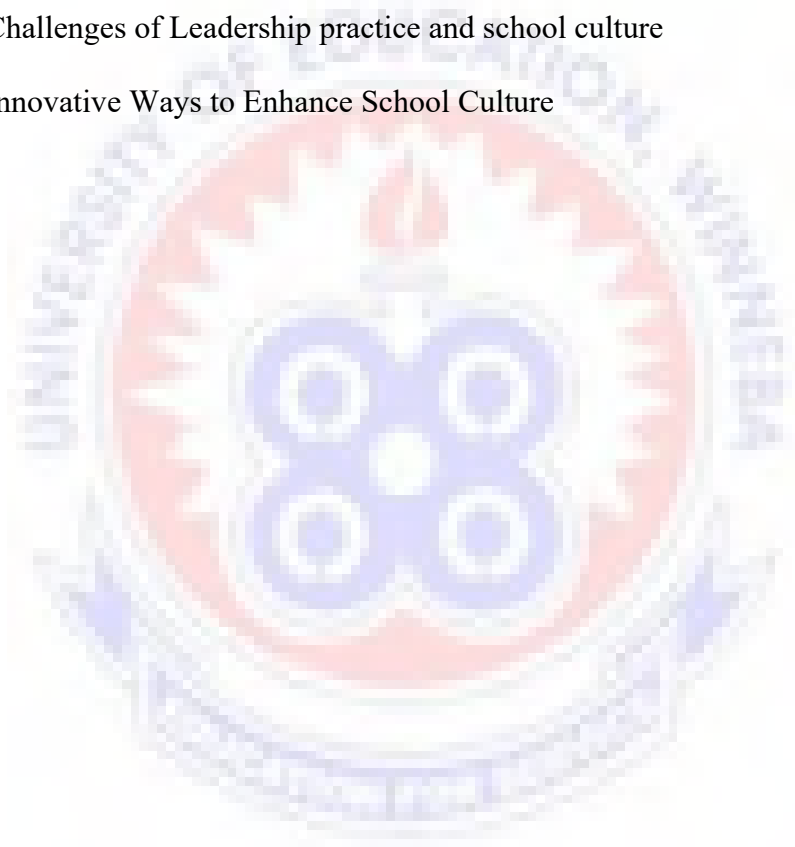
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ABSTRACT

Recent educational reform efforts have focused on creating effective school environment as a means of improving students' achievement. Against this backdrop, there have been a surge in concerns that claim that success of educational reforms cannot be guaranteed without paying attention to school leadership. The main objective of the study was to examine the effects of head teachers' leadership practices on school culture using Senior High Schools in the Kwahu-West municipality in the Eastern Region of Ghana. Primary data were collected from 207 respondents, comprising school Heads, Teachers and non-teaching staff in five SHSs in the Kwahu-West municipality. The results of the analysis revealed that the key School cultures were the involvement of parents in school management and development of effective coordination among staff, parents and students. Further analysis show that leadership practices positively correlated with school culture. The results further show that the effects of leadership practices on school culture was statistical significant at 5%. The study recommends that leadership of schools should be sensitive to the concerns of subordinates as this will result in positive school culture conducive for teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Most learners and staff of educational institutions would arguably be faithful and punctual to school and also improve in their academic performance, and work output if they feel accepted, valued, respected and included. It is also factual that the conduct of the school staff has both positive and negative influence on students' attendance to school and their behaviour in school. Creating a congenial cultural atmosphere inside a school can directly and indirectly arouse teachers' interest and propel them to participate in exercises that would advance the development of institutions. School culture is norms, behaviours, the services, images and stories that makes a school different from others (Leithwood 1996). The stakeholders of schools can run the affairs of their schools with the help of these expected dispositions (Peterson 1990).

Every organization has a culture, which sheathes the totality and lifestyle of the general population in the school. Each school is thought to have its own unique culture, with no two schools alike. Deal and Peterson (1990) assert that, every school has its own particular elements and touch. The attributes that make up a school's way of life ranges from the staff's identities to the principal's leadership style. Culture has been examined for quite a long time by specialists in the fields of brain research, human sciences, sociology and organizational development. Exchanges inside these fields contain basic themes like qualities, convictions and ceremonies. School leaders are a fundamental part in developing a positive school culture. All responsibilities performed by a school leader are vital yet making a positive school culture is imperative. They know that school culture is the heart of improvement and growth of every school.

Sergiovanni (1995) argues that, for leadership to be effective the leader should go beyond just knowing what to do, how, when and why should also be answered.

Lakomski (2001) also submits that for a school to succeed, it depends on the leader of the school. The leader is in the best position to enhance the quality of a school. In this way, the head or principal decides the scope of school culture to be in existence. It is imperative for leaders to comprehend the environment which they are leading. Most leaders know about the professional environment they find themselves yet they for the most part neglect to consider the cultural environment they live in. School leaders endeavour to see how matters are led. They investigate cultural and social alienation, the techniques related with the running of the school (Lakomski, 2001).

Leaders should have background knowledge of school cultures which includes understanding the type of school behaviour and the reasons for it, and learning values on which it is based. Such knowledge also requires the leaders to examine the social and inter-personal dynamics, the organisational structure, history and politics in the school. They also face problems connected to the level of performance, strengths and weaknesses, and the opportunities to develop and learn, that exist in the school. They must also consider the pecuniary factors and the character of the community that the school serves as Lakomski, (2001) asserted. It is therefore important to assess the effects of leadership practices on school culture.

1.2 Statement of the Problem

The prime objective of all educational reforms in Ghana is to create a conducive environment for students to learn and achieve higher heights. Hinde (2004), asserts that the role of the head of an institution and his or her assistants as well as other leaders in a school is very important in cultivating and sustaining a positive school culture and

students' orientation; as such demands on school leaders have continuously increased. Works of researchers, example Sergiovanni (1995) confirms that leaders are the vital ingredient in building a positive school culture. In spite of this leaders do not pay attention to school culture because they do not recognise the effect that school culture can have on teaching and learning (Schein 1985).

The learner's character is also a reflection of the culture he or she is exposed to in school. These characteristics are depicted by students' orientation towards tutors, supervisors, colleagues and society in which he/she lives. A positive school culture brings out good students and vice versa. Where the culture is awful, it can have an intimidating effect on the school as a society. Since school culture has a significant impact on students' achievement, it is imperative that leaders of a school realise the influence they have in shaping the culture of their schools so that they position themselves well to contribute positively in building positive organisations (Lakomski, 2001).

School leaders are therefore very essential in cultivating a positive school culture. For a school to be successful it is important to study the activities of leaders and how they assist in building and sustaining a positive school culture. Hinde (2004), states that when much attention is not given to school culture it affects the schools' achievements.

It is very unfortunate to note that not much scholarly work has been done on the effects of school culture on school leadership in the Eastern region of Ghana. This is the gap that this study seeks to fill.

The research therefore assesses the effects of school culture on leadership practices in selected Senior High Schools in Kwahu-West municipality.

1.3 Objectives of the Study

1.3.1 The Purpose of the Study

To assess the effects of Head teachers leadership practices on school culture in selected Senior High Schools in Kwahu-West municipality.

1.3.2 Specific Objectives of the Study

The specific objectives were;

1. To describe the leadership practices and school cultures which are prevalent in the Senior High Schools in the Kwahu-West municipality.
2. To assess the effects head teachers leadership practices on school culture among Senior High Schools in the Kwahu-West municipality.
3. To examine the challenges to effective leadership practices among Senior High Schools in the Kwahu-West municipality.

1.4 Research Questions

1. Which leadership practices and school cultures are prevalent in the Senior High Schools in the Kwahu-West municipality?
2. How do head teachers leadership practices affect school culture among Senior High Schools in the Kwahu-West municipality?
3. What are the challenges to effective leadership practices among Senior High Schools in the Kwahu-West municipality?

1.5 Significance of the study

The research will play a key role for Heads of schools in their effort to achieve higher heights by boosting the activities and capacities of teachers and the environment

through their leadership practices. The study will further assist heads and other school leaders to identify effective school leadership practices that are crucial to schooling as well as school culture.

This study will also add to information or literature already in existence in school academic performance authoritatively. Kwahu-West municipality is among the growing districts in Eastern Region. Most of the youth in this Municipality attend the government assisted Senior High Schools located in the Municipality likewise other youth outside the Municipality. Hence much needs to be done in ensuring quality education and a positive school culture.

1.6 Delimitation of the study

This study geographically covered the Kwahu-West municipality in the Eastern Region of Ghana. In terms of content, the research focused on the effects of head teachers leadership practices on school culture as well as school outcomes or academic achievement. The study will be limited to government assisted Senior High Schools in the Kwahu-West municipality. Administrative staff, teaching and non-teaching staff members will be included in the study. There are seven Senior High Schools in the Municipality of which five are government assisted schools. The government assisted schools are more organised and structured to work with because of measures put in place by the government.

1.7 Limitations of the Study

The occurrence of limitations in the course of conducting a research work is inevitable. Hence some limitations were encountered during this study. One of such limitations had to do with the busy nature of the respondents. In effect the respondents

could not answer the questionnaire at the right time. This delayed the data collection process. Another limitation was that there wasn't enough local (Ghanaian) literature on the subject matter. Notwithstanding these limitations, the researcher was able to surmount them. The research output is therefore of an excellent quality.

1.8 Operational Definitions of Key Terms

- **Leadership Practices:** in the context of this study, it involves what leader ought to do and what they actually do to make an educational institution a successful one.
- **School Culture:** is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school.

1.9 Organisation of the Study

The study is composed into five sections. Chapter one covers the introductory aspect of the study. It covered the background to the study, problem statement, objectives and research questions, and the significance of the study as well as the scope or delimitation of the study. The chapter two covers review of relevant theories, concepts as well as review of empirical studies of leadership practices in school and its effect on school culture. Chapter three presents the methodology adopted for the study. It highlights the procedures used in the selection of respondent as well as how data were collected and analysed. Chapter four presents the results from analysis of data collected. Chapter five finally presents the summary of the findings of the study, conclusions and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

In this chapter literature related to the research has been reviewed with the view to establish the gaps in other research works that have been conducted in relation to the subject matter of this study. It present a literature review of the types of leadership and school culture. Theories and empirical works related to school culture, leadership and leadership practices are also reviewed. Topics reviewed include the following:

1. Leading and Leadership
2. Leadership Practices and Styles
3. The foundations of successful leadership practices

2.1 Leading and Leadership

Change and its acceptance has been effective in schools that do not really need them (Elmore, 1995). Such schools are usually with officially entrenched procedures and limits set up on which to work, as opposed to those schools frequently of worry to those implementing the change. This is applicable to the considerations of leadership since leadership is about hierarchical change; more particularly, it is tied in with setting up broadly settled upon and beneficial bearings for the association, encourage individuals so that they can tow that line. Management as one of the roles of a leader has several objectives of which one of them is steadiness. The key objective of leadership is to make better the activities of institution or organisation (Hargreaves & Fink, 2006, Leithwood et al, 2001).

There are roles for every organisational leader to undertake for effective and efficient running of the organisation which results in positive achievement. According

to Ezeuwa (2005), leadership is the ability of a leader to persuade his/her subordinates towards the attainment of a common goal is known as leadership. Motivating, guiding and encouraging others to actively contribute towards the achievement of institutional/organisational objectives is leadership. Leadership implies affecting individuals to work energetically with enthusiasm towards the accomplishment of the organisational objectives (Berry & Goldman, 2002).

There is no way a leader can work alone, he/she needs others to be able to exhibit his/her roles towards achieving the corporate goal (Ukeje, 1999). Leadership style is the way that a leader plays these roles and coordinates the issues of the association. Mullins (2007) alludes that often, one encounters a group leaders who are particular about jobs to be done at the work place and they do not pay attention to how they relate with their workers. Mullins (2007) again explains that there is also an individual who is capable to delegate and influence his/her subordinates so that specific objectives can be achieved is perceived as a leader. Careful cooperation with individuals in an organisation/institution is one of the expectations of a leader towards the attainment of the organisational goals.

2.2 Leadership Practices and Styles

The activities that go into the leadership styles are leadership practices, it does not matter whether the focal attention of the leader is on the roles played by the subordinates or their welfare. The personal and directive characteristics inherent leaders to drive their subordinates along to achieve a common goal is their practices (Chandan, 1987). Okumbe, (1998) posits that the specific behaviours that a leader exhibits to motivate and encourage his/her subordinates to attain the goals of the organization. Personally, leadership style is a sense of believe, notion and practice embodied within

the leader to enable others to follow. Leadership practices encompasses the leaders' vision, principles as well as subordinates' in achieving a common objective for a group, institution or society.

2.2.1 Democratic Leadership Styles

Democratic leadership is whereby the leader and the subordinates are all involved in the accomplishment of organisational goals. However, Goldman (2002), posits that democratic based associations normally have accompanying six qualities: arrangements are dictated by a gathering of associations, specialized jobs are explained to the workers for them to comprehend, exhortations are given to individuals by the leaders so that they can accomplish their responsibilities, individuals have the right to select those they want to work with, workers have the opportunity to share job responsibilities among themselves, lastly, leaders endeavour to be objective in giving acclamation and in addition input . Democratic leadership, otherwise called participative administration, is where individuals in a group are actively involved in the fundamental processes of leadership. In any case, Goldman (2002) states that leaders who make good use of the participative leadership come to agreement based on consensus building, leaders likewise have some level of expectation with regards to perfection and self-direction.

However, the democratic style of leadership emphasises the participation of various group members and leaders in shaping and implementing policies. Consensus building is the strategy used whenever major decisions are to be taken in the organization. Those in authority endeavours however much as could be required in ensuring that every worker believes in him/herself and also have the assurance that he or she matters at the workplace. Also, democratic style of leadership ensures that

information is passed on in all directions and also subordinates share their views without fear and panic with the leader (Heenan and Bennis 1999). Additionally, the morale of the employees is greatly boosted with this leadership style (Mba, 2004). Fruitful schools are characterised by qualities like, consultation, cooperation and involvement. House and Mitchell (as referred to in Oyetunyi, 2006) assert that a leader usually plays his/her responsibilities in diverse ways depending on the circumstance he/she is faced with. This type of leadership usually distinct itself from other types by prompting higher work output and commitment to the expansion of assemble confidence.

According to Weiss (2001), basic features of democratic leadership style are:

1. Irrespective of the fact that the leader is the final authority, individuals can share their opinions.
2. Individuals are always engaged in their practices.
3. Individuals ingenuity is appreciated and empowered.

Since subordinates feel at home to share their views and contribute in decision making it gives room for deliberations as such best results are arrived at in dealing with issues. This gives them a sense of belonging and makes them always willing to contribute their best to help improve their group. Popularity based initiative prompts higher efficiency among members. Democratic based style is more effective when group members are gifted and ready to contribute their acquired knowledge and experiences. In spite of the advantages associated with democratic style of leadership, in circumstances where group members are faced with time constraint, It becomes difficult for members to discuss issues and arrive at best result. Again, time is limited therefore some issues are left unresolved and undecided and sometimes group members may not even have the requisite skill and the technical ability to address issues.

2.2.2 Autocratic Leadership

Autocratic leadership alludes to a framework which give absolute control and authority to the leader and subordinates have little or no influence in decision making. The following accompanying five attributes are stipulated by Yukl (1994): individual members are not involved in decision making, the leader makes all decisions, the techniques to be used is determined by the leader, the leader decides the obligations of devotees, and the leader determines specialized and execution assessment models. Autocratic also known as absolutist leadership or dictator leadership, is a leadership style that gives greater power to the main leader and permits minimal contribution from group members. This style of leadership gives absolute power to the leader and as such decisions are made faster, no delays in basic leadership process. In situations where subordinates are unproductive, every decision concerning organization is taking by the leader alone. Authority, control and power are given to the leader alone. He/she share with no one.

The leader coordinates activities of subordinates on how things ought to be but he/she does not keep an open correspondence with subordinates. With respect to policy making, this leader does not involve the subordinates as established by Smylie and Jack (1990), Hoy and Miskel (1992) and John (2002). As also indicated by Bhatti et al. (2012), autocratic leaders in most cases take decisions based on their own knowledge and intuition, hardly do they involve or seek advice from their workers. Dictatorship is the haul mark of an autocratic leader.

Feature of autocratic leader are as posited by Bhatti (2012) are:

1. Individuals can not contribute or have little chance to contribute
2. Leaders take decisions

3. Leaders manage the techniques or methods
4. Occasionally, individuals are entrusted with vital undertakings

Autocratic leadership has some advantages; for instance, when urgent decisions are to be taken without delay since the leader does not need to involve others in decisions are taken quickly. This ensures getting work done on time to meet schedules (Heenan & Bennis, 1999). While autocratic leadership can be gainful in some instances, in many occurrences this initiative style can be tricky. Leaders who employ the autocratic leadership style are usually seen as being bossy, inhuman, tyrannical which normally create resentment and tension at the work place (Heenan and Bennis, 1999). Since autocratic leaders take decisions without consulting the subordinates, the subordinates may hate the idea that they cannot contribute their views. This can kill their effort to give inventive and innovative answers for issues, which would go a long way to affect the performance of the group (Bhatti et al., 2012)

While dictatorial authority has some possible traps, leaders can strategies on best ways to use this leadership style. Where the leader is the most proficient individual from the group or possesses some facts that other individuals from the group do not have then best strategy or leadership style to use would be the autocratic style.

2.2.3 Laissez-Faire Leadership

Laissez-faire leadership is where leaders distant themselves in decision making then permit individual workers to settle on their choices. With this style, flexibilities are totally controlled by assemble objectives, systems, and working strategies. Autocratic administration, which is also known as delegative authority, is that style of leadership where leaders allow their subordinates to take their own decisions without the leaders getting involved. Hackman and Johnson (2009) sees laissez faire style as

the best option when workers appear to be developed, skilful and exceptionally energetic. Laissez faire initiative ensure collective administration of workers deprived of the leader's involvement. Talbert and Milbrey (1994) are of the view that, this type of leadership gives workers their free will to manage the affairs of organisation or institutions deprived of the leader's directives. All that is expected of the leader is to provide the needed resources for the task required.

Feature of laissez-faire according to Godfrey (2016) are:

1. Leaders do not guide followers
2. Followers have absolute freedom
3. Leaders provide the devices and other resources
4. Individuals are required to take care of issues without the leaders help

Advantages associated with Laissez-faire leadership materializes only when subordinates are very knowledgeable, ready to work, have their own inner inspirations and do not look up to superiors. According to Talbert and Milbrey (1994) although with laissez-faire leadership, leaders do not involve themselves in the day to day activities of the group, they still keep an open arm to receive workers when they return to them for their views and contributions on issues. Talbert and Milbrey (1994) again adds that this free style leadership does not work well when subordinates do not have the needed knowledge and skills for the job at stake. Also, workers in this system find it difficult to work on their own without having someone to direct their paths, they cannot even set their own time lines and try to meet them. In such situations, it would be difficult for goals of the organisations or institutions to be accomplished.

2.2.4 Types of Leadership in the Ghanaian Setting

Many leaders in Ghana have performed tasks in different fields of endeavour from the pre-colonial era. However, every setting has its own preferred and choice of leadership style. In the Ghanaian context, the Laissez-faire type of leadership is highly resistive. This is because this leadership style blocks the workers who need direct guidance from their superiors the opportunity to do their best. Such people are seen as sluggish and are not up to the task (Spector, 1992).

Ghanaians and the culture they engage in hate oppression and thus autocratic leadership is highly detestable. The way that nobody challenges the choices of leaders is despicable. In spite of the fact that this leadership style is beneficial to those who need direct guidance, imaginative workers who efficiently on their own hate this leadership style. According to Stevens (1996), this type of leadership if persistent is a big task and it is highly not practiced in the Ghanaian setting. Even in schools and political fronts, candidates who are tagged as oppressors often lose elections.

In democratic leadership style also known as participative leadership, the role that every individual or group plays is so cherished by the leader. That notwithstanding, it is the responsibility of the leader to be very selective in order to come out with the best out of the options available to help achieve the stated goals. It gives room for subordinates to be responsible for their own actions or deeds in their bid to help achieve their organisational objectives and also considers their welfare to a great extent. Employees are quick to accept changes in the organisation since this style allows them to also play key roles in the change process. It is a very proactive way of solving urgent issues in the organisation. Every Ghanaian worker expects that his/her boss talks to him/her clearly so that they can also contribute their best towards the attainment of the

stated goals. The subordinates need to be delegated to perform specific task so that the achievements of the organisational goals would be hastened (Stogdill 1989).

2.3 Leaders of Schools

School leaders are vital to molding school culture irrespective of their level of leadership. Principals convey center esteems in their ordinary work. Instructors strengthen values in their activities and words. Parents and Guardians support soul when they visit school, take an interest in administration, and praise achievement. In the most grounded schools, leadership originates from many sources. Examples abound in many facets of our environment. Deal and Peterson (1994) are of the view that the responsibilities played by school leaders in making norms, values are unavoidable. School leaders verbal, nonverbal words, their activities, achievements, contributions all help in shaping culture. They are seen as writers, performing artists, models, healers, potters, historians, anthropologists, visionaries and dreamers of institutions. School cultures can wind up plainly lethal and ineffective when leaders' attention is firm. Leaders can assist build up an establishment for achievement and transformation.

2.4 The Foundations of Successful Leadership Practices

For a leader to be successful in wherever he/she is working, much depends on how he/she relates with the people around him/her. There should be effective and efficient relationship between the leader and his/her superiors as well as between the leader and his/her subordinates. A cordial relationship at the work place promote development. Hallinger and Heck (1999) named leadership practices classifications as "purposes," "individuals" and "structures and social frameworks" though Conger and Kanungo (1998) allude to "visioning systems," "viability building methodologies" as

well as "setting evolving procedures." Leithwood's (1996) classifications are "setting bearings," "creating individuals" and "updating the association." Within each of these comparative classifications of training are various, more particular skills, introductions and contemplations. For example, a great number of the twenty-one (21) particular initiative practices connected to understudy issues in Waters et al (2003) survey fit inside these classifications.

The classes of leadership practices nearly mirror a way of transformation to deal with leadership and Bass (1997) claims has turned out to be valuable in a wide range of social and hierarchical settings. Exhibited in ponders by Geijsel, et. al. (2003), Yu, et. al. (2002), Southworth (1998), and Mullin and Keedy (1998) as well as Day et al. (2000), this way of transformation approach has demonstrated to be valuable for educational organisations and particularly, for the accomplishment of some vast scale change endeavours in schools.

2.4.1 Giving Directions

The most important thing with leadership so far as direction is concerned is to get individual members of an institution's or organisation's attention focused on the goals (Hallinger and Heck, 2002). Bandura (1986), Ford (1992) and Locke et. al. (1988) asserts that the most principal hypothetical clarifications for the significance of leaders' course is defining objective based speculations of human inspiration. As indicated by these hypothesis, individuals get roused by objectives that are expressly convincing, and in addition testing yet achievable. Having such objectives enables individuals to comprehend their work and empowers them to discover a feeling of personality for themselves inside their work setting. Frequently referred to as helping set bearings are such particular activities like recognising and articulating a dream, cultivating the

acknowledgment of institutions objectives as well as making elite desires. Visioning and setting up design are likewise improved by checking hierarchical execution and advancing viable correspondence and cooperation.

2.4.2 Developing People

Whereas expressly convincing authoritative objectives fundamentally improve individuals' business inspirations that is not the only means by which people can develop. Also, these well-expressed objectives do not add to the limits individuals frequently require, keeping in mind the end goal to profitably move in those ways. Such limits and inspirations are affected by the immediate encounters authoritative individuals have with those in positions of authority and the hierarchical setting inside which individuals perform their duties (Rowan, 1996). The capacity to take part in such activities performed often which assists in developing hinges on, to a limited extent, on leaders' information of the "specialized center" of tutoring that is things expected of them to enhance the nature of educating and learning – frequently summoned with an expression "instructional leadership". Goleman et. al. (2002) adds that, such capacity is a piece which currently is alluded to as leaders' passionate knowledge.

Research today offers proof that, passionate insight showed, for instance, through a leader's close to home thoughtfulness regarding a worker and through the usage of the representative's abilities, builds the worker's excitement and idealism, diminishes disappointment, transmits a feeling of mission and in a roundabout way expands execution (McColl-Kennedy and Anderson, 2002). Particularly, initiative practices that essentially and decidedly help create individuals incorporate contribution scholarly incitement, giving individualized help and giving a suitable model.

2.4.3 Redesigning the Organization

Fruitful educational leaders build up their communities as well as institutions through successful associations which help them manage the execution of overseers and instructors and in addition students. This classification of leadership practices has risen out of late proof around idea of education associations, expert education groups and their commitment to work teaching and non -teaching staff do as well as students' education. Such practices assume that the reason behind institutional cultures and structures is to encourage, crafted by hierarchical individuals as well as flexibility of structures should coordinate the changing idea of the school's change plan. Practices normally connected with this classification incorporate reinforcing district and school cultures, changing authoritative structures and building synergistic procedures.

2.5 Organizational Culture

Organizational culture has become popular in the management of organization and institutions today. The focus has been on organizational behaviours, organizational performance, managerial effectiveness and productivity. To begin with, different approaches are used in its description (Alvesson, 1993; Hofstede, 1998). Pettigrew (1979) characterised organizational culture as "the arrangement of all in all acknowledged importance working for a group all the time". Fink and Resnick (2001) additionally depicted organizational culture as a common arrangement of qualities, while Smirch (1983) characterised the idea as "shared importance, discernment, convictions, and qualities among individuals from an association" (p.345).

Schein (1985) gives a more particular definition by stressing components of culture: an example of collective convictions, presumptions, as well as esteem frameworks among a group of individuals. As indicated by Schein (1985), these

components that framed organizational culture are artefacts, qualities and standards, and hidden suppositions. More particularly, artefacts are articulations, for example, masterful items, myths, images, histories of the association, program and strategies of the association, and additionally conduct designs and their physical ramifications (correspondence systems, coordination, basic leadership).

2.5.1 School Culture

School culture according to Gruenert (2005) is an idea advanced in educational administration to discover the way of life of an institution. It includes the meaning, character, and atmosphere of educational organizations. Studies affirm that no universally meaning of school culture has been accepted, yet by and large, there are various meanings of school culture suggested by different people. Some examples are as follows. Hopkins et. al. (1994) characterised it as recognizable conduct designs, standards, values, rationality, unwritten strategies and systems. Vaill (1989) as referred to in Evans (1996) says that at the end of the day, school culture is an arrangement of practices, activities, and discernible plans grew consistently among its individuals. Deal and Peterson (1990) defined school culture as Beliefs, arrangement of values, norms and traditions that have been arrived at for a school. To Heckman (1993), school culture is a set of shared values that serve as a guide to the teachers, students, and administrators in their day to day activities. Then also Stolp and Smith (1995) defined school culture as the embodiment of meanings which involves the traditions, myth, norms, beliefs and values. To them every member of a school may acknowledge these elements of school culture differently and again, the school culture is passed on from generation to generation.

Though we have several definitions by different analysts, school culture can be better comprehended by what it comprises; to be specific, noticeable game plans, engineering and schedules, chronicled roots, mission, vision and estimations, stories and tales, and customs and functions (Deal and Peterson, 1999). By and by, school culture is an arrangement of standards, values, convictions, customs, services, images, and stories that gives the identity of the school. Culture is a noteworthy idea for associations as it influences them regarding balance, devotion, solidarity, and ability.

However, to Fullan (2007), the meaning of school culture is directing convictions and qualities clear in how an institution works. 'School culture' can be utilized to include every one of the states of mind, expected practices and qualities that effect how the school works. Likewise, school's way of life can be defined as the conventions, convictions, approaches, and standards inside a school that can be formed, improved, and kept up through the school's head and teacher leaders (Short & Greer, 1997). A positive, professional culture of a school reflects in the staff development efforts, successful curricular reform, and the effective use of student performance data. When a school has a positive school culture, both staff and students can excel in diverse ways. One can then infer that when a school has a negative culture both staff and students may not develop academically and professionally. Short & Greer (1997) asserts that school culture will have either a positive or a negative effect on the quality and success of staff development.

Schools also have rituals and ceremonies that is communal events to celebrate success, to provide closure during collective transitions, and to recognise people's contributions to the school. School cultures also include symbols and stories that communicate core values, reinforce the mission, and build a shared sense of commitment. Symbols are an outward sign of inward values. Stories are group

representations of history and meaning. In positive cultures, these features reinforce learning, commitment, and motivation, and they are consistent with the school's vision.

Culture is the underground stream of standards, convictions, values, customs, and ceremonies that have developed after some time as individuals cooperate, tackle issues, and go up against challenges (Fullan, 2007). This arrangement of casual desires and qualities shapes how individuals think, feel, and act in schools. This very continuing network effect ties the school together and makes it extraordinary. It is up to school leaders, principals, instructors, and regularly guardians to recognize, to shape, and keep up solid, positive student-centered cultures. Without these steady cultures, changes will shrivel, and student learning will be affected negatively. Each school is thought to have its own extraordinary culture, with no two schools alike. The blend of qualities that contain a school's way of life run from the staff identities to the heads leadership style

Studies demonstrate that school culture influences school results (Cheng, 1993; Edmonds, 1979; Fyans and Maehr, 1990). Canizo (2002), Deal and Peterson (1990), (2000), Giles, (1998), Harris (2002) and Masland (1985) are all of the view that, a positive school culture impacts the inspiration of students and educators, scholastic accomplishment of the students, work fulfillment, duty and collaboration of the instructors, worker devotion and inspiration, and structuralisation of the school group. Surely, researchers demonstrate that one of the imperative components influencing student accomplishment is school culture (Deal & Peterson, 1999; Smith, 2006).

Goldring (2002) stipulates that, six fundamental components of school culture in schools with high accomplishment are: conventions, coordinated effort, shared vision, shared basic leadership, advancement, and correspondence. Correspondingly, Gruenert (2000) states that collaborative school culture is a successful school culture

typology of the way of life typologies that impact students' accomplishment most, since working with participation and a feeling of certainty, reason, and solidarity is the premise of imagination and efficiency in associations (Pawlas, 1997).

Scholarly works demonstrate that schools with higher execution have a school culture that offers significance to solid pointers, for example, customs, conventions, images, saints, stories, and services (Beare, Caldwell, and Millikan 1989; Bolman and Deal, 1991; Deal and Peterson, 1999), and discrete markers like convictions, feelings, values, standards, reasoning, mission, vision, objectives, presumptions, and good esteems (Alkire, 1995; Beare et al., 1989; Deal and Peterson, 1999). These indicators stem from effective leadership. Therefore, unmistakably school culture is related with students' scholarly accomplishment (Aidla and Vadi, 2007; Cheng, 1993; Dumay, 2009; Gaziel, 1997; Heck and Marcoulides, 1996). More particularly, higher achievement in schools is ascribed to viable and solid school cultures, while schools with low achievements are accepted to have negative school culture (Van Der Westhuizen, Mosoge, Swanepoel, and Coetsee, 2005).

In as much as school culture is interchangeably used as School climate, there is a clear distinction between the two. While culture deals with the values and norms which are stagnant over long years, climate deals with the concurrent situations in the school environment. School atmosphere is the overall climate in the school, which is predominantly managed by the leaders and influences the way, or how students and instructors see their school and influences their qualities and demeanours toward school and work.

2.6 Leadership, School Culture and School Outcomes

A large portion of what we know about leaders' effect on students' learning concerns school leaders. Leadership effects on students have up to this point, been considered as being indirect and complex, making it impossible to deal with. A study by Hallinger and Heck (1999) have proved that the effect of leadership (direct and indirect) on student learning is minimal but educationally significant. While administration discloses just three to five percent of the variety in student learning all over schools, this is in reality around one fourth of the aggregate variety (10 to 20 percent) clarified by all school-level factors (Creemers and Reezigt, 1996) in the wake of controlling for understudy consumption factors. To put the extent of this leadership impact in context, quantitative school viability research (Hill, 1998) demonstrate that classroom factors clarify just a somewhat bigger extent of the variety in student accomplishment – about a third. Another exploration about leadership's belongings is additionally vast scale and quantitative in nature. Confirmation of this sort can be discovered sporadically in the exploration implied above, however a current meta-examination by Waters, et. al. (2003) has essentially broadened this kind of research. Their investigation distinguishes 21 leadership "duties" and ascertains a normal connection between every obligation and whatever measures of students' accomplishment were utilised as a part of the first examinations. From these information, the specialists ascertained a one tenth expansion.

Most subjective contextual investigations by configuration, analyze the impacts of excellent authority in schools most needing it. Interestingly, extensive investigations configuration, report "normal" leadership impacts (thus, the impacts from uncommonly capable to very unfruitful leadership) all over institutions that extend from being exceptionally poor to as of now exceedingly gainful. Although there are studies to prove

to the legislature the effect of leadership, such studies gradually underestimate the effect of leadership in schools that would need them most.

Studies on structures and impacts of leadership is winding up progressively touchy to the settings in which leaders work and how, with a specific end goal to be effective, leaders need to react adaptably to their unique situations. Such confirmation contends for looking less at the improvement of specific leadership models and more at finding how such adaptability is practiced by those in different positions of authority. Research is additionally critically required which unloads, particularly, how effective leaders make the learning environment very conducive in the various institutions for effective learning by the student to produce good results (Hallinger and Heck, 1996b). Certain factors are identified at the school level which is different from leadership which also contribute to students' achievements. These are school mission and objectives, culture, investment in basic leadership and relationship with parents/guardians and the community. This is one of the objectives of this study.

Summary of Chapter

This chapter has successfully presented a review of related literature on Leading and Leadership, Leadership Practices and Styles, Types of leadership in the Ghanaian Setting, Leaders of Schools, The Foundations of Successful Leadership Practices, Giving Directions, Developing People, Redesigning the Organization, Organizational Culture, School Culture, Leadership, School Culture and School Outcomes. Gaps in the existing literature have been carefully spelt out.



3.1 Introduction

This chapter presents the methodology employed by the researcher in collecting and analysing data for the study. The chapter outlines the research design, research population, sample and sampling procedures, description of research instruments used to achieve the main objective of the study, data analysis procedure and ethical consideration.

3.2 Research Design

The study is a case study which employs quantitative approach to assess the leadership practices and school culture in the Kwahu-West Municipality. The quantitative approach is adopted because, it helped to the researcher to gain numerical understanding of the effect of leadership practices on school culture. Creswell (2009) explains that case study research design offers researchers the opportunity of studying a phenomena in detail and in context. Case study also makes research easy to comprehend a particular phenomenon. In this era of information systems, case study can help stakeholders of education adjust positively to change (Dubé and Paré, 2003). From Yin (2009), Quantitative's clarify phenomenon by gathering numerical information that are broken down utilizing scientifically based strategies. At the point when the approach is connected accurately, quantitative approach turns into a profitable technique to create theories, assess programs, and create intercessions. The study therefore adopted the cross-sectional survey in the collection of the data.

3.3 Population

Population is a group of individuals who comprise the same characteristics and constitutes the target of the study. According to Creswell (2009), population refers to the complete set of individuals, subjects or events having common observable characteristics in which the research is interested. The population for this study consisted of all Senior High Schools in the Kwahu-West Municipality.

However, target respondents were the heads of institution, teaching and non-teaching staff of these Senior High Schools. Since school heads and teachers are key role players at SHS level and are directly involved with the students, the study sought to collect information from them. The study population therefore included all staffs

(teaching and non-teaching) and heads (Headmasters, Headmistresses and Assistant Heads) of Senior High Schools in the Kwahu-West Municipality. Aggregation of the number of teaching and non-teaching staff as well as Heads of the five Senior High Schools in the Kwahu-West Municipality gave five hundred and forty (540) individuals. The target population was therefore the 540 teaching and non-teaching staff as well as Heads of Senior High Schools in the Kwahu-West Municipality.

3.4 Sampling Design

Sampling design is defined to be the plan used by a researcher to obtain a sample from a given population for an investigation (Pallant, 2013). Sampling design describes the technique and the procedure a researcher would adopt in selecting items from the population into the sample. This includes determining the number of items (sampling size), sampling method or technique and procedure. Sampling design is very important in research because, sampling plan and sampling methods employed in research go a long way to determine the validity of the findings of the study (Levy and Lemeshow, 2013).

3.4.1 Sample size

According to Creswell, (2009) a researcher's sample size should match the objectives of the study. Creswell (2009) admonishes that sample size should not be too big or small so that it would be reliable, efficient, representative and also flexible. The Kish's (1965) approach for calculating sample size was used in determining the sample size. The approach is most appropriate when there is an available sample frame as it is in the case of this study. The generic formula for this approach is;

$n = \frac{N}{[1+N(\alpha)^2]}$ Where n=sample size, N= sampling frame and α represent the margin of error or confidence level. The study uses a 95% confidence interval ($\alpha=0.05$). For the population (sampling frame) of 540, the sample size is determined as;

$n = \frac{540}{1+540(0.05)^2} = \frac{540}{1+540(0.0025)} = \frac{540}{2.35} = 229.79 = 230$; The sample size for the study was therefore two hundred and thirty (230) teachers, non-teaching staffs and headmasters of Senior High Schools in the Kwahu-West Municipality.

3.4.2 Sampling Procedure

In this study, the population is largely heterogeneous. Therefore, stratified random and purposive sampling method was employed in selecting the respondents. The Senior High Schools in the Municipality were selected by census while the stratified random sampling method was used to select teaching and non-teaching staff and school heads were selected purposively. The selection of the heads teachers purposively was due to their roles as leaders of the schools and the high value of their contributions to the study.

The sampling procedure began with grouping the individuals according to their respective schools as the strata. From each stratum (school) respondents were selected randomly to reflect the size of their numbers relative to the sample size of the study. This was done to ensure that sizes of the population reflect their composition in the sample and that all individuals in the population were given equal and independent chances of being selected. The random selection process used the random number generation function of Microsoft Office Excel package (2010 version). The composition of the sample and sampling method are presented in Table 3.1.

Table 3.1 A summary of Population, sample size and sampling method

Respondents Category	Population	Sample Size	Sampling Method
Teaching Staff (teachers)	407	149	Stratified Random
Non-teaching staff	118	43	Stratified Random
Heads (Headmasters and Assistants)	15	15	Census
Total	540	230	

Source: Field survey (2018)

3.5 Types and Sources of Data

The data collected for the study were entirely primary data. These included first hand information on the opinion of respondent leadership practices and the culture of their respective schools. The use of primary data for the study was necessitated by the fact that no secondary data is available on the variables of the study especially in relations to the Kwahu-West Municipality. The use of primary data for the study offers the advantage of being specific to the research problem under investigation contrary to challenge with secondary data.

The sources of data for the study include teaching and non-teaching staffs as well as Headmasters of the selected Senior High Schools in the Kwahu-West Municipality. The data covers the demographic characteristics of the respondents and their response to questions on leadership practices and school culture. Largely the data collected were quantitative in nature. The use of quantitative data was necessary to enable the researcher to perform rigorous statistical analysis to determine the effects of leadership practices on school culture in the Municipality.

3.6 Data Collection Instruments

In this study, the instrument employed was a structured questionnaire which were carefully planned by the researcher to suit the study objectives.

3.6.1 Questionnaire

The questionnaire was used because it was easy to administer and the data obtained was easy to analyse (Mugenda & Mugenda, 2003). All the questions were closed-ended and were administered to the respondents. Due to the job role of respondents, most of the questionnaires were administered using a drop and pick later method (Kiage, 2013).

The questionnaire used was designed to reflect the problem under investigation and provide data on each of the variables of the study. Consideration was made in ensuring clarity in the questionnaires used. As Lyberg and Dean (1992) noted, the length of the questionnaires significantly influences response rate. Against this background, the researcher took steps to optimize the length of the questionnaire and also ensure clarity in the words and construction of questionnaire.

The questionnaires used for the study were largely structured and divided into three thematic areas based on the objectives of the study. Section A of the questionnaire covers questions on the demographic characteristics of the respondents. Section B of the questionnaires cover questions on leadership practices in their school and the school cultures which are prevalent in the Senior High Schools in the Municipality. Section C covers questions on the effects of leadership practices on school culture whereas Section D covers questions on innovative ways to enhance school culture.

Overall the questions in the questionnaire contain closed-ended questions as well as some meant for rating. The closed-ended questions format was used because

they reduced the likelihood of misinterpretation. As indicated by Nunnally and Bernstein (1994), measurement error averages out when single scores are summed to acquire an aggregate score. Also, an individual thing can just characterise individuals into a moderately modest number of groups. Close ended questions have the disadvantage of reducing respondents' range of answers since they are limited to few options. In overcoming this disadvantage, extensive literature was done, items adapted and key issues measuring constructs of study were aggregated into single items that were used as options. The use of open ended questions also enables the researcher obtain information not obtained in literature, thereby enriching the study.

3.7 Data collection Procedures

Data for the study were collected through administration of questionnaire. The administration of the questionnaires was done by the researcher both at the pilot and the main study stage. This method involves the development and administration of questionnaire. Both self-administered and interviewer administered questionnaire were used. The choice of data collection method for the study was determined by the characteristics of the target population especially the level of literacy and other factors such as time available for data collection, availability of infrastructure (telephones, mail service, and internet access), and complexity of the items on the questionnaire and the sensitivity of the topic. The respondents were all literates and hence allowed for self-administered questionnaire. However, due to the fact that some respondents were reluctant to answer the questions, interviewer administered questionnaire were also used. Finally data collected was analysed and interpreted

3.8 Data analysis Procedures

The researcher used the Statistical Package for Social Sciences (SPSS Version 20.). Prior to the entry and analysis, data collected were edited and reviewed to ensure completeness and legibility of responses. After the editing, the data were coded and entered into the SPSS software for analysis by the researcher. Data were analysed based on the objectives and research questions. In the analysis of data, both descriptive and inferential statistics were employed. The descriptive analysis dealt with the presentation of results with measures of central tendencies (Mean, Median and Mode), measures of dispersion (Standard deviation and coefficients of variation) and simple frequency counts.

Descriptive analyses was used to summarise and describe the demographic characteristics of the respondents, the leadership practices in the selected schools, school culture among Senior High Schools in the Kwahu-West municipality and the innovative ways to improve school culture. A simple linear regression analysis was also performed to determine the effect of leadership practices on school culture. The regression analysis was performed with leadership practices as the independent (explanatory) variable and school culture as the dependent variable

The challenges facing leadership practice were also identified and examined using the Relative Importance Index (RII). The use of the RII enabled the researcher to determine the severity of each challenge to the respondents' schools and ranked them based on the severity. The Relative Importance Index (RII) formula was based on Jarkas and Bitar (2012) approach defined as

$$RII = \frac{\sum w}{(A * N)},$$

Where, W is the weighting given to each statement by the respondents and A is the higher response integer (5); and N, the total number of respondents.

3.9 Validity and Reliability of Data

According to Drost (2011) determining the validity and reliability of data is very important for how good a data is depending on the rules that must be applied tells how reliable and valid the data is. That is to say, whatever research/data collection instrument (questionnaire, interview schedule, or observation check list) is used it should produce consistent and reliable measure of any variable at different points. To ensure validity of the data collected, response from fellow students as well as fellow teachers was used to check for the acceptability of the questionnaire. The substance of the instrument was also expertly reviewed by the supervisor and different analysts. To guarantee build legitimacy (believability of conclusions) additionally, information was gathered from numerous sources (Teachers, Non-showing Staff and Headmasters) and triangulation performed.

Reliability of data has been defined by Pallant (2013) as the consistency of survey responses over time. That is the possibility of obtaining the same or similar results with the data collected were repeated over time. A good data must be reliable and to ensure reliability pre-testing of the questionnaires were done to eliminate unclear and likely to be misunderstood questions and correct them before administration of the questionnaire. After the field administration, the researcher also examined each questionnaire completed to identify errors that may be caused by carelessness in administration and scoring.

For data collected from multi-scale constructs, Cronbach alpha test was performed to ensure that the degree of internal consistency of the scores was at an acceptable level. Although there is no standard fast rule about what Cronbach alpha value is acceptable, George and Mallery (2003) have proposed the following rule of

thumb for interpreting the Cronbach's alpha values: Cronbach alpha ≥ 0.9 as Excellent, $0.9 < \text{but} \geq 0.8$ as Very Good, $0.8 < \text{but} \geq 0.7$ as Good, $0.7 < \text{but} \geq 0.6$ as Acceptable, $0.6 < \text{but} \geq 0.5$ Questionable, $0.5 < \text{but} \geq 0.4$ as Poor, and $0.4 >$ as Unacceptable. The Cronbach alpha value for the multiple constructs used was 0.86 which by the above rule is considered to be very good.

3.10 Ethical Consideration

To make the research process professional, ethical considerations were made. The researcher informed the respondents about the purpose of the study and assured them that data obtained shall be used purely for academic. He assured them of the confidentiality of the information received from them. In addition, the respondents were informed that their participation in the study was strictly based on their consent. Finally, all materials used for this study were duly acknowledged.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, the researcher presents an analysis of the results and discussions from analysis of the data collected for the study. The results were obtained from analysis of data collected from two hundreds and seven (207) respondents out of a sample of two hundred and thirty (230) resulting in a response rate of 90%. The results of the study and discussions are preceded by the demographic characteristics of the respondents, followed by results on the key leadership practice among the selected Senior High Schools in the Kwahu-West Municipality, the school culture within the Municipality, the effect of leadership practices on school culture, the challenges of

leadership practice and school culture within the Kwahu-West Municipality and finally, innovative ways to enhance school culture in the Municipality.

4.2 Demographic Information of Respondents

The study examines the statistic attributes of the respondents and the outcomes obtained are presented in Table 4.1. The characteristics of interest for this study included the sex of the respondents, their age, marital status, highest academic qualification and working experience. From the results, it can be noted that, the respondents were dominated by males. Out of the 207 respondents, 152 constituting 73.4% of respondents are males whereas only 55 (26.6%) are females. This observation reflects the male dominance in the objective populace of the study.

With regards to the respondents' age, the results show that close to half (41.5%) of the respondents were within the age group of 40 to 49 years, while only 5.8% were 29 years or younger. The remaining 52.7% of the respondents were composed of 67 (32.4%) being 30 to 39 years and 42(20.3%) being 50 years or more. No respondent was above 60 years as the compulsory retirement age in Ghana according to the Civil Service Act (ACT - 1993 (PNDCL 327)) is 60 years.

In terms of marriage, the results showed that the majority (61.4%) of the respondents were married while 61(29.5%) were single. The number of respondents who indicated their marital status as divorced were 4 (1.9%), separated, 12 (5.8%) and widowed 3(1.4%). In Ghana, marital status correlates positively with age (Ohena-Sakyi, 1989). The low number of respondents (29.5%) being single can therefore be explained by the dominant part of the respondents were of age (older than 30 years).

With regards to the educational background of the respondents, the results revealed that the highest educational qualifications obtained by 2.4%, 8.7%, 72%, and 16.9% were

respectively WASSCE/SSCE, HND/Diploma, Bachelor degrees and Masters degrees. The results on the educational qualification of the respondents clearly suggest that most of the respondents have had tertiary education.

In terms of the experience (in number of years) of the respondents in their respective schools, it is observed that cumulatively, majority (91.3%) have had at least 5 years of experience as staff of their respective schools. Specifically, 60(29%) had 5 to 10 years of experience, 79(38.2%) 11 to 15 years of experience, 36 (17.4%) 16 to 20 years of experience and 14 (6.7%) having more than 20 years of experience. Only 18(8.7%) of the respondents can be considered to have had a relatively low experience as they have been staff of the selected schools for 1 to 4 years.

Overall, the demographic characteristics of the respondents show that the respondents are in a good position to understand, appreciate and adequately appraise the leadership practices in the selected schools and judge the effect on school culture. With respect to the age, marital status, educational qualification and years of the respondents as discussed above, the respondents can be considered to be matured and experienced enough to provide information that are succinct, valid and adequate for the conduct of the study. The distribution of the respondents by the demographic characteristics examined is presented in Table 4.1.

Table 4.1: Demography of the respondents

Characteristics	Categories/options	Count	Percent %
Gender	Male	152	73.4%
	Female	55	26.6%
Age	29 years or younger	12	5.8%
	30-39 years	67	32.4%
	40-49 years	86	41.5%

	50 years and above.	42	20.3%
Marital Status	Single	61	29.5%
	Married	127	61.4%
	Divorced	4	1.9%
	Separated	12	5.8%
	Widowed	3	1.4%
	High School	5	2.4%
Educational attainment	HND/Diploma	18	8.7%
	Bachelors	149	72%
	Postgraduate	35	16.9%
Work Experience	1-4 years	18	8.7%
	5-10 years	60	29%
	11-15 years	79	38.2%
	16-20 years	36	17.4%
	21 years and above	14	6.7%
Total Sample (N)		207	

Source: Field Study (2018)

4.3 Key Leadership Practices at Kwahu West Municipality

The study objective one identified the key leadership practices used by the selected schools based on the responses provided by the respondents. Those identified were: leaders developing relations with teachers, cultivating leaders from the ranks of Ghana Education service, challenging staff to think critically creatively about their practices. Being sensitive to workers concern, parental involvement and dealing with change. The results showing the dominant leadership practice employed in the selected schools as observed by the respondents are presented in Table 4.2.

What constitute leadership practice was elucidated from the literature review. As Leithwood et al (1999) noted, there is no concurred meaning of the idea of leadership. Yukl (2002) also noted that, the meaning of leadership is self-assertive and exceptionally subjective, again he noticed that a few meanings of leadership practice

are more helpful than others. Cuban (1988) likewise noticed that there are more than 350 meanings of leadership. The researcher however relied upon the response of the respondents on what they consider as leadership practices as presented in Table 4.2.

Table 4.2: Key Leadership practices

Measures	Frequency	Percent
Develop relations with teacher	28	13.5
Cultivate leaders from the ranks of the education service	48	23.2
Challenge staff to think critically and creatively about their practices	36	17.4
Be sensitive to workers concerns	20	9.7
Help workers deal with increased parental involvement	27	13.0
Help workers deal with change	48	23.2
Total	207	100.0

Source: field study (2018)

From the results of the study, it is noted that, 23.2 % of respondent have indicated that the key leadership practices used in their school involve helping workers deal with change and cultivating leaders from the ranks of the education service. GES has a ranked system that allocates minimum requirement to be a leader. It is assumed that long service, active participation at all facets of school curricula, roles assumed and educational status one way or the other cultivates leaders from their rank. Change in a school setting comes in different forms. Teachers have been at each other's beck and call with regards to academic work only.

Improvisation has been made between teachers with regards to the takeover of classes for colleagues during absenteeism. Others team up to focus on the academic success of classes taught. With regards to these, a curricula or plan is drawn to mete out standardized tests on weekly basis as well as tuition approaches to boost their level of comprehension. 13.7% of respondents indicated that developing relation with teachers

as key leadership practice within SHS in the Kwahu West Municipality. The role played by teachers in the fulfillment of educational goals cannot be disregarded. Teachers have been at the hub of operations, delivering the core function within schools.

Knowledge has been recognised as infinite source of power, yet blind service is often paid to the teacher; the keeper of keys and the guardian of information. As such a good relationship with teachers from top to bottom up or vice versa puts the school in a better position in achieving its objective. However very few, that is 9.7% subjectively considers one's sensitivity to workers concern as the least practice of leadership in their schools. The status quo with regards to sensitivity to worker's concern has been an "each one for himself, God for us all". NAGRAT, CHASS, government in power has been alluded as bodies responsible for addressing the concerns or welfare of workers. Seldom, corporative/welfare societies are responsible for dealing with workers concern in times of eventualities.

4.4 Key School Cultural Practices

Part of the study objective one identified school cultural practices in the Kwahu West Municipalities. According to Marzano et al. (2005) each school has its kind of culture. Researchers like Maher et al. (2001), Sapher and King (1985) have stated that a school's way of life is the establishment for effective school change. The idea of school culture has been obtained from the field of humanities (Smircich, 1983). There is no endless supply of culture in this field of study (Smircich, 1983). The meaning of culture is likewise misty in the field of education (Deal and Peterson, 1999). The meanings of culture differ, yet a portion of the accompanying words have been utilized to portray the phenomenon: presumptions, states of mind, practices, convictions, functions, agreements, dress, desires, children's stories, legends, history, belief system,

learning, dialect, laws, myths, standards, rehearses, reason, rewards, ceremonies, stores, structure, images, customs, values in a school (Bolman & Deal, 2003; Cavanaugh & Dellar, 1997a; Fullan & Hargreaves, 1996; Gruenert, 2005; Hallinger & Heck, 1999; Hopkins et al., 1994; Leithwood & Jantzi, 1999). Marzano (2005) and á Campo (1993) are of the view that irrespective of how people explain culture, as individuals live together they develop their own culture. In line with this reasoning the items identified as key cultural practices in SHS schools within the Kwahu West Municipality are presented in Table 4.3 below.

Table 4.3: Key School Cultural practices

Measures	Frequency	Percent
Establish and sustain a culture of request and reflection	22	10.6
Build a collaborative culture	26	12.6
Empower teachers in decision making	18	8.7
Build a culture of worker leadership	17	8.2
Build a climate of mutual trust and respect	26	12.6
Change culture of the school to invite parent involvement	52	25.1
Develop effective coordination strategies	46	22.2
Total	207	100.0

Source: field study (2018)

School cultural practices identified in the Kwahu West Municipality are the culture of request and refection, building a collaborative culture, teacher empowerment in decision making, worker leadership, mutual trust and respect parental involvement and developing an effective coordination strategy. From the results as presented in

Table 4.3, it is clear that within the Kwahu West Municipality, parental involvement is the most dominant cultural practice as perceived by 25.1% of respondents. This is as a result of the set-up of parents and teachers' association (PTA) in most Ghanaian Senior High Schools. PTA has been involved at most levels of Ghanaian education, especially from Basic School to Senior High Schools in Ghana. It has become an avenue where parents meet and discuss issues affecting their wards in their pursuit of academic excellence. They adopt strategies like payment plans, punishments to be meted out to the students in case of violation of school rules, impact of parents can help to achieve their wards educational orientation among others.

Effective coordination was the next predominant key cultural practice within SHS in the Kwahu West Municipality as reported by 22.2% of the respondents. Coordination has been incessant in SHS within the municipality. This has taken the form of collaborative duties between education directorate within the municipality and among schools. Interaction is also existent between teachers and students during classroom tuition and learning session. Building a culture of worker leadership and teacher empowerment is perceived as the least cultural practice by schools within the Municipality. Teacher empowerment in Senior High Schools has been a subject of concern in the Ghanaian education system. Power has been vested in Head teachers, Assistant Head teachers and Senior Housemasters/mistresses (for boarding schools) in the discharge of school administrative and non-administrative duties. Teachers have been limited to only subject tuition and have exercise their little power during tuition sessions. This depicts slackness in schools' commitment to build sustainable culture among schools.

Other equally important key cultural practices among SHSs in the Kwahu West Municipal include establishment and sustenance of a culture of request and reflection,

community oriented culture empowering of teachers in decision making, culture of worker leadership and climate of mutual trust and respect. Among these other cultural practices, collaborative culture and climate of mutual trust and respect were common as reported by 12.6% of the respondent while culture of worker leadership reported by 8.2% was the least common.

The findings of the study are in consonance with that of Yeboah (2015) claim that management culture in the Ghana Education Service is an all-inclusive approach. The culture of parental involvement, effective coordination and collaboration noted from this study has been classified by Peterson and Deal (1998) as positive school culture. According to Jones (2009), positive school culture enhances teacher performance and ultimately students' performance will improve. Schools with positive culture are also characterised by collegiality, change, diligent work, ceremonies; customs to praise students' achievements, instructor development and parental responsibility (Peterson and Deal, 1998).

4.5. The effect of Leadership practices on School Culture

Focusing on the educational context of Ghana, the study objective two assessed the effect of leadership practices on school culture. Studies have demonstrated that a leader must test and change the organizational culture so the vision will be satisfied (Bass, 1990). A solid culture is crucial to satisfying the school vision (Deal & Peterson, 1999; Marzano et al., 2005; Sapher and King, 1985). Solid school societies additionally help facilitate the change between current practices and future objectives, which is basic for objective accomplishment (Sergiovanni, 1984) The school culture plays a part in the ability of the transformational leader to set the direction (á Campo, 1993). People are the organization (Leithwood et al., 1999). Good school culture comes from the

improvement of the people most especially leadership who are members of the organization (Leithwood *et al.*, 1999).

After reliability analysis, means are computed for remaining items measuring LP and SC respectively to create single indicant variables. In accordance with the second objective of the study, a simple linear regression is then run to determine the relationship between the Leadership Practices (LP) and School Culture (SC). The results as presented in Table 4.5 show that the independent variables (LP) showed a positive correlation (given $r = 0.315$) with the dependent variable (SC). Checks on Normal probability plot (p-p) and scatter plot (shown in appendix C) were then made to detect the presence of outliers in the data. Most points in the normal P-P plot lied in a reasonably straight diagonal line from bottom left to top right. Scatter plot of the standardized residuals were roughly rectangular distributed with most scores concentrated in the center, along the 0 point.

From the results as presented in Table 4.5, Leadership Practices have a significant positive effect on school culture ($F(1,205) = 22.63, p < 0.01$). Given a number of factors and the complexities that influence school culture, the model explains 9.9% of the variance in school cultural practices (model summary table, appendix C). The model depicted that the leadership practices makes a statistically significant contribution (given $p < 0.05, \beta = .315; t = 4.757$) to school culture (see coefficients table appendix C). This is consistent with findings of Godfrey (2016). It therefore behooves on school authorities to be committed to a positive leadership practice since it positively affects the overall school culture. Generally, assessment of the models demonstrated helpful in view of its factual importance and practical significance (Hair *et al.*, 2015).

Table 4.4 Summary Statistics of Regression output

Model Summary				
				$R=0.315$
				$R^2=0.099$
				$Adjusted R^2=0.095$
				$S.E\ of\ estimates= 0.818$
				$F(1,205)= 22.63, p<0.01$
Predictors	Co-efficient (β)	S.E	T	Significance
(Constant)	2.625	.249		.000
Mean Leadership Practices (MLP)	.375	.079	4.757	.000

Dependent variable: School Culture (SC)

Source: Field Survey (2018)

4.6 Challenges of Leadership Practices and School Culture

The study objective three examined the challenges to effective leadership in the Kwahu West Municipality. Some of the challenges are apathy in addressing worries, inadequate support from stakeholders, lack of human resource, lack of financial support, difficulty in building consensus, lack of knowledge about leadership and culture. Foreman's (1998) survey demonstrates that, practically speaking, leadership remains exceedingly risky. "Inspiring a shared vision is the leadership practice with which heads felt most uncomfortable" by Kouzes and Posner (1996) while Fullan (1992) adds that "vision and school culture building is a highly sophisticated dynamic process which few organizations can sustain".

Elsewhere, Fullan (1992) suggests that leaders with vision may end up destroying the school culture instead of helping to build a positive school culture. Concentrating on vision alone by leaders can be misleading. Leaders can be blinded by vision deteriorating a good school culture. It becomes not clear as many studies explore the challenges of leadership practice and school culture (Leithwood, 1992). Fullan agrees with Leithwood and even goes further to say that Principals are once in a while

blinded by their own vision when they believe they should control the educators and the school culture to comply with their dreams (Fullan, 1992).

The study adapted as many as nineteen items in measuring the challenges of leadership practice and school culture. The Relative Importance Index (RII) analysis was performed to ascertain the severity of the challenges among the measures. The results of the analysis are presented in Table 4.6

Table 4.5: Challenges of Leadership practice and school culture

Factor	Items	Sum score	Mean	RII (%)	Rank
CLP&SC7	Lack of knowledge about leadership and culture	1090	4.41	91.6	1
CLP&SC8	Lack of supervision on teaching and learning	1072	4.26	90.1	2
CLP&SC9	Apathy in addressing worries	1068	5.12	89.7	3
CLP&SC12	Inadequate support from stakeholders like parents, traditional council, etc.	1011	4.12	85.0	4
CLP&SC10	Lack of education on school culture	998	4.64	83.9	5
CLP&SC11	Lack of cooperation from subordinates	991	3.92	83.3	6
CLP&SC2	Lack of decentralisation of leadership	908	5.49	78.5	7
CLP&SC3	Lack of human resource	901	5.30	75.7	8
CLP&SC14	Financial problems lead to abandoning of decision taken	898	4.25	75.5	9
CLP&SC1	Lack of financial support	893	5.27	75.3	10
CLP&SC13	Difficulty in building consensus	889	3.99	74.7	11
CLP&SC16	Non-cooperative attitude of colleagues	888	5.22	74.6	12
CLP&SC15	Lack of facilities	854	4.35	71.8	13
CLP&SC5	Lack of monitoring and coaching	849	4.98	71.2	14
CLP&SC4	Lack of logistics	841	4.95	70.7	15
CLP&SC6	Disruption and interference from community/externalities	832	4.91	70.2	16
CLP&SC18	Indiscipline on the part of students	828	4.87	69.6	17
CLP&SC17	Poor support on the part of parents	822	4.84	69.1	18
CLP&SC19	Poor flow of information	805	4.73	67.6	19

Source: Field study (2018)

The hindrances to effective leadership practice and school culture within the Kwahu West Municipality can be inferred from table 4.6 based on a relative importance index (RII) method (see appendix D for sample calculation in excel). With an overall relative importance index of 0.773 or 77.3% it indicates quite determinable challenge in building a good school culture and leadership practice. With little significant differences between RII's, the respondents attributed this to the top three factors of; Lack of knowledge about leadership and culture (RII = 0.916 or 91.6%), Lack of supervision on teaching and learning (RII = 0.901 or 90.1%) and apathy in addressing worries (RII = 0.897 or 89.7%) consecutively as presented in table 4.5. Three (3) indicators had little influence on challenges associated with effective leadership practice and school culture within the Kwahu West Municipality; Poor flow of information (RII = 0.676 or 67.6%), Poor support on the part of parents (RII = 0.691 or 69.1%) and Indiscipline on the part of students (RII = 0.696 or 69.6%).

4.7 Innovative Ways to Enhance School Culture

With study objective four respondents were to indicate innovative ways that would enhance school culture. Some of the suggestions include leaders to be innovative instructional leaders, ability to obtain resources, adapt central initiative to fit local context, to sharpen the focus on academic program, establish a focus on student learning, endorse new programs to aid implementation, carefully monitor and evaluate implementation of school improvement plans. They also mentioned encouraging careful monitoring of teacher and student progress, develop school improvement plans from results of inquiry and reflection, as well as to deal with potential negative effects of student standards and testing.

Accordingly, the last objective of the study looked at innovative ways to improve school culture. Within the study setting, obtaining resources, endorsing new programs to aid implementation of them and carefully monitoring/evaluating implementation of school improvement plans were perceived by respondents as most innovative in enhancing school culture that is a total of 47.7% of respondents. However, encouraging careful monitoring of teacher and student progress (6.3%) dealing with potential negative effects of student standards/testing (3.4%) and developing school improvement plans from results of inquiry and reflection (3.4%) depict least considered option in improving school culture of schools within the municipality.

Arrangement creators are right to start the school culture improvement process with school pioneers. Researchers as far back as Edmonds (1979) made the association between successful tutoring and solid initiative; be that as it may, the Principal/Head can't develop school culture alone (á Campo, 1993). This is mostly in light of the fact that it is unrealistic for one individual to completely "run" a school; culture takes every authoritative part, not only those at the best, attempting to enhance the training for all students (á Campo, 1993). It is an all hands-on deck approach. Indeed, even with the whole school moving in the direction of the objectives of school social changes, enhancing a school is a mind-boggling errand with no exact well-ordered arrangement to take after which will fulfill change goals (Fullan, 2002; Kilman, Saxton, and Serpa, 1986). Social change endeavors being pushed forward by strategy creators have the focal objective of enhancing the instruction of all students in school. This, as per Cavanaugh and Dellar (1998) and Danielson (2002), is the essential mission of the instructive framework. Table 4.7 present respondent analysis of cultural enhancement process in the Kwahu West Municipality

Table 4.6: Innovative Ways to Enhance School Culture

Measures	Freq.	Percent	Valid Percent	Cumulative Percent
be an innovative instructional leader	18	8.7	8.7	8.7
obtain resources	33	15.9	15.9	24.6
adapt central initiatives to fit local context	16	7.7	7.7	32.4
sharpen the focus on academic program	17	8.2	8.2	40.6
establish a focus on student learning	30	14.5	14.5	55.1
endorse new programs in order to aid implementation of them	33	15.9	15.9	71.0
carefully monitor/evaluate implementation of school improvement plans	33	15.9	15.9	87.0
encourage careful monitoring of teacher and student progress	13	6.3	6.3	93.2
deal with potential negative effects of student standards/testing	7	3.4	3.4	96.6
develop school improvement plans from results of inquiry and reflection	7	3.4	3.4	100.0
Total	207	100.0	100.0	

Source: Field study (2018)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings of the study and also draws conclusions for the study and then suggests some recommendations for good leadership and school cultural practices.

5.2 Summary of Findings

The study was carried out generally to identify key leadership practices and school culture, to assess the effects of leadership practices on school culture, to examine the challenges to effective leadership practices and to provide innovative ways to enhance school culture within the Kwahu-West Municipality. Data was collected from Headmasters/mistresses, teaching and non-teaching staff of Senior High Schools within the Municipality. Targeting and distributing 230 questionnaires to target respondents, 207 were fully completed and returned indicating an approximate response rate of 90%.

The results from the analysis revealed that helping workers deal with change is a substantive practice of leadership within their schools. However, sensitivity to workers concern is the least practice of leadership in schools. Within the Kwahu-West Municipality, parental involvement is a dominant cultural practice. Building a culture

of worker leadership is the least cultural practice by schools within the Municipality. This depicts slackness in schools' commitment to build leadership among workers. The study proved that leadership practice influences school culture in most schools. It therefore behooves on school authorities to be committed to a positive leadership practice since it positively affects the overall school culture.

The study also ascertained the hindrances to effective leadership practice and school culture within the Kwahu-West Municipality. Findings also showed that; Lack of knowledge about leadership and culture, Lack of supervision on teaching and learning and Apathy in addressing worries are a big task in addressing leadership and school cultural practices. The study however revealed that poor flow of information, poor support on the part of parents and indiscipline on the part of students had minimal bearing on effective school culture.

Finally, the study looked at innovative ways to improve school culture. It was found that obtaining resources, endorsing new programs and carefully monitoring/evaluating implementation of school improvement plans were most innovative ways in enhancing school culture.

5.3 Conclusion

There have been surges in concern about the contribution of leadership practices in shaping school culture and students' orientation. Contributing to the debate, this study examined the effects of leadership practices on school culture. Although the research was conducted as a case study, the findings have led to conclusions that may apply to most public schools in Ghana. As Yin (2002) noted, where the results of a case study conform to some broader theoretical propositions, analytical generalisation can be made with the findings.

The result of this study revealed that there are several leadership practices among the SHSs in the study area, the most dominant leadership practices was the cultivation of leaders from the ranks of the education service and helping workers deal with change. The key School cultures also reported were the involving of parents in school management and development of effective coordination among staff, parents and students. Further analysis show that leadership practices positively correlated with school culture. The results further show that the effects of leadership practices on school culture was statistical significant at 5%.

Based on the findings above, the study concludes that leadership practices in schools significantly influence school culture. Positive school culture is created by positive leadership practices. School pioneers who concentrate the school culture on upgrading learning and instructing have the right stuff to create and actualize shared objectives and vision, create targets which set a desire that all students will encounter achievement in learning. They are likewise ready to make a culture in which collaboration is normal and esteemed, and in which instructors are empowered to go up against suitable positions of authority, construct appropriated leadership roles that safe duty and obligation regarding proceeded with change through all levels of the school and challenge and alter values and conventions which are not to students' greatest advantage.

5.4 Recommendations

Based on the conclusion drawn from this study, the following are recommended for headmasters/mistresses, teaching and non-teaching staff and students;

1. The leadership practices and school cultures identified in this study should be nurtured and practiced in the various Senior High Schools in Ghana. A conscious effort must be made in cultivating these practices and cultures.
2. Those in higher positions should be sensitive to the concerns of subordinates. The workers contributions are paramount in achieving higher height and positive school cultures in school. Therefore, their welfare should be of concern to Heads of institutions. When this is addressed it may serve as a motivation for the worker to put up their best.
3. Heads alone cannot build effective school cultures in school; they need to delegate their authorities sometimes. To ensure effectiveness periodic in-service leadership training should be organized for workers as well as students leadership so that they would acquire and enhance their leadership skills.
4. Effective supervision of teaching and learning in ensuring positive school culture. Heads, teachers and parents should be involved in the supervision process for reinforcement of values and traditions both in school and at home.

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APPENDIX A
STUDY QUESTIONNAIRE
UNIVERSITY COLLEGE OF EDUCATION
KUMASI-CAMPUS

Introduction

This study seeks to assess the effects of Headmasters leadership practices on school culture in selected Senior High Schools in Kwahu-West Municipality. The information that you provide will therefore be used for purely academic purposes and will be treated confidentially. Kindly provide responses that represent reality concerning issues being studied in this research. Thank you so much for your willingness to participate in this study.

SECTION A: RESPONDENT'S BACKGROUND INFORMATION

1. Position/Department
2. Gender: Male Female
3. Age (years) Less than 30 30-39 40-49 50 and above
4. Marital Status
 Single Married Divorced Separated Widowed
5. Educational Level
 SHS HND/Diploma Bachelor Post graduate
 Other Please Specify
6. How long have you worked for this institution
 Less than 5 years 5-10 11-15 16-20 years More
 than 20

SECTION B: LEADERSHIP PRACTICES

7. Do you understand the concept of leadership practices?

Yes [] No []

8. Leadership practice is the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. It involves performing certain roles/tasks for the smooth running of an organization and improvement of organizational performance.

Again, leadership practice embraces the ingredient of personality embodied in a leader that causes subordinates to follow them through motivation to achieve the objectives of the organization.

Indicate the key leadership practices that are undertaken in your school

- a)
- b)
- c)
- d)

9. School Culture: Is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school. It can also be defined as the guiding beliefs and values evident in the way a school operates.

Indicate the key school cultures that are undertaken in your school

- e)
- f)

g)

h)

SECTION C: RESPONDENTS' AGREEMENT OR DISAGREEMENT WITH LEADERSHIP PRACTICES

10. My school provides good leadership practices.

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

11 In my place of work there are good measures to ensure good leadership practices

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

12. Leadership practices are embraced by all and sundry in my school

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

13. My SHS provides notices on effective leadership practices on campus

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

14. Orientation and refresher trainings are usually given to prospective leaders

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

15. Co-workers at my place of work ensure the practice of good leadership

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

SECTION D: SCHOOL CULTURE

16. Where I work, staff and students are not exposed to any unreasonable acts of school culture

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

17. At my SHS, students and tutors are encouraged to adopt good school culture

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

18. My school conducts constant reviews to assess their school culture

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

19. Where I work, management responds quickly to negative culture.

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

20. School culture reviews are undertaken jointly by trained management and employees

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

22. Management provide appropriate remedy for addressing negative school culture

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

SECTION E: INNOVATIVE WAYS TO ENHANCE SCHOOL CULTURE

Indicate some innovative ways to enhance school culture in your school

.....
.....
.....

23. Please indicate other major and minor challenges associated with leadership practices and school culture

Minor Challenges

- a)
- b)
- c)
- d)

Major Challenges

- a)
- b)
- c)
- d)



**APPENDIX B: RELIABILITY ANALYSIS TABLE FOR LEADERSHIP
PRACTICE AND SCHOOL CULTURE ITEMS**

LEADERSHIP PRACTICE

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.864	6

Inter-Item Correlation Matrix						
	LP1	LP2	LP3	LP4	LP5	LP6
LP1	1.000	.471	.458	.673	.328	.521
LP2	.471	1.000	.735	.455	.543	.550
LP3	.458	.735	1.000	.429	.499	.529
LP4	.673	.455	.429	1.000	.431	.527
LP5	.328	.543	.499	.431	1.000	.554
LP6	.521	.550	.529	.527	.554	1.000

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.080	2.610	3.385	.776	1.297	.068	6
Inter-Item Correlations	.513	.328	.735	.407	2.242	.009	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LP1	15.32	13.641	.629	.517	.841
LP2	15.27	13.660	.706	.604	.830
LP3	15.10	13.696	.673	.574	.835
LP4	15.39	12.798	.644	.517	.840
LP5	15.87	13.474	.593	.414	.849
LP6	15.46	12.867	.692	.486	.830



SCHOOL CULTURE

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.743	.731	6

Inter-Item Correlation Matrix						
	SCI	SC2	SC3	SC4	SC5	SC6
SCI	1.000	.584	.684	.742	-.154	.339
SC2	.584	1.000	.770	.596	-.030	.243
SC3	.684	.770	1.000	.657	-.076	.369
SC4	.742	.596	.657	1.000	-.197	.428
SC5	-.154	-.030	-.076	-.197	1.000	-.276
SC6	.339	.243	.369	.428	-.276	1.000

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.632	2.779	4.185	1.405	1.506	.294	6
Inter-Item Correlations	.312	-.276	.770	1.046	-2.795	.132	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SCI	17.82	10.798	.697	.619	.636
SC2	17.92	10.896	.691	.615	.638
SC3	17.95	10.807	.788	.695	.612
SC4	17.61	11.560	.713	.629	.640
SC5	19.01	17.907	-.175	.099	.859
SC6	18.64	14.418	.319	.248	.745

**APPENDIX C: TABLES FOR REGRESSION ANALYSIS ON THE
RELATIONSHIP**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.315	.099	.095	.81792

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.139	1	15.139	22.630	.000
	Residual	137.145	205	.669		
	Total	152.284	206			

	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	2.9998	4.4357	3.7761	.27110
Std. Predicted Value	-2.864	2.433	.000	1.000
Stand. Error of Predicted Value	.057	.173	.076	.026
Adjusted Predicted Value	3.0185	4.4369	3.7768	.26938
Residual	-2.37436	1.27536	.00000	.81594
Std. Residual	-2.903	1.559	.000	.998
Stud. Residual	-2.926	1.586	.000	1.002
Deleted Residual	-2.41172	1.31869	-.00075	.82298

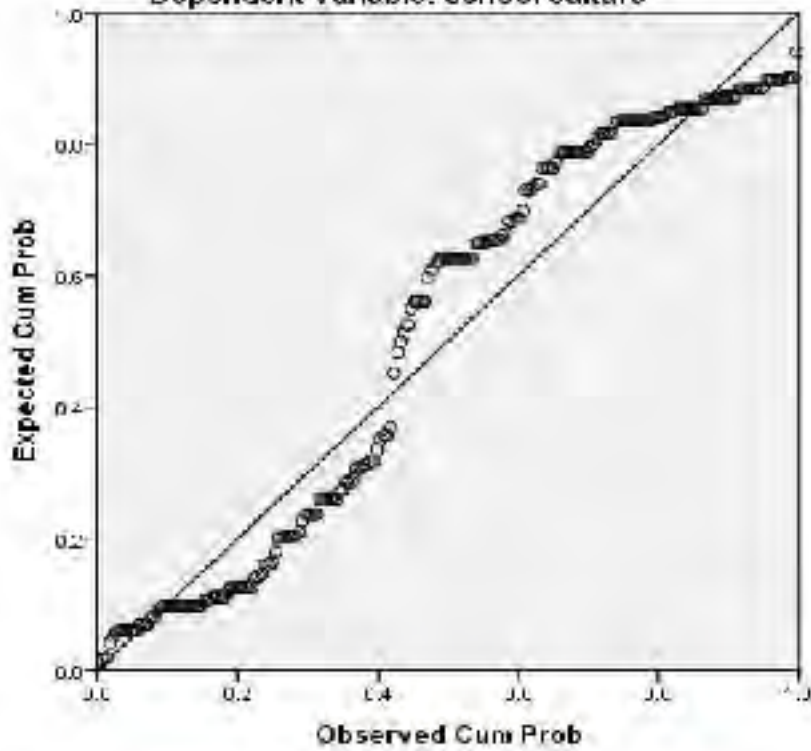
Stud. Deleted Residual	-2.981	1.591	-.001	1.004
Mahal. Distance	.010	8.200	.995	1.675
Cook's Distance	.000	.067	.004	.006
Centered Leverage Value	.000	.040	.005	.008

Correlations			
		MSC	MLP
Pearson Correlation	MSC	1.000	.315
	MLP	.315	1.000
Sig. (1-tailed)	MSC	.	.000
	MLP	.000	.

Coefficients table

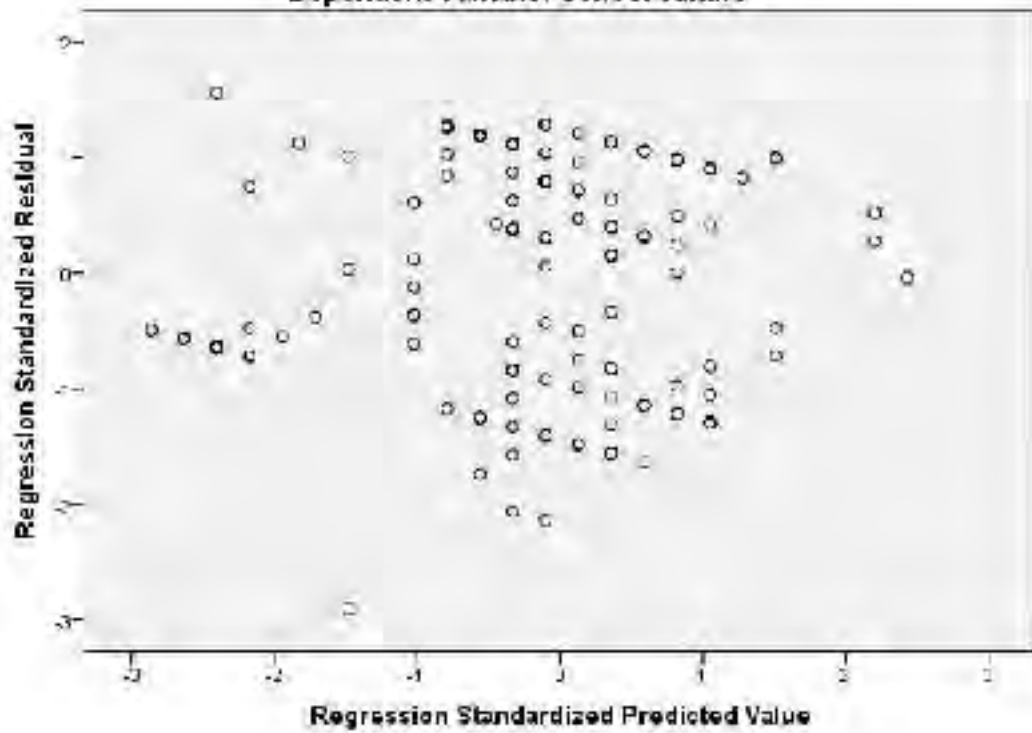
Model		Unstandardized		Standardized	Sig.	95.0% Confidence		Correlations	
		Coefficients		Coefficients		Interval for B		Partial	Part
		B	Std. Error	Beta		Lower Bound	Upper Bound		
1	(Constant)	2.625	.249		.000	2.135	3.115		
	MLP	.375	.079	.315	.000	.219	.530	.315	.315

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: school culture



Scatterplot

Dependent Variable: School culture



APPENDIX D: RELATIVE IMPORTANT INDEX (RII) CALCULATIONS**CHALLENGES ASSOCIATED WITH LEADERSHIP PRACTICES AND SCHOOL CULTURE****SAMPLE CALCULATIONS FOR FIRST SIX ITEMS**

Programs	1	2	3	4	5	6	7	N
CLP&SC1	4	12	16	23	32	77	43	207
CLP&SC2	2	11	10	22	29	81	52	207
CLP&SC3	2	14	9	31	39	63	49	207
CLP&SC4	8	8	17	39	55	41	39	207
CLP&SC5	10	12	16	30	48	48	43	207
CLP&SC6	5	18	21	28	51	42	42	207
Programs	1	2	3	4	5	6	7	
CLP&SC1	1.93	5.80	7.73	11.11	15.46	37.20	20.77	
CLP&SC2	0.97	5.31	4.83	10.63	14.01	39.13	25.12	
CLP&SC3	0.97	6.76	4.35	14.98	18.84	30.43	23.67	
CLP&SC4	3.86	3.86	8.21	18.84	26.57	19.81	18.84	
CLP&SC5	4.83	5.80	7.73	14.49	23.19	23.19	20.77	
CLP&SC6	2.42	8.70	10.14	13.53	24.64	20.29	20.29	
Factor	sum	Mean	SD	RII	Rank			
CLP&SC1	893	4.31	1.17	75.3	3			
CLP&SC2	908	4.39	1.08	78.5	1			
CLP&SC3	901	4.35	1.25	75.7	2			
CLP&SC4	841	4.06	1.36	70.7	5			
CLP&SC5	849	4.10	1.54	71.2	4			
CLP&SC6	832	4.02	1.57	70.2	6			

CHALLENGES OF LEADERSHIP PRACTICE AND SCHOOL CULTURE

CLP&SC1	Lack of financial support
CLP&SC2	Lack of decentralisation of leadership
CLP&SC3	Lack of human resource
CLP&SC4	Lack of logistics
CLP&SC5	Lack of monitoring and coachin
CLP&SC6	Disruption and interference from community/externalities
CLP&SC7	Lack of knowledge about leadership and culture
CLP&SC8	Lack of supervision on teaching and learn
CLP&SC9	Apathy in addressing worries
CLP&SC10	Lack of education on school culture
CLP&SC11	Lack of cooperation from subordinates
CLP&SC12	Inadequate support from stakeholders like parents, traditional council, etc
CLP&SC13	Difficulty in building consensus
CLP&SC14	Financial problems lead to abandoning of decision taken
CLP&SC15	Lack of facilities
CLP&SC16	Non-cooperative attitude of colleagues
CLP&SC17	Poor support on the part of parents
CLP&SC18	Indiscipline on the part of students
CLP&SC19	Poor flow of information

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CLP&SC4	8	8	17	39	55	41	39	207
CLP&SC5	10	12	16	30	48	48	43	207
CLP&SC6	5	18	21	28	51	42	42	207

Programs	1	2	3	4	5	6	7
CLP&SC1	1.93	5.80	7.73	11.11	15.46	37.20	20.77
CLP&SC2	0.97	5.31	4.83	10.63	14.01	39.13	25.12
CLP&SC3	0.97	6.76	4.35	14.98	18.84	30.43	23.67
CLP&SC4	3.86	3.86	8.21	18.84	26.57	19.81	18.84
CLP&SC5	4.83	5.80	7.73	14.49	23.19	23.19	20.77
CLP&SC6	2.42	8.70	10.14	13.53	24.64	20.29	20.29

Factor	sum	Mean	SD	RII	Rank
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CLP&SC9	Apathy in addressing worries
CLP&SC10	Lack of education on school culture
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