

AKETEN-APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENUERIAL DEVELOPMENT

INSTRUCTIONAL LEADERSHIP BEHAVIOURS OF HEADS OF SENIOR HIGH  
SCHOOLS AT BUILSA NORTH MUNICIPALITY



ROBERTSON ADIAK

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**A Dissertation in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, Akenten Appiah Menka University of Skills Training and  
Entrepreneurial Development-Kumasi, in partial fulfilment of the requirements  
for the award of Master of Arts (Educational Leadership) degree**

NOVEMBER, 2022

## **DECLARATION**

### **CANDIDATE'S DECLARATION**

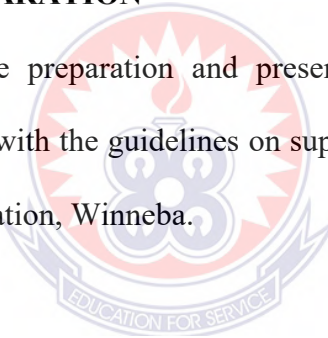
I, ROBERTSON ADIAK, declare that this dissertation, with the exception of questions and references contained in published works which have been identified and acknowledged is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

**SIGNATURE**.....

**DATE**.....

### **SUPERVISOR'S DECLARATION**

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



**DR. LYDIA OSEI-AMANKWAH**

**SIGNATURE**.....

**DATE**.....

## **DEDICATION**

I dedicate this work to my family who toiled day and night to support me morally and financially to enable me pursue the course.

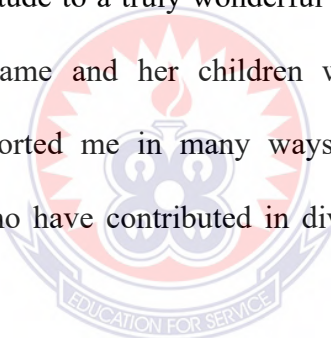


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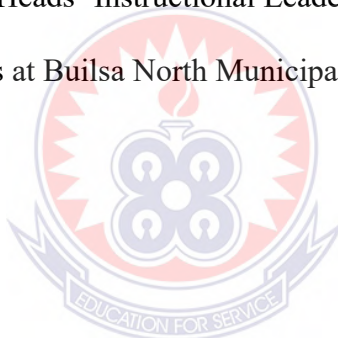
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## ABSTRACT

The purpose of this study was to investigate the instructional leadership behaviours of heads of Senior High Schools at Builsa North Municipality. The objectives of the Study were to find out common instructional leadership behaviours heads mostly used, assess the effective instructional leadership practices of heads and to find out strategies adopted to improve instructional leadership behaviours of heads in senior high schools at Builsa North Municipality. A descriptive survey design was employed with quantitative approach for the study. The target population for the study was teachers in senior high schools. The accessible population was 261 teachers in three selected senior high schools. Purposive sampling technique was used to select the schools. Simple random sampling was used to select 78 respondents for the study. Questionnaire was used for the study. Data were analyzed descriptively and presented with descriptive statistics such as frequencies and percentages. The pretest yielded Cronbach Alpha of 0.82. The study found that instructional leadership behaviours heads mostly used included coordinating the school curriculum and monitoring the use of school curriculum. The study also revealed that heads were effective in their instructional leadership practices. It is recommended that the Municipal Directorate of Education should encourage heads to adopt the measures to improve instructional leadership behaviours as revealed by the study to further promote effective teaching and learning.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Leadership is the art of motivating a group of people to act toward achieving a common goal (Ward, 2022). Instructional leadership is generally explained as the management of curriculum and instruction by a school head. Education enables individuals to be sound, civilized, skilled and well-adjusted to society and work for the betterment of society. Every individual has the right to be educated. However, the process of education cannot be completed without the effective involvement of teachers. Teachers would face a difficulty in doing their work if they don't get a suitable environment in the school where they could teach effectively (Bellibaş, Polatcan, & Kılınc, 2022). This means, the school head has a role to play as an effective leader to ensure good results. The instructional leadership concept is a model of school leadership in which a head works alongside teachers to provide support and guidance in establishing best practices in teaching.

Instructional leadership in education is commonly associated with school heads who manage curriculum, budgeting and scheduling and are responsible for the success of each student in their school. These individuals often strive to empower teachers to become leaders themselves, distributing the weight of the school's responsibilities more equitably and providing a model of team work for students to look up to (Indeed Editorial Team, 2021). [Examining how instructional leadership affects teacher efficacy in Western China, instructional leadership in terms of developing a positive learning climate, directly and positively affects teacher efficacy (Ma & Marion, 2021). For schools to perform properly, heads should provide instructional leadership. Research indicates that where instructional leadership

activities are performed, the output of teachers and academic performance of pupils are most likely to improve (Donkor & Asante, 2016). Teacher efficacy constitutes one of the most important dimensions of innovative acts in education, school development and effective school movements (Bellibaş et al., 2022). Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. This includes helping students to learn, building effective programs for students, and effectively changing student learning (Allan & Haiyan, 2020).

Literature indicates that teacher efficacy helps teachers plan effective instructional strategies, increase performance and enhances teacher effectiveness and productivity. According to the Educational Leadership Consortium of Nova Scotia (2022), instructional leaders focus on improving the effectiveness of instruction to increase achievement of students. Heads know when to initiate and sustain instructional change, create a school – wide inclusive culture of high expectations for achievement and for rigor, relevance, and respect in the classroom.

Additionally, instructional leaders ensure that instructional practices are appropriate to the context and grounded in research and the authentic assessment of student learning, close the knowing- doing gap by moving successfully from sound theory to effective practices and are knowledgeable about and deeply involved in the implementation of national programme of the school.

According to the Centre for the Improvement of Teachers' Education and Schooling (2021), today's instructional leader must be evaluators, evaluating the impact that they and their colleagues are having on student learning on ongoing basis, and have a disposition to continually question what needs to be improved and what evidence is needed. Moreover, instructional leaders have the ability to create and foster levels of self and collective efficacy where teachers can improve themselves,

rather than leaders' micro – managing or “fixing” teachers. Instructional leadership and teacher efficacy must have a strong link in all schools if teachers are to perform well (Ventura, 2021).

Heads of senior high schools seem to concentrate on punctuality of teachers rather than assisting teachers to improve upon their instructional practices. Effective instructional leadership is therefore crucial in all educational institutions especially, senior high schools which is the area of study. The research seeks to investigate the instructional leadership behavior and associated challenges in senior high schools in the Builsa North Municipality.

### **1.1 Statement of the Problem**

Instructional leadership behaviours are important strategies that promote effectiveness of teachers. Unfortunately some heads of schools pay less attention to these important strategies.

My interaction with teachers in the selected schools reveals that heads seem not to provide guidance and support for teachers in the selected schools. It appears heads fail to supervise teachers' classroom teaching and provide constructive feedback on time. Teachers perhaps receive less recognition from heads on their teaching practices.

Literature searched revealed that heads are uncomfortable as curriculum experts (Hallinger, 2018). Heads find it difficult to visit classrooms to supervise instruction (Kalman & Arslan, 2016). It is based on these issues that the study was designed to investigate instructional leadership behaviours of heads of Senior High Schools at Builsa North Municipality.

## **1.2 Purpose of the Study**

The purpose of this study was to investigate the instructional leadership behaviours of heads of Senior High Schools at Builsa North Municipality.

## **1.3 Objectives of the Study**

The objectives of the study were to;

1. find out common instructional leadership behaviours of heads mostly used in senior high schools at Builsa North Municipality.
2. assess the effectiveness of leadership practices of heads in senior high schools at Builsa North Municipality.
3. find out strategies adopted to improve instructional leadership behaviours of heads in senior high schools at Builsa North Municipality.

## **1.4 Research Questions**

The following research questions directed the study;

1. What instructional leadership behaviours do heads of senior high schools at Builsa North Municipality mostly use?
2. What is the effectiveness of leadership practices of heads in senior high schools at Builsa North Municipality?
3. What measures could be adopted to improve the challenges of heads' instructional leadership behaviors in senior high schools at Builsa North Municipality?

## **1.5 Significance of the Study**

The relevance of this study would be realized in the following areas. The research will assist heads to improve upon their instructional leadership strategies to have a positive bearing on teacher performance. The results of the study will help

teachers to build confidence and improve upon their instructional practices in schools. The research will contribute to present knowledge on instructional leadership strategies and its challenges. The study will help future researchers as basis for their research works in the subject area. The study will be a useful to policy makers for making policy decisions concerning instructional leadership and attendant challenges in schools.

### **1.6 Delimitation of the Study**

The study involved teachers of senior high schools. The Builsa North Municipality was used as the study area. The study covered common instructional leadership behaviours used, effective leadership and measures to improve heads instructional leadership behaviours.

### **1.7 Limitations of the Study**

The questionnaire developed might not be able to provide all the information the researcher may need from the respondents. This might have affected the validity of the research findings. Some teachers at the initial stage were hesitant in answering the questionnaire with the reason being that some practices may be exposed to affect the image of the schools. This might also have affected the results of the study.

### **1.8 Organization of the Study**

The study is organized into five chapters. Chapter one is the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation, limitations, organization of the study and definition of terms. Chapter two covers review of literature. Chapter three describe the methodology of the study. It includes research approach and design, population, sample and sampling techniques, sources of data, data collection procedure, data analysis plan and ethical consideration. Chapter four presents results

and discussions of the findings. Chapter five presents summary of the study, findings, conclusion, recommendations and suggestions for further studies.

### **1.9 Definition of Terms**

**Leadership** – It is the art of motivating a group of people to act towards achieving a common goal.

**Instructional leadership** - is the influence leaders exert on teaching and learning.

**Instructional leadership strategies** - strategies to improve instructional leadership.

**Micro – managing** – means managing especially with excessive control or attention to detail

**Leadership behaviours** - refers to the traits and actions that make an individual effective as a leader.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The literature reviewed comprises the concept of leadership, instructional leadership, Instructional leadership behaviours, effective, instructional leadership behaviors and measures to improve instructional leadership behaviours of heads in senior high schools at Builsa North Municipality.

#### 2.1 The Concept of Leadership.

Leadership is difficult to define and a difficult subject to teach. A precise definition of leadership is difficult although we think that we know it when we see it (Ozdemir, 2019). Bellibas and Liu (2017) opined that the concept of leadership is elusive and tricky, hard to define in a way satisfactory to everyone. Bellibas, Bulut, Hallinger and Wang (2016) believe leadership is a process using persuasion and set by example thereby others are motivated to act, which describes what leadership does but not what it is. Leadership is not about titles, positions or flowcharts. It's about one life influencing another. The core concepts of leadership are seen in the 5Cs as competence, courage, clarity, coaching and character. We cannot become what we need by remaining what we are (Maxwell, 2015). Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skills.

Leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self- study, education, training and experience. Others believe good leaders are born



but only need education and training to polish their leadership skills. School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement. This review pays a particular attention to instructional leadership behaviours.

Although, the concepts of a leader and leadership are as old as human history and many studies (Yavuz, 2016; Eren, 2020) have been conducted on them, the interest in these concepts has been increasing day by day. The reason why this interest is increasing day by day is the need for information about what kind of a leadership the leaders, who play a role for human beings and shape their future, have been doing and will do. According to Kiral and Basaran (2018), each person can express his or her view of leadership through his or her own lens. The definitions of leadership can be shaped according to the situation and time in its context, or according to the emotional, sociological, physical, cognitive and biological characteristics of the person who exhibits leadership behaviours and makes this definition.

According to Bellibas et al., (2022), employees of excellent organizations deserve excellent leaders. Excellent organizations should have excellent leaders. According to Luyten and Bazo (2019), excellent leaders are in the pursuit of the best way to take those who follow them to where they want to go. Indeed, excellent leaders strive to build the present in the safest and best way by keeping the past in mind and imaging the future. These leaders make excellence a habit, not just act and thus, they can make it a way of life for the internal and external stakeholders of schools.

According to Hallinger, Gu'mu's, and Bellibas,(2020), school administrators should strive to find out how to create excellent schools and stick to this effort

continuously. The quote “good, better, best; never let it rest; until your good is better; and your better is the best” by St.Jorome (between 347AD and 420AD) shows always one step further; the journey and belief in excellence. According to Creech (2018), excellent leaders are generally those with high standards who constantly work to achieve better. The pursuit for excellent leadership in education can be built on this fact. Excellent leadership has not yet been explicitly demonstrated in education despite the fact that excellent leadership behaviours have already been experienced by people.

Hallinger (2018) views leadership as “making happen what you believe in” has such an impact on the concept of leadership. This definition is not only simplistic for leadership, but it also widens the foundation as to who can become a leader. By removing specific job positions and titles from the picture, this definition implies that anyone can be a leader. Nevertheless, typically in educational setting, it is the head that is regarded as the key educational leader and the one person in school who has the most opportunity to exercise leadership (Ozdemir, 2019). Zheng, Yin, and Li. (2018) contrasted the position of head leadership to higher – level managers and cautioned the importance of realizing head leadership does exercise “control” over certain functions, although the position lacks control over the school wide improvement. He contended: This thought parallels with the idea that the renowned focus upon strong head leadership has brought to the fore front the importance and the belief in the ability of school leaders as the change agent to create an organization which mobilizes interdependencies of the educational staff, thus creating teacher leadership capacity (Ozdemir, 2019).

However, to create such an organization, the school leader must first be aware of the school culture. Bellibas et al., (2016) declare “ultimately”, a school’s culture

has far more influence on life and learning in the school house than the state department of education, the superintendent, the school board, or even the head can ever have”. Leithwood, Sun and Schumacker (2019) concluded that, it is the culture in remarkable schools that inspire students and teachers to accomplish great things. Thus, it becomes the responsibility of the heads to recognize the strengths and weaknesses of the existing culture, and proceed from there to create a culture rich in trust and staff involvement.

Leithwood et al., (2019) agreed with the importance of culture by stating, “if school culture is an important determinant in how staff and students experience organizational life, then an important determinant of school culture is leadership”. Therefore, the responsibility of creating and upholding such a culture lies within the head. Once such a culture has been established, participants feel empowered and realize they are part of the decision-making process, thus leading to teacher leadership. Teacher involvement in school leadership as a result of feeling empowered and being part of the decision-making process, all depends on the type of leader and leadership style of the school concerned.

## **2.2 The Concept of Instructional Leadership**

Instructional leadership as a concept emerged and developed in the United States within the “effective school movement “of the 1980s. This was in response to the “Coleman’s Report: (Marshall, 2015). The Coleman’s report commission by the USA government indicated that student background and socio-economic status are more important than, the school or its environment in determining educational outcomes of a student. Other educational researchers believed contrary, that schools indeed make a significant difference on student achievement. This led to the foundation of the “Effective Schools Movements” which endeavoured to substitute

that, “All children can learn, and that the school controls the factors necessary to ensure student mastery of the core curriculum” (Marshall, 2015).

In order to therefore produce such a cohesive and meaningful school, the pivotal role of the head teacher is required (Hallinger et al., 2020). Instructional leadership practice requires head teachers to continuously work with teachers in implementing curriculum and instruction, while improving the school work environment, which directly affect academic performance of students (Kalman & Arslan, 2016; Ozdemir, 2019; Bellibas et al., 2022). School heads are expected to carry out a lot of duties at school. One of them is instructional leadership which has received much attention in the past and present. Ozdemir (2019), it is school leaders, such as principals, who by the nature of their positions perhaps have the greatest influence upon teacher efficacy. Recent reviews of literature indicate that school principals have a small to moderate influence on student achievement (Bellibas, 2016).

Moreover, their influence emphasizes the improvement of classroom instruction and student learning. This influence is largely indirect (Bellibas et al., 2016). It occurs via the behaviours, beliefs, knowledge, practices and competencies of their teachers. Even with a growing number of studies in recent years corroborating these findings, Halliner (2018) noted that there is still much to know concerning the practices school principals use to influence student achievement, how teachers mediate this influence, and under which school and national conditions this influence occurs. Instructional leadership practices enhance the efficacy beliefs of teachers and may subsequently improve classroom instruction and student achievement given evidence concerning; the indirect influence of instructional leadership on student achievement (Lijuan & Hallinger, 2016), its role as a proxy for sources of teacher

efficacy beliefs (Liu, Hallinger & Feng, 2016), and the influence of self – efficacy and collective teacher efficacy on student achievement (Park & Ham, 2016). My assertion not only supports the notion that instructional leadership practices indirectly influence student achievement via teacher efficacy beliefs, but also provides validation of social cognitive theory and the sources of efficacy beliefs which are often absent in studies (Piyaman, Hallinger & Viseshsiri, 2017).

Instructional leadership refers to the principal's influence on classroom instruction and student learning (Park and Ham, 2016) through the coherent management of the school's goals, curriculum, instructional practices, resources (such as instructional materials, time, staff assignments), assessments, professional development, and learning climate (Ozdemir, 2019). While school principals may have teaching responsibilities or a direct interaction with students, instructional leadership typically emphasizes their indirect influence on student learning through the actions they undertake or delegate to improve classroom instruction (Ozdemir, 2019). Zheng, Yin, and Li. (2018) noted that instructional leadership provides the theoretical support for the principal's indirect influence on student learning and direct influence on the instructional behaviors, beliefs, knowledge, practices, and competencies of teachers.

Leithwood et al., (2019), suggested that the key limitation of instructional leadership is its exclusive and narrow focus on teaching and learning which ignores the management functions of the principal. Notwithstanding its limitations, Sebastian, Allensworth and Huang (2016) noted in their meta-analysis that the influence of instructional leadership on student achievement is three to four times larger than that of other prominent leadership styles, such as transformational leadership. These leadership practices include supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress (Hallinger, 2018). Instructional

leadership promotes a positive learning climate. This includes protecting instructional time, promoting professional development, maintaining visibility, and providing incentives for teaching and learning (Bellibas et al., 2022). It may also include promoting collegial relationships between teachers and establishing a collaborative school environment. School principals who successfully promote a positive learning climate typically; protect the instructional time of their teachers by buffering them from distractions and disruptions (Ozdemir, 2019).

Almarshad (2017) conducted a study on instructional leadership behaviour and functions and found that instructional leaders conduct formal classroom observations, hold conferences with teachers and provide feedback, maintain visibility, discuss instructional strategies with teachers, act as an instructional resource for teachers, monitor student progress, and support and foster collaborations among teachers. For the functions, instructional leaders establish and communicate school goals; use data when making curricular decisions; coordinate, supervise, and evaluate curriculum; promote the professional development of teachers; communicate high standards for student academic achievement; and, protect instructional time.

### **2.3 Instructional Leadership Behaviours**

According to Indeed Editorial team (2022), adopting positive leadership behaviour can motivate your team to be more effective and increase its ability to reach goals. These behaviours also help you to retain top talent within your department, as team members may value the opportunity to work alongside you. Learning how to behave like a leader can have direct effect on your ability to generate revenue for employer and achieve organizational success. Positive leadership behaviours are very essential in every institution if its goals are to be achieved. Leadership behaviour refers to the traits and actions that make an individual effective as a leader. This

behaviour is the process by which a person can guide, direct and influence the work of others to meet specific goals. Leaders can learn these actions and strategies to increase the effectiveness of those around them. Individuals use these behaviours to motivate people into action when they have a vision for an organization, a product or a group of people (Indeed Editorial Team, 2022)

Good leadership behaviours are crucial to becoming someone who inspires and leads people to maximize efficiency and achieve the goals of the organization (McNeill, Lowenhaupt, Katsh-Singer, 2018). Leadership behaviours are essential to increase the productivity of the team: consistent leadership can motivate a team to a greater performance, retain people: Employees are less likely to leave if they receive great leadership and mentorship in their current roles, nurture future leaders: leadership behaviours are integral to developing and nurturing future leaders within an organization.

In most schools the person tasked with the duty to superintend over daily administration of school activities is the headmaster. According to Ozdemir (2019), the principal's job is to help the school achieve a high level of performance through utilization of its human and materials resources. In other words, the principal's job is to get things done by working with and through other people. In this sense, he argued, principals are universal and are important to schools of all types and sizes: wealthy, poor, rural, urban, large and small. The principal's duties, especially those associated with instructional leadership, in meeting the needs and concerns of ever-changing schools are many, complex and challenging.

Leadership practices significantly and positively influence direct experience of all stakeholders, especially relationship building, communication, mediation and foundation of principals' practices (Bellibas et al., 2022; Park et al., 2016) indicated

that instructional leadership is impactful on instruction, which, in turn, is impactful on student learning and that leadership can influence student learning by creating conditions that enable more effective teaching among individuals. Research has shown that school principals can play a key role in changing teacher' instructional practices and fostering teachers learning by creating collaboration workplace conditions and giving support (Piyaman, Hallinger & Viseshsiri, 2017). School leaders need to be innovative and produce evidence-based practice in their buildings. Principals have been acknowledged for involvement in leadership challenges such as redesigning schools, mentoring teachers, and problems-solving at the school level (Carvalho, Alves, & Leitão, 2022). Leadership challenges move beyond a recognition of leaders tied to instructions. As a result, three models emerge: abroad, flexible instructional leader without specific goals or direction; a social justices inspiring principal; and an entrepreneurial principal who relies on data and a thorough action plane (Beytekin, Toprakçı, & Chipala, 2016). A principal who has strengths in all those areas will improve the atmosphere in the building in which they lead and ultimately improve student achievement.

In shared instructional leadership, or parallel leadership, there is a recognized assumption by scholars that leadership is undertaken by many within a school (Alsaleh, 2019; Glickman, Gordon, & Ross-Gordon, 2017). Well-prepared instructional leaders are able to read the local context to understand the waves of reform, the nature of teachers' resistance to change, and the potential; that exists in the tendency for teachers to hybridize reforms and to make decisions accordingly (McNeill, Lowenhaupt, Katsh-Singer, 2018). All these are directly related to the challenges principals are confronted with in running their schools.



Effective school leadership thus can involve a combination of leadership models (Bellibas et al., 2019) with multiple roles and functions. Leadership can be practiced by multiple many individuals across the domain of policy, professional, system, school and practice. Concordant to this, Bellibas et al., (2016), proposed that leadership is “the key of mobilizing and influencing others to articulate and achieve the school’s shared goals and intentions. Among the many tasks and responsibilities principals perform on daily basis, collaborative instructional leadership has shown to be one of the most important facets of principals’ work (Ozdemir, 2019).

Allowing opportunities for teachers to collaborate in the school setting, and through gathering data to ultimately improve students’ achievement, are among the challenges some principals face. The characteristics of instructional leaders have matured into application by principals and others who engage in collaborative goal setting, distributed leadership, and crucial facilitation to propel schools forward (Ozdemir, 2019). Shared leadership and collaborative leadership can be a remedy to the challenges faced by headmaster in their schools. The school district’s collaborative leadership approach directly correlates with the effectiveness of the school relationships. Principals who have many close ties with teachers in their school may also have more information to share in collaboration with other principals in their districts (Moolenaar & Slegers, 2015).

Additionally, the principal is increasing professional attitude to work through the challenges by way of promoting continuous improvement via deliberately focusing on quality of staff to enhance professional capacity (Park et al., 2016). School administrators with direct positive approaches can enhance the practice and creates school- wide capacity for improvement. School leaders need to be innovative

and produce evidence-based practices in their buildings in order to work through challenges and transition successfully.

Leadership challenges can require knowledge of instructional practices, ability to communicate well, and the capacity to build trust and respect among colleagues. The role of the principal in shaping the culture with respect to school change and reform illustrates the way in which principals can influence school culture for instructional improvement (Carvalho et al., 2022). Alsaleh (2019) states that highly effective principals have positive school climates, orderly atmosphere and high expectations for students and staff. Teachers are unlikely to trust leaders who either avoid dealing with difficult issues or who deal with them ineffectively (Abonyi & Sofo, 2019). This constitutes a challenge with regards to instructional leadership behaviours on the part of headmasters.

Hallinger (2018) observed that managing instructional program requires leadership that is deeply engaged in supervising instruction, coordinating curriculum and monitoring students' progress. Instructional leadership also includes the function of promoting professional development. Principals may practice instructional leadership and they employ their expertise in instructional coaching, providing opportunities for professional learning and growth, and participating in collaborative inquiry (Leithwood et al., 2019). The instructional leader assists staff in establishing and clarifying short and long-range goals and making sure they are reasonable and attainable (Hallinger et al., 2020).

The principal of the school must help the teachers break their learning into different parts; thereby, allowing for them to ultimately meet the end result to improve students' achievement. This is a herculean task to carry out and it becomes a challenge to most headmasters in senior high schools. Instructional leaders will

understand improvement evolves and responds to pressure, both to make change and to resist it (Luyten & Bazo, 2019). The relationship aspects of principals' practices should merge with managerial aspects of principals' school leadership. This merger becomes a big issue to principals. Therefore, balancing the leadership role and management to transition successfully poses a challenge. Principals assume multifaceted job that includes overlapping instructional and managerial roles (Glickman et al., 2017). Increased time on instructional leadership has been a commonly expressed aspiration of principals (LeFevre & Robison, 2015). Current expectations require principals to help improve teaching and learning to keep pace with progressively higher benchmarks for school performance and achieve at least minimally satisfactory results on state assessments for all children (Brazer & Bauer, 2013). Allan and Haiyam (2020), found that the main reason for becoming a principal is to develop their career, have a chance to implement personal vision and to create opportunities for school improvement. Sebastian et al, (2016), stated that effective programs place instructional leadership at the centre of school improvement, yet, they found how challenging it really is to practice instructional leadership. Kalman et al., (2016) stated that the four most difficult duties of instructional leadership are: finding time to visit classrooms to help teachers to improve instruction, Strengthening the school's instructional program, advocating the use of current educational finding, and encouraging teachers to provide instructional programs to meet individual's student needs.

According to Nelson, de la Colina and Boone (2008), principals identify a lack of understanding in one or more discrete knowledge and skill area such as special education, law, or curriculum, time management, lack of policy knowledge, timely completion of paper work, curriculum knowledge, student misbehavior, and budget

management are among the issues principals identify (Alsaleh, 2019). Beytekin et al., (2016) indicated that being a principal nowadays means being continually confronted with disconnected demands, with expectations of a very different nature linked to different aspects of daily operation of the school, and with conflicting demands of several external constituencies. Those enormous volume of administrative duties poses a challenge to headmasters of senior high schools and they are hardly able to perform to meet the expectations of the school. Other researches revealed that among the numerous demands and challenges associated with instructional leadership practices are vague conceptualization of the instructional role, feelings of inadequacy related to curriculum and expertise, work load and time constraints. Many principals are not sure of how instructional leadership behaviours should look like in their schools and how to implement this type of leadership effectively. Without common standards for professional practice of instructional leadership, principals tolerate a vagueness that privileges good intentions over effectiveness in the practices (Fink & Markholt, 2013).

Therefore, lack of clarity related to instructional leadership result in instructional performance below par. Shaked (2020) highlighted, feelings of inadequacy as a major issue facing principals who viewed instructional leadership as their sole responsibility. With this mindset, principals viewed instructional leadership as being synonymous with being a curriculum expert.

However, because many principals had been out of the classroom for a long time, they become uncomfortable looking at themselves as a curriculum expert. Similar findings explain that principals feel they have less knowledge and skills in some subject areas than the teacher they supervise and evaluate (Hallinger, 2018; Hallinger et al., 2020). Also, the increasing task demands on principal in many

schools constitutes a challenge hindering instructional leadership. Similar to teachers' principals have experience work intensification over the past few decades, resulting in an increase in daily responsibilities. Such intensification has included added managerial responsibilities, administrative tasks, student issues, personnel management, dealing with external agencies, conflict resolution, resource management, and working with parents (Neumerski, Grissom, Goldring, Rubin, Cannata, Schuermann, & Drake, 2018). Because of the nature of such demands, instructional leadership tasks are often left until after hours, at which points, it becomes more difficult to share this role. Shared instructional leadership reduces some of the challenges indicated above and helps reduce the pressure on principals attempting to tackle this responsibility independently. For instance, it is difficult getting all staff members on board, in the case of shared leadership. However, the advantages of shared instructional leadership out-measure the disadvantages.

#### **2.4 Effective Instructional Leadership Practices**

Leading with compassion builds trust and promotes collaboration. As a leader, you should also act as a mentor by taking the time to get to know your employees and their goals to help set them up for success. Consider having training sessions that focus on specific areas of the business or set aside time for your employees to shadow colleagues in different departments based on their interests (Santiago, 2022).

Active listening on the part of a leader is an effective leadership behaviour. According to Workforce Institute (2021), 74% of employees say they are more effective at their job when they feel heard. That same study also showed 88% of employees whose companies financially outperform others in their industry feel heard compared to 62% of employees at financially underperforming companies.

In tandem with listening to their words, you are also analyzing what is being said paying close attention to the content, intentions, and emotion of the speaker. Employees appreciate this because it means they are not only being heard, but they're also being understood.

An effective leader must learn to motivate subordinates if he is to achieved organizational success. You cannot expect teachers to be motivated to reach new heights if you are not. Leaders set the tone for their team's morale Workforce Institute (2021). Being a motivational leader means showing enthusiasm for the school's future.

Knowing your character is important because it means you are aware of your strengths, weaknesses, and the way you respond to situations. This provides a foundation from which you can work to make improvements where need be. Being aware of your feelings also allows you to approach situations with clarity and a calm mind.

An effective head also needs to be confident. In order for teachers to believe in you, you must first believe in your own leadership abilities, that is why confidence is key. To build your confidence, repeat positive affirmations to yourself, practice good posture, speak clearly, and make eye contact while speaking. It is easier said than done, but with good practice and repetition, your confidence will grow and your team will notice.

Assertive leaders stand up for themselves, others, and what they believe in, but being assertive does not mean being "pushy" or "disrespectful." Stand up to others while remaining calm and positive. Be direct and clear in your communication, and do not just passively accept unfavorable responses.

Effective leaders know how to use their time and their team's time wisely. Leaders properly manage time by streamlining workflows to make processes more efficient. They also implement detailed plans that prioritize important tasks and take the amount of time it takes to complete them into account.

Also, an effective leader needs to be concerned about details and time. Completing a project on time is important, but timeliness means nothing if the project is riddled with errors or missing key components. A true leader pays close attention to detail to ensure high standards of quality are met. However, that does not mean a good leader lets their attention to detail interfere with important developments. It simply means they use their attention to detail to deliver thorough results.

Effective communication is a mark of an instructional leader who is effective in his leadership. As a leader, you must be able to clearly articulate your objectives. Communicating effectively means you can spend less time repeating yourself and more time taking action. So, make sure your verbal communication is easy to understand. Another aspect of great communication is understanding how your team prefers to communicate. How about weekly scheduled Zoom meetings and town halls? Pay close attention to the types of communication that yield the best results and implement them into your strategy.

Furthermore, an effective leader must be accountable from time to time. Accountability doesn't just mean holding someone else to task for their behaviors. It also means holding yourself accountable. No leader is perfect, and part of establishing trust with your team is taking responsibility for your own shortcomings. If you missed a deadline or forgot to update your team on a project, take ownership and make a point to do better. Your team will respect your honesty and reflect it by holding themselves accountable as well.

Dependability is very important when it comes to effective leadership behaviours. A dependable leader can be trusted to do what they say they'll do, when they say they'll do it, and the way it needs to be done. This instills confidence in the team and can inspire them to do the same. A leader who lacks dependability can shake a team's morale, reduce efficiency, and lose out on important opportunities.

Proactiveness is characteristic of an effective leader. Proactive leadership means taking the time to plan, improve your team's processes, and put initiatives in place to prevent problems before they arise. As a proactive leader, you should identify areas of risk for your team and work to minimize negative impacts or remove them altogether before issues pop up.

The key to being proactive is to plan. Plan the route to meet your goals and what you'll do after. Plan for when things go right, and plan in case a project fails. Devise a plan for how each member in your team will contribute to the company's objectives. Remember, if you stay ready, you'll never have to get ready. This means that planning makes a leader to be on track and pull his subordinates along in the institution.

A leader must be able to find solutions to difficult or unpredictable problems, and in an ever-changing professional landscape, unpredictable problems happen by nature. A good leader also understands that they must also utilize the strengths of their teams to get over hurdles.

Responsible leaders own the fact that they have an obligation to make tough decisions, lead, and are in control of their team. They do not shy away from responsibility or accountability and they're not afraid to be decision-makers.

As a goal-oriented leader, you must set clear and realistic goals for both yourself and your team and be driven to achieve them. Consistent goal setting builds



motivation and pushes the team to achieve important objectives and meet deadlines. To maintain a goal-oriented outlook, you must approach each task with a positive attitude.

Every effective leader must have a purpose. Purpose goes hand-in-hand with goal-setting. As a leader, you must have a clear future envisioned for your team that drives everyone forward. Where do all your goals lead to? What drives you to succeed and is that purpose clear to your employees?

No matter your objective as a leader, reaching it requires commitment. Committed leaders will give their time and energy to their company, team, and goals. Their go-getter attitude will also inspire their team to be committed to their tasks as well.

Resilience is associated with effective instructional leadership behaviours. Being a leader isn't easy. Sometimes plans fail, markets shift, consumers change, and frustrations can arise. However, a resilient leader finds the strength to persevere through uncertainty or disappointment and helps their team stay the course to their goals.

Lack of transparency can create distrust between you and your team. To be a transparent leader, you have to make yourself clear and easy to understand. You must also ensure the words you say match your tone and body language to avoid confusion. A transparent leader may not be able to tell the team everything, but they don't leave questions as to what they can or can't share.

A leader gets a sense of personal fulfillment when a project is completed successfully. That personal fulfillment is the result of alignment between their drive, purpose, and desire to achieve their goals alongside their team.

A leader who practices reflection is an efficient leader. Reflection allows leaders to look back on previous experiences, learn from them, and make improvements going forward. As a leader, getting external feedback on your decisions can sometimes be difficult. Therefore, practicing self-reflection and taking careful consideration of your past actions can be great ways to help yourself expand your skill set.

Empathetic leaders are able to understand or feel what another person is experiencing by figuratively putting themselves in that person's position. Being in tune with your team's feelings and concerns can help you adjust expectations, get to the heart of certain issues, and instill trust. To build empathy, step outside your comfort zone and ask "How would I feel if this were happening to me?"

For a leader to be effective, he needs to constantly give constructive feedback. The individual members of your team have their own goals just like you. As a leader you should be comfortable giving constructive feedback to your team members to help facilitate their growth and improve performance. Constructive feedback is informative, issue-specific, based on observation, and is delivered in a way that is not meant to offend or deter. Instead, constructive feedback is delivered to encourage a positive outcome.

Empowering your team means delegating specific tasks to team members and giving them authority over those tasks. This shows that you believe in your team's capabilities and trust them to take charge of projects when necessary. This form of empowerment can also help team members broaden their skills and boost efficiency.

Not all, being interactive is an essential effective instructional leadership behaviour. Leadership isn't just about keeping to yourself and making decisions solely on your own. It also means working with your team. An interactive leader

keeps open lines of communication with their team, connects individuals to their teams via team building, and embraces new perspectives with enthusiasm.

In order to lead, an effective leader must exhibit high-influence behaviors that have an effect on the character, beliefs, actions, and development of their team. With words and examples, leaders set the tone for how projects are executed and have the power to change direction if need be. With low-influence behaviors, leaders will have to work harder to be heard and to have projects completed to their liking.

Empathy, self-awareness, reflection, and compassion are all components of emotional intelligence. Any emotionally intelligent leader is aware and in control of how they express their emotions. By being in control of their emotions, an effective leader can handle their relationship with their team judiciously and respectfully. Emotional intelligence creates a healthy work environment in which everyone feels validated, heard, and respected.

If you don't possess all the above listed behaviors, don't worry. These are behaviors that can be honed over time with practice and initiative.

According to Indeed Editorial Team (2022), being honest which helps to create work environment that feels fair and open Employees may be more likely to trust your decisions and trust you with their problems if they feel that you are honest with them. Following on your words and commitments is also an essential component of leadership. Being confident in making decisions swiftly and confidently is one of your primary duties as a leader. By practicing this behaviour, your team can develop trust in your decision-making abilities. This can also allow you to increase your efficiency when time is an essential resource.

Being approachable and working to keep line of communication open so that your team feels like they can talk to you. Display active listening skills to encourage

communication, such as asking open-ended questions and being attentive while the employee speaks. Keep your employees informed by communicating with them regularly about decisions and what is happening within the team and organization.

Providing objective feedback and letting your team know what you expect of them and how they can improve. You can do this positively with a focus on educating employees rather than pushing them. You conduct corrections privately so as not to embarrass team members. Create a positive, trusting relationship by identifying what the employee is doing correctly and suggesting ways they could do better. Lead by example and hold yourself to the same standards as employees. If your team is required to stay late, stay late with them. If your team wants to reach a particular goal, you may consider making it a goal that you can also attain. While delegating is an essential skill that leaders often possess; your team may appreciate it when you can work alongside them toward a common objective.

Create a reward program for staff members and publicly recognize the achievement and milestones of each team member. When employees feel as though their accomplishments receive appreciation, they are more likely to work towards new goals and achievements. Having a reward program in place helps motivate employees to reach individual and team objectives. Even a simple thank you to staff members for their efforts is a way to show appreciation and encourage employees to continue to do their best.

Checking how you approach your work and becoming an effective leader is a skill you can practice daily. One way to start the process of becoming a leader and being recognized as someone with strong leadership behaviour is to change the way you think. People who wish to become leaders can redefine their job duties. Consider what you could do in addition to your typical tasks to help your team, department or

organization. The goal is to be productive with your work and find ways to contribute meaningfully. To begin to implement these new behaviours, start with just two actions you can do that display leadership. For example, you could notice and recognize the achievements of your peers or any staff members that you supervise and provide positive and objective feedback on how to improve. Actively focus on two leadership behaviours until they come naturally to you. Then identify two more leadership behaviours and incorporate them into your daily routine until they become a natural part of your leadership style.

Address potential issues before they become problems: by closely monitoring your team, you may be able to notice areas that have the potential to develop into a problem. If there is a lag in productivity, for example, you may recognize the issue and be able to take corrective action before it becomes a larger problem. This can help you improve the overall productivity of your team and help maintain constant communication with your team about their performance

Pay attention to the needs of each individual employees and try to meet them: in addition to monitoring your team members for potential issues, you can also note what their individual needs are. Some people may work better with minimal supervision, while other may find they work best when presented with a challenging variety of tasks. When you know what each individual needs, you can try to meet those needs and gain the respect of your team. This can improve motivation and job satisfaction. Encourage creativity by keeping lines of communication open, allow and encourage people to approach you with their ideas. When your team knows, they can talk to you about potential challenges and ways to improve the work environment, you are more likely to hear creative solutions from them. For example, someone may have suggestion on how to make a task more efficient. Leadership behaviours play a

great role for educational organizations to reach success. Strong administrative leadership that is, strong instructional leadership is a part of structural and program change (Camburn, Rowan & Taylor, 2003).

According to Jamali, Bhutto, Khaskhely, and Sethar (2022), instructional leadership is school administrators' behaviours that directly or indirectly affect teaching and learning situations. Kalman and Arslan (2016) define instructional leadership as behaviours administrators exhibit themselves or behaviours they cause others to exhibit to increase students' success.

According to Bellibas et al., (2016), instructional leadership behaviours can be defined as behaviours that administrators exhibit themselves and that the behaviours they make, others exhibit by influencing them. Instructional leadership was developed in relation with school administration and focus on instruction (Allan & Haiyan, 2020). This type of leadership can help the school to develop its aim effectively. In schools, by emphasizing instructional leadership and by attaching importance to the roles instructional leaders play, quality of education can be increased (Zheng et al., 2018). Therefore, it is the process of making decisions with regard to carrying the schools from their existing status to their ideal status. In this process, the instructional leadership roles that school administrators take over can help schools achieve success. Therefore, the first step to be taken is to make the concept of instructional leadership clearer. Later on, leadership qualities and behaviours required to fulfill this leadership roles are to be identified (Özdemir, 2019).

In summary, some instructional leadership behaviours and functions are seen below; Conduct formal classroom observations, hold conferences with teachers and provide feedback, maintains visibility, discuss instructional strategies with teachers, acts as an instructional resource for teachers, monitor student progress and support as

well as foster collaborations among teachers. The rest are, establishing and communicating school goals, using data when making curricular decisions, coordinates, supervises and evaluates curriculum, promotes professional development of teachers and communicating high standards for student academic achievement.

According to Lathan (2022) educational leaders play a pivotal role in affecting the climate attitudes and reputation of their schools. The following traits are common among most successful school leaders.

**They Understand the Importance of Building Community** Effective school leaders build and sustain reciprocal family and community partnerships and leverage those partnerships to cultivate inclusive, caring and culturally responsive school communities. To build these community networks it is essential that school leaders are visible in their schools and community, develop trust and create a sense of transparency and shared purpose with parents, staff, community members and students. Megan Tschannen-Moran, author and professor of educational leadership at the College of William and Mary, discusses the importance that trust plays in building communities in her book, *“Trust Matters: Leadership for Successful Schools.”*

Tschannen-Moran explains, “In schools with high levels of trust:

Teachers are motivated and willing to try new strategies because they trust leaders to support them, students are motivated and connected to the school because they trust their teachers, families are supportive because the principal and teachers have built trusting relationships with them.”.

**They Empower Teachers and Cultivate Leadership Skills** Great school leaders know that they are not running a one-man show; that they cannot do it all alone. They know that they must surround themselves with great teachers and colleagues and, not

only that, they must fully support teachers and staff by encouraging them to continually learn, develop and, perhaps most important, become leaders themselves.

It is no secret that when people are fulfilled and given opportunity for career growth, as well as autonomy and control over their careers, they are more productive, more engaged and more effective overall. In a recent Gallup poll, it was discovered that 33 percent of U.S. teachers are engaged in their work, while 51 percent are not engaged and 16 percent are actively disengaged. These statistics are startling to say the least.

Through offering professional development opportunities and support services to teachers, as well as by creating an environment where teachers are able to experiment, innovate and lead, principals can ensure a healthy environment for educators that will have positive repercussions for students. Another Gallup study found that “highly talented principals on Gallup’s Principal Insight assessment were 2.6 times more likely to have above average employee engagement at the schools they lead three years later.” Gallup has studied the issue closely, even issuing a report titled “Six Things the Most Engaged Schools Do Differently.”

In his book, *“What Great Principals Do Differently,”* education author and researcher Todd Whitaker wrote: “Great principals focus on improving the quality of the teachers within their buildings. By carefully hiring the best teachers, by supporting their efforts and their ambitions, by holding all staff members to high expectations, and by working to carefully support the individual development of each professional, principals impact student achievement.”

They utilize data and resources successful school leader’s use data, including standardized and school based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and



culturally responsive opportunities for all students. The opportunities that data present are many and the most effective leaders are able to leverage that data to make strategic decisions to benefit their students. According to educational technology company Illuminate Education, “building a foundation for data-driven decision making” is the first of “Six Steps for School Leaders to Use Data Effectively.”

A report from the Wallace Foundation asserts that: “When it comes to data, effective principals try to draw the most from statistics and evidence, having ‘learned to ask useful questions’ of the information, to display it in ways that tell ‘compelling stories’ and to use it to promote ‘collaborative inquiry among teachers.’ They view data as a means not only to pinpoint problems but to understand their nature and causes.”

They have a vision and a plan the very best leaders are also visionaries. They have a goal that they can unite a team around and a plan to help them get there. Not just that, but they are able to clearly articulate their school vision and goals.

Vision is perhaps one of the most important qualities a leader can have as it provides momentum and direction, not just for the team leader but for each and every team member. Of course, in order for leaders to be successful in pursuing their vision and enacting their plan, they must pair their vision with unrelenting passion. Vision and passion from an effective leader should generate inspiration, motivation and excitement that permeates throughout the school.

According to a “Successful School Leadership” report published by UK based Education Development Trust, “Effective head teachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students.”

They create collaborative, inclusive learning environments inclusive learning provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging. The best educators know this and prioritize inclusivity, creating safe learning environments that nurture every student. Leaders that prioritize inclusive learning also typically believe that every person can contribute to the greater learning community and therefore they encourage collaboration between faculty as well as students.

“Perhaps the most critical role in successful inclusive schools is the role of the principal,” wrote the Inclusive Schools Network. “The school principal’s active participation is the single most important predictor of success in implementing change, improving services, or setting a new course. The school principal is central to facilitating systemic change and leading faculty to adopt new attitudes and new practices.”

They are passionate about their work passion is a critical ingredient for nearly anyone who wants to be successful and happy in their job. But passion is especially important for school leaders, who typically have a great influence on their school’s climate and culture.

Passionate people have a contagious energy that can greatly affect teacher satisfaction and drive as well as student performance. “All the knowledge in the world can’t make a good leader: It’s the care for the work and the people who collaborate with you that makes the difference,” wrote Forbes. “This is in large part because people want to follow a passionate leader. Someone who cares about not only the cause for which he or she is working, but also the other people who are involved in the effort. Passion for the projects, for the company and for the people involved are key to successful leadership.”

They encourage risk-taking what most educators already know is that failure can be the greatest teacher. Just as teachers should encourage risk-taking amongst their students in order to spur growth, truly effective leaders encourage risk taking amongst their subordinates and colleagues by creating a supportive environment that rewards not just successful ideas or initiatives but effort as well, no matter the outcome.

“Failure is required for learning, but our relentless pursuit of results can also discourage employees from taking chances. To resolve this conflict, leaders must create a culture that supports risk-taking,” wrote the Harvard Business Review. “One way of doing this is to use controlled experiments — think A/B testing — that allow for small failures and require rapid feedback and correction. This provides a platform for building collective intelligence so that employees learn from each other’s mistakes, too.”

They lead by example We’ve all heard the saying, “Do as I say, not as I do.” Of course, the irony is that actions are much more telling than words. Leaders who lead by example position themselves as tremendous role models for not only the students in their school or district but for colleagues and parents as well. A leader that leads by example almost always receives respect and admiration, without which he or she will find little luck in leadership. As philosopher and physician Albert Schweitzer once said, “Example is not the main thing in influencing others; it is the only thing.”

They persevere, staying with a school for at least five years change, while good, can also be disruptive when it occurs too frequently. In the case of school leadership, it has been documented that frequent turnover results in a negative school climate, which in turn has a negative effect on student performance. “Committed and effective principals who remain in their schools are associated with improved school

wide student achievement. As a corollary, principal turnover is associated with lower gains in student achievement,” reported the Learning Policy Institute. “Principal turnover has a more significant negative effect in high-poverty, low-achieving schools — the very schools in which students most rely on their education for future success. The negative effect of principal turnover suggests that principals need time to make meaningful improvements in their schools. One study found that it takes, on average, 5 years of a new principal leading a school for the school’s performance to rebound to the pre-turnover level.”

The best leaders, therefore, are willing to commit to a school and persevere despite the obstacles or challenges. After all, realizing a vision doesn’t happen overnight; true transformation takes time. A leader’s commitment displays not only passion but dedication, which can have a tremendously positive effect on school culture.

They are lifelong learners perhaps the most important of all qualities that a school leader can possess is the unquenchable thirst for knowledge. As John F. Kennedy said, “leadership and learning are indispensable to each other.” The best leaders, no matter what industry they work in, know they will never know it all. They are humble in their knowledge yet confident in their abilities. They’re endlessly curious individuals who never stop questioning, and learning.

The Harvard Business Review put it perfectly when they said: “It takes a real sense of personal commitment, especially after you’ve arrived at a position of power and responsibility, to push yourself to grow and challenge conventional wisdom. Which is why two of the most important questions leaders face are as simple as they are profound.

In conclusion administrators must first recognize the strengths of their staff. They must realize that together they can make a difference, although it takes a considerable reflection, commitment and work.

## **2.5 Measures to Improve Instructional Leadership Behaviours**

According to the National Association of Secondary School Principals (2019), the position of a school administrator really requires a jack of all trades, master of none. That is why many leaders fail to leave up to the most important aspect of the position, which is instructional leadership. Frequent classroom visits and provision of feedback through the lens of narrative report among others is very important to improve teaching and learning both in and out of the classroom. If improvement is the ultimate goal, then leaders need to put the most focus on elements of their job that impact student learning. Instructional leaders understand that management is a necessary evil associated with the position but not something that should come at the expense of improving the learning culture in order to increase achievement.

Although, it is easy to just say that one should improve instructional leadership, the National Association of Secondary School Principals (NASSP), offered the following specific strategies that school leaders can begin to adopt. This seems so easy yet it remains a constant struggle. Begin by increasing the number of formal observations conducted each year and commit to a schedule to get them all done. Formally observe each of your teachers three times a year regardless of experience. Another successful strategy is to develop an informal walk through schedule with your leadership team. Five walks a day for each team member and specific improvement comments provided to each teacher is recommended.

Begin with establishing a common vision and expectations for all teachers. Assist teachers by providing concrete elements to focus on when developing lessons.

Get rid of dog and pony show ritual of announced observations. If lesson plans are still collected, ask them to demonstrate what will be done two weeks into the future. Consider less of a focus on lesson plans and more on assessment. Collect and review lessons two weeks into the future. Provide at least, one suggestion for improvement no matter how good the observation is. There is no perfect lesson. Suggestions for improvement should always contain clear, practical examples and strategies that a teacher can begin to implement immediately.

Timely feedback is also essential. Being a Scholar not only helps you as a leader to improve professional practice, but it also puts you in a position to have better conversations with your teachers about their own improvement. This adds a whole new level of credibility to post observation conferences. As you come across research that supports the types of pedagogical techniques that you wish to see in your classrooms, archive it in a document that you can refer to when writing up observations. It does not only save time when it comes to writing up observations, but it also greatly improves your relationship with your staff as the instructional leader. Don't ask your teachers to do anything that you are not willing to do yourself. This is extremely important in terms of technology integration in the classroom and professional learning to improve practices. If a teacher is struggling with his/her assessments, don't just say you need to work on building better ones. Either provide an example that you have created or co-create an assessment together. This can be accomplished regularly during the year or by co-teaching with both struggling and distinguished teachers. This is leading by example at best. An instructional leader who walks the walk builds better relationship with staff and in turn will be in a much better position to engage staff in conversations to improve instruction.

Attend at least one conference or workshop a year that is aligned to a major initiative or focus area in your school or district. Try to also read one education book and another related to a different field such as leadership, self-help or business. So many powerful lessons and ideas can be gleaned once we venture outside the education silo.

To compliment traditional means of professional learning, work to create or further develop a Professional Learning Network. Social media provides a continuous pathway to ideas, strategies, feedback, resources and support that every educator should take advantage of in the digital age. Like many other connected educators, writing enables you process your thinking, resulting in a more critical reflection of your work in relation to teaching, learning and leadership. Your reflections not only assist you with your growth, but also can be a catalyst for your staff and others to reflect on their own practice or grow professionally. Having teachers write a brief reflection prior to the post – observation conference is a great strategy to promote a conversation on improvement that is not one – sided. Portfolios are a requirement and compliment your observation process nicely. They provide more clarity and detail on instruction over the entire course of the school year. Portfolios can include learning activities, assessment, unit plans, examples of student work, and other forms of evidence to improve instructional effectiveness. They can also be used to validate good practice. Observe lessons with members of your administrative team. This is invaluable for many reasons. First, it enables you to take advantage of two set of eyes during observations, as some things will always be missed when done solo no matter how much experience you have. This also allows you to work with your team to help them improve their own instructional leadership. It also helps you to improve, as every conversation helps you to further reflect on what you saw.

Nothing is more important than ensuring quality learning is taking place in your classrooms. These ten strategies can be implemented immediately to improve your instructional leadership. That is not to say that these ten strategies are exhaustive all strategies to improve instructional leadership practices of headmasters.

According to the Wallace Foundation (2012), five practices are key to helping principals improve teaching and learning in their schools. These are; shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education so safety, a cooperative spirit and other foundations of fruitful interaction prevail, cultivating leadership in others so teachers and other adults assume their part in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn at their utmost; and managing people, data and processes to foster school improvement. There is much principals must do to help their students succeed. But these five practices can give principals “a fighting chance of making a real difference for students”. The points of interest according to this foundation include; Effective leadership begins with development of a school wide vision of commitment to high standards and the success of all students. The principal helps to spell out that vision and get all others on board with it. The more open a principal is to spreading leadership around, the better it is for student learning. Effective leadership from a variety of sources principals, teachers, staff teams and others are associated with better students performance on math and reading tests.

Effective leaders focus laser – like on quality of instruction in their schools. They emphasize research – based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Others include communicating effectively, planning effectively through



research, being a positive and fair leader to earn trust, demonstrating competence and reliability and working to unite staff and students for a serene academic business.

A study of five large districts with higher principal retention rates (taking into consideration student demographics) investigated strategies that encouraged principal retention. The study found that among the successful strategies were fostering a collaborative culture among principals and building and maintaining supportive relationships between principals and their supervisors at the district level (Cieminski, 2018).

Great leaders need great teams to support them, yet, many education leaders have a difficult time creating the conditions for effective teamwork.

When schools went virtual in Spring 2020, leaders had to help teachers and families use completely new instructional platforms (Sterret & Richardson, 2020). All this while the leaders themselves were trying to learn these formats and keep everyone safe. They were faced with scenarios and decisions never before considered. The stress and pressure of this situation is likely what drove many principals to accelerate their plans for leaving the profession.

Understandably, many leaders have struggled to translate their vision for instruction to distance and hybrid learning formats. This is where school leaders need a community of practice and expert resources more than ever.

Many districts have benefited from professional learning communities. For example, one large urban district grouped 44 school leadership teams into 12 communities of practice around a shared problem of practice. These communities of practice gave leaders “the tools, time, and a defined process that clarified steps toward reaching their goals.” One principal reported, “It has been really powerful to use the strengths of each administrator to tackle a common problem. As a campus principal,

rarely are you afforded opportunities to work with your peers and learn from each other”

Communities of practice give leaders “the tools, time, and a defined process that clarifies steps toward reaching their goals.”

Principal supervisors also benefit from communities of practice. A study of a different large urban school district found that principal performance improved after the district created a professional learning community for principal supervisors. Principal supervisors expressed that it was immensely helpful to define shared principal expectations, practice principal coaching techniques, share problems of practice, and get feedback from peers (Baker & Bloom, 2017).

When leadership teams have a support process with access to expertise in place, they can adapt to rapid changes that are outside their control and keep their schools moving forward. A culture of continuous improvement means that a school or district is united around their instructional vision for core instruction and shares a collective growth mindset as they strive to achieve that vision. The instructional leadership team is at the heart of a continuous improvement process, and leading indicator data on core instruction is what drives the improvement process.

Leading indicator data on core instruction connects the work of the leadership team because it guides leaders to identify goals, measure progress to the goals, and set next action steps in a weekly cadence of small wins and continuous improvement.

The following 6 strategies can be used at both school and district levels. These strategies were designed to create a culture of continuous improvement and build effective instructional leadership teams that can sustain even the most challenging environments.

**Strategy 1:** Design your instructional leadership teams with the right conditions for maximum team effectiveness

What makes a team effective? Harvard researcher J. Richard Hackman (2011) found that certain conditions significantly predicted team effectiveness – controlling 74% of the variation.

Teams that were well-designed using these conditions delivered better outcomes, increased their team's capacity over time, and advanced each individual member's skills creating the foundation for a culture of continuous improvement.

The conditions for highly effective teams, derived from Hackman's work, are:  
Real team: Everyone knows who is on the team. The team forms social bonds and works together toward a common purpose. Compelling purpose: The team's purpose and instructional vision is clear, challenging, and consequential.

Right people: Team members have good teamwork skills and bring a diversity of perspectives and abilities. Sound structure: The team is the ideal size, effectively uses norms, and engages in well-designed interdependent tasks.

Supportive context: The team has the structures, systems, and materials they need to do effective work. Team coaching: Helpful coaching is readily provided by the team leader, a team member, or expert consultant.

**Strategy 2:** Develop an instructional vision and common language

Once a leadership team has the right conditions for team effectiveness in place, it's important to focus on the instructional vision.

The vision will drive the school and district goals for improvement and the daily work of the team. This ensures the work of the team is always aligned to its purpose and the changes in leading indicators of core instruction result in increased student achievement on assessments.

As described above, an instructional vision of core instruction is the interaction between student, teacher, and content. In order to promote a culture of continuous improvement, leaders should clearly define the instructional vision and ensure that all stakeholders understand and use a common language and common set of indicators. For example, leaders might consider the following concepts to include in their instructional vision:

Standards-based learning targets used by students, students demonstrating agency over their own learning, academic tasks that engage students in productive struggle, relentless inspection of student evidence.

Note that all of these concepts could apply to in-person, virtual, or hybrid instruction, so the vision can stay the same despite the circumstances. The methods and classroom routines must be adapted to the learning environment.

Executing a clear instructional vision with a common language enhances the instructional team's motivation, allows self-direction, and engages the team's collective knowledge and skills.

**Strategy 3:** Use a metric to objectively measure progress to goals

Next, instructional leaders should utilize a leading indicator metric so they can objectively measure progress to their goals.

Metrics are important because, data objectively identifies strengths and opportunities for growth, leadership teams can be proactive by addressing root cause issues quickly, leadership teams can track school wide and districtwide growth over time, progress becomes tangible. It is more rewarding to celebrate wins and keep everyone engaged in the culture of continuous improvement.

**Strategy 4:** Take action toward the vision with a plan and action board process

Once leadership teams gather relevant data and create a baseline metric for their school's core instruction, it is time to create an agile continuous improvement plan and process to improve that data and to track progress toward achieving the instructional vision. The agile plan can be broken down into an action board that keeps the team focused and moving forward in small increments of continuous improvement toward the vision.

Action boards are a project management tool taken from the “agile” business philosophy. Action boards break down goals into tasks and track whether those tasks are getting done. Tasks can only move to “done” when there is evidence that they were completed to the established standard.

Action boards help create a culture of continuous improvement by:

Operationalizing school improvement plans for in-person, virtual, or hybrid learning, creating small wins that generate momentum and translate into larger gains, demonstrating continual, gradual growth in schools, promoting self- and peer-accountability for the members of the team, spelling out clear goals and tasks to empower self-direction of team members.

**Strategy 5:** Monitor progress to the vision and provide formative feedback

When the action board process becomes a daily habit, leadership teams will have a tool to constantly monitor their own progress to the instructional vision. Teams should continue to use a reliable metric on a regular basis to gather evidence of whether their goals are succeeding.

At this point, leadership teams have what they need to analyze trend data and provide formative feedback. Consider sharing school-wide and grade-level trends with PLCs and empower them to set actions for improvement.

The tips for providing feedback to promote a culture of continuous improvement are: Be honest – Stick to the data and offer objective observations

Be formative – Remember this feedback shouldn't be evaluative. Focus on the instruction, not the teacher. Be practical – Offer concrete strategies for improvement

Connect feedback back to the instructional vision – Emphasize that improving your own practice means helping to achieve the collective purpose of the school or district

Celebrate progress – Recognizing growth encourages continued effort

**Strategy 6:** Form a leadership community of practice with other leaders and take advantage of expert and peer coaching

Finally, one of the most important aspects of developing a culture of continuous improvement is engaging in a community of practice for school leadership teams.

Districts should consider setting a schedule of meetings where school leadership teams and district leaders meet with protocols in a structured format with facilitation for an effective community of practice that is results-driven.

Aspects of a strong instructional leadership community of practice:

Support within leadership team's communities of practice should include scheduled time for school leadership teams to come together, including teacher leaders and district leaders at strategic times. The structured approach of a community of practice allows for data progress monitoring toward the vision for instruction and progress monitoring of school improvement goals aligned to district priorities.

School leadership teams highly value time away from the interruptions and emergencies of school to step back and periodically reflect, analyze, and adapt their improvement plan throughout the year.

Communities of practice should also include skilled facilitation for leadership teams to share best practices and celebrate their progress with other teams. Teams should also share challenges and receive team-to-team peer support from colleagues. This is one of the most valued components of a community of practice that helps foster a culture of trust and collaboration.

District leaders should participate in communities of practice at strategic times to support their leadership teams, receive quality information of the struggles schools are experiencing in real-time, and to clarify the instructional vision and goals. As communities of practice advance, the entire district begins to experience the coherence and cadence of continuous improvement that translates into incremental progress to attaining shared goals. The shared momentum of leading and lagging data indicators improving contributes to achieving district priorities with progressively larger wins. Shared learning improves the competencies of the district as a whole and builds stronger leadership over time.

When communities of practice consult with experts, they can gain an unbiased outside perspective and a trusted accountability partner. This is helpful for magnifying the learning and surfacing root cause issues. Expert facilitators can provide just-in-time learning examples, support and coach teams, showcase best practices and emerging practices, and further accelerate progress.

These 6 strategies for creating a culture of continuous improvement can benefit any school and any district and can be adapted for in-person, virtual, and hybrid learning environments.

## **2.6 Summary of Literature**

It can therefore, be concluded that instructional leadership is a conscious process which helps to improve teachers' instructional practices. It is also believed

that teachers who receive sufficient support by way of instructional leadership will perform better than those who receive less support and encouragement from their heads. Collaboration from heads and teachers is very important. Heads and teachers need to be constantly oriented with fresh ideas to improve on their work, with such ideas being encouraged to be problem-solving in nature.





## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The chapter presents the methodology that was employed to carry out the study. It includes the research design, the population, sampling techniques and the sample size, the developments of the instrument, data collection procedure and data analysis plan.

#### **3.1 Research Design**

Descriptive survey design was used in this study. According to McCombes (2022), descriptive research aims at accurately and systematically describing a population, situation or phenomenon. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

Descriptive survey design engages the people who are at the centre of the research objective (Salve, 2022).

Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when much is not known yet about the topic or problem.

In descriptive research, the study participants are questioned or observed in a natural setting such as their homes or educational settings. Also, the study can be used to identify the prevalence of particular problems and the need for new or additional services to address these problems.

However, the limitations of descriptive studies are that, respondents may not be truthful when answering survey questions or may give socially desirable responses and the choice and working of questions on a questionnaire may influence the descriptive findings.

### **3.2 Population of the Study**

Kusi (2012) explained population as the group of individuals or people with the same characteristics and in whom the researcher is interested. The target population consisted of all teachers in all senior high schools at the Builsa North Municipality. The accessible population comprised teachers in the three selected senior high schools at the Builsa North Municipality; the population of teachers of the three selected senior high schools according to the Municipal Directorate of Education was made up of 261 teachers. The accessible population comprised 219 males and 42 females, Builsa North Municipal Directorate.

### **3.3 Sample and Sampling Technique**

Creswell (2017) explains sampling as the process of selecting units from a population of interest, so that by studying the sample one may fairly generalize results back to the population from which they were chosen. The three senior high schools were selected using purposive sampling technique. According to Surbhi (2017), in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The simple random sampling technique was employed to select 78 respondents for the study. A total sample of 78 teachers was used for the study.

### **3.4 Data Collection Instrument**

The study used questionnaire as the main instrument to gather the data. According to McLeod (2018), questionnaire is used for the purpose of gathering information from respondents. Questionnaire is an effective means of measuring the behaviour, attitudes, preferences, opinions and intentions of relatively large numbers of subjects more cheaply and quickly than other methods. The researcher used questionnaire because it has the advantage of being easy to administer on a large

population. Questionnaires also required less time and money compared to other methods like focus group discussions. However, they are limited to only the areas indicated in the questionnaires, and do not give room for self-expression.

The questionnaire was divided into four sections. Section A covered personal information of respondents. Section B sought respondents opinion on the instructional leadership behaviours mostly used. Section C sought respondents' opinion on effectiveness of instructional leadership behaviour of heads and section D sought respondents' views on measures to improve instructional leadership behaviours of headmasters.

### **3.5 Validity Test**

Validity is the degree to which a test measures what it is supposed to measure (Surbhi, 2017). To achieve faced validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. Content validity was achieved when the supervisor found out whether the instrument adequately covered all the research questions. The supervisor found out whether the items measure specific construct. The validity test enables the researcher to reshape and delete those items which were found to be unclear and misleading.

### **3.6 Pre-testing**

The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area have no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording of the items is appropriate (McLeod, 2018). The questionnaire was pre-tested in Senior High School at Builsa North Municipality which has similar characteristics as that of the main study.

Almost all the items in the questionnaire have multiple scores and therefore, the Cronbach Alpha was considered appropriate to use. Ary, Jacobs and Razavieh (1990) said that Cronbach Alpha is used when items have multiple scores. The pre-test yielded Cronbach Alpha of 0.82. The pre-test enabled the researcher to make necessary changes to items which may be inappropriate. Items which were not clear to respondents were reframed. Thirty respondents were used for the pre-test.

### **3.7 Data Collection Procedure.**

Permission was sought from the heads of the schools. The researcher visited the three senior high schools one after the other. The researcher met the heads and explained the purpose of the study to them who then informed their teachers. Questionnaire was distributed personally to respondents. Those items which were not clear to respondents were explained by the researcher. 78 questionnaires were distributed and all were retrieved. The respondents answered the questionnaire within one week.

### **3.8 Data Analysis Plan**

The data from the questionnaire were edited for consistency. The analytical software known as Statistical Product and Service Solutions (SPSS) was used to process the data. Data were analysed using descriptive statistics such as frequencies and percentage.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter presents the results of field data on instructional leadership behaviours of heads of Senior High Schools at Builsa North Municipality. The chapter comprised the preliminary data analysis to address data on gender, teaching experience and position in school. It also includes the presentation and analysis of the main data meant to address the research questions. Results from the data were analysed with the help of frequencies, percentages and mean. Results were presented according to the research questions. This chapter is presented under four headings. These include:

1. Demographic Characteristics of Respondents
2. Instructional leadership behaviors mostly used by heads
3. Effectiveness of leadership behaviors of heads
4. Strategies to improve instructional leadership behaviours of heads

#### **Demographic Characteristics of Respondents**

The demographic characteristics of the respondents of the study which included the gender, teaching experience and position in school were examined. These were required to enable the researcher to know the kind of respondents he used in the study. The first part of the analysis concerns gender of respondents for the study. This is presented in Table 4.1.

## Gender of Respondents

**Table 4.1 Distribution of Respondents by Gender**

Statement	Categories	Frequency	Percentage (%)
Gender	Male	63	80.8
	Female	15	19.2
<b>Total</b>		<b>78</b>	<b>100</b>

Source: Field Survey (2022)

From the study findings in table 4.1, majority of the respondents were males represented by 80.8% (63) while the rest where female teachers represent by 19.2% (15). This means that male teachers were more in representation as compared to their female counterparts.

**Table 4.2 Number of Years Worked**

Year	Frequency	Percentage
1-5	9	11.5
6-10	20	25.6
11-15	18	23.1
16-20	22	28.2
21 above	9	11.5
<b>Total</b>	<b>78</b>	<b>100</b>

Source: Field Survey (2022)

Findings in Table 4.2 indicated that, 11.5% had worked for 1-5 years. About 25.6% of the respondents had worked for 6-10 years and 23.1% of the respondents had worked for 11-15 years, 28.2% of the respondents had worked for 16-20 years while 11.5% of the respondents had work for 21 years and above.

**Table 4.3: Position held**

Position in the school	Frequency	Percentage
Form Master	30	38.5
Dining hall master	8	10.3
House master	10	12.8
Assistant house master	10	12.8
Head of department	10	12.8
Senior housemaster/mistress	6	7.7
Assistant headmaster	4	5.1
<b>Total</b>	<b>78</b>	<b>100</b>

Source: Field Survey (2022)

Table 4.3 above showed that 30 representing 38.5% of respondents were form masters, 8 (10.3%) were dining hall masters, 10 representing 12.8% respondents were House masters, 10 also representing 12.8% respondents were assistant house masters, 10 representing 12.8% were heads of department, 6 representing 7.7% respondents were senior house masters/mistress and 4 respondents representing 5.1% were assistant headmasters. This result showed majority of the respondents were form masters.

#### 4.1 Analysis of Main Data

##### **Research Questions 1: What instructional leadership behaviours do heads of senior high schools at Builsa North Municipality mostly use?**

This part deals with analysis and discussions of responses on the instructional leadership behaviours mostly used by heads of senior high schools at the Builsa North Municipality. The result is presented in Tables 4.4, 4.5, 4.6 and 4.7.

**Table 4.4 Frame School Goals**

ITEM	S D		D		N		A		SA		Mean	T	%
	N	%	N	%	N	%	N	%	N	%			
Develop School goals on annual basis	12	15.4	31	39.7	19	24.4	9	11.5	7	9	<b>2.59</b>	<b>78</b>	<b>100</b>
Frame the school goals in terms of staff responsibilities	14	17.9	29	37.2	13	16.7	16	20.5	6	7.7	<b>2.63</b>	<b>78</b>	<b>100</b>
Use need assessments to secure staff input on goal development.	16	20.5	19	24.4	20	25.6	12	15.4	11	14.1	<b>2.78</b>	<b>78</b>	<b>100</b>
Use data on students' performance when developing schools academic goals.	8	10.3	34	43.6	15	19.2	7	9	14	17.9	<b>2.81</b>	<b>78</b>	<b>100</b>
<b>Overall mean</b>											<b>2.70</b>		

**Source: Field Survey (2022)**

Findings in Table 4.4 showed that 9% of the respondents strongly agreed that heads developed school goals and 11.5% of the respondents agreed. About 24.4% of



the respondents were neutral, 39.7% of the respondents disagreed while 15.4 % of the respondents strongly disagreed. The result implies that majority of the respondents disagreed that heads develop school goals on annual basis.

About 7.7% of the respondents strongly agreed that heads framed the school goals and 20.5% of the respondents agreed. About 16.7 of the respondents were neutral, 37.2% of the respondents disagreed while 17.9 % of the respondents strongly disagreed. The result implies that majority of the respondents (55.1%) disagreed that heads frame the school goals in terms of staff responsibilities.

Over 14.1% of the respondents strongly agreed that heads used need assessments to secure staff input on goal development and 15.4% of the respondents agreed. About 25.6 of the respondents were neutral, 24.4% of the respondents disagreed while 20.5 % of the respondents strongly disagreed. The result implied that majority of the respondents disagreed that heads use need assessments to secure staff input on goal development.

Almost 17.9% of the respondents strongly agreed that heads used data on students' performance when developing schools academic goals and 9% of the respondents agreed. About 19.2% of the respondents were neutral, 43.6% of the respondents disagreed while 10.3% of the respondents strongly disagreed. The result implied that majority of the respondents disagreed that heads use data on students' performance when developing schools academic goals.

The findings therefore suggested that headmasters do not mostly use this instructional leadership behaviour of framing the school goals and this is in contrast with Bellibas et al. (2022) who found out that most principals developed goals to properly manage the school.

**Table 4.5 Supervise and Evaluate Instruction**

ITEM	S D		D		N		A		SA		Mean	T	%
			N	%	N	%	N	%	N	%			
Ensure that classroom priorities of teachers are consistent with the goals of the school.	8	10.3	15	19.2	9	11.5	28	35.9	18	23.1	<b>3.42</b>	<b>78</b>	<b>100</b>
Review student work products when evaluating classroom instruction.	15	19.2	13	16.7	10	12.8	30	38.5	10	12.8	<b>3.09</b>	<b>78</b>	<b>100</b>
Conduct informal observation in classroom on a regular basis.	12	15.4	10	12.8	13	16.7	26	33.3	17	21.8	<b>3.33</b>	<b>78</b>	<b>100</b>
Point out specific weakness in teachers' instructional practices in post-observation feedback.	14	17.9	16	20.5	8	10.8	18	23.1	22	28.2	<b>3.23</b>	<b>78</b>	<b>100</b>
<b>Overall Mean</b>											<b>3.27</b>		

**Source: Field Survey (2022)**

From Table 4.5 above, the results showed that 35.9% of the respondents which constituted the majority agreed that heads ensured that classroom priorities of teachers are consistent with the goals of the school. 11.5% of respondents were neutral. The

least expressed view, 10.3% strongly disagreed that heads ensured that classroom priorities of teachers are consistent with the goals of the school.

Similarly, 38.5% of respondent agreed that heads review student work products when evaluating classroom instruction while 12.8% strongly agreed. Also, 12.8% were neutral on this behaviour, 16.7% disagreed and 19.2% strongly disagreed.

With regards to conducting informal observation in classroom on a regular basis, 33.3% agreed, 21.8% of respondents strongly agreed, 16.7% were neutral 15.4% strongly disagreed and the least expressed view, 12.8% of respondents disagreed.

On the question of pointing out specific weakness in teachers instructional practices in post-observation feedback, 28.2% strongly agreed, 23.1% of respondents agreed, 10.8% which was the least remained neutral, 20.5% and 17.9% disagreed and strongly disagreed respectively.

The entire results in Table 4.5 showed that heads in Senior high schools in Builsa North municipality supervise and evaluate instructions as instructional leadership behaviours which concord with Almarshad's (2017) assertion on his study that looked at instructional leadership behaviour and functions and reported that instructional leaders establish and communicate school goals; use data when making curricular decisions; coordinate, supervise, and evaluate curriculum; promote the professional development of teachers; communicate high standards for student academic achievement; and, protect instructional time.

**Table 4.6 Coordinate the Curriculum**

ITEM	S D		D		N		A		SA		Mean	T	%
	N	%	N	%	N	%	N	%	N	%			
Coordinate school curriculum.	9	11.5	9	11.5	12	15.4	25	32.1	23	29.5	<b>3.56</b>	<b>78</b>	<b>100</b>
Draw upon the results of school-wide testing when making curricular decisions.	8	10.3	12	15.4	14	17.9	26	33.3	18	23.1	<b>3.43</b>	<b>78</b>	<b>100</b>
Monitor the use of the curriculum	9	11.5	10	12.8	12	15.4	30	38.5	17	21.8	<b>3.45</b>	<b>78</b>	<b>100</b>
Assess the overlap between the schools curricular objectives and the schools achievement tests.	10	12.8	13	16.7	10	12.8	28	35.9	17	21.8	<b>3.37</b>	<b>78</b>	<b>100</b>
<b>Overall Mean</b>											<b>3.45</b>		

**Source: Field survey (2022)**

From Table 4.6 above, four items were looked at. The first item was whether respondents agree or not that heads coordinate the school curriculum. The information disclosed that 29.5% of respondents strongly agreed to this, 32.1%

agreed, 15.4% remained neutral, 11.5% which constituted the least percentage of respondents disagreed and strongly disagreed on this behaviour.

The table revealed that 33.3% of respondents agreed that heads draw upon the results of school-wide testing when making curricular decision, 23.1% strongly agreed that heads draw upon the results of school-wide testing when making curricular decisions, 23.1% strongly agreed, 17.9% were neutral 15.4% disagreed and 10.3% which was the least strongly disagreed.

The table again unveiled that 38.5% of respondents agreed that heads monitor the use of the curriculum, 21.8% strongly agreed to this, 15.4% of respondents were neutral, 12.8% disagreed and 11.5% which was the least percentage of respondents strongly disagreed that heads monitor the use of the curriculum.

With regards to assessing the overlap between the schools curriculum objectives and the school achievement tests, 35.9% of respondents agreed, 21.8% strongly agreed and 12.8% remained neutral. However, 16.7% of the respondents disagreed and 12.8% of them strongly disagreed on this behaviour. The results therefore pointed to the fact that majority of heads coordinated the school curriculum and monitored the use of the curriculum.

The results therefore point to the fact that majority of the respondents coordinate the curriculum. The result agrees with Almarshad's (2017) statement that instructional leaders supervise, and evaluate curriculum; promote the professional development of teachers; communicate high standards for student academic achievement; and, protect instructional time.

**Table 4.7 Provide Incentives for Teachers**

ITEM	S D		D		N		A		S A		Mean	T	%
	N	%	N	%	N	%	N	%	N	%			
Reinforce superior performance by teachers in staff meetings.	16	20.5	18	23.1	10	12.8	16	20.5	18	23.1	<b>3.03</b>	<b>78</b>	<b>100</b>
Compliments teachers privately for their efforts or performance.	19	24.4	17	21.8	10	12.8	15	19.2	17	21.8	<b>2.92</b>	<b>78</b>	<b>100</b>
Reward specific efforts by teachers with opportunities for professional recognition.	12	15.4	20	25.6	12	15.4	18	23.1	16	20.5	<b>3.08</b>	<b>78</b>	<b>100</b>
Create professional growth opportunities for teachers as a reward for	14	17.9	21	26.9	7	9	12	15.4	24	30.8	<b>3.14</b>	<b>78</b>	<b>100</b>

Table 4.7 cont.

specific

contributions to

the school.

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**Overall Mean**

**3.04**

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**Source: Field Survey (2022)**

From Table 4.7 above, reinforcing superior performance by teachers in staff meetings was the first point under providing incentives for teachers examined. From the results, 23.1% of the respondents strongly agreed, 20.5% agreed and 12.8% remained neutral.

Also, 23.1% of respondents indicated that they disagree and 20.5% strongly disagreed on this instructional leadership behaviour.

An analysis of the results from the table also revealed that 21.8% of respondents strongly agreed that heads compliment teachers privately for their efforts or performance, 19.2% agreed this, 12.8% were neutral and 21.8% disagreed. However, it was revealed that majority of heads, 24.4% hardly compliments teachers privately for their efforts or performance.

Moreover, on rewarding specific effort by teachers with opportunities for professional recognition, 25.6% of respondents disagreed on this, 15.4% strongly disagreed with the same percentage which remained neutral. Meanwhile, 23.1% agreed and 20.5% strongly agreed on this instructional leadership behaviour.

Responses on creating professional growth opportunities for teachers as a reward for specific contributions to the school were elicited and 30.8% of the respondents, strongly agreed on this behaviour 15.4% agreed and the least 9.0% remained neutral.

However, 26.9% disagreed and 17.9% strongly disagreed that heads create professionals growth opportunities for teachers as a reward for specific contributions to the school.

The entire result and analysis in Table 4.7 indicated that the respondents agreed that heads in the senior high schools in the Builsa North Municipal do provide incentives for teachers as instructional leadership behaviours which agrees with findings of Bellibas et al., (2022).

The results of this research showed the instructional leadership behaviours used mostly by heads of the senior high schools in the Builsa north municipality were; that they coordinated the school curriculum and monitored the use of school curriculum. The findings of this research is consistent with Allan and Haiyan (2020) who found that instructional leaders conduct formal classroom observations, hold conferences with teachers and provide feedback, discuss instructional behaviours with teachers, act as an instructional resource for teachers, monitor student progress, and support and foster collaborations among teachers, communicate school goals; use data when making curricular decisions; coordinate, supervise, and evaluate curriculum; promote the professional development of teachers; communicate high standards for student academic achievement; and, protect instructional time.

## **Research Question 2: What are the effectiveness of Instructional Leadership behaviours of heads in senior high schools at Builsa North Municipality?**

This part deals with analysis and discussion of responses on the effectiveness of instructional leadership behaviour of heads in senior high schools at Builsa North Municipality



**Table: 4.8 provide information on the effective Leadership Practices of heads in Senior High Schools at Builsa North Municipality.**

**Table 4.8. Effective Leadership Behaviours**

ITEM	S D		D		A		S A		T	%
	N	%	N	%	N	%	N	%		
Motivating teachers	12	15.4	7	9	36	46.1	23	29.5	78	100
Solves teachers' instructional issues	17	21.8	38	49.2	16	20.5	7	9	78	100
Aims at achieving goals	14	17.9	17	21.8	32	41.0	15	19.2	78	100
Finds the strength to persevere through uncertainties	30	38.5	15	19.2	16	20.5	17	21.8	78	100
Communicates clearly to teachers	18	23.1	14	17.9	40	51.3	6	7.7	78	100
Delegates specific tasks to subordinates	6	7.7	9	11.5	39	50.1	24	30.8	78	100
Completes projects on time	11	14.1	9	11.5	28	35.9	30	38.5	78	100
Gives constructive feedback to teachers	8	10.3	12	15.4	38	49.1	20	25.6	78	100
Is self-reflective and take careful considerations	12	15.4	15	19.2	34	43.6	17	21.8	78	100
Listens to teachers opinion	10	12.8	12	15.4	38	48.7	18	23.1	78	100

**Source: Field Survey (2022)**

From Table 4.8 above the results revealed that majority of heads, 46.1% motivated teachers. The results revealed that only 9.0% of respondents disagreed on this effective leadership behaviour, while 15.4% strongly disagreed.

From the table, 32(41.0%) out of the 78 respondents agreed that heads aimed at achieving goals while the least expressed view (17.9%) strongly disagreed that heads aimed at achieving goals. 19.2% of the respondents strongly agreed while 21.8% disagreed on this effective instructional leadership behaviour.

On solving teachers instructional issues, 49.2% disagreed, 21.8% strongly disagreed and the least opinion, 9% strongly agreed that heads solve teacher's instructional issues. Also, 20.5% agreed on this behaviour. The findings do not resonate with the Leithwood et al's. (2019) statement that heads may practice instructional leadership and employ their expertise providing opportunities for professional learning and growth, and participating in collaborative inquiry in solving problems.

A considerable number of respondents, 38.5% indicated that they strongly disagreed that heads find strength to persevere through uncertainties, and 21.8% strongly agreed that heads find strength to persevere through uncertainties. 20.5% agreed but 19.2% disagreed on this behaviour.

It was concluded that heads are not effective when it comes to find the strength to persevere through uncertainties. The result in not resonate with Workforce (2021) that resilient leader finds the strength to persevere through uncertainty or disappointment and helps their team stay the course to their goals.

Furthermore, the researcher examined communicates clearly to teachers as an effective leadership. From the results, 59% of the respondents agreed that communicating clearly to teachers is an effective leadership practice of heads while 41% also disagreed that communicating clearly to teachers is an effective leadership

practice of heads. It was concluded that heads are effective when it comes to communicating clearly to teachers.

As much as 50.1% of the respondents agreed that heads delegate specific tasks to subordinates, 30.8% of them strongly agreed and the least, 7.7% strongly disagreed on this effective leadership behaviour. It was concluded that heads are effective in delegating specific tasks to subordinates. The result is in line with Workforce (2021) that empowering your team means delegating specific tasks to team members and giving them authority over those tasks. This shows that you believe in your team's capabilities and trust them to take charge of projects when necessary. This form of empowerment can also help team members broaden their skills and boost efficiency.

With regards to completing projects on time, 38.5% and 35.9% of respondents strongly agreed and agreed respectively. Only 11.5% disagreed and 14.1% strongly disagreed that heads complete projects on time. It was concluded that heads are effective in this regard. The result is in tandem with Workforce (2021) that completing a project on time is important, but timeliness means nothing if the project is riddled with errors or missing key components. A true leader pays close attention to detail to ensure high standards of quality are met. However, that does not mean a good leader lets their attention to detail interfere with important developments.

Examining giving constructive feedback to teachers as an effective leadership behaviour, 49.1% of respondents affirmed by agreeing that heads give constructive feedback to teachers, 25.6% of them strongly agreed on this while the least view, 10.3% strongly disagreed. Also, 15.4% of respondents disagreed that heads give constructive feedback to teachers. It was concluded that heads are effective in giving constructive feedback to teachers. The result is in conformity with Workforce (2021) that as a leader you should be comfortable giving constructive feedback to your team

members to help facilitate their growth and improve performance. Constructive feedback is informative, issue-specific, based on observation, and is delivered in a way that is not meant to offend or deter. Instead, constructive feedback is delivered to encourage a positive outcome.

Moreover, the results from the table showed that 43.6% of respondents agreed that heads are effective with regard to being self-reflective and taking careful considerations. 21.8% strongly agreed while 19.2% and 15.4% disagreed and strongly agreed respectively. It was concluded that heads are effectively self-reflective and take careful considerations. The result is in consonance with Workforce (2021) that as a leader, getting external feedback on your decisions can sometimes be difficult. Therefore, practicing self-reflection and taking careful consideration of your past actions can be great ways to help yourself expand your skill set.

Finally, the analysis revealed that, 48.7% of the respondents agreed that heads listen to teachers opinion, 23.1% strongly affirmed this effective leadership behaviour. The least view, 12.8% strongly disagreed and 15.4% disagreed that heads listen to teacher's opinion. It was concluded that, heads are effective in listening to teacher's opinion. The result is in tandem with Workforce (2021) who reported in a study conducted that 74% of employees say they are more effective at their job when they feel heard. That same study also showed 88% of employees whose companies financially outperform others in their industry feel heard compared to 62% of employees at financially underperforming companies.

From the results of Table 4.8, the researcher can conclude that heads in senior high school at the Builsa North Municipality are effective in their leadership practices.

**Research Question 3: What measures could be adopted to improve heads' instructional leadership behaviors in senior high schools at Builsa North Municipality?**

This part deals with analysis and discussions of responses on measures which could be adopted to improve instructional leadership behaviours of heads in senior high schools at Builsa North Municipality. The result is presented in Table 4.9.

**Table 4.9 Measures to Improve Heads' Instructional Leadership Behaviours in Senior High Schools at Builsa North Municipality**

ITEM	S D		D		N		A		S A		T	%
	N	%	N	%	N	%	N	%	N	%		
Designs instructional leadership teams	19	24.4	10	12.8	6	7.7	23	29.5	20	25.6	78	100
Develops an instructional vision	12	15.4	14	17.9	7	9	24	30.8	21	26.9	78	100
Measures progress of goals.	12	15.4	8	10.3	9	11.5	23	29.5	26	33.3	78	100
Take actions on the vision with a plan	10	12.8	12	15.4	10	12.8	30	38.5	16	20.5	78	100
Monitors progress of vision of the school	6	7.7	10	12.8	10	12.8	28	35.9	24	30.8	78	100

Table 4.9 Cont.

Form a leadership	9	11.5	15	19.2	6	7.7	23	29.5	25	32.1	78	100
community of												
practice with other												
leaders												

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**Source: Field Survey (2022)**

The results in table 4.9 indicate that, 24.4% indicated that they strongly disagree that designing instructional leadership teams would improve instructional leadership behaviour, 12.% disagreed, 7.7% were neutral, while 29.5% indicated they agreed and 25.6% indicated they strongly agreed. This implied that majority of the respondents agreed that that designing instructional leadership teams would improve instructional leadership behaviours of heads.

On developing an instructional vision, 15.4% and 17.9% strongly disagreed and disagreed respectively, 9% neutral, 30.8% agreed and 26.9% strongly agreed. From the result, it was concluded that developing an instructional vision could improve instructional leadership behaviors of heads.

On measuring progress of goals, 15.4% responded they strongly disagree, 10.3% disagreed, 11.5% responded neutral, 29.5% indicated they agree while 33.3% indicated they strongly agree. From the above, it was established that measuring progress of goals could improve instructional leadership behaviors of heads in Senior High Schools at Builsa North Municipality.

On taking actions on the vision with a plan, 12.8% respondents either strongly disagreed, 15.4% disagreed, 12.8% remained neutral, 38.5% indicated they agreed and 20.5% indicated they strongly agree. From the results, it was clear that taking actions on the vision with a plan and action board process could improve the instructional leadership behaviours of heads in the senior high schools.

On monitoring progress of vision of the school, 7.7% respondent strongly disagreed however, 12.8% indicated they disagreed, 12.8% remained neutral, 35.9% indicated they agreed and 30.8% strongly agreed. This indicated that monitoring progress of vision of the school could help improve instructional leadership behaviours of heads.

Finally, forming a leadership community of practice with other leaders was looked at to see if it could help improve instructional leadership behaviours. The results indicated that 11.5% respondents strongly disagreed, 19.2% disagreed, meanwhile 7.7% indicated they were neutral, 29.5% said they agreed and 32.1% indicated they strongly agreed. Based on the results, the researcher concluded that if heads form a leadership community of practice with other leaders it could improve instructional leadership behaviours in the senior high schools at the Builsa North Municipality. Therefore, the researcher concluded that if heads in the Builsa North municipality could design instructional leadership teams, develop an instructional vision, measure progress of goals, take actions on the vision with a plan, and monitor progress of vision of the school and form a leadership community of practice with other leaders could help improve instructional leadership behaviors.

The findings and analysis in Table 4.9 confirms the findings of Wallace (2012), that shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education so safety, a cooperative spirit and other foundations of fruitful interaction prevail, cultivating leadership in others so teachers and other adults assume their part in realizing the school vision, improving instruction to enable teachers teach at their best and students to learn at their utmost; and managing people, data and processes to foster school improvement are key to helping principals improve teaching and learning in their schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTION FOR FURTHER STUDIES

#### 5.0 Introduction

This chapter summarizes the findings of the study, draw conclusions and make recommendations. The summary addresses the objectives of the study and conclusions drawn are based on the research findings. A number of recommendations were also made in this chapter.

#### 5.1 Summary of the Study

The purpose of this study was to investigate the instructional leadership behaviours of heads of Senior High Schools at Builsa North Municipality. The objectives of the study were to find out common instructional leadership behaviors of heads mostly used, assess the effectiveness of instructional leadership behaviour of heads and to find out strategies adopted to improve instructional leadership behaviours of heads.

Descriptive survey design was employed with quantitative approach for the study. The population for the study was teachers. Purposive sampling technique was used to select the schools. Simple random sampling was used to select 78 respondents for the study. Questionnaire was used for the study. The pre-test yielded Cronbach Alpha of 0.82. Data were analyzed using descriptive statistics such as frequencies and percentages.

##### 5.1.1 Main Findings

1. On instructional leadership behaviours heads mostly used, it was revealed that heads coordinated the school curriculum and monitored the use of school curriculum.



2. On effectiveness instructional leadership behaviours, the study found that heads were effective in their leadership practices.
3. On measures, the study revealed that heads should design instructional leadership teams, develop an instructional vision, measure progress of goals, take action on the vision with a plan, monitor progress of vision of the school and form a leadership community of practice with other leaders.

## **5.2 Conclusions**

The study found that heads coordinated the school curriculum and monitored the use of school curriculum. It is concluded that this would help to improve instruction in the school. The study showed that heads were found to be effective.

The study found that heads need to design instructional leadership teams, develop an instructional vision, measure progress of goals, take action on the vision with a plan, monitor progress of vision of the school and form a leadership community of practice with other leaders to improve their instructional leadership behaviours.

## **5.3 Recommendation**

Based on the findings of the study, the following recommendations are made for policy direction:

1. The study showed that heads coordinated the school curriculum and monitored the use of school curriculum. Therefore, it was recommended that heads should re-enforce the monitoring and coordination of the school curriculum.
2. The study showed that heads were found to be effective. Based on the findings, it was recommended that the Municipal Directorate should put in place an award scheme for outstanding heads to motivate them to intensify their effective leadership behaviours.

3. The study indicated that heads needed to design instructional leadership teams, to develop an instructional vision, measure progress of goals, and monitor progress of vision of the school take action on the vision with a plan, and form a leadership community of practice with other leaders. The Municipal Directorate of Education should encourage heads to adopt these measures to improve instructional leadership behaviors to further promote effective teaching and learning.

#### **5.4 Suggestion for further studies**

The study was conducted at the Builsa North Municipality. It is suggested that the same be replicated in senior high schools in the remaining districts, municipalities and metropolis of the Northern Regions to confirm or refute the findings.



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## APPENDICES

### UNIVERSITY OF EDUCATION, WINNEBA

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to conduct a survey on heads instructional leadership behaviours in senior high schools at Builsa North Municipality.

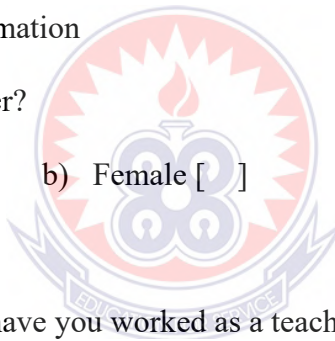
Your support and co-operation is highly anticipated and information given will be confidential.

Please read each statement carefully and tick the number with the appropriate response.

#### Section A: Personal information

1. What is your gender?

- a) Male [  ]      b) Female [  ]



2. Number of years have you worked as a teacher in the school

- a. 1 – 5 years [  ]  
b. 6 – 10 years [  ]  
c. 11 – 15 years [  ]  
d. 16 – 20 years [  ]  
e. 21 years and above [  ]

3. What is your position in the school?

- a. Form master [  ]  
b. Dining Hall Master [  ]  
c. Housemaster [  ]  
d. Assistant Housemaster [  ]

- e. Head of department [   ]
- f. Senior housemaster/mistress [   ]
- g. Assistant Headmaster [   ]

### **SECTION B : Frame the School Goals**

This part aims at helping teachers to provide a profile of heads instructional leadership behaviours in senior high schools. Please read each statement carefully and then tick the number that best describes the specifically behaviour.

<b>S/N</b>	<b>Item</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
4.	Develop School goals on annual basis.				
5.	Frame the school goals in terms of staff responsibilities.				
6.	Uses needs assessment to secure staff input on goal development.				
7.	Uses data on students' performance when developing schools academic goals.				

**Supervise and Evaluate Instruction**

S/N	Item	SD	D	N	A	SA
8.	Ensure that classroom priorities of teachers are consistent with the goals of the school.					
9.	Review student work products when instruction.					
10.	Conduct informal observation in classroom on a regular basis.					
11.	Point out specific weakness in teachers' instructional practices in post-observation feedback.					

**Coordinate the Curriculum**

S/N	Item	SD	D	N	A	SA
12.	Coordinates school curriculum.					
13.	Draw upon the school testing when making curricular decisions.					
14.	Monitors the use of the curriculum					
15.	Assess the overlap between the schools curricular objectives and the schools achievement tests.					

**Provide Incentives for Teachers**

S/N	Item	SD	D	A	SA
16.	Reinforce superior performance by teachers in staff meetings.				
17.	Compliments teachers privately for their efforts or performance.				
18.	Reward specific efforts by teachers with opportunities for professional recognition.				
19.	Create professional growth opportunities for teachers as a reward for specific contributions to the school.				

**SECTION C: Effective Instructional Leadership Practices.**

This part aims at assessing heads effective instructional leadership practices in senior high schools. Please indicate your opinion by ticking.

S/N	Statement	SD	D	A	SA
20.	Motivates teachers				
21.	Solves teachers instructional issues				
22.	Aims of achieving goals				
23.	Finds the strength to persevere through uncertainties				
24.	communication clearly to teachers				
25.	Delegates specific tasks to subordinates				
26.	Completes projects on time				
27.	Gives constructive feedback to teachers				
28.	Is self-reflective and take careful considerations				
29.	Listens to teachers opinion				

**SECTION D**

This section seeks to help teachers provide their opinions on measures to improve the instructional leadership behaviours of their heads.

S/N	Statement	SD	D	A	SA
30.	Design instructional leadership teams				
31.	Develops an instructional vision				
32.	Measures progress of goals.				
33.	Take actions on the vision with a plan				
34.	Monitors progress of vision of the school				
35.	Forms a leadership community of practice with other leaders				

