

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL LEADERSHIP ROLES AMONG HEAD TEACHERS OF JUNIOR HIGH
SCHOOLS IN THE KASSENA-NANKANA EAST MUNICIPALITY OF THE UPPER
EAST REGION



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

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

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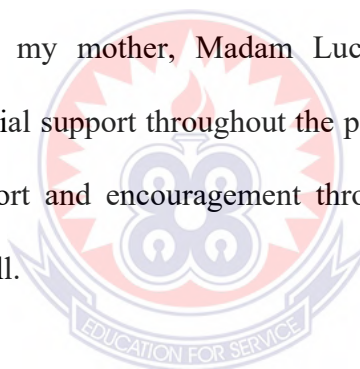
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DEDICATION

This work is dedicated to my husband John Bosco Mambisi and lovely children; Enos,

Leslie and Israel.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the Problem	7
1.2 Objectives of the Study	8
1.3 Research Questions	8
1.4 Significance of the Study	9
1.5 Delimitations of the Study	9
1.6 Limitations of the Study	9
1.7 Definition of Terms	10
1.8 Organization of the Study	10
CHAPTER TWO: REVIEW OF THE LITERATURE	11
2.0 Introduction	11
2.1 Concept of Leadership	11

2.2 Leadership	14
2.3 Leadership Traits	18
2.4 Transactional and Transformational Leadership	23
2.5 Transactional and Transformational practices in education	25
2.6 The Head Teacher as in Ghanaian Context	27
2.7 Different Roles of the Head Teacher	29
2.8 Practices of Exemplary Leaders	34
2.9 Challenges of school leadership	39
2.10 Summary of Literature	43
CHAPTER THREE: RESEARCH METHODOLOGY	44
3.0 Introduction	44
3.1 Population	45
3.2 Sampling techniques	45
3.3 Sample Size	45
3.4 Research instrument	46
3.5 Pilot Testing	46
3.6 Data collection procedure	47
3.7 Data Analysis plan	47
CHAPTER FOUR: RESULTS AND DISCUSSION	48
4.0 Introduction	48
4.1 Response Rate of Questionnaire	48
4.2 Gender of respondents	48
4.3 Teaching Experience of Head Teachers	51



4.4 Summary of Results	64
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	65
5.0 Introduction	65
5.1 Summary of Key Findings	65
5.2 Conclusions	66
5.3 Recommendations	67
REFERENCES	69
APPENDIX A: QUESTIONNAIRE	74
APPENDIX B: MAP OF KASSENA-NANKANA	79



LIST OF TABLES

TABLE	PAGE
4. 1 : Gender Distribution of Respondents	49
4. 2 : Age Distribution of Respondents	49
4. 3 : Educational level of respondents	50
4. 4 : Teaching experience of Head teachers	51
4. 5 : Leadership roles of head teachers	53
4. 6 : Challenges of leadership roles	57
4. 7 : Measures to ensure effective school leadership	62



ABSTRACT

The study was set up to investigate school leadership roles among heads in junior high schools in the Kassena-Nankana municipality of the Upper East Region of Ghana. The quantitative research approach was used. The design used was descriptive survey. Simple random sampling technique was used to select head teachers. A sample size of 41 head teachers was used for the study. The study used questionnaire as the instrument to collect data from the heads of the Junior High Schools. The questionnaire contained both closed-ended and opened-ended items to elicit views from the heads. Percentages, frequencies means standard deviation were used to analyze the field data. The study revealed that head teachers motivate teachers when they are satisfied with their work and also indicate that most head teachers have good relationship with their teachers. It was also found out that head teachers are interested in strategy planning towards achieving their goals. It is therefore recommended that the Ghana education service should provide more funds for head teachers to use as motivation tool for their teachers. They should try to had cordial relationship with their teacher to bring quality output and increase performance.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Leadership has been defined in terms of traits, behaviors, interactions and positions with most definitions reflecting the assumption that leadership involves the process of the person exerting the influence over others within an organization (Yukl, 2007). Green (2001) agreed that a leader is one who has the capacity to influence others to use their and skills to move an organization towards established goals. Green further noted that leaders also assist individuals to adjust to an organizational environment. Most great leaders possess the ability to engage others in a shared meaning, a distinctive and a compelling voice, a sense of integrity and an adaptive capacity (Bennis & Thomas, 2007).

The art of leadership involves the practice of human relation and interpersonal communication skills. According to Waters, Marzano, McNulty (2009), leadership as a science is grounded in research and development. Waters, Marzano, McNulty (2009) reiterated that successful leaders practice both the art and science of leadership. Sergiovanni (2009) stated that all leaders' theories place emphasis on connecting people to each other as well as connecting people to their work. The heart of leadership is relationship with people (Kouzes & Posner, 2011). Kouzes and Posner stated that leadership is a relationship between those who choose to lead and those who choose to follow. The essence of leadership is the ability to take followers to a place they have never been and are not sure want to go (Lezotte & Mckee, 2011).

School leadership is as important as the school itself. In the school system, leadership must provide a congenial atmosphere for free but meaningful interaction among students, parents, teachers, other stakeholders. Sergiovanni (2009) wrote that though management is necessary in schools, school administrators often provide little beyond basic management which leads to lack of true leadership. Effective school leaders must recognize the importance of teaching and learning, clearly communicate the vision and mission of the school to all stakeholders, promote an atmosphere of trust and collaboration and emphasize professionalism. The general view of most societies regarding a place of learning is to inculcate values, morals and culture in to the next generation. Learners who are exposed to these aspirations of the society in schools are expected at the end of a prescribed program or course of study to contribute meaningfully to the survival of the development of the society.

Agreeably, education is the bed rock of any nation development, and to ensure that any quality education is administered to students, society contributes greatly to the provision of school plant and other necessary resources. Society is anxious to see that schools are provided the needed leadership that will impact positively on the academic performance of the youth. According to Afful-Broni (2016), school is a place of learning which a community within a community is. He explained that the school is the coming together of various people in a common location, guided by rules and policies and led by a common leader. Hence the school is seen as belonging to a given community. In addition to get the expected results of high academic performance, the community contributes needed resources, both human and material to this school and the expectation of the community is that all students will perform creditably. But in recent years, school

leadership is facing the need for ideas, initiatives and demand for change simply because most students' performance is below the community's expectations. Failing school has become a new phenomenon while various areas are being explored to see how best to improve students' performance. According to Snowden and Gorton (2007), schools in U.S.A for example have been told to increase student time on task, providing career ladders for teachers, introduce computer study into the curriculum, enhance their organizational culture, improve students' basic skills, increase parental involvement, improve personal evaluation, tighten curriculum standards, develop partnership with business and so on. These are all laudable suggestions to improve school performances. This means school leadership is to put structures in place for higher academic performance to meet their respective community expectations.

Moreover, Afful-Broni (2016) explained that school is a unique valid entity with its own culture, its own specific aims and objectives and has its ways of doing things. Afful-Broni suggested that if the school is a community and an organization then the people charged with day to day activities of the school must be led by effective leader. In most cases, the leader doubles as the administrator and manager of the school. The ability to get things done is largely dependent on the competence of such leader. School leadership integrity must be admired by their society, the environment for their acceptance and will also give way to draw the needed resources for the task ahead. To a large extent, even though society looks forward to see certain qualities such as loyalty, dependability, courageousness, self-control, maturity and caring in their leaders before they entrusted into positions of leadership. However, the discharge of the leaders' daily duties practically ensures effective achievement of the set target of the society. Therefore

improving their leadership in basic schools in this direction is vital. Certainly leadership quality affects the outcome of the leaders' stewardships.

Next, so far as leadership structure of schools in Ghana is concerned, they are structured hierarchically and appointments are not uniform (Afful-Broni, 2016). For instance, leadership in basic public schools is appointed on behalf of the government by the District, Municipal or Metropolitan Directorate of Education. Missions of Faith Based schools get their leaders through appointment by the Educational Unit Managers and appointment of heads of private schools is normally done by proprietors. Whereas in public schools' appointment and promotions are based on present ranking, academic qualification, experience, moral status and social standing. Both public and private schools face the challenge of favoritism. Sometimes in some Unit schools, religious affiliation and marital status may be considered. A critical look at these attributes indicates that fundamental leadership quality may be ignored.

Importantly, the school leader has a pedagogical role. The task of modeling the students academically is entrusted into the hands of the teachers who are also supervised by the head of the school. These teachers act as facilitators of learning. School leadership is to help them become social agents for change irrespective of their social status or religious affiliation. The head of the school has the added responsibility of ensuring deep regards for academic and professional qualifications. In fact, it is the responsibility of the teacher to deliver instructions according to the designed curriculum to the students. However, it is the school leadership that supervises such responsibility. The school is a place for students to learn. If they do not learn much, the teacher has not fulfilled his first priority. How can one ensure that students in the school are learning something new

every day? It is the duty of the leader, head teacher, to make sure the students are in school learning and teachers are also in school teaching. Another role played by the school leadership is curriculum implementation and motivating effective delivery. To ensure effective delivery of the school curriculum and to improve academic performance, school leaders are charged with the responsibility supervising and ensuring that the roles and the responsibilities of teachers in the classroom level are efficiently carried out. But human nature is such that without proper directions, these responsibilities cannot be materialized. The assumptions, McGregor's theory X and theory Y hold that people including teachers, by nature lack integrity, are fundamentally lazy and desire to work as little as possible and even avoid responsibility. To this end teacher are not to be left alone but rather they must be giving leaders to see to it that all are well in the school community. Over the years, many teachers have been trained as administrators and supervisors to monitor and assist other teachers where necessary in order to bring out the expected results.

Burns, (2008) emphatically stated that supervision which is a major function of the schools' operation is highly instruction related but not people related and this is directed towards both maintaining and improving the teaching learning process of the school. This stands to explain why school leaders should do instructional supervision to ensure that what takes place in the school is academically geared toward the delivery of the prescribed curriculum. The school leader in this case must have a deeper understanding of pedagogy. However, in the light of the provision of the instructional supervision provided by the school leaders and circuit supervisors, the situation on the ground indicates that it is a general public perception that instead of a perpetual

progression in academic performance of our students in junior high schools the reverse is true.

Nevertheless, what might have informed this downward trend of academic performance in most junior high schools in the Kassena-Nankana Municipality? It is evidential that not only the material resources provided in to the schools would yield desired results but also the type of educational leadership being provided. Some schools are being headed by untrained teachers. Mostly, these schools are located in the disadvantage areas of the Municipality and no trained teacher or a qualified head teacher is prepared to accept postings to such places. Observably, there is also a group of head teachers who exhibit unprofessional behaviors that go a long way to erode public confidence in the schools they head. When leadership roles are not well exercised. Generally, educational leadership should create a learning atmosphere that is caring, safe and healthy for students.

In this case school leadership should work as a team with a common objective. The safety of the school atmosphere lies in the ability of all team members to work without any suspicion of being victimized or criticized. The leader should be able to take decision responsibly and account for any action or inaction. In this situation, initiative is promoted, initiative is promoted, creativity is encouraged and the motivation is raised. The absence of conflicts squabbles and misunderstanding between the led and the leader definitely will account for healthy academic atmosphere and the results are improved productively. In line with this, Marzano, (2009, September) argued that during the late 1980's and early 1990's to date, there has been a shift in policy focuses from measuring inputs to measuring outcomes. They added that students' achievements have become a

critical yard stick by which government, parents, and the wider public can make judgment on performance, quality, and standards of schools through leadership.

From the preceding paragraph, it could be said that leadership roles of head teachers in junior high schools in Kassena-Nankana Municipality seem to be less effectively practiced. School leadership roles which ought to direct teaching activities are not given the needed attention in the schools by head teachers. If the head teachers are to perform the leadership roles that will result to effective teaching, then their leadership roles should be examined. The research is based on school leadership roles of head teachers in public junior high schools.

1.1 Statement of the Problem

In the recent times, the issue of school leadership in the Junior High School has become a public concern. School leadership has been identified as one of the key components in the arena of school management and has considerable impact on the academic performance of the students. Waters, Marzano, McNulty (2009) study indicated that there is a strong relationship between leadership practices and students' performance.

In short, students' performance is low in the Kassena-Nankana East schools; could this be the result of performance in leadership roles of the Head teachers among the Junior high Schools in the Kassena-Nankana East Municipality? The research is therefore carried out to investigate school leadership roles of heads of Junior High Schools in the Kasena- Nankana East to meet the needed for change.

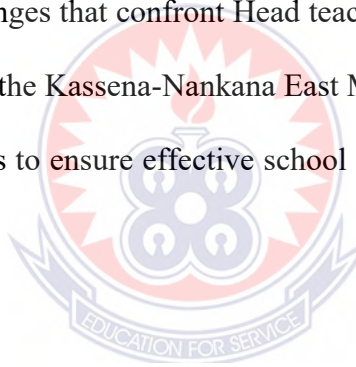
1.2 Purpose of the Study

The main objective of the study is to ascertain the school leadership roles commonly performed by heads of Junior High Schools in the Kassena-Nankana East Municipality of the Upper East Region in Ghana.

1.3 Objectives of the Study

The study was guided by the following objectives:

1. To find out what school leadership roles are commonly performed by head teachers of Junior High Schools in the Kassena-Nankana East Municipality.
2. To examine challenges that confront Head teachers in their attempt to perform the leadership roles in the Kassena-Nankana East Municipality.
3. To assess measures to ensure effective school leadership in the Kassena-Nankana East Municipality.



1.4 Research Questions

1. What School leadership roles are commonly performed by Heads in Junior High School in the Kassena-Nankana East Municipality?
2. What challenges confront the head teacher in their attempt to perform their leadership roles in the Kassena-Nankana East Municipality?
3. What measures could be instituted to ensure effective school leadership of the head in the Kassena-Nankana East Municipality?

1.5 Significance of the Study

The significance of the study is that, the research will:

Provide information on the impact of the leadership roles of head teachers on the performance of teachers in the Kassena-Nankana East, Navrongo.

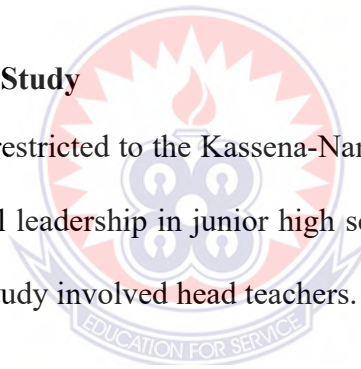
Assist in changing the misconception of head teachers about school leadership.

Help head teachers to device means of improving their relation in leadership roles as a professional role in leadership.

Help generate interest in further research areas related to leadership roles of head masters for more improvement for achievement.

1.6 Delimitations of the Study

The study was be restricted to the Kassena-Nankana East Municipality. However, the study examined school leadership in junior high schools. The study was restricted to junior high schools. The study involved head teachers.



1.7 Limitations of the Study

The use of only head teachers means that the study was limited to a small sample. Some head teachers were first reluctant to still the questionnaire. Those who agree to fill the questionnaire left some portion unfilled. This might affect the validity of the research findings. The use of the lie art type scale limited the flow of responses. Thus weakness might have affected the results of the study.

1.8 Definition of Terms

For the purpose of the study, the following terms were explained: Ghana Education Service the body that implements policies and programs of the Ministry of Education in pre-tertiary educational institution. Junior High School (JHS): This is an abbreviation which means Junior High School and that ends Basic education in Ghana.

Leadership: This is the ability of one to guide, direct and influence people in an area for the purpose of achieving a goal.

School leadership: The ability of an individual to guide, direct and influence pupil in the school environment to achieve a required academic standards set up by the nation.

Leadership roles: The duties expected to be carried out in leadership in order to achieve the expected goals set up.

1.9 Organization of the Study

Chapter one deals with background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitation and limitation, definition of terms and organization of the study. Chapter two is the review of related literature. The researcher therefore critically studied related works on the topics for conceptual theories. Chapter three is devoted to methodology which includes purpose, research design, instruments, sampling techniques, data collection and analysis techniques. Chapter four presents results and discussions with reference to research questions. Chapter five presents the summary of the study, findings, conclusions, recommendation and suggestions for further study.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.0 Introduction

The review of the literature presents theoretical review and conceptual framework of leadership. It focuses on the concept of leadership, school leadership and leadership traits. The traits associated with effective leadership as well as styles of leadership and leadership challenge.

2.1 Concept of Leadership

Several authors have defined the word leadership and based their definitions on their background and interest. According to Benins and Nanus, (2011) More definitions of leadership can be found in decades of academic analysis. Meyer and Slechta (2012) noted that defining leadership in a manner that applies virtually to everyone is part of the universal challenge of leadership. Leadership has been defined in terms of traits, behavior, interaction and relationships as well as the occupation of an administrative position.

Most definitions reflects the assumptions that leadership involves a process in which one person's intentionally exerts influence over other people to guide structure and facilitates activities and relationships in an organizations (Yukl, 2007). Drucker (2015) Believes the requirement for leadership including setting and having goals, a vision and a mission; the realization that leadership is a responsibility not a rank or a privilege, the leader sees others' successes for what they are and works to develop

strong associations; earns the trust of others; and understands that ultimate task of leadership is to create human energies and human visions (p.271).

Meyer and Slechta (2015) defined three elements that are foundational to leadership (i) identify the leader (ii) identify the followers (iii) create a special bond. Leadership defined broadly, as a social process of influencing others to understand and agree about what needs to be done, how it can be done effectively and facilitating individual and collective efforts to accomplish shared definitions. Leadership requires a followership, a followership that delegates leadership (Druker, 2015; Lezotte & McKee 2011) “the essence of leader-follower relations is the interaction of persons with different levels of motivation and of power potential including skill in pursuit of a common or at least joined purpose” (Burns, 2008).

Lezotte and McKee, (2011) define the essence of leadership as “the ability to take a followership “to a place they have never been, and are not sure they want to go”. Others define leadership as a transaction; or a kind of relationship between those who aspire to lead and those who choose to follow (Bennis & Nanus, 2011; Kouzes & Posner, 2011). It involves influencing others by persuasion or example or by tapping their inner moral forces and unless followers are willing to leadership as the key dynamic force that motivates and coordinates the organization in the accomplishment of its objectives. Effective leadership is the pivotal force behind successful, effective organizations and is necessary to help organizations develop and instill new cultures, strategies that mobilize and focus the energy and resources for the organization to realize the vision (Bennis & Nanus, 2011).

According to Lezotte and McKee (2011), effective leaders see to it that, the organization as a whole internalizes the vision and the means used to achieve that vision making apparent the critical difference between being an effective manager and an effective leader. They went on to say that the difference between leaders and managers is reflected in their actions and behaviors and directly relates to how individuals in leadership position construe their roles (p. 33). Senge, (2015) stated, "leadership is an attempt to influence the behavior of another individual or groups" while "management is working with and through others to accomplish organizational goals. Bennis and Nanus (2011) distinguish the differences between managers and leadership in that, managers "do things right" while leaders "do the right things" (p.21). Hoerr (2012) believe strong leaders are strong because they can lead and manage. He stated that Leaders do create the vision, deal with external parties and inspire all of which are task academicians associate with leadership. He argued that leaders also take the management task of "executing the strategies that make the vision a reality, deal with employees, and through to ensure the right things are done in a right way"(p.8).

Hersey (2015) believed leadership is a key if one is going to be an effective manager. Senge (2015) stated that leaders are designers, stewards and teachers. Leaders are responsible for building organizations where people continually expand their capacities to understand, clarify vision and improve shared mental mode- that is, they are responsible for learning. Effective organizations are in effect a commonwealth of learning, created by effective leadership. "present problems will not solve without successful organization, and organizations cannot be successful without effective leadership" (Bennis & Nanus 2011). This means that effective leadership and successful

organizations are interrelated. Thus school leaders have responsibilities to exhibit leadership styles that encourage and motivate followers to give off their best. If it is purposefully done, good leadership styles would most likely induce high performance and achievement among students and that would intend improve the image of the school.

2.2 Leadership

Leadership arises from the effective use of a specific set of skills and behaviors that can be learned, practiced and refined [but] must be adapted to the organization context within which the leader must operate” (Lezotte & McKee, 2007, P 12) as “the identification, acquisition, allocation, co-ordination and use of the social material and cultural resources necessary to establish the conditions for the possibilities of teaching and learning “

The job description and expectation of the school head has expanded since the educational reforms in 1987 in Ghana and as expectations has increased, the school head’s role has come under more and more scrutiny. if it is compared to middle – management jobs in the private sector, or even in government agencies, the school head’s job is far more demanding than most. School heads are charged with “big picture” responsibilities of visionary leadership management and supervision. They must create a community of learners inclusive of students and teachers, as well as save counselor and action researcher (Copland, 2012). Other terms used in past studies to describe the role of the school head as a leader include manager, administrator, politician, change agent, boundary spanner and instructional leader.

Leithwood, Begley and Cousins (2010) stated that formal school leadership is a socially constructed role for which expectations have recently changed at such a rapid pace that incompetence has been created for some with a long tenure in the position because they have not change their performance to “match the socially determined expectations for exemplary school leadership”. In our educational set up, school heads are held accountable for their responsibilities by directors of GES, school management committees (SMC), staff member’s parents, the media and community members.

According to Sergiovanni (2013), the root of school leadership can be found at the root of the head teachers’ and role responsibilities –“a commitment to administer to the needs of the school as an institution by serving its purposes, by serving those who struggle to embody these purposes, and by acting as a guardian to protect the institutional integrity of the school”. (ELCC) in United State of America has published standards for preparation programs and development of school administrators. In the viewed of Wilmore the ELCC opined that school administration is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community ;advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and sharing management of the organization operation and resource a save efficient and effective learning environment diverse community interests; and collaborating with families and community members responding to needs ,and mobilizing community resources(p.13). Wilmore added further that the educational leader promotes success of students by: acting with integrity ,fairness, and in an ethical

manner; understanding, responding, and influencing the larger political, social, economic, legal, and cultural context; and substantial, sustained, standards-based experiences in real settings that are planned and guided cooperatively by university and school district personnel for graduate credit (p.14).

Similarly, Sergiovanni (2009) believed there are certain tasks head teachers should perform as leaders, which include: Purposing, maintaining harmony, institutionalizing values, motivating, managing, explaining, enabling, modeling, and supervising. Vision, according to Lezotte and McKee (2011), is the most effective educational leaders who have excelled at getting “a critical mass of the followership to share and commit to a common vision and a set of values and beliefs” (p.51). The school headship of the 21st century requires the ability to lead others and to stand for important ideas and values that make life meaningful for others never losing sight of a vision, even while making the difficult day-to-day decisions (Ferrandino, 2015).

Sergiovanni (2009) stated that school heads have a special responsibility to share their visions of what schools can become. It follows that school heads should be concerned with the visions of parents, teachers, and students; with the visions implicit in our democratic traditions; and indeed with the visions embodied in their values as they are with their own visions. The head of the school serves as facilitator in giving a voice to all stakeholders by identifying common values and resolving conflict while building a unified team with a common vision (Wilmore, 2008). As a leader, the school head must bring the visions shared by teachers, parents, students, and themselves into a covenant that speaks to all stakeholders, build a consensual understanding of the schools goals,

and translate the covenant into a workable set of procedures that facilitate the accomplishment of the goals (Sergiovanni, 2009).

Waters, Marzaro, & McNulty (2009) in publication released in 2009 reported on a study of leadership practices and its effects on student's achievement. The study includes a meta-analysis of nearly every available publication that studied the effects of leadership on student achievement since the 1970s (Waters et al., 2009). The publication indicated that leadership is a process and the need for the individual who wants to excel in it to graduate from one level to another. It was clear the students' performance has direct connotation of the type and quality of the leader notwithstanding how far such a leader had climbed the leadership process ladder. Their efforts resulted in another leadership framework, Balance Leadership. This framework is "predicated on the notion that effective leadership means more than simply knowing what to do-its knowing when , how, and why to do it"(Waters et al .,2009,p.2). Such leadership capacities are essential to the success of educational leaders in today public schools. Transactional teaching practices, however, may seem, leadership in schools demand to be well-balanced amid a system loaded with fragile and unstable circumstances.

Effective leaders understand how to balance pushing for change while at the same time, protecting aspects of culture, values and norms worth preserving. They know which policies, practices, resources and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how, and why to create learning environment that support the people, connect then with one other, and

provide the knowledge, skills and resources and the need to succeed. This combination of knowledge and skills is the essence of balance leadership.

2.3 Leadership Traits

Effective leadership emanates from the interaction of a set of personal qualities with specific behaviors that are appropriate to a particular context. According to Hoy & Miskel (2008), self-confidence, stress tolerance, emotional maturity, and integrity are some of the personality traits associated with the leader effectiveness. Self-confident leaders are more likely to have high goals expectations demonstrated persistency in attaining the high goals set for themselves and others (Hoy & Miskel, 2018). Leaders are motivated extrinsically and intrinsically by the need for power and achievement, task and interpersonal needs as well as high expectations for success. “Highly motivated leaders are likely to be more effective than individuals with low, modest goals and limited self-efficacy” (Hoy & Miskel, 2008 p. 397). According to the authors, emotionally mature leaders tend to exhibit a positive self-regard and are oriented towards self-improvement.

Bennis and Nanus (2011) believed that positive self-regard consists of knowing one's strengths, having the capacity to develop those strengths and having the ability to fit one's strength and weakness with the needs of the organization. They go on to say leaders who possess self-regard are good at their jobs, enjoy and are proud of their work, as their work reflects their value system. Kouzes and Posner (2011) believed that leaders must “explore [their] inner territory” and “know what [they] care about because [they] can only be authentic when leading others according to the principles that matters most to [them]” (p. 52). Convey (2015) described eight characteristics he believed discernible in

people who are considered principle-centered leaders. He believed principle-centered leaders are continually learning questioning, reading, listening and observing and they are service oriented, constantly thinking of others. He said they radiate positive energy, believe in other people, lead balanced lives, and view life as an adventure. Covey (2015) also believed principle centered leaders synergistic, drawing the strengths of others, and they achieve self-renewal by exercising the body, mind emotions and spirits. Kouzes and posner (2011) believed the foundation of leadership is credibility.” We must believe that their word can be trusted, that they will do what they say, that they are personally excited and enthusiastic about the direction in which we are headed, and that they have the knowledge and skills to lead “ (pp 32-33). Leaders are considered credible when their actions match their deeds (Kouzes & Posner, 2011; Lezotte & McKee, 2011). Bennis and Nanus (2011) stated, “Trust is the lubrication that makes it possible for organizations to work” and the “glue that maintains organizational integrity” (p.43-44). They further stated that leaders establish trust by establishing a position and staying the cause towards the implementation of the leaders’ vision. In leadership surveys, honesty is the characteristic selected more often than any other as the most important in the leader-follower relationship (Ferrandino, 2015; Kouzes and Posner, 2011).

Followers want to know that their leader is truthful, ethical, principled and worthy of their trust. “Honesty is strongly tied to values and ethics. As Kouzes and Posner put it, we simply don’t trust people who can’t or won’t tell us their values, ethics and standards” (p. 28). Wilmore, (2008) stated that school leaders must act with integrity and establish trust with stakeholders so that even unpopular decisions are supported. She added that school leaders lose their effectiveness when they lose their integrity and stakeholders no

longer trust them. All too often, school administrators flunk the trustworthy test. They tend to fail for too many reasons. First, most administrators have neither thought deeply about what they believe and value, nor have they spent much time attempting to articulate their core beliefs and values to the follower. The second way administrators flunk their trustworthy test in Wilmore's view is to fail to "walk the talk". In recent surveys conducted by Kouzes and Posner (2011), more than 70% of respondents choose the ability to look ahead as one of the most sought-after traits. Leaders must be able to choose an appropriate direction for the organization. Followers expect the leader to have well defined orientations towards the future and want to know "what the organization will look like, feel like, and be like when it arrives at its destination" (Kouze & Posner, 2011 p. 29). For the school leader, this means constantly examining new research, best practices and new systems to see how the school can become more effective (Lezotte & McKee, 2011).

Often times, change is necessary in order for an organization to realize its vision, or reach its destination." Effective leaders work for change first in people, who will then help change the system, the culture and the nature of the work itself" (Lezotte & McKee, 2011). Promoting change in people by nurturing and challenging them, assisting them in growth and development and creating a learning culture, allows organizations to grow and flourish (Hoerr, 2012). Leaders must inspire followers to buy into the change process by creating and communicating the vision of the preferred future, create some pressure and a sense of agency for change without causing a sense of panic, hopelessness and despair (Lezotte & McKee, 2011).

According to Waters et al, (2009), effective leaders understand how to balance pushing for change while at the same time protecting aspects of culture, values and norms well preserving. They know policies, practices, resources and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how and why to create learning environment that support people, connect with one another and provide knowledge, skills and resources they need to succeed. Positive emotions communicated by the leader through words, demeanor and actions are the fuel to inspire optimal performance from members of an organization (Kouze & Posner, 2011).

Great leaders help everyone to improve their effectiveness by setting the vision, listening, understanding, motivating, reinforcing, making tough decisions, praising and taking responsibility when things fall apart (Hoerr, 2012). Leaders are expected to be cheerleaders who offer encouragement and optimism in good and bad times. In terms of school leadership good leaders embrace these challenges and move schools forward. Through their observations, Lezotte and McKee (2011) have found that the leaders of schools that are moving forward turn to delegate routine business of the school in order to give the change process the time and attention it demands and that an effective leader is a very important factor to determine the degree to which a school or district is useful in implementing positive sustainable change. This means that educational leaders must establish, nurture and maintain a cultural mindset of continuous improvement among the followers in order to initiate, plan, and implement effective and sustainable school reform that will lead to improve student learning.

Current and future leaders in education need two things if they are going to successfully navigate the “perfect storm” and successfully lead sustainable school reform: a proven and practical model of continuous improvement, and the knowledge, skills and behaviors needed to lead it (Lezotte & McKee, 2011, p. 9). Hoy and Miskel (2008) defined competence as “having a mastery of task –relevant knowledge and skills to accomplish a goal in an effective fashion” (P.398). They stated that competence is mandatory for a leader and the knowledge and skills required for competence in the leadership role must be developed in the context of practice. Kouzes and Posner (2011) referred to leadership competence as “the leaders track record and ability to get things done” (p29). “ Followers expect leaders to know what they are doing and bring a cadre of knowledge and skills to the organization “ (Lezotte & McKee, 2011 p 21- 22)

Competence inspires confidence in the followership that a leader will be able to guide an organization in the direction it needs to go according to Kouzes and Posner (2011), by observing where leaders spend their time the followership in an organization can infer the vision, values, and priorities of an organization. (Lezotte & McKee, 2011). The implication for school leaders is that “stakeholders need to know that you are a school head with character that you value and that you are driven by an unending passion to do everything you can to promote the success of all students faculty and staff members families of the entire learning community to reach the vision of excellence “ (Wilmore, 2002, p. 81).

Though I have briefly reviewed a portion of leadership’s rich history and context perhaps the most comprehensive summation of leadership and leadership practice can be realized through transitional and transformational leadership. The exploration of the two

leads to the realization that both practices are of benefits to a leader. Transformational leadership however, can be realized through what its name implies –a leader’s transformation into a leadership style that transcends that of transactional. To introduce transformational leadership, Burns (2008) describes the essences of the relationship between leaders and followers as the “ interaction of persons with different level of motivation and power potential, including skills pursuit of a common or at least joint purpose.

2.4 Transactional and Transformational Leadership

The emotional relationship between a leader and his followers is the basic of transactional leadership. Burns (2008) stated, “ the relations of most leaders and followers are transactional –leaders approach followers with an eye to exchanging one thing for another” (p.4). Chemers (2014) explains transactional theories of leadership has been focused on motivating follower through “ fair exchanges and by clarifying mutual responsibilities and benefits “ (p.77). Chemers sees this theory as implying that levels of influence rest solely on the followers’ perceptions of authority and its legitimacy. In his 1996 study conducted for the U.S. Army Research Institute for the behavioral and social sciences Bass offers that transactional leadership can provide stability structure and readiness during times of crisis or urgency (Bass, 2014). Transactional simply focuses on the transactions between leaders, colleagues and followers (Bass 2014). “This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards. These others will receive if the fulfill those requirements “(p.4) Bass also identifies what transactional leadership alone fails to do .Although transactional

leadership provides management of emergencies with structures that have already been setup while supplying immediate needs as perceived by members ,there will not be “long-term positive effectiveness in coping within the stressful conditions” (p.47) transactional practices alone do nothing to grow the individual or the group toward a greater state of being or fulfillment.

Contrarily, transformational leadership focuses on the intellectual perceptions of the leader, Burns (2008) introduced transformational by identifying intellectual leaders; he explained that intellectual leaders seek to change their “social milieu” (p.142).He contended that “the concept of intellectual leadership brings in the role of conscious purpose drawn from values” (p.142). Intellectual leadership, therefore, leads us to the discovery of transforming leadership. “Out of the varying motives of persons, out of thinking of combat and competition between groups and between persons, out of making of countless choices and achievements of intended change” (P.432).Transformational leadership can be seen as transactional leadership expanded to the extent that” transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performances” (Bass, 2014, p.4). Yulk (2002) recognized the feeling of trust, respect and admiration towards the leader as a product of leadership. He identifies three avenues of transforming and motivating followers:(1) making them more aware of the importance of task outcomes;(2) Inducing them to transcend their own self-interest for the organization or team; (3) activating their higher/order needs”(p.254). Yulk describes organizational leadership contrasts with the exchange, compliance product of transformational leadership while transactional leadership. In view, enthusiasm and

commitment are common attributes of transformational leadership will often provide nothing more than compliance with leader requests.

2.5 Transactional and Transformational practices in education

The need for balanced leadership framework can be referred to the balancing act of educational leaders to manage transactional and transformational demands Kirby, Paradise, and King (2017) analyzed the results of two studies of leadership in education. The purpose of the first study was to determine the extent of which educational leaders were perceived to use transactional and transformational leadership practices, and to determine the best predictors of leadership effectiveness through follower satisfaction. The purpose of the second study was to reveal aspects of transformational leadership that could not be explained with quantitative data (Kirby et al., 2017). Both studies discovered that “extraordinary or transformational leadership can be found in educational settings”. Respondents preferred transformational practices of individualized consideration and intellectual stimulation coordinated with the transactional practice of “contingent reward” (p. 209). Extraordinary leaders “also engaged in many of the task-related behaviors referred to as an initiation structure” (p. 309), which implies transactional leadership. It should also be noted that “respondents viewed structuring activities as a necessary prelude to extraordinary accomplishments” (p. 309). The initiation of structure, therefore, may provide valuable insight to identifying extraordinary leadership (Kirby et al... 2017). “Our leaders took initial steps in providing resources and selecting key participants, but they were careful not to over define the structure. Instead, involvement continuously expanded. The leader’s role was flexible; it was often deemphasized as others proved

increasingly capable of self-direction” (p.309). This realization reflects the use, by some educational leaders, of the Hersey Blanchard Situational Leadership Model for determining levels of worker maturity and leader involvement.

A vast field of literature describing leadership and the practices of effective leaders is available today. Authors define leadership as a relationship between a leader and followers. In order to build that relationship, the leader must earn the trust of the followers, articulate a vision for the organization, establish stakeholder buy-in to the vision, and rely on the strengths of others to attain set goals that agree with the vision. Leaders are responsible for learning-the learning of others as well as their own. Many agree that effective leadership is necessary if an organization is to realize success. The accountability and standards movement has caused the role of the school leader, especially the head teachers to change at a rapid pace. The responsibilities of the head teachers are challenging and demanding. They are accountable to all stakeholders for the success of all students. The head teacher serves as manager, supervisor, and instructional leader, working collaboratively with teachers to ensure curriculum, instruction, and assessment correspond. High visibility, effective communication, and building community are key to effective school leadership. There is a growing recognition that leadership is distributed throughout the school community (Copland, 2015). For this reason, it is necessary that head teachers recognize and promote leadership potential in others. School leaders must exhibit the leader traits of credibility, competence, positive self-regard, and authenticity. They must have high expectations for student success and serve as change agents if schools are going to meet increasing national and state

standards. School leaders provide a critical bridge between reform initiatives and the positive impact these reforms can have on all students (Leithwood et al., 2010).

2.6 The Head Teacher as in Ghanaian Context

The job of the Head teacher has to be one of the most challenging in today's society as well as one of the most important. This became evident after the introduction of the 1987 educational reforms in Ghana. Head teachers spend an average of nine hours per day and 54 hours per week in work-related activities. More specifically, most of the time is spent in three areas:

Contacting and supervising, Staff interaction with students and managing student discipline. Moreover, the head teacher is responsible for supervising teachers that involves teachers in developing and evaluating the instructional process, and likely to share the responsibility for instructional improvement with the teachers. Head teachers are “concerned about fragmentation of their time, student assessment, and students not performing to potential, staff development and retraining and financial resources. The USA National Association of Elementary School Principals (NAESP. 2013) outlines what constitutes instructional leadership. According to the NAESP effective leaders lead schools in way that places student and adult learning at the center; set high expectations and standards for the academic and social development of all students and the performance of adult; Demand content and instruction that ensure student achievement of agreed-upon academic standards; Create a culture of continuous learning for adults tied to student learning and other school goals; Use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement; Actively engage the community

to create shared responsibility for student and school success (P. 2). These six actions comprise the standards developed by the NAESP for what school heads should know and be able to do if they are to promote quality in schools and improve student achievement (NAESP, 2013). It is important for today's school heads to nurture the leadership talent of others, and to help identify, encourage and mentor aspiring school leaders. According to Eisner (2017), the school administrator is in a position to recognize talent among faculty members and develop the leadership potential of teachers by initiating activities that promote and support teachers. In 1985, a study of principals conducted by the Far West Laboratories for Educational Research and Development in USA utilized student interviews to describe principal effectiveness (Kojimoto, 2010). The findings of the study indicated that "children praised school heads who kept their schools safe, demonstrated concern for them personally, and were firm but fair in disciplinary matters" (Kojimoto, 2010, p. 74).

School heads who maintained visibility by walking into the staff common room, on the playground, and visiting classrooms received high marks from students and most students were reassured by the school head's constant presence. Students indicated that they preferred a school head who developed a positive relationship with them and who tried to learn about and meet their needs. They also spoke highly of school heads who helped them grow academically (Kojimoto, 2010). According to Mortimore and Sammons (2009), a four-year study of the effectiveness of elementary education conducted by the inner London Education Authority from 1980 – 1984 in 50 elementary schools identified 12 key factors of effectiveness. One of the key factors identified was "purposeful leadership of the staff by the principal" (p. 7). The researcher in this study

believed purposeful leadership occurs when the head teacher understands the needs of the school, is actively involved in the school's work, and does not exert total control over the staff. It must be concluded that head teachers in effective schools are involved in curriculum discussions and influence the content of curriculum guidelines, influence teachers' instructional strategies only when they judge it necessary, and believe in monitoring students' progress initiatives. In order to successfully fulfill the role of instructional leader and improve schools, head teachers of the future must have "a combination of better preparation, visionary insight into what schools can and should become, the ability to influence others to share that vision, and realistic expectations of what he or she is able to accomplish" (Doud & Keller, 2013, p.10). Fullan (2011) contended that "The principal of the future must lead a complex learning organization by helping to establish new cultures in school that have deep capacities to engage in continuous problem solving to improve academic performance".

2.7 Different Roles of the Head Teacher

Head teacher as manager: the school resources are placed in the hands of the school head. Wilmore (2008) argued that the primary emphasis of the role of the head teacher has shifted from "master teacher," to where the head is recognized as instructional leader, and manager of the school facility. Managing the school facility requires ensuring the day-to-day support necessary to keep the school running effectively and efficiently. Responsibilities include planning, organizing, setting agendas, mobilizing resources, providing procedures, and record keeping (Sergiovanni, 2009). Consequently, the head teacher's job is characterized by long hours at a hectic, unrelenting pace that

requires a constant change in tasks and a significant amount of interpersonal contact more unplanned than planned, with a diverse group of people within the school building (Hoy & Miskel 2008; Leithwood et al., 2010). Leithwood et al., (2010) believed schools are in need of competent management; people who can establish and maintain daily routines that allow the basic purposes of the school to be achieved, even though school members do not remain the same. Sergiovanni (2009) argued that school officials at the state and local level provide little else than competent management and consequently, schools are “over managed and under led” (p. 17).

Head teacher as supervisor: Sergiovanni (2009) defined supervision as, “providing the necessary oversight to ensure that the school is meeting its commitments, and when it is not, to find out why, and to help everyone do something about it”. He went on to say that as a supervisor, the head teacher acts in loco parentis with regard to students, as a trustee and with regard to parents as a steward with regard to the school’s purposes and structures. Head teachers become more like administrators, rather than managers, when they function as stewards by providing for the oversight and care of the school.

Head teacher as instructional leader: the recent dramatic change in the business of schools no longer allows heads to simply be administrators and managers. “They must be leaders in improving instruction and student achievement. They must be the force that creates collaboration and cohesion around school learning goals and the commitment to achieve those goals” (NAESP, 2013, p. 11). The 1987 educational reforms in Ghana put pressure on school heads to make student learning their central job focus. If a head teacher paid attention to instruction, set curricular goals, monitored lesson plans, and

evaluated teachers, they were considered as an instructional leader. Today, instructional leaders must immerse themselves in the “core technology” of teaching and learning use data to make decisions and align staff development with student learning needs. Instructional leadership involves the active collaboration of head teachers and teachers on curriculum, instruction and assessment. Smith and Andrews (2010) stated that school head as instructional leader means the head is perceived by close associates as (1) Providing the necessary resources so that the school’s academic goals can be achieved; (2) Possessing knowledge and skill in curriculum and instruction matters so that teachers perceive that their interaction with the head leads to improved instructional practice; (3) Being a skilled communicator in one-on-one, small group, and large-group settings; and (4) Being a visionary who is out is and around creating a visible presence for the staff students, and parents at both physical and philosophical levels concerning what the school is all about. Strong instructional leaders have the capacity to mobilize personal, district, and community resources to implement policies that lead to desired outcomes and the ability to analyze and manage resources in a way that allows the entire school community to realize its potential. Included in mobilizing resources are the administrative tasks of personnel and facilities management, budget, and providing an orderly school climate (Smith & Andrews, 2010).

According to Smith and Andrews (2010), “effective school leaders have the capacity and energy to closely monitor all aspects of the school program-teaching, learning, and the environment.” (P. 11). They view resource provision as not only providing funds for supplies, but also as “encouragement of human resources” (p. 11) as a means of maximizing instructional effectiveness that helps the school and students

achieve success. Teachers perceive effective head teachers as “assuming responsibility for the initiation of programs and the continued supervision and material resources essential to maintain and enhance teacher work efforts” (Blasé. 2009). As Wilmore (2008) stated, “curriculum and instruction are the fundamental purpose-the “meat and potatoes” of what makes schools unique” (p. 35). Wilmore went on to say that the instructional program is the primary focus of the energy, compassion, and commitment of the school head and the distinction between school leadership and any other type of organizational leadership. The effective school head is actively involved in all aspects of the instructional program, sets expectations for continuous improvement and collegiality, models the kinds of behaviors desired, participates in service training with teachers, and consistently gives priority to instructional concerns. The head who is actively engaged in improving classroom circumstances that enhance learning serves as an instructional resource by facilitating good teaching through ongoing dialogue with staff members that encourages the use of a variety teaching strategies and instructional materials (Smith and Andrews, 2010). heads of schools influence instruction through direct interaction with teachers concerning teaching strategies that, in turn, establishes the conditions within which such instruction occurs (Leithwood & Steinbach, 2010) Blasé (2009) found that school leaders’ knowledge were linked to levels of commitment, communication, and cohesiveness among teachers.

As a communicator, the school leader articulates a shared vision for the school. Leaders communicate well and often. They listen and incorporate others ideas, talents, and energies into forging that vision (Hoerr, 2012). In Blasé’s (2009) study, data indicate that teachers link school heads’ communication skills to clear expectations, which also

relate to teachers' perceptions of the school heads' ability to make judgments concerning goal achievement. According to Smith and Andrews (2010), day-to-day behavior communicates that the school head has a firm understanding of the purpose of schooling and can translate that meaning into programs and activities within the school. Communication is also used as the basis for developing sound relationships with staff through behavior that is consistent, objective, and fair.

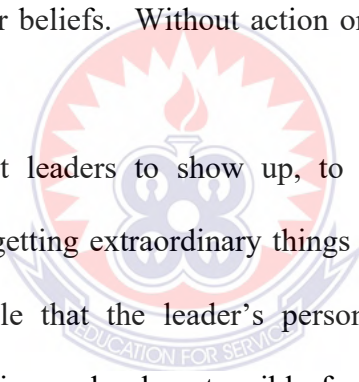
For sound relationships to develop, however, it is imperative that the school heads explicitly communicate both the content and processes for communication with staff members (Smith & Andrews, 2010). As a visible presence, the school head interacts with staff and students in classrooms attends co-curricular activities and staff meetings and strikes up spontaneous conversations with teachers. The school head's presence is felt throughout the school as the keeper of the vision. It follows that when a school head is visible; he or she is also accessible. "The accessibility of school heads and the positive interplay related to it seemed to enhance organizational cohesiveness by reducing the social and psychological distance commonly present in super ordinate-subordinate relations" (Blasé, 2009). Eisner (2017) believed that in schools, school heads spend one third of their time in classrooms to ensure that they know firsthand what is going on instructionally. To the contrary, Leithwood and Steinbach (2010) stated that it is not necessary to "assume that unless school heads are constantly in classrooms observing instruction they have little effect on the quality of education in their schools" (p. 33). They believed that the trick to curriculum and instruction leadership is to have spontaneously occurring leadership opportunities "accumulate in a consistent and desired direction" (p. 34).

In our societal setting, schools operated by heads that were perceived by their teachers to be strong instructional leaders believed to be disciplinarily exhibited significantly greater gain scores in student achievement than did schools operated by average and weak instructional leaders. Leithwood et al., (2010) pointed out that to school leadership; the term ‘instructional leadership’ symbolizes the importance of an emphasis on student growth and on the direct services provided to foster that growth. They argued that the term conveys a meaning that “encompasses only a portion of those activities now associated with effective school leadership” (p.9). “In the absence of developing a mission-centered, performance-centered, and culture-centered community by the school head, instructional leadership is rendered aimless or without purpose” (Lezotte & McKee, 2011, p. 110).

2.8 Practices of Exemplary Leaders

Through their study that began in 1983, Kouzes and Posner (2011) have identified what they believed to be the Five Practices of Exemplary Leaders. They include: (I) modeling the way, (ii) inspiring a shared vision, (iii) challenging the process, (IV) enabling others to act and (v) encouraging the heart. This framework grew from the collection and analysis of in-depth interviews and case studies from personal-best leadership experiences. By developing a set of behavioral statements describing the actions that make up the five practices, the Leadership Practices Inventory (LPI) was created in both self and Observer form. The LPI consists of thirty statements that are cast on a ten-point likert scale. The instrument has been administered to over 350, 000

managers and non-managers in a variety of organizations and disciplines (Kouzes& Posner, 2011).

Model the Way: According to Kouzes and Posner (2011), exemplary leaders must model the behaviors they expect of others if they want to gain commitment from constituents and achieve the highest standards. Sergiovanni (2009) defines modelling as “accepting responsibility as head follower of the school’s covenant by modeling purposes and values in thought, word, and action” (p. 89). Words and deeds must be consistent with the values and vision they espouse (Kouzes & Posner, 2011). DePree (2016) contends, “Leadership can never stop at words. Leaders must act, and they can do so only in the context of their beliefs. Without action or principles, no one can become a leader” (p. 6)”.

Constituents expect leaders to show up, to pay attention, and to participate directly in the process of getting extraordinary things done” (Kouzes& Posner, 2011, p. 7). It is through example that the leader’s personal commitment to the vision is evidenced, making the vision and values tangible for willing followers. “Modeling the way is essentially about earning the right and the respect to lead through direct individual involvement and action. People first follow the person, then the plan” (p. 15). Kouzes and Posner (2011) prescribe two commitments leaders should make if they are to effectively model the way-find your voice by clarifying your personal values (p. 73) and set the example for others by aligning actions with shared values (p. 105).

Inspire a Shared Vision: “Leaders have a desire to make something happen, to change the way things are, to create something that no one else has ever created before” (Kouzes & Posner, 2011, p. 15). Podsakoff, Mackenzie, Moorman, and Fetter (as cited in

Leithwood & Steinbach, 2010) present “identifying and articulating a vision” as one dimension of leadership practice. They define this dimension as leader behavior “aimed at identifying new opportunities for his or her school, and developing, articulating, and inspiring others with his or her vision of the future” (p. 257). They go on to say that visions that are laden with values lead to unconditional commitment from constituents. Kouzes and Posner agreed that leaders cannot command commitment to a vision from constituents, they can only inspire it, and “people will not follow until they accept a vision as their own” (p. 15). With regard to schools, Leithwood and Steinbach (2010) believe that in order for a common mission to be pursued, staff practices must be motivated by common goals related to the mission; therefore, success in creating the common goals among staff is an important aspect of school leadership expertise. The commitments on the part of the leader necessary to inspire a share a shared vision are to envision the future by imagining the exciting possibilities(p. 139) and then to enlist others in a common vision by appealing to what the leader and others aspire to have in common (Kouzes & Posner, 2016).

Challenge the Process: Leaders challenge the process by searching for opportunities to be innovative, grow and improve. They accomplish this by recognizing and supporting good ideas and challenging the system in order to get new products, processes, services and systems adopted. Leaders are learners who recognize that innovation and change involve experimentation, risk and failure (Kouzes& Posner, 2011). According to Hoerr (2012), “Leading schools involves creating an environment in which everyone grows, including the teachers and the principal in that environment, principals listen to teachers, and listening implies a willingness to respond” (p. 5). Blasé

(2009) found that principals encouraging teachers to attend workshops and conferences and to take university course work facilitate professional growth and self-esteem.

With respect to principals, Lashway (2016) stated, “When leaders are learners themselves, they are better able to empathize and serve as models when they ask teachers to rethink their practice.” In order to challenge the process, leaders must commit to searching for opportunities by seeking innovative ways to change, grow and improve (p. 204) not only themselves, but also the organization. They must also experiment and take risks, constantly generate small wins, and learn from the mistakes (Kouzes & Posner, 2011).

Enabling Others to Act: Kouzes and Posner (2011) stated that exemplary leaders “enable others to act by not hoarding the power they have but by giving it away” (p. 18). Blasé (2009) reported that teachers believed that due to time and knowledge constraints, it is important that school heads extend authority to teachers. He also reported that teachers characterized effective school heads as those who encouraged teachers to become involved at all levels, worked collaboratively with sections, based goal-setting processes on section participation, and encouraged teacher participation by developing relationships. Kouzes and Posner reiterated that exemplary leaders foster collaboration and build trust. They go on to say that through a relationship founded on trust and confidence, leaders are able to turn their constituents in to leaders. Eisner (2017) stated that administrators can be in a position to recognize different kinds of talent among faculty members; they can help initiate activities and support the initiatives of teachers. They can develop an intimacy that will enable them to and develop the leadership potential of teachers. Thus, paradoxically, the school head as leader is most successful

when he or she no longer leads but promotes the initiative and leadership of others (p. 578). Kouzes and Posner (2011) believe that in making a commitment to foster collaboration by promoting cooperative goals and building trust (p. 277) and to strengthen others by sharing power and discretion (p. 311), exemplary leaders will be able to effectively enable others to act.

Encourage the Heart: “Leaders who are most effective in generating results will appeal not only to the bottom line, but also to the heart. In fact, one of the best strategies for improving results is connecting with people’s deepest, heartfelt hopes” (DuFour, 2015, p. 67). Effective leaders link rewards with performance, both visibly and behaviorally through encouragement (Kouzes& Posner, 2011). In Blase’s (2009) study, teachers indicated that praise from effective principals particularly meaningful because teachers considered them to be knowledgeable. Smith and Andrews (2010) posited, “The visible presence of the principal appears to be most keenly felt when the principal serve as rewarded, giving positive attention of staff and student accomplishments” (p. 19). Kouzes and Posner stated that part showing appreciation for people’s contributions and creating a culture of celebration are part of a leader’s job. “Leaders also know that celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through extraordinarily tough times” (p. 20).

Dufour (2017) agreed that basic needs of the heart are to feel a sense of connectedness, to feel a sense of significance, and to feel we are making a difference. He further states that schools need leaders who address matters of the heart by creating a collaborative culture of success, where team members understand the importance of their

contributions in achieving common goals and successes of individuals, as well as the entire school are celebrated in very public ways. According to Kouzes and Posner (2011), the commitments related to encouraging the heart are recognizing contributions by showing appreciation for individual excellence (p. 348) and celebrating the values and victories by creating a spirit of community (p. 380).

2.9 Challenges of school leadership

There are several challenges facing school leaders in their day to day administration and management of their institutions. Douglas (2013), categorized this challenges in to three: The assessment gap, the teaching gap and the leadership gap.

The Assessment Gap

Reasonable people differ about the details of 21st century skills, but the common themes that emerge include communication, teamwork, creativity, critical thinking, and problem solving. Although I've never heard an education leader advocate lower standards for communication or diminishing teamwork, there is an enormous gap between rhetoric and reality.

Effective communication includes both written and oral skills and the use of technology to convey ideas, evidence, images, and emotions. Despite the evidence on the importance of communication, the use of evidence-based practices to assess communication skills is remarkably low (Kihara, Graham, & Hawken, 2009). Moreover, despite the clarion calls for teamwork and collaboration, no state test-the barometer by which many teachers, administrators, and education systems are measured-assesses

students in a team or collaborative environment. Our words say "teamwork," but our assessments scream, "Compete, don't cooperate, with your classmates."

Finally, although policymakers talk a good game about 21st century skills such as problem solving and creativity, assessments of student performance (and, by implication, teaching and leadership performance) remain overwhelmingly focused on content knowledge and basic literacy skills. Academic content and skills are necessary but in insufficient condition to meet the needs of the 21st century.

The Teaching Gap

Robert Marzano (2009) recently issued a scathing indictment of schools claiming to use "Marzano strategies" that he neither supports nor endorses. In previous decades, one could substitute "Marzano" with "Hunter," "Dewey," or "Socrates" (illustrious company indeed) to see the pattern of thoughtful ingenuity followed by oversimplification; mass production; and, often, disappointment. The cottage industry that claims to use "Marzano strategies" without being informed by Marzano's actual research is as superficial as the claim that "Socratic dialogue" is little more than asking questions of students. Socrates did indeed ask questions, but these queries were sufficiently challenging that the result was a state-administered dose of hemlock for his efforts. Consider the contrast between Socrates' challenging pedagogical stance and the contemporary education ethic in which the student is the customer, demanding immediate gratification. Teachers fear delivering honest and challenging feedback, and with each stroke of candor, teachers and school leaders risk negative evaluations that, through

social networking tools, become an instantaneous combination of indictment and presumed truth—the hemlock of the 21st century.

Although the conventional wisdom is that teacher tenure is the root of all education evil, the other extreme is equally pernicious. In a world where "customer satisfaction" is the coin of the realm, the teachers who are most highly rewarded will not be those who tell the truth about student performance, but rather those who tell the customers what they want to hear. "Your 9th grader can't read? No problem—it's a societal issue, and we'll deliver a diploma without the inconvenience of work, remediation, or confrontation. "Compare the survivability of the teachers and administrators who spout such banal proclamations to those who say, "These kids face significant challenges, but we nevertheless require them to achieve our standards. They can succeed on the basketball court and in the internationally competitive world of electronic games, and they must do the same in our classrooms." Which approach is most rewarded in your school—great challenges and high expectations, or patronizing praise of inadequate performance?

The Leadership Gap

No teacher wakes up in the morning thinking, "How can I mess up kids today?" Inadequate teaching practices—inconsistent curriculum; infrequent feedback; toxic grading systems; and resistance to 21st century skills like critical thinking, collaboration, and communication—are a direct result of leadership failures. Leaders who bring in an inspirational speaker to talk about 21st century skills but who evaluate teachers with centuries-old assessments should not point the finger at unions, teachers, or colleges of

education. This is a failure of leadership, not a failure of teachers. If we aspire to have 21st century teaching and learning, then we must demand 21st century leaders. Specifically, if we require critical thinking, problem solving, collaboration, and creativity, then leaders must assess now-today, this very hour-the instances in which you can observe these characteristics in classrooms. Just visit 10 classrooms right now and count the instances in which you observe these skills. Then do the same next week, and the week after that, and the week after that. If 8 of those 10 classrooms show evidence of isolation rather than collaboration, recitation rather than problem solving, regurgitation rather than creativity, and memorization rather than critical analysis, then don't blame the teachers. That condition stems from leaders who will spend \$100,000 and 100 hours to attend a conference about 21st century learning, but who will not devote a 50-cent cup of coffee and five minutes to engage a teacher in a challenging conversation about effective classroom practice.

Blame is a remarkably popular but ineffective strategy for change. School systems blame colleges, who, in turn, blame school systems. Administrators blame teachers, who, in turn, blame administrators for impossible workloads and inadequate working conditions. High schools blame middle schools, who blame elementary schools, who blame early childhood education, who blame parents, who, I suppose, can blame prenatal care. Where does it stop? If we aspire to seize the opportunities 21st century learning presents, then we must first make the shift from blame to responsibility. When our students confront difficulty and failure, we expect them to respect our feedback, change their learning strategies, and try again. That is the essence of the resilience, self-discipline, and work ethic that are essential for successful students in every century.

Therefore, education professionals must embrace feedback, seize personal responsibility, and model the changes required to close the gaps in assessment, teaching, and leadership.

2.10 Summary of Literature

This section discusses related literature to the study and presented a conceptual framework for school leadership practices and its implications for head teachers in Junior High School. The meaning and practices of leadership were scrutinized. The traits associated with effective varied leadership styles and leadership challenges were also examined. Transactional and transformational leadership practices styles were explored. Ghana Education Service leadership style and students' achievements in relation to theories of leadership practices were further reviewed. The review indicated that head teachers as in the Ghanaian context perform different leadership roles. The main school leadership practices performed by the teacher were therefore discussed in relation to the school head as a manager, an instructor and a supervisor. Finally, this chapter discussed the practices of exemplary leaders which centered on modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter discusses the research design, the population, sampling techniques as well as the sample size used in the study, the development of the instrument, pretesting of the instrument, data collection procedure and data analysis. The study employed descriptive survey. Imperatively, this study is concerned with describing conditions that exist, properties that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt, or trends that are developing and this usually does not involve the manipulation of any variable (Creswell, 2009). According Creswell, the descriptive survey design is good for asking people about their perceptions, opinions and ideas. The descriptive survey usually identifies present conditions and attempt to describe or prescribe future needs. Osuola (1987) supports the use of descriptive design when as he said that descriptive design is versatile and practical in that it identifies present conditions and points to points to present needs. The present study assessed the school leadership roles as it pertains in the Kassena-Nankana East Municipality among Heads of the Junior High School in the upper east Region.

The descriptive survey enables the researcher to obtain information from sample of the individual representative of the entire population. Descriptive survey may provide unreliable results because it delves into private matters which may not be prepared to provide the right responses (Seifert & Hoffiund, 1991).

3.1 Population

The target population consists of 82 head teachers from public Junior High Schools and Primary schools in the Kassena- Nankana East Municipality of the Upper East region were chosen. In all there are 82 Primary and Junior High Schools in the Municipality. There are 82 head teachers and in both Primary and junior high schools.

3.2 Sampling techniques

Purposive sampling was used to select 41 head teachers from Junior High Schools making each school to have a presentation of one respondent (one head teacher). The head teachers were selected to elicit response on the roles as head teachers of the various schools. Purposive sampling was used because the teachers were considered to have the needed information for the study (Fraenkel & Wallen, 2006).

3.3 Sample Size

Statistics were taken from the Kassena-Nankan East Municipality Education Directorate. A total number of 81 head teachers comprising both primary and Junior High Schools. A sample size of 41 Juniouir High School head teachers representing 50% of the population were selected for the study. Sample size is the proportion of the population that is understudied in a research. According to Baidoo (2015) a sample of 10-25% is appropriate in a survey.

3.4 Research Instrument

The instrument employed for the study was questionnaire. This was used because the respondents were all literate and they could read and write. The questionnaire helped to elicit responds from the respondents. The questionnaire was developed from the literature. The items on the questionnaire were mostly likert scale type. The broad areas of the questionnaire included leadership roles, challenges of school leadership and measures to ensure effective leadership.

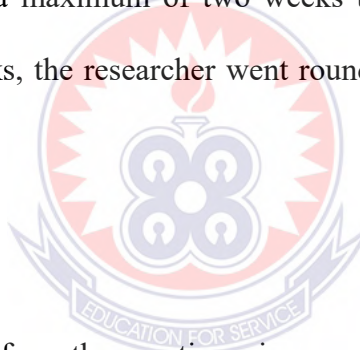
3.5 Pilot Testing

A Pilot was conducted in Kassena-Nankana East Municipality using the Cronbach Alpha to determine the validity and reliability of the questionnaire items for the main data. There was the need to pilot the main study instrument to establish validity and reliability of the questionnaire items. According to Best and Khan (1989), Validity and reliability are important to the effectiveness of any data gathering procedure. Validity is the useful inference made from the instrument. Reliability is the degree of consistency that an instrument demonstrates. Validity was achieved by contacting my supervisor to find out whether the instrument covered all the research questions. The supervisor analyzed unclear items to see whether the items measure specific constructs.

Reliability was achieved by conducting pilot-test using Cronbach Alpha. Almost all the items were multiple scores and there, Cronbach Alpha was appropriate to test for the reliability of the items. The overall reliability coefficient obtained was 8.6.

3.6 Data collection procedure

An Introductory letter was collected from head of educational leadership department and sent to the various schools. The headmaster signed a portion permitting me to carry out the research after which respondents were then assured of their anonymity and confidentiality during the data collection process. The self-reporting questionnaire was personally distributed by the researcher to the respondents in the Kassena-Nankana East Municipality. This enabled the researcher to explain questions to the respondents. The respondents were implored to answer the questionnaire according to their own view and feelings, but not what other people would like them to respond to. Respondents were given a maximum of two weeks to reflect and honestly answer the questions. After two weeks, the researcher went round to collect the questionnaire from respondents.



3.7 Data Analysis Plan

The data collected from the questionnaire were analyzed by the use of descriptive statistics. The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time study. The data were coded and fed into a statistical package for social sciences (SPSS) for analysis. Frequencies and percentages were used to analyze the data.

CHAPTER FOUR

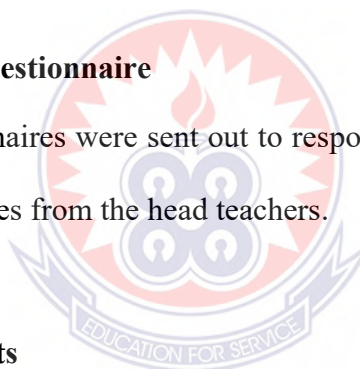
RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation, analysis and discussions of the data collected. The data sought to identify the leadership roles of heads in Junior High School in the Kassena-Nankana Municipality. Data were gathered from 41 respondents in all junior high Schools in the Kassena-Nankana East Municipality. Descriptive statistics was then used in presenting the results. Frequencies and percentages were employed.

4.1 Response Rate of Questionnaire

In all, 41 questionnaires were sent out to respondents and the researcher was able to retrieve 41 questionnaires from the head teachers.



4.2 Gender of respondents

The Researcher sought to find out the gender of the respondents used in the study. This was categorized into male and female teachers. The responses are shown in the Table 4.1.

Table 4. 1 : Gender Distribution of Respondents

Gender	Frequency	Percentage
Male Head Teachers	30	73.20
Female Head Teachers	11	26.80
Total	41	100

The Table 4.1 showed that 30 head teachers were male representing 73.20% of the sample whereas 11 head teachers were female representing 26.80% of the sample. This confirms that the numbers of male head teacher are more than that of the female head teachers.

Age of respondents

Respondents' ages were sought to know their age attainment.

Table 4.2 displays the age distribution of respondents.

Table 4. 2 : Age Distribution of Respondents

Ages	Frequency	Percentage
21-25 years	0	00
26-35 years	4	9.76
36-45 years	9	21.95
46-50 years	11	26.83
51 years & Above	17	41.46
Total	41	100

With respect to the age of head teachers in Table 4.2 above, it indicates that (41.46%) of head teachers are 51 years and above, while no head teachers (0.00%) is within 20 years and below. It further shows that 11 (26.83%) of head teachers fall within 46 and 50 years, 9 (21.95%) of head teachers placed in the range 36-45 years. Additionally, the analysis discloses that 4 (9.76%) of head teachers are between 26 and 35 years. The analysis shows majority of the head teachers are 51 years and above and they are matured enough to exhibit good leadership.

Educational level

Respondents educational levels were investigated to know their educational status.

Table 4.2 displays the age distribution of respondents.

Table 4.3 : Educational level of respondents

Educational status	Frequency	Percentage
Masters and above	4	9.76
First degree	8	19.50
Diploma	14	34.15
Certificate 'A'	15	36.59
Total	41	100

The outcome also reveals that, while 4 (9.76%) have master's degree and above, 15 (36.59%) are certificate 'A' are those who were already head teachers. This assertion is been supported by the responses of head teachers which indicates that 8 (19.50%) of head teachers have first degree; whilst 14 (34.15%) responded that they are diploma

holders. According to the results in Table 4.3 above. The results imply that though few head teachers and teachers have master's degree, majority of the head teachers and teachers are first degree and diploma holders.

4.3 Teaching Experience of Head Teachers

Table 4.3 it present the results of teaching experience of head teachers.

With regard to teaching experience of head teachers the analysis from the Table 4.3 shows that 9 (221.95%) of the head teachers have been working well over 10 years whiles, 10 (24.40%) have been working between four and six years. Again, the data portrays that, 9 (21.95%) of head teachers have been working for 1-3 years, 8 (19.50%) have been engage in the teaching profession from 7-9years. The statistics gathered in the table shows 5 (12.20%) head teachers have worked less than one year.

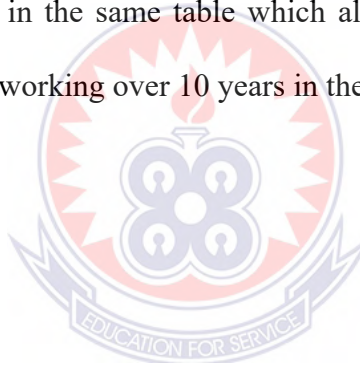
Table 4.4 represents the teaching experience of respondents who took part in the study.

Table 4. 4 : Teaching experience of Head teachers

Experience	Frequency	Percentage
1 year	5	12.20
1-3 years	9	21.95
4-6 years	10	24.40
7-9 years	8	19.50
10 years & Above	9	21.95
Total	41	100

The analysis of the results means that, the head teachers have acquired adequate experience in the teaching profession. It therefore suggests that, the head teachers are adequately acquainted with leadership skills that have the potential of influencing positively on students and pupils academic performance. This is because, from the data, it is only a few head teachers who are not well experienced on the job.

For the general experience of head teachers, the data in table 4 again portrays that 9 (7.32%) have been working over 10 years, while 8 (6.50%) have worked between seven and nine years. The results from table 4 imply that many of the teachers are well experience in the teaching profession. This is in consonance with the working experience of head teachers revealed in the same table which also indicates that majority of them (head teachers) have been working over 10 years in the teaching field.



Research question 1: What school leadership role is commonly performed by Junior high school head teachers? This table represents the leadership roles commonly performed by head teachers

Table 4.5: Leadership roles of head teachers

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
	I have good relationship with my teachers	20	48.78	9	21.95	10	24.39	2	4.88	41
I motivate my teachers when I am satisfied with their work.	21	51.22	9	21.95	11	26.83	-	-	41	100
I talk about future trends that influence how our gets done.	7	17.07	10	24.39	19	46.34	5	12.20	41	100
I seek out challenging opportunities that test my own skills and abilities.	13	31.71	8	19.51	10	24.39	10	24.39	41	100
I treat others with dignity and respect.	10	24.39	9	21.95	19	46.34	3	7.32	41	100
I actively listen to diverse points of views.	15	36.59	10	24.39	14	34.14	2	4.88	41	100
I live an exemplary life on the side of my duties	15	36.59	13	31.70	12	29.27	1	2.44	41	100

From Table 4.6, a great number of respondents 20 (48.78%) agreed that there is co-operate relationship among teacher” strongly agree” whilst 10 respondents representing 24.39% also expressed the view that there is co-operate relationship between teacher, whilst 9 respondents representing 21.95% also agreed that co-operator relationship among teachers was “Agree” and the a few number of respondents of (2) representing 4.88% said there is “strongly disagree” operate relationship among teachers.

This analysis therefore means that majority of the respondents strongly agreed but not Disagree teachers have co-operate relationship among those they work with. This then implies that there will always be co-operate relationship among teachers if the head teachers perform their roles as expected. This is in line with the findings from respondents.

A follow up question was asked to find out whether head teachers motivate teachers when they are satisfied with their work performance 21 presenting 51.22%” strongly agree”, 11 respondents also mentioned Disagree, 9 respondents representing 21.95 mentioned Agree. This therefore means head teachers motivate their teachers very often when they are satisfied with the work they do. It therefore implies that motivation is given to teachers very often when they work to satisfy their head teachers. This finding is contrary to (Leithwood et al., 2010) says motivated and competent teachers are fundamental for learning to take place. Head teachers play a powerful part in this.

Also 19 respondents representing 46.34% Disagree that head teachers talk about further trends that influence how their work gets done, 10 representing 24.39% agree head teachers talk about future trends and influence how their work gets done, 7 representing 17.07% Strongly agree and the lowest is 5 representing 12.20% says

Strongly Disagree. This means that most teachers disagree but just a handful believe strongly that head teachers talk about future trends that influence how their work gets done. However 5 representing (12.20%) teachers strongly disagree to that assertion.

The above table also revealed that, the same number of respondents Disagree and Strongly Disagree of 10 representing 24.39% that head teachers seek out challenging opportunities that test their own skills and abilities while 13 representing 31.71% has the highest who Strongly agree and 8 representing 19.51% said Disagree head teachers seek out challenging opportunities. This means most teachers agree that head teachers should seek opportunities that test their own skills and abilities. This will help head teachers who have acquire more skills to also teach their teachers who do not have such skills.(J. Mac Beath & Jan 2010) says head teachers throughout the country are participating in a leadership challenge for schools is how to key people, to seek their advice and to strengthen them.

The above table also indicates that 19(46.34%) Disagree that head teachers treat others with dignity and respects, 10(24.39%) Strongly agree believe that, 9 (21.95%) agree that head teachers treat others with dignity and respects while only 3 (7.32) strongly Disagree believe this. It therefore means Disagree that head teachers treat others with dignity and respect but it isn't always strongly agree and agree. So for head teachers to have a cordial relationship and improve teachers performance they should treat their teachers with dignity and respect at all times.

Furthermore, 14 respondents (34.14%) Disagree that head teachers actively listen to diverse points of views, 15 (36.59) says strongly agree they listen to diverse points of views, 10 (24.39%) also says they do that agree and only 2 (4.88%) strongly disagree.

This means that head teachers actively listen to the points of views of their teachers but only a few do not do that. This analysis prove that head teachers and teachers come together to take decision concerning the welfare of their students which will lead to high performance. In contrary “D. Hays (2015) says the head teacher needed to take into account teachers interpretation of what they will become alienated with in their work relation.

Hence, the table also indicates that out of 41 respondents, 20 (48.78%) strongly agree that head teachers live exemplary life on the side of the duties, 13 (31.71%) said head teachers live exemplary life whiles 13 (29.27%) Disagree and the least number of 1 (4.88%) head teachers strongly disagree. This therefore implies that more respondents think that head teachers’ live exemplary life but only a few thinks that is never done. It is therefore evident that if most head teachers live exemplary lives on the side of their duties, teachers will also follow such step when performing their duties for students to emulate and become responsible people in the near future.

Support the decision that people make on their own very often in other to make his leadership styles more democratic. St. Thomas cited that” the democratic leadership style is based on mutual respect. It is often combined with participatory leadership because it requires collaboration between leaders and the people they guide.

Research question 2: What challenges confront head teachers in their attempt to perform their leadership roles?

The Table below represents the challenges confuted by head teacher in their attempt to perform their leadership roles.

Table 4.6 : Challenges of Leadership Roles

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total %
	N	%	N	%	N	%	N	%	
	I am not able to cooperate with the people I work with.	21	51.21	15	36.59	5	12.20	-	
I cannot motivate any teacher because of inadequate funds	22	53.66	17	41.46	2	4.88	-	-	100%
I do not have enough textbooks for my students to use.	19	46.34	11	26.83	10	24.39	1	2.44	100%
I am not able organize in-service training for my teachers.	25	60.98	10	24.39	6	14.63	-	-	100%
There is no effective communication in my school.	19	46.34	18	43.90	4	9.76	-	-	100%
I have Inadequate learning facilities.	13	31.71	21	51.22	7	17.07	-	-	100%
I am unable to motivate teachers.	10	24.39	12	29.27	19	46.34	-	-	100%

Similarly 21 (53.66) of the respondents claimed that head teachers, “strongly agree,” they are not able to develop cooperate relationship among the people they work with, 15 (36.59%) indicated “agree “and only 5(12.20%) ‘disagree” head teachers are not able to develop cooperate relationship among teachers.it could be seen from the discussion that very often head teachers are not able to cooperate relationship among people they work with. Therefore head teachers should try to have cooperate relationship with their teachers so that they can work together as a team. In contrary to Harris, Day and Hadfield says it is important or head teachers to build a platform where by teachers can learn new skills, communicate about issues that affect them eventually get motivation to perform their duties unreservedly.

With regards to head teachers can’t motivate any teacher because of inadequate funds, 22(53.66%) of the respondents been the majority responded that they, “strongly agree”. Also 17(41.46%) “agree” that head teachers can’t motivate their teachers because of inadequate funds and 2(4.88%)”disagree” head teachers cannot motivate their teachers. It is obvious from the analysis that respondents do think that head teachers cannot motivate their teachers due to inadequate funds. This will make teachers not to put up their best because they are not encouraged to work satisfactorily because of inadequate funds from schools. This go a long way to affect the academic work of students

On the question of head teachers do not have enough textbooks for students to use, 19(46.34%) of respondents “strongly agree “that students do not have enough textbook for to use 11(26.83%) of the respondents “agree “they do not have enough textbooks, 10(24.39%) of the respondents responded “disagree “that students do not have enough textbooks to use and only 1 (2.44%) “Strongly disagree “students have enough

textbooks to use. It is clear from the discussion that respondents agree that students do not have enough textbooks to use in their school. This implies that most students do not have textbooks to use in the classroom and it goes a long way to affect their academic performance since they do not have textbooks to work with.

Table 7 again unveils that 25 (60.98%) respondents “strongly agree” think head teachers can’t organize In-service training for their teachers to improve their performance and teaching skills. Some 10 (24.39%) were of the opinion head teachers “agree” they can’t organize in-service training to improve their teacher’s performance and teaching skills, 6 (14.63%) respondents also think is done “disagree”. This implies that “very often” head teachers cannot organize in-service training for their teachers to improve performance and teaching skills. It is therefore very necessary that head teachers find ways that will help them organize in-service training for their teachers to improve performance their teacher’s performance and teaching skills. Drucker, (2015) posits that in-service teacher education refers to all those planned courses and activities in which a serving teacher, head teacher, school inspector or educational administrator may participate in for purposes of improving his/her instruction or professional knowledge, interest and skills.

Moreover, a close examination of the scores displayed on table 7 indicate that 19 (46.34%) of respondents responded that “strongly agree” there is no effective communication in their school. 18 (43.90%) of respondents “agree” that there is no effective communication in their school “often” whiles 4 (9.76) responded “disagree” but none of the respondents indicated “strongly disagree”.

This means that effective communication in schools is very often but a few think it is done occasionally. It implies head teachers will have to ensure that, there is no communication gap in the school. So that they all put their head together to work as a team to achieve a common goal.

Therefore head teachers should not have the notion that teachers who are untrained do not have the methodology in teaching but rather try to find more opportunities for all teachers to improve their work in the classroom. Sergiovanni, (2009) argues that, for a reflective and inquiring approach as a necessary condition for improving teaching have continually used what they learned from their student to improve their practice to organize the curriculum, evaluate teaching in order to encourage improvement.

From the table 21(51.22%) out of 41 respondents “agree “there is inadequate learning facilities such as I.C.T centers, libraries, science laboratories affect teaching and learning, 13 (31.71%) “strongly agree” whilst only 7 (17.07%) also “disagree” that inadequate learning facilities affects teaching and learning but none choose “strongly disagree”. This shows that majority of responded that “often inadequate learning facilities affects teaching and learning but not very often. This implies that inadequate learning facilities such as I.C.T centers, libraries, science laboratories are not the main factors that affect teaching and learning. Therefore head teachers should not consider this as the main factors but look at other factors which may affect teaching and learning and try to find a way forward in dealing with them.

However, as much as 19 (46.34%) of respondents “disagree” that head teachers find it difficult to motivate teachers and students to improve performance,” 12 (29.27%)

“Agree” difficult for head teachers to motivate teachers and student whilst 12 (29.27%) also “strongly agree” that head teachers find it difficult to do so. This shows that majority of respondents think that head teachers “disagree “ it difficult to motivate their teachers and student but less of them think is done very often and often. This therefore implies that head teachers do not provide enough motivation for teachers and students and this can bring low productivity because motivation is a very key tool that can help improve performance.

Research question 3: Measures that could be institute to ensure effective school leadership of head teachers

It sought respondents’ views on measures to effective school leadership in the Kassena-Nankana area.

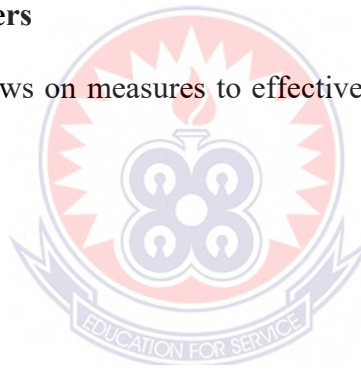


Table 4.7 : Measures to ensure effective school leadership

No.	Item	Mean	Standard Deviation	Rank
1	Head teacher should collaborate with a range of people in schools, governing bodies and the wider community, to build a culture of cooperation	2.87	7.411	7th
2	Head teacher should identify and engage with the major influencers and decision-makers within the community	2.77	8.617	8th
3	Head teacher systematically monitors learning in school to ensure progress	2.88	6.185	6th
4	Head teacher needs to be passionate about learning new things from others	2.10	5.185	9th
5	Head teacher should take corrective action where necessary to secure required outcomes and account to the governing body and others for the school's performance	3.0	5.909	5th
6	Head teacher is well established in the organisational knowledge	3.81	6.292	3th
7	Resource should be orderly allocated to the various units in the school system.	5.0	7.805	2nd
8	Head teachers should be passionate in positive beliefs and high expectation in educational outcomes	3.50	6.602	4th
9	Head teachers should be able to provide funds for activities that requires funding in the school	1.77	7.274	10th
10	Head teachers are interested in strategic planning towards achieving their goals.	5.54	7.861	1st

However, item 3 (head teacher systematically monitors learning in school to ensure progress) fell within acceptance range with a mean score of 2.88. The qualitative data reveal that the head teacher uses various groups of teachers per the task assigned. While item 4 (Head teacher is passionate about learning new things from others) was confirmed with a mean score of 2.10. The interviews revealed that head teachers using the staff are able to analyze issues, identify the gaps and develop plans to address the concerned issues. Also item 5 (Head teacher takes corrective action where necessary to secure required outcomes and account to the governing body and others for the school's performance) has a mean score of 3.0 which is the 5th position in the rank, item 6 (Head teacher is well established in the organizational knowledge) representing 3.81 as the 3rd position, item 7 (Resource are orderly allocated to the various units in the school system) represent 5.0 as the 2nd position, item 8 (Head teachers are passionate in positive beliefs and high expectation in educational outcomes) represent 3.50 as the 4th position. The overall responds shows that item 10 (Head teachers are interested in strategic planning towards achieving their goals) represent the 1st position with a mean score of 5.54. However the lowest responds was item 9 (Head teachers are able to provide funds for activities that requires funding in the school the head teachers inability to provide funds for activities that requires funding) with a low mean score of 1.77.

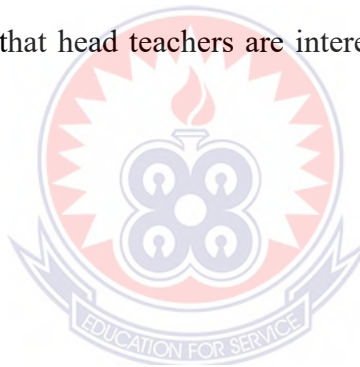
The study concluded that head teachers are able to effectively delegate duties to their subordinates. This is feasible because head teachers are able to manage individuals and teams effectively. In terms of the standard deviation, item 4 presents the least deviation of 5.185 indicating that the response were more positive in that category than

the others and item 3 with a standard deviation of 8.617 indicating a highest deviation from the normal in relation to all other items.

4.4 Summary of Results

This chapter provided answers to three research questions. It revealed that head teachers motivate teachers when they are satisfied with their work. It was also found out that head teachers have good relationship with their teachers. The study also have good relationship with their teachers. The study also revealed that head teachers' needs to be supported by Ghana Education service with funds to help them motivate their teachers.

Also the study found out that head teachers are interested in strategic planning towards achieving their goals.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of the findings from the study based on which conclusions are drawn. It also includes recommendations and suggestions for further studies. The summary is also guided by the objectives and research questions of the study. The purpose of this study is to investigate school leadership roles among heads in junior high schools in the Kassena-Nankana Municipality of the Upper East Region of Ghana. Three research questions were posed to guide the study.

5.1 Summary of Key Findings

On leadership roles, the study revealed that head teachers motivate teachers when they satisfied with their work out put. Aspects of motivation included opportunity to interact with students, helping students in their academic achievement, updating of teachers professional knowledge constantly of teachers professional knowledge constantly, parents supporting teachers and also providing conducive environment for teaching. Also the study revealed that most head teachers have good relationship with their teachers. Head teachers and their teachers work together by coming together to take useful decision that will benefits their students.

It was also revealed that head teachers seek out challenging opportunities that test their skills and abilities. They try to solve problems they encounter using their own

Knowledge and skills. Findings also revealed that head teachers organize in service training for their teachers. This is to help them develop more skills and knowledge.

Also effective communication is also key among head teachers and his staff. The head teachers should ensure that the proper information is giving to teachers through the right channel and at the right time. The study indicated that provision of enough text books for students to use by head teachers is also important. The study also revealed that head teachers are interested in strategic planning towards achieving their goals.

It also indicates that head teachers are well established with the organizational knowledge and this will help them carry out their work well. Also enough resources should be orderly allocated to the various units in their school system.

5.2 Conclusions

Based on the findings of the study, a number of conclusions are drawn:

Head teacher most have good relationship with their teachers which implies that teaching and learning will go on smoothly since both heads and teachers come together collaborate to work.

Also head teacher motivate their teacher when they are satisfied with their work output. This therefore means that for teachers to be motivated they need to put more efforts on their work and the head teachers will also have to motivate them when they do work satisfactory. Head teacher are faced with the problem of providing enough text books for their students to learn with and this will go a long way to improve their performance. Therefore for effective learning to take place head teachers should find ways and means of providing textbooks for their students to use in the classroom.

Head teachers are faced with the problem of lack of textbooks this goes a long way to affect the teaching and learning process. Most pupils cannot participate actively in class due to lack of textbooks which affect their work output and also makes teaching difficult for teachers.

Head teachers at times organize in-service training for their teachers. This will go a long way to improve the teaching skills of the teachers. It helps teachers to also acquire new skills and methodology in lesson delivery. To conclude the head teacher, teachers, students, parents and stake holders must all work together to improve performance in the teaching and learning process.

5.3 Recommendations

1. Head teachers need to motivate their teachers when they are satisfied with their work.
2. Motivation of teachers of teachers plays a crucial role in the teaching and learning process and should be practiced by all head teachers. Again, head teachers co-operating with the people they work is also very important because there cannot be high productivity without team work.
3. The Government needs to provide enough textbooks for students to use. This will go a long way to improve teaching and learning. Also head teachers need to be interested in strategic planning towards achieving their goals.
4. Head teachers with their teachers should have a good interpersonal relationship so that they can come together to work as a team. This will help improve the work output and improve performance.

5. School head teachers should also seek out challenging opportunities that will test their skills and knowledge. This can be done by offering further courses and attending further studies to upgrade themselves.
6. The Ghana Education service should try and organize workshops and seminars for teachers to help them learn new things and deliver to their students.



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APPENDIX A

This work focuses specifically on the impact of school leadership on academic performance in Junior High Schools. It identifies their challenges and recommends the best school leadership practices for high academic performance. The questionnaire is designed purely for academic work in partial fulfilment of the award of MA degree in educational leadership. All information shall be treated as confidential and besides, your anonymity is guaranteed. Thank you for your usual cooperation.

SECTION A

Personal information of Head teachers/Head masters.

1. Gender

Male []

Female []

2. Age

Up to 20 years [] 21-25 years [] 26-35 years [] 36-45 years [] 46-50

years [] 51 and above years []

3. Marital Status

Married []

Single []

4. Highest Education

Masters and above [] First degree [] Diploma []

Cert.Ed./SSCE/WASCE/ []

5. For how long have you been working as a head teacher or Headmaster?

Less than a year [] 1-3 years [] 4-6 years [] 7-9 years [] 10

years and above []

SECTION B

Leadership roles of head teachers

Introduction: the items provided below are description roles performed by head teachers.

How often will each statement describe your understanding?

Tick as appropriate the number that indicates your response as rated below.

Rating: 4-strongly agree

3- agree

2- disagree

1- strongly disagree

Leadership roles of head teachers

		4	3	2	1
6	There is cooperate relationship among those I work with				
7	I motivate my teachers when I am satisfied with their work				
8	I have those who disagree with me in my command				
9	I talk about future trends that will influence how our work gets done				
10	I seek out challenging opportunities that test my own skills and ability				
11	I treat others with dignity and respect				
12	I actively listening to diverse points of views				
13	I live exemplary life on the side of my duties				
14	I support the decision that people make on their own				
15	I find ways to celebrate accomplishments				

SECTION 'C'

Challenges confronted by head teachers

A number of items are listed below which has to do with challenges head teachers face.

Please read each item and decide how often these challenges affect you.

Tick the rating as indicated below: 4

Rating: 4-strongly agree

3- agree

2- disagree

1- strongly disagree

		4	3	2	1
16	I have teachers who do not write their lessons notes				
17	I am not able to develop cooperate relationship among the people I work with.				
18	Inadequate funds for school management				
19	I do not have enough text books for students to use.				
20	I can't organise in-service training for my teachers to improve their teaching skills.				
21	Teachers who are untrained lack the methodology in lesson delivery.				
22	I find it difficult to motivate teachers and students to improve performance.				
23	Poor parents provide the basic needs of their children which affect their academic work.				

24	There is effective communication in my school.				
25	Inadequate learning facilities such as I.C.T. centre, library science laboratory affect teaching and learning.				
26	I find it difficult to motivate teachers and students to improve performance.				
27	Poor parents provide the basic needs of their children which affect their academic work.				
28	I encounter financial problems which affect the effective management of the school.				
29	Most parents do not encourage their children to learn at home which affects their performance.				
30	Circuit supervisors visit school regularly to monitor teachers' work.				
31	Classrooms are not conducive for students to learn.				
32	Ghana Education Service provides enough textbooks and furniture for teaching and learning.				

SECTION D: Measures to ensure effective school leadership.

What measures could be instituted to ensure effective school leadership in the Kassena Nankana East Municipality.

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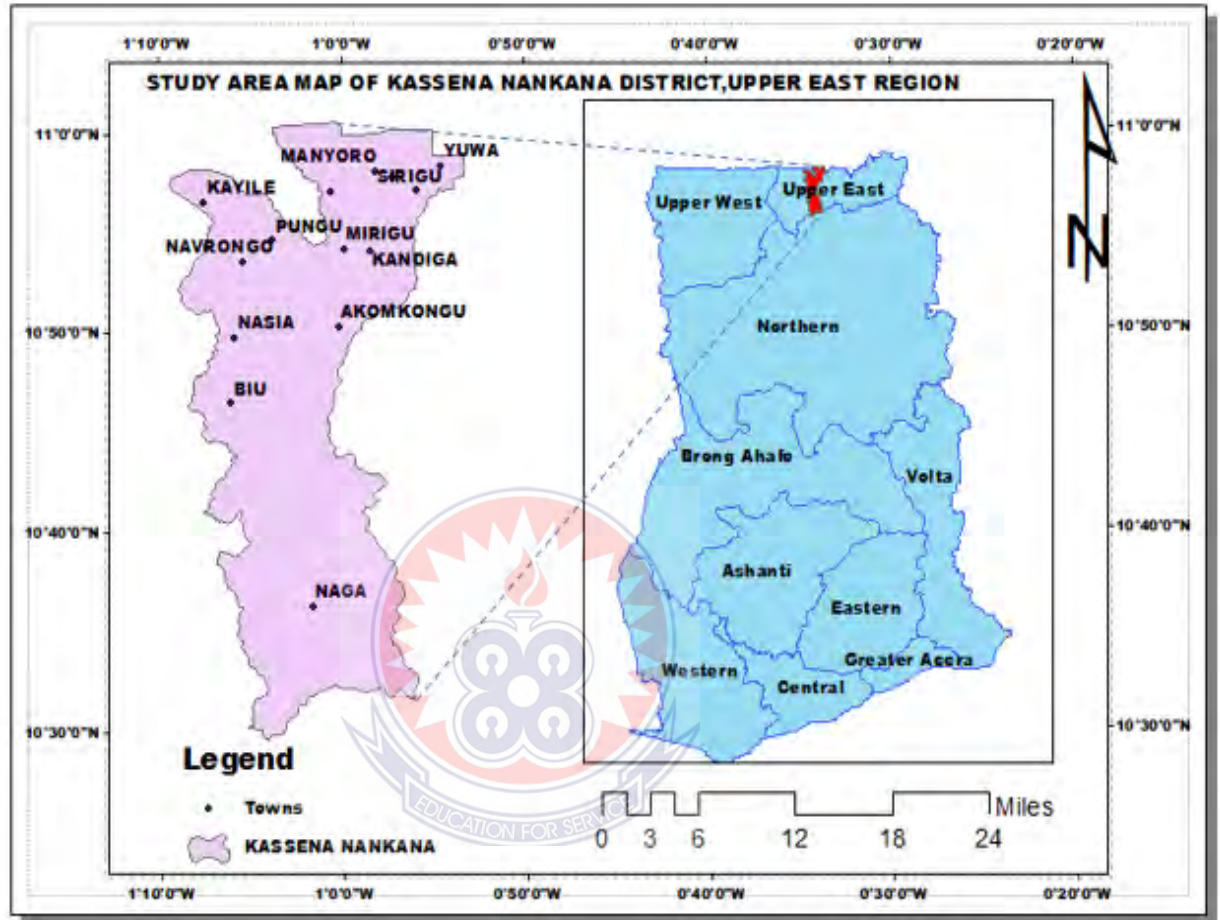
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APPENDIX B



Map Showing the Study Area Kassena Nankana District, Upper East Region, Ghana.