**UNIVERSITY OF EDUCATION, WINNEBA**

**THE ROLE OF SCHOOL MANAGERS IN GREATER ACCRA REGION IN THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS**

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# DECLARATION

**Student's Declaration**

I, Elijah Kingsley Cudjoe, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledgement, is entirely my own origin work, and it has not been submitted, either in parts or whole, for another degree elsewhere
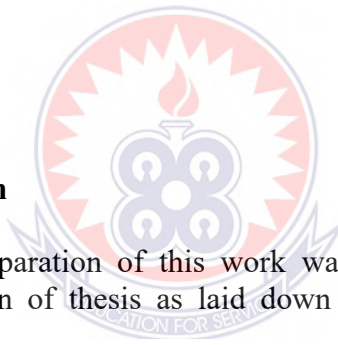
**Signature……………….…………**

**Date…………………………………**

**Supervisor's Declaration**

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

**Supervisor:** Dr. Paul Kobina Effrim

**Signature……………….…………**

**Date…………………………….……**

# DEDICATION

I dedicate this work to the Almighty God whose love, compassion, guidance, protection and provision has led me so far and to the memory of my father and mother who gave birth to me and my brothers and sisters whose provision, love and care saw me through life after the death of my father as a young boy, until I completed my first degree.

# ACKNOWLEDGEMENTS

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# ABBREVIATIONS

| | | |
|---|---|---|
| GES | : | Ghana Education Service |
| MoE | : | Ministry of Education |
| OECD | : | Organisation of Economic Co-operation and Development |
| SHS | : | Senior High School |
| SM | : | School Manager |
| TPD | : | Teacher Professional Development |
| WAEC | : | Wet Africa Examinations Council |
| WASSCE | : | West African Secondary School Certificate Examination |

# ABSTRACT

The purpose of this study was to find out the school manager's practices adopted by school managers in Senior High Schools in Greater Accra and their effects on students' academic performance. The work also aimed at finding out the effectiveness or ineffectiveness of the practices of public-Senior High School managers in Greater Accra so that one could predict the nature of effectiveness of public Senior High Schools' managers performance in Ghana. The philosophical underpinning of the study was positivism. The study employed quantitative research approach and adopted descriptive survey design. The population of study were school managers, teachers and students of Greater Accra public Senior High Schools (SHS). Systematic sampling technique was used to sample the respondents. The study employed questionnaire as the instrument for data collection. Data collected comprised of 376 respondents: 10 school mangers, 96 teachers and 266 students, Also, 100 students test results in public SHS in Greater. Cronbach alpha was used to test the reliability of the instrument. The work also tested for face validity, content validity and criterion validity. Quantitative technique was used to analyse the data. Descriptive data were analysed using means, frequencies and percentages and the hypothesis were tested using Pearson's product moment correlation and multiple regression. The study found in the descriptive analysis that school managers practice of instructional supervision practice, building positive school climate and teacher professional development practice were major contributory practices that ensured students' academic performance in public SHS in Greater Accra region. Hypothesis three however, found that there was a low negative significant correlation between school managers' practice of building positive school climate and students, academic performance. Though the opinion of the respondents agreed that school managers, practices of instructional supervision, teacher professional development and creating positive school climate were effective, the results from correlation analysis found SM practices low and negative with their relationship with students' academic performance.in SHS in Greater Accra Region. The regression analysis found that the combine effect of the three main variables gave a p-value of 0.024 less than the Significant p-value of 0.05. This indicating that there is a significant relationship between school managers' practices and students, academic performance

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

The role of school managers in ensuring improved students' performance in second cycle schools all over the world is very essential due to the fact that secondary education is the stepping stone to tertiary education where the highest level of man-power needs of a country are trained. According to Nzuka & Orodho, 2014; and Leithwood, Harris & Hopkins, (2006), the school managers come only second to teachers in ensuring the effective performance of students. The managers' skills in school management influences the behaviour of the school in terms of how teachers teach, how much students learn and the overall school performance. This is because the significant proportion of key decisions made within the schools are made with the consent of the head teacher (Charles et al., 2012).

Parents and guardians and government spend a lot on SHS students just to get them to tertiary level good education with the aim of building their foundations for good job and place them on a sound footing in life. Secondary education is important to every child because it serves as a link between the basic school and tertiary education. If the children's education progression after basic school can be possible then their performance at the secondary level cannot be taken for granted anywhere in the world. This brings to sharp focus the managers of the school and the strategies they adopt in ensuring that all children admitted in their schools improve in their performance and achieve their goals ultimately. Thus, schools' managers need to adopt effective practices to enable the children brought under their tutelage succeed. This implies that if school managers adopt effective practices students' performance can be improved.

Mugumbi (2015) indicated that the quality of leadership makes the difference between the success and failure of schools. He further explains that research and inspection clearly state the extent to which the quality of school leadership is crucial to school improvement.  In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievements, it is the school manager who sets the pace, leading and motivating pupils and staff to perform to their highest potentials.  Schools depend on leadership to improve their academic performance.  An effective principal is committed to the improvement of academic performance of learners. (Davies, 2005).

According to Ohba, (2009), shortage of teachers, lack of basic facilities, community interferences, poor teaching methodology and administrative related factors such as poor management of school resources have been noted as some of the factors that impede high performance of secondary schools.  (Agyenim-Boateng, Atta & Baafi-Frimpong, 2012,) stated that the role of the school head as an administrator and leader determines the success or failure of the school organisation. Afful-Broni (2004) explains that school manager's role is "about meeting organizational goals even with limited resources. It is about succeeding in achieving the mission of an organization even in the midst of odds within and without the system." From these facts one cannot distance the effect of the school manager's functions on the performance of the second cycle students, whether high or low. However, what is clear is that educational management in senior high schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to (UNESO, 2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established.

The research work of (Mendels, 2012) tried to discover what exactly was it that effective principal did that rippled through classrooms and boosted learning, especially in failing schools. It was stated that, since 2000, the Wallace Foundation, which had supported projects to promote education leadership in 24 states and published 70 reports on the subject, had been trying to answer that question. A recently published Wallace Perspective report that took a look back at the foundation's research and field experiences found that five practices in particular seem central to effective school leadership. The practices are shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers and other adults assume their part in realising the school vision, improving instruction to enable teachers to teach at their best and students to learn at their utmost and managing people, data and processes to foster school improvement. When principals put each of these elements in place and in harmony, principals stand a fighting chance of making a real difference for students (Mendels, 2012).

World Bank (2008) posited that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the headteacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa. In Kenya, all head teachers undergo a management course at the Kenya Management Institute (KEMI) to improve on their management skills (Nzoka & Orodho, 2014).

There are factors that researchers and school systems point when describing quality schools and features of schools that have improved in effectiveness. According to (Zepeda, 2004; Fullan, 1991), such features include: Commitment to success for all; flexibility and responsiveness; Shared vision; climate of challenging and stimulating teaching; strong and fair disciplinary climate. The literature further identified that the principals are the key players when it comes to fostering trust among staff. In fact, "effective principals display caring attitudes towards staff members, students, and parents. Most importantly, effective principals are expected to, help teachers to design and facilitate learning experiences that inspire interest, and actively involve students" (O'Donnell & White, 2005, p. 5). Moreover, supportive principal behaviour and faculty trust were significantly correlated in their sample of secondary schools and that schools with higher levels of engaged teachers (including commitment to students) had higher levels of trust in colleagues. Wahlstrom and Louis (2008, p. 462) had this to say in building school climate of trust, "Still we cannot make teachers trust one another through direct action, and we cannot micro-manage individuals. At one point, people need to talk to others and be able to express themselves appropriately and professionally."

Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards and believing students can meet them, teachers and administrators in many developing countries expect up to half the students to drop or fail. (Nzoka & Oronhzo, 2014) Schools committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility.

According to Ministry of Education (MoE) Ghana report in (2018), the effective management of schools has negatively been affected by the enactment of the free public Senior High School (SHS) policy which has added further pressure to data collection efforts to ensure that the policy is implemented and monitored correctly, and that pertinent indicators are collected to address management challenges and improve academic achievement in a timely and equitable manner. Due to the fact that SHS education has been made completely free in Ghana, from 2018, it has placed a huge burden on school managers to find ways of financing their schools until the government disburses funds to them, which is often late. "Headteachers should devise school income generating activities to alleviate current financial problems that result in student absenteeism, transfers, indiscipline and inadequate facilities". (Ministry of Education (MoE), Ghana (2018),

As an instructional leader, perhaps the most salient change in attitudes about school management created by the New Public Management (NPM) trend is the centering of the principal's activity and behaviour on what is referred to as "instructional leadership" (Wiseman, 2004). The term "instructional leader" has been explicitly promoted for principals since the beginning of the effective school's movement around 1980 in the United States (Blumberg & Greenfield, 1980) and continues to lead ideas about how principals will meet the educational challenges of the new century. To meet the educational needs of the 21st century the principals in primary and secondary schools must play a more dynamic role and become far more than an administrator of top-down rules and regulations. Schools and their governing structures must let school leaders lead in a systematic fashion and focus on the instructional and learning processes and outcomes of their schools Wiseman (2004).

**1.2 Statement of the Problem**

In 2019, Yen.com, in their quest to rank the best senior high schools in Ghana, made the statement that "research by a reputable expert review company ranked the best SHS in Ghana from 2011 to 2016". Their decision was based on the school's performances for a period of 5 years, that is, from 2011 to 2016. (Yen. Com, 2019). The major indicator used by the review company was the pass marks for students which was from aggregate A1 to C6. This scale checks out the best SHS in Ghana according to West African Examination Council (WAEC). It was stated that West African Secondary Schools Certificate Examinations (WASSE) rankings in Ghana indicated that the best SHS in Ghana between (2011) and (2016) came from Asantti Region- Opoku Ware SHS-92.52%, then followed by Central Region, Wesley Girls SHS 90% before Presbyterian Boys SHS (PRESEC): the best scoring SHS in Greater Accra 82.22%. PRESEC fell below the 10th position. Dating back to 2013, the best performing SHS have been coming from other regions rather than Greater Accra Region (GAR) Not only that but few of the greater Accra SHS are found in the first 50 best schools in Ghana. For instance, in (2018) WASSCE result St James Seminary SHS was first -98.80%, St Francis Xavier Junior Seminary was second- 94.97%, Opoku Ware SHS was third -88.23%, Presbyterian Boys SHS, the best in Greater Accra, had 78.08% at the 15th position. In (2015) WASSCE results, Pope Johns SHS (Eastern Region) was first, followed by Prempeh College (Ashanti Region) and Wesley Girls SHS (Central Region). Presbyterian boys SHS from Greater Accra was 10th... In (2015), Presbyterian Boys was fifth ono the chart besides no Greater Accra public SHS was in the first 20 list though a few were in the next thirty.

In (2016), ''THE STOOL'' stated categorically the best regions in Ghana in terms of SHS academic performance: It said "WAEC, which is under Ghana Education Service has released its annual rankings of the top schools in Ghana. The rankings which is based on WASSCE has usually been topped by the best schools in Ghana and this year is no exception. The central region, which is regarded as the region with top schools has always lived up to expectation but failed to top the chart this year. The powerhouse of Ashanti region-Prempeh College, did not disappoint as they came 2nd in this year's list" (THE STOOL 2016).

My Joy Online, a reputable news media had this to say in March, (2014) "Rev John Teye Memorial Institute SHS was ranked 30th nationally and 2nd in the Greater Accra Region in the 2013 WASSCE, according to the Ministry of Education WASSCE." This means that there were only two SHS in Greater Accra in the first 30 best school in (2013). It may interest the reader to know that John Teye is a private not a public school.
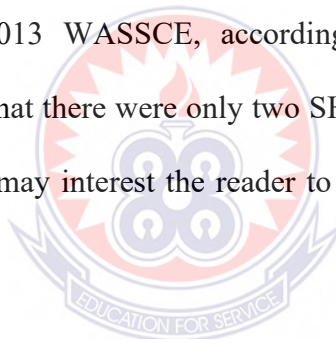
Research has found that certain factors are key to the academic success of students. The major determinants include quality teachers, school heads and parents' socio-economic status (SES). Beside school factors one of the major factors that determine students' performance is the socio -economic status (SES) of parents (Usman, Mukhtar, Auwal & Tukur, 2016). Greater Accra being the National capital and commercial livewire of Ghana, may boast of being one of the regions with the highest SES of parents in Ghana. It is a common knowledge that the best qualified teachers in Ghana are found in the cities and urban centers. Due to the fact that most teachers do not want to go to the rural communities, the government of Ghana had to institute a programme of giving monetary incentives to teachers who accepted postings to rural

schools to motivate them to stay and teach. If teachers are the most important variable in the literature of students' performance, then greater Accra SHSs happen to be one, if not the most, rewarded with quality teachers in Ghana Education Service.

Greater Accra happens to be one of the regions having parents with the highest socio-economic status (SES). This can be easily deduced from the fact that it has the highest private basic school enrolment in Ghana and the region with the highest private SHS vis-à-vis public basic and senior high school per region (EMIT, 2018). While private schools in Ghana pay very high school fees and therefore, accessible to only parents with high SES. and poor students with sponsorship, public basic and secondary schools are completely free in Ghana. One may argue that after basic school parents and guardians prefer to send their children to boarding schools in other regions so many of the best crop of students who are educated in basic schools in Greater Accra end up in SHS in boarding schools in other regions. This may be a fact, but two basic counter arguments could be raised against it. First: Greater Accra also has one of the best resourced SHS so best students in other regions also come to Greater Accra SHS. Secondly, if it is true that many basic school students leave Greater Accra for schools in other regions to continue SHS, then it may imply that parents perceive that those schools perform better than Greater Accra Schools.

On the issue of students' performance, the ministry of education 2018 annual report stated that poor performance in West African Secondary School Certificate Examination (WASSCE) and international rankings have contributed to the public perception that high proportions of students are completing SHS without attaining functional literacy.'' In addition, anecdotal evidence suggests that school leadership and management need to be improved, especially in the light of the provision of free

SHS. The government is providing training for SHS leadership, but more substantial and system-wide reforms to improve the administration, management, and leadership of SHS are also required'' (Ministry of Education (MoE) Ghana, 2018). GAR may boast of some popular schools in Ghana such as Achimota, SHS, Presbyterian Boys SHS, and Accra Academy among others, which serious students preferred to attend. But it appears that GAR SHS are not in the spotlight nowadays and most of her schools are not among the cream of the top notch SHS in Ghana today and that it appears that most of them are hiding in the shadow of the few that are still making their names. If teacher quality is not the factor and parent SES on average in GAR, is higher than every region in Ghana, then the next important and possible variable responsible for students' academic performance (Orodho & Nzuka,2014), that needs to be examined is the school managers (headmasters).

**1.3 Purpose of the Study**

If teacher quality in GAR is high and parents SES on averages, is better than every region in Ghana, then the next possible factor accounting for students' success that needs to be examined is the school manager. Also, policy directives of the government are indication that the educational system in SHS is lacking in effectiveness and improvement in students and school managers performance in Ghana. Being the economic and political nerve center of Ghana, the performance of SHS in Greater Accra may not be lower than any part of the country on average, therefore, GAR. Senior High Schools' performance may be a reflection of how SHS' in Ghana are faring. It is upon this point of view that the researcher seeks to find out the school managers' practices adopted by school; managers in SHS in Greater Accra and their effects on students' academic performance. The work also aims to find out

the effectiveness or ineffectiveness of SHS in Greater Accra so that one could predict the nature of effectiveness of school managers and students' performance in Ghana.

**1.4 Objectives of the Study**

The objective of this study is to:

i. investigate how effective SHS managers are performing their roles as instructional supervisors in SHS in Greater Accra to improve students' academic performance.

ii. examine whether school managers are practicing teacher professional development effectively in SHS in Greater Accra to ensure improvement in students' academic performance.

iii. Find out whether school managers practices in building positive school climate in SHS in Greater Accra is effective in ensuring students' academic performance.

iv. investigate the extent to which SHS managers practices are effective in ensuring improved academic performance of students in SHS in Greater Accra.

**1.5 Research Question**

The questions that would be investigated are:

i. What is the effect of instructional supervision practices of SHS managers in Greater Accra on students' academic performance?

ii. How are school managers practices of teachers 'professional development in Greater Accra affecting students' academic performances?

iii. What is the effect of school managers' school climate building practice in SHS in Greater Accra on students' academic performance?

iv.    To what extent are school managers' practices effective in ensuring students' academic performance in Greater Accra region?

**1.6 Hypothesis**

i.    There is no statistically significant relationship between instructional supervision practices of SHS managers in v Accra and students' academic performance

ii.    There is no statistically significant relationship between teacher professional development practices of SHS managers in Greater Accra and students' academic performance.

iii.    There is no statistically significant relationship between positive school climate building practices of SHS managers in Greater Accra and students' academic performance.

iv.    There is no statistically significant effectiveness in school managers' practices and students' academic performance in SHS in Greater Accra region?

**1.7 Significance of the Study**

The significance of this study pertains to the role of school managers and how it influences SHS students' performance in school in Greater Accra region of Ghana. It is the hoped that if schools adopt practices examined in this work, managers can perform their roles effectively, it will influence students' performance in SHS in Greater Accra. After all, students' achievement typically thrives in an environment that has effective instructional leadership and school managers. Related evidence is provided that could be used by the Ghana Education Service to develop a framework to create and implement to improve on relevant professional development. Educational policy makers in Ghana and for that matter, the developing world, would hopefully find the outcomes of this study to be useful to their work. The results of the

study could be used by the policy makers as a rationale for the development of statutes and appropriations that would nurture a meaningful desire among SHS managers to embrace and implement useful forms of school policies. An immediate objective would be to help offer useful hints and help to prepare school managers who are capable of addressing the complexities of problems that confront contemporary Ghanaian school managers in their attempt to improve students/ academic performance.

## 1.8 Delimitation of the Study

This study is limited to only SHS in in Greater Accra Region of Ghana due to the limited time. Since this is an academic research and funding is not easily come by, the scope for data gathering has been limited to only Greater Accra region, that is, only one region out of 16 regions in Ghana. Headmasters, teachers and students in SHS in Greater Accra constituted the participants. The research variables were limited to only three: instructional supervision, teacher professional development and school climate, though other variables such as creation of vision, the use of data to inform decisions and developing leadership in others constitute part of effective school mangers practices which affect student performance, which have been discussed in the literature and were discussed in this literature review section.

## 1.9 Limitations on the Study

One major limitation to this study was students' respondents. Initially, the project aimed at collecting data from forms one, two and three students. But due to Covid-19 pandemic coupled with free SHS which resulted in double tracking system, it became impossible to get students from all the three forms in school and even as of now. So, the researcher had to make do with only form three students as respondents for the

students' questionnaire and 2019/2020 WASSCE candidates' results, in order to redeem time, reduce increased cost which was not budgeted for and meet time lines.

**1.10 Operational Definition of Central Terms**

- **School Manager:** It is used synonymously to mean head masters /mistress or school principal- the heads of Senior High School in Ghana. The school manager is therefore, a person who heads SHS as an organization and who coordinates the efforts of people to accomplish goals and objectives of teaching and learning, extension work and research using available resources efficiently and effectively. He / She has one, two or three assistants depending on the size and population of the school. His/her appointment is based on his qualification and experience by t\e  Ghana Education Service.

- **Academic performance**: Results of students' academic assessment. end of term/semester examination results and the final grade in WASSCE. In this research, academic performance specifically refers to students' examination results at the end of WASSCE.

- **Teacher Professional Development:** Activities designed to engage the teacher to improve on individual (teacher's) needs, attitude, knowledge skills, understanding and status. y

- **School managers' practices:** strategies adopted and activities school managers engage in to accomplish their objectives of running effective schools. They include instructional supervision, TPD, building positive school climate, using data to inform decision, developing leadership in others etc.

- **School mangers vision:** Commitment to high standards and success for all students

- **Instructional supervision: supervisory activities the school managers engage in to help** improve classroom practices of teachers and students.

- **School climate:** The extent to which a school community creates and maintains safe school campus, a supportive academic work, discipline and belongingness

- **Role of school manager:** It is the functions school managers perform for which they have been employed

- Effectiveness: The ability to use the available resources to achieve a higher performance of students and teachers.

## 1.11 Theoretical Framework

The theoretical base of this work is the transformational leadership theory, The transformational leadership theory was introduced by Downton in in 1973 first, then expended by **Macgregor Burns** in **1978** and further **Bass** did additions to this in **1985**. This theory is based on an ethical and moral value system that defines leadership in the form of empowering subordinates and change-management in an organization through transforming attributes of a leader i.e., his/her traits, behaviour, and being a role model (Gomes 2016).

Transformational leadership has been used in many research fields since its introduction, including nursing agriculture, military, religion, educational research etc. The renowned authors of transformational leadership: James MacGregor Burns, Bernard M. Bass, Bruce J. Avolio, and Kenneth Leithwood, focused their studies on the origins and progress of this notion. Leithwood & Riehl, (2005) studied successful school leadership applying this theory.

Again, (Leithwood, & Jantzi, 2016; Leithwood & Jantzi, 2018) in applying Transformational Leadership Theory to advance successful academic outcomes, the

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theory is considered responsive to high school reform researchers have found that educators who use transformational leadership techniques in the classroom to inspire staff members to go above and beyond their individual goals contribute to developing a shared vision and mission for the institution.

According to Bass (1998), transformational leaders achieve superior results with one or more of the four components of transformational leadership (Gomes 2016): charismatic leadership (or idealised influence), inspirational motivation, individualised consideration and intellectual stimulation.

1. Idealised influence: This concept means that the leader acts in ways that result in being a role model for the followers. So, the leader becomes admired, respected, and trusted by the followers who want to emulate him. It is also evident that the leader is willing to take risks to achieve goals but assumes an ethical and moral conduct for that. 2) Inspirational motivation. The leader provides meaning and challenge that motivate and inspire the followers' work. In this case, the leader promotes team spirit, enthusiasm, and optimism in their followers. The leader involves them in a positive vision of the future and communicates high expectations that followers want to achieve. 3) Intellectual stimulation: The leader promotes their followers' innovation and creativity by questioning established assumptions and approaching old problems in new ways. In this way, the leader encourages creativity and does not use public criticism to respond to individual followers' mistakes. Rather, the leader solicits new ideas and creative solutions to problems. 4) Individualised consideration: The leader attends to each follower's need for achievement and growth by acting as coach or mentor. The leader tries to create new learning opportunities in a supportive climate; thus, the leader demonstrates acceptance for individual differences, provides encouragement to some followers, standards patterns of work to others, and provides

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autonomy to those with more experience. In this way, the leader establishes two-way exchange processes of communication with the followers, adopts an active listening style, and delegates tasks to develop followers' skills.

Scholars have argued that transformational leadership is more dominant in times of crisis than during routine times (Conger, 1999)

This theory is applicable to this study in the sense that the underlying concepts in the theory: idealised influence, individual consideration, intellectual stimulation and inspirational motivation, as defined in the literature, can be identified with the school mangers practices (instructional supervision, building positive school climate and teachers' professional development) that affect the improvement in students' academic performance. The individualised consideration proposed by Bass (1985) can measure this dimension of transformational leadership meaning that a leader pays special attention to each follower's needs for achievement and growth, This variable is found in the school manager instructional supervision practices through monitoring teaching and learning , providing teaching materials, checking scheme of work and lesson notes either himself or trough heads of department and gathering data on both staff and student to inform decision etc, communicating to teachers his observation not to punish but to find corrective remedy so that teachers can deliver effectively to ensure students' performance.  Intellectual stimulation dimension of the theory is related to leaders stimulating their followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways (Bass & Riggio, 2006) cited in (Gomes, 2016). In School management, school managers intellectual stimulation can be found in both practices of building positive school climate and teacher professional development. He can do this by questioning the old school cultural practices that inhibits positive school climate of trust,

discipline, belonginess and school environmental cleanliness among teachers and students so that teaching and learning can be effective to ensure improvement in students' academic improvement. Also combining individual consideration with intellectual stimulation, these concepts could be identified with the school managers practice of teacher professional development. The school manager can identify and challenge the weaknesses in teachers' performance and organise in-service training for teachers, stimulate them to study or go for further education in higher institutions, encourage collaborative learning and teaching among teachers, which will boost the teachers' self-images and self-perceptions to reflect their role as teachers to help improve on the students' academic performance.

## 1.12 Conceptual Framework

A conceptual frame work is a model of presentation which shows the relationship of the variables graphically or diagrammatically (Orodho, 2004). This conceptual framework shows the school managers' practices and their effect on the students' academic achievement or the school managers' practices which influence the students leaning and culminates in their performance academically. It shows that if the practices adopted by the manager are effective, they will influence other stakeholders in the school such as teachers and students to also perform their roles well and that will lead to the academic improvement and increase performance of the students. It also indicates that the students' performance is not wholly influenced directly by the managers' strategies and actions. Most of the managers' practices should directly influence the students' performance through their impact on the teacher. The teachers' role also influences the manager to make him/ her better perform the functions effectively to promote the schools' performance. However some of the practices of the school managers such as the vision and the positive climate he build directly affect

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student performance. Again the headmaster's effectiveness in performance of his role, according to the conceptual framework, is affected by his qualification and experience. The model indicates the following as the practices of the school manager, the school climate, the cohesiveness of the teachers, consultative decision-taking, pragmatic approach to problems, school culture, a clear vision or the mission, emphasis on improving results. high expectations and demands of the pupils and teachers, intellectual stimulation, rigorous monitoring of the pupils' progress and of the school's results, concern for the staff training and professional development and partner relationships with parents and their involvement in the school.
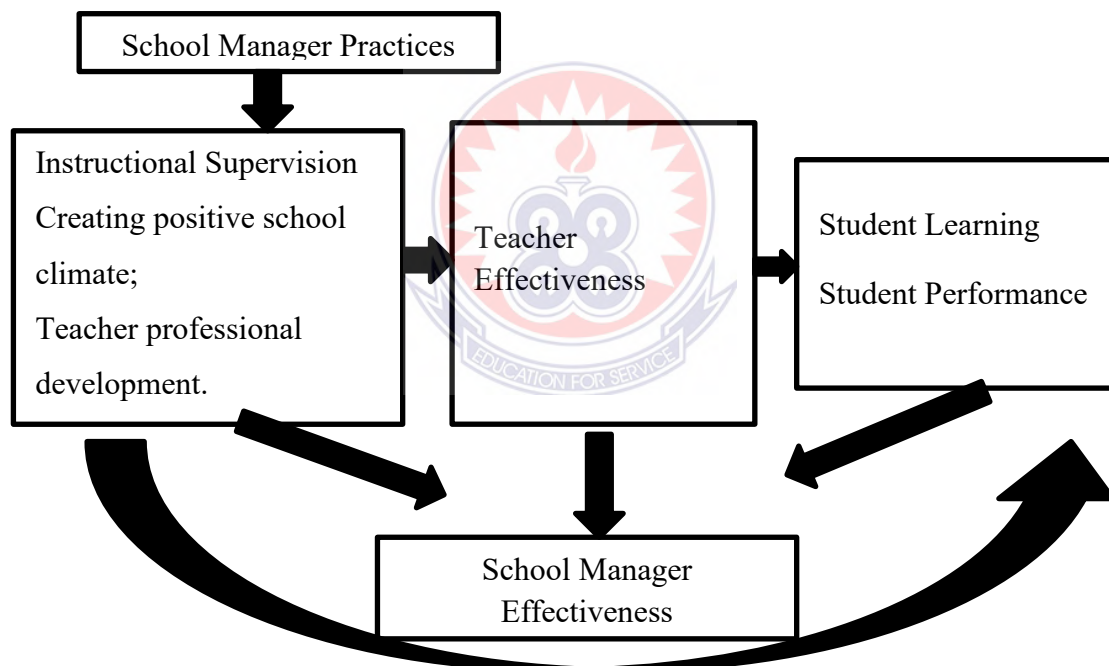


**Figure 1: Conceptual framework**

**1.13 Philosophical World View**

The philosophical perspective undergirding this research study is the positivist world view. This assumptions represents the traditional form of research, and they hold true more for quantitative research than qualitative research (Creswell, 2014). It is also

called the scientific method, or doing science research as well as post-positivist research, empirical science, and positivist. Positivism challenges the traditional notion of the absolute truth of knowledge and recognises that we cannot be positive about our claims of knowledge when studying the behavior and actions of humans. The postpositivist tradition comes from 19th-century writers, such as Comte, Mills, Durkheim, Newton, and Locke (Smith, 1983) and more recently from writers such as (Phillips and Burbules, 2000; Creswell, 2014). Positivists hold a deterministic philosophy in which causes (probably) determine effects or outcomes. Thus, the problems studied by positivists reflect the need to identify and assess the causes that influence outcomes. It is also reductionistic in that the intent is to reduce the ideas into a small, discrete set to test (Creswell, 2014). The knowledge that develops through a post positivist lens is based on careful observation and measurement of the objective reality that exists "out there" in the world. It develops numeric measures of observations in studying the behavior of individuals. Finally, there are laws or theories that govern the world, and these need to be tested or verified and refined so that we can understand the world.

**1.14 Organisation of the Study**

This study is organized into five chapters. The first chapter deals with the general introduction of the study, background to the problem, statement of the problem, purpose of the study, research questions, and significance of the study, delimitation and limitations of the study, definition of terms philosophical world view and organization of the study. Chapter Two of the study deals with the review of related literature. It presents the theoretical framework, conceptual framework and empirical review. Chapter Three, presents the methodology employed in the study including: the research design, population, sample and sampling procedure, research instrument,

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validity and reliability of instrument, data collection procedure and data processing and analysis procedure. Chapter four of the study deals with the presentation and analysis of results as well as the discussion of the findings of the study. Chapter five concludes with a summary of the study, presents conclusions based on the findings, and makes recommendations

# CHAPTER TWO

# LITERATURE REVIEW

**2.0 Introduction**

The study seeks to discover school managers' practices that influence students' academic performance in Senior High Schools in Greater Accra. The work also aims to find out the effectiveness or ineffectiveness of managers of SHS in GAR. The literature is reviewed to cover the independent and dependent variables in the research questions. This chapter therefore, organised the literature review according to the following headings:

- Models of Educational Management

- School manager,

- School Manager or the school leader.( similarities and difference)

- Effective School Manager

- School Managers Practices,

  i. School managers vision

  ii. Instructional supervision,

  iii. Teacher professional development

  iv Building school climate

  v, The use of data to inform decision

  vi. Developing leadership in others

- Students' Academic Performance (the student factors, school factors, family factors, community factors).

- The influence of school managers on academic performance of students

- The influence of school managers on teachers' performance

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## 2.1 Models of Educational Management

Society expects schools, colleges and universities to prepare people for employment in a rapidly changing environment. Teachers and their managers are the people who are required to deliver higher educational standards. There is a widespread belief that raising standards of leadership and management is the key to improving schools. Increasingly, this is linked to the need to prepare and develop leaders for their demanding roles. Certain leadership behaviours are most likely to produce favourable school and learning outcomes. Theories and models of educational management have been categorised by different scholars. Cuthbert (1984) classified educational management theories into five groups including analytic-rational, pragmatic-rational, political, and phenomenological and interactionism models (Ghasemy & Hussin, '2013). Also Bush (2011), based on four elements including; the level of agreement about objectives, the concept of structure, the level of environmental influences and the most appropriate strategies within the educational organizations, has categorized the models of educational management into six clusters which are formal, collegial, political, subjective, ambiguity and cultural models and finally has linked these six models with nine different leadership styles in the context of educational organization's effectiveness in promoting school improvement. Though many different types of educational models are discussed in the literature, they can be grouped into six main types (Majid & Sufean, 2013). They are the formal model or the classical model, collegial model, subjective model, political model, ambiguity model and the cultural model.

### 2.1.1 The formal model

The Formal Model (Bush, 2003) or Classical Model (Everard, Morris & Wilson, 2004) is characterised by a high degree of job specialisation and is highly centralised.

It has a fixed command structure, rigid hierarchy, top-down communication, firm control, strict procedures and a dogmatic approach (Everard et al., 2004). People within the organisation have clearly defined positions, which influence professional relationships and perpetuate the status quo. Those at the top of the hierarchy have primacy in setting goals, making decisions and formulating policy (Bush, 2003). Objectives are set at the institutional level, with staff support taken as axiomatic.

### 2.1.2 The collegial model

Bush (2003) shares many characteristics with (Everard et al., 2004) Humanistic Model in that both are based on the assumption that agreement can be reached when the staff share common values and play an active role in decision making. Policies emerge by consensus via committees and informal groups, in which respect is given to the needs, ideas and opinions of all participants. It is proposed that all interested parties are likely to act rationally according to how they perceive any given situation (Everard et al. 2004). This model requires an organisational structure, which is largely decentralised, has flexible procedures and multi-directional communication (Everard et al., 2004). Thus providing for the widespread distribution of influence, rather than it being concentrated in the hands of senior management.

### 2.1.3 The political model

Whereas the Collegial Model emphasizes mutuality and consensus, the political model Bush (2003) is built upon the notion that decisions are likely to be made according to the power relationships of the participants. In this model, departments, committees and informal groups promote their own interests and objectives, thus producing an environment in which conflict is the primary characteristic. Such organisations are often dominated by those groups or individuals who are able to promote their own interests above those of their colleagues (Bush, 2003).

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**2.1.4 Subjective model**

The fourth educational management model is the subjective model (Bush, 2011). This model mainly stresses the aims and perceptions of individual members in the organization rather than subgroups, units or the whole organization and thus the concept of organizational objectives is rejected based on this perspective (Majid & Sufean, 2013)    Hence, organizations are seen as complicated entities reflecting interpretations and understandings of its members derived from their backgrounds, beliefs, values, and experiences and are formed based on the interaction and perceptions of these organizational members rather than something unchanging, stable or preset. In other words, organizations have different meanings for their members and finally, based on subjective model, relationships with external environments are considered subservient and therefore, little attention is paid to these interactions from subjective perspective. With respect to related leadership styles to subjective model of educational management, it may be noted that postmodern and emotional leadership are aligned with subjective model (Bush, 2011; Majid & Sufean, 2013)

**2.1.5 Cultural model**

Advocates of the Cultural Model suggest that the informal norms and rituals which characterise organisations may be equally important as the formal structures when attempting to understand management processes within them (Bush. 2003). In order to have an effective system, managers need to understand and attempt to influence the collective values held by those working in the organisation. This is particularly important for new management who may not be in tune with the culture specific to the organisation in question. By understanding and influencing values so that they become closer to, if not identical with their own beliefs (Bush 2003), managers can affect positively the changes they wish to bring about. For effective implementation

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of change, staff must feel part of the innovation. This requires the manager to utilise the existing culture or develop new attitudes to give staff a sense of partnership in change. Managers are more likely to gain staff support for change by adopting the Cultural Model rather than imposing it via top-down processes, as the Formal Model suggests

### 2.1.6 The ambiguity model

Whilst the models discussed above assume that management of educational organisations is planned and systematic, the ambiguity model (Bush, 2003) takes into account the fact that organisations are often faced with unpredictable problems, which may not be solved through a rational process. Managers' skills in making rational choices depend on whether or not they are able to select an option from a range of alternatives which have been prepared to deal with predictable situations (Bush, 2003). However, in fact, managers are often faced with unforeseen circumstances presented by the internal and external environment for which they are unprepared. These pressures may require decisions to be made which appear to be irrational when they are seen in the context of an organisation's long-term objectives. It is this 'mix of rational and anarchic processes' (Bush, 2003, p.127) which defines the ambiguity model. It is a model which offers little guidance for managers, but one which does help to explain the sometimes contradictory, ambiguous, and seemingly irrational actions taken by management on occasion

### 2.2 School Manager

The concept 'manage' comes from the Italian maneggiare (to handle, especially tools), which originated from the Latin word manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries. Educational leadership and management

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are fields of study and practice concerned with the operation of schools and other educational organisations (Bush, 2008).

Bush (2008) defines educational management as 'an executive function for carrying out agreed policy'. Bush differentiates management from educational leadership which he says has 'at its core the responsibility for policy formulation and, where appropriate, organisational transformation' takes place (p. 194). Writing from an Indian perspective, (Sapre, 2002, 102) states that 'management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisationmal goals. Bush (2008) argues that management studies are concerned with 'the internal operation of educational institutions, and with their relationships with their environment, that is, the communities in which they are set, and with the governing bodies to which they are formally responsible'. In other words, managers in schools and colleges have to engage with both internal and external audiences in leading their institutions (Bush, 2013).

This statement delineates the boundaries of educational management but leaves open questions about the nature of the subject. Bush has argued consistently (Bush, 2003) that educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction, which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close, there is a danger of 'managerialism', 'a stress on procedures at the expense of educational purpose and values' (Bush, 2008). 'Management prossesses have no super- ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management – but this is

efficiency in the achievement of objectives which others define' (Newman & Clarke, 1994, P.29). Managing towards the achievement of educational aims is vital but these must be purposes agreed by the school and its community. If managers simply focus on implementing external initiatives, they risk becoming 'managerialist'. Successful management requires a clear link between aims, strategy and operational management.

The process of deciding on the aims of the organisation is at the heart of educational management. In some settings, aims are decided by the principal or head teacher (the school manager), often working in association with senior colleagues and perhaps a small group of lay stakeholders. In many schools and colleges, however, goal setting is a corporate activity undertaken by formal bodies or informal groups. The school's aims are often encapsulated in a 'vision' or 'mission statement'. School and college aims are inevitably influenced by pressures emanating from the wider educational environment and this leads to questions about the viability of school 'visions' (Bush, 2008). Many countries, including England and Wales, have a national curriculum and such government prescriptions leave little scope for schools to decide their own educational aims (Bush, 2008). According to Bush (2003), institutions may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of student need. Governments have the constitutional power to impose their will but successful innovations require the commitment of those who have to implement these changes. If teachers and leaders believe that an initiative is inappropriate for their children or students, they are unlikely to implement it with enthusiasm. Hence, governments would like schools to have visionary leadership as long as the visions do not depart in any significant way from government imperatives (Bush 2003). Moreover, Kotter (2001) defined the

management as a job which takes care of planning, organizing, budgeting, coordinating and monitoring activities for group or organization.

Northouse (2007) defined the management as a process by which definite set objectives are achieved through the efficient use of resources. Thus, Management in general is a process that is used to achieve organizational goals. Educational management as a concept is not deferent from other management definitions. Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. While Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society.

Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. The school manager is therefore, a person who heads school as an organization and who coordinates the efforts of people to accomplish goals and objectives of teaching and learning, extension work and research using available resources efficiently and effectively.

In other words the school manager is the head of a school as an organization who is responsible for planning, organizing, staffing, leading or directing, monitoring and controlling the school as an organization to accomplish the school goals of teaching and learning, extension work and research.

## 2.2.1 Conditions for good management

Certain conditions are stated by Wajdi (2017) as important for creating good management. They include: - managers and team members need to be selected on merit; - managers need to earn the respect of their staff , patients, and supervisors; - managers need to have the knowledge, skills and understanding of the role, tasks and purpose of the services they deliver; - basic support systems functioning; clear staff administration rules and regulations; well planned and timely delivered supplies, equipment and drugs; clear and transparent financial processes; and well planned and monitored activities (Wajdi, 2017). Managers focus on formal directing and controlling of their assistants, resources, structures, and systems (Kotter, 2001). Managers aim to reach short term goals, avoid any risks, and establish standardization to improve efficiency (Kotter 2001). The employees follow a manager's direction in exchange for being paid a salary, known as a transactional style (Kotter, 2001).

Research shows that being an effective manager depends upon three special skill sets: technical, human and conceptual. The technical skill refers to the proficiency in a specific type of work. This may include competencies within a specialised field, or the ability to use appropriate tools and techniques. Human skill refers to the ability to work with people, which allows a manager to assist group members to complete a task. Conceptual skill refers to the ability to work with ideas (Agyenim-Boateng et al., 2012; Wajdi, 2017). In addition, an effective manager needs to have specific qualities like good communication, organizational, negotiation and delegation skills (Kappa, 1991).

## 2.2.2 School manager as the school leader

Many people confuse school leadership and school management. While some people use the two concepts inter-changeably others use them as two distinguishable concepts. A central element in many definitions of leadership is that there is a process of influence. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization (Yukl, 2002).

Leadership is a complex, multidimensional phenomena. It has been defined as: a behaviour; a style; a skill; a process; a responsibility; an experience; a function of management; a position of authority; an influencing relationship; a characteristic; and an ability (Northouse, 2007).

Although there are a variety of leadership definitions, the majority of definitions focused on two components which are: the process of influencing a group of individuals to obtain a common goal; and to develop a vision (Wajdi, 2017) Leaders focus on motivation, and inspiration (Kotter, 1990, Wajdi, 2017). Leaders aim to create passion to follow their vision, to reach long term goals, take risks to accomplish common goals, and challenge the current status quo (Bennis & Nanus, 1997; Wajdi, 2017).

The concepts of leadership and management overlap. (Cuban, 1988; Wajdi, 2017) provides one of the clearest distinctions between leadership and management. They link leadership with change, while management is seen as a maintenance activity. They also stress the importance of both dimensions of organisational activity. Leadership is meant to influence others' actions in achieving desirable ends. Leaders

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are people who shape the goals, motivate and ensure the actions of others. Frequently they initiate change to reach existing and new goals; leadership takes much ingenuity, energy and skill.

Managing is maintaining efficiency and effectiveness in current organisational arrangements. While managing well often exhibits leadership skills, the overall function is towards maintenance rather than change. 'I prize both managing and leading and attach no special value to either since different settings and times call for varied responses'. (Bush, 2013, p. 20). Day (2001) study of 12 'effective' schools leads to the discussion of several dilemmas in school leadership. One of these relates to management, which is linked to systems and 'paper', and leadership, which is perceived to be about the development of people. Bush (2003) links leadership to values or purpose while management relates to implementation or technical issues. Leadership and management need to be given equal prominence if schools and colleges are to operate effectively and achieve their objectives. While a clear vision may be essential to establish the nature and direction of change, it is equally important to ensure that innovations are implemented efficiently and that the school's residual functions are carried out effectively while certain elements are undergoing change.

The various theories of educational leadership and management reflect very different ways of understanding and interpreting events and behaviour in schools and colleges. They also represent what are often ideologically based, and certainly divergent views about how educational institutions ought to be managed (Bush, 2013).

According to Wajdi (2017) Leaders should have some critical qualities such as integrity; vision; toughness; decisive; trust; commitment; selflessness, creativity; risk taking; communication ability, and visibility. Moreover, leaders should have

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charisma; a sense of mission; ability to influence people in a positive environment; and ability to solve problems. In addition, research shows that being an effective leader depends upon common behaviours and characteristics like: confidence; service mentality; good coaching skills; reliability; expertise; responsibility and good listening skills (Wajdi, 2017)

### 2.2.3 Similarities and differences between a manager and a leader

Leadership and management overlap, but they are not the same (Kotterman, 2006). Both leadership and management involve influence, working with people, and working to achieve common goals. Kotter (1990) stated that Leadership is different from management, but not for the reason most people think. Leadership is not mystical and mysterious. It has nothing to do with having charisma or other exotic personality traits. It is not the province of a chosen few. Nor is leadership necessarily better than management or a replacement for it: rather, leadership and management are two distinctive and complementary activities. Both are necessary for success in an increasingly complex and volatile business environment (Kotter, 1990).Leadership and management entail a unique set of activities or functions. While leaders and managers share some similarities because they both influence others by using specific powers to achieve certain goals, there are also some prominent differences.

Bass (1990) in his book "Bass and Stogdill's 'Handbook of Leadership" stated that Leaders manage and managers lead, but the two activities are not the same. Management functions can potentially provide leadership; leadership activities can contribute to managing. "Nevertheless, some managers do not lead, and some leaders do not manage"(Bass, 1990, p. 383). Katz, as far back as (1955) asserted that leadership is a multi-directional influence relation, while management is a unidirectional authority relationship. Organization needs both effective managers and

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effective leaders in order to reach their goals, but the managers and leaders have different contributions (Wajdi,2017). Whereas leaders promote change, new approaches, and work to understand people's beliefs to gain their commitment, managers promote stability, exercise authority, and work to get things accomplished.

Other researchers mention that the leader is inspiring, innovative, flexible, courageous and independent, and has a soul, the passion and the creativity. While the manager is deliberate, authoritative, consulting, analytical, and stabilizing, and has the rational, the mind, and the persistence (Wajdi, 2017). On the other hand (House, 1977) states that management consists of controlling daily problems, and implementing leader's vision. Furthermore. In 2003, Covey stated that the leader believes in vision and goals, has strong values, and works to make sure that his attendants are in the right direction. managers on the other hand, focus on structural, tools, and work related processes (Ylitalo, 2004). Nevertheless, leaders are involved in the professional work, social and communicative aspects.

According to Hull and Ozeroff (2004) leaders must have good communicating skills because they spend more time with their followers. In addition, leaders are aware of their team members professional strengths, weaknesses, emotional standings, their place in the organization which allow them to know how to motivate them. Gosling and Murphy (2004) think that the leaders work to make the organization ready to face any new change, and ensure the development of a sense of security.

In short, the primary mission of both leaders and managers is to control and influence other people. The most important difference between managers and leaders is their approach to achieve the goals. Managers exercise their control through formal power, but leaders use their vision, inspiration and motivation to align their followers

Wajdi (2017) drew a conclusion in his article by stating that every organization needs managers and leaders, and their roles should be viewed as complementary to one another. The optimal effectiveness of an organization can only be reached if the organization has strong leadership and strong management. 'In today 's dynamic work place, organisations need leaders to cope with new challenges, and transform organizations in order to achieve a competitive advantage in the marketplace. In addition, organizations need managers to maintain a smoothly functioning workplace and to utilize resources effectively. Finally, a well-balanced organization should have a mix of leaders and managers' (Wajdi, 2017).

This researcher prefers to call school heads managers because of the peculiar position they occupy in contemporary education system. For instance, in Ghana policies and major decisions in secondary education are made by the Ministry of Education. The Ghana Education Service (GES) implements these policies through the head teachers in the individual schools and the communities. So the headteachers or principals 'manage ' the schools by only making plans to implement the policies and decisions made by their bosses in the MoE and GES headquarters and sometimes directives from the regional and the district directorates. The policies and directive these heads make are subjected to those that are made by their bosses at the headquarters especially, and those at the region and district level.

### 2.2.4 The role of the school manager

The school manager performs a number of functions within the school and the school community and out of the school.  Across the world, research findings indicate that school principals are one of the single most powerful determinants of overall quality and effectiveness of schools. Many of the day-to-day operations of the schools depend on administrative capacity of principals (World Bank, 2005).

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Kusiluka (2015) found that the functions of the Principal include the following: management and deployment of school resources efficiently; allocation of school accommodation appropriately; ensure satisfactory standards of maintenance and cleanliness of school facilities; organisation of staff development in school; guiding curriculum implementation and change; management of the developmental appraisal system, whole school evaluation and new integrated quality management system; creation of a professional ethos within the school by involving staff members in decision making, and management of restructuring and redeployment of teachers.

In Dowd (2018), it is stated that, in USA, the functions of a principal at an elementary, middle or high school are similar, whether the setting is public or private. The role of a principal is to provide strategic direction in the school system. The school head develops standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after school hours, such as basketball games, concerts, plays, parent conferences and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom. It is noteworthy that in Ghana school heads or managers do not hire staff. The school manager can recommend a teacher but the employment or transfer of a teacher is the function of Ghana Education Service (GES).

Lonyian and Kuranchie (2018) did a study to explore the management needs of head teachers. The qualitative study gathered data from head teachers and their immediate supervisors. The study unveiled that although the head teacher had ideas on essential management skills that aid them to execute their headship duties, they had a need for staff personnel services, pupils personnel services, financial and business management, and school-community relationship roles. The study also brought to light concerns such as lack of pre-headship training, lack of needs assessment prior to in-service training programmes, lack of authority and power to discipline teachers and inability to manage teachers due to familiarity culture. Appointing head teachers from existing staff appears to affect their authority to ensure that the right things are done. The head teachers become 'helpless' when it comes to management of their staff. The study suggested that one step towards improving the situation is empowerment, which can be done through decentralization of power and authority within the education system.

Agyenim-Boateng et al. (2012,) stated six broad administrative functions of the secondary school manager as: school community relationship, curriculum, instruction and appraisal, pupil personnel, staff personnel, physical facility and educational materials and financial and business management. The effective performance of these roles will enable the achievement of school goals. Therefore, the school head as an administrator or leader, determines the success or failure of the school organization. (Agyenim-Boateng et al., 2012).

In order to build strong teacher commitment towards the realisation of school goals, principals must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction (Arya, 2016), It was also told that strong leadership embodied in the

principal was instrumental in setting the tone of the school. The extent to which the school system is able to accomplish its stated objectives determines its level of effectiveness. Effectiveness in this context transcends students passing an examination. It encompasses students" attainment in other factor of learning namely the affective and the psychomotor factor (Arya, 2016).

### 2.2.5 Education requirements and experience of school managers

The involvement of larger numbers of staff in educational leadership and management enhances the need for effective and appropriate development for leaders. Bush (2003) made an observation on school managers' qualification and experience that they need to function effectively in USA. It says "If you already have classroom teaching experience, you will have a jump-start on this career. Prior teaching experience, along with a Master of Science degree, is typically preferred or needed for hire. First, you must obtain a bachelor's degree, preferably in education. Many aspiring principals spend a few years teaching to better understand student needs and teacher concerns. Although state licensing requirements vary, you will need a master's degree in education administration for a school administrator license. While working toward your master's, you will study learning theories, multiculturalism, curriculum design, ethics, laws and regulations, state and federal standards, management techniques, teacher evaluation, budgeting and facilities management. Other requirements may include an internship and maintaining a portfolio of accomplishments in the program. Most states also expect principal candidates to pass a background check."

It also made this observation about African school managers. "Principals in Africa face a daunting challenge. They often work in poorly equipped schools with inadequately trained staff. There is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their

leadership potential. Induction and support are usually limited and principals have to adopt a pragmatic approach. Learners are often poor and hungry'' (Bush, 2003)

**2.2.6 School managers qualifications and experience and their effectiveness**

Research on leadership of formal organisations in general, and in schools specifically, finds contrasting evidence on this question (Wiseman, 2004). Some research suggests that the professional characteristics of leaders and the qualities of the organisations they lead help determine their management styles, while an equally sizable research literature suggests the opposite (OECD, 2009). Kusiluka (2015) showed that businesses managed by managers with relevant training in the specific field performed well. School managers would therefore need training on school management.

This concurs with what Mulkeen, Chapman, Dejaeghere & Leu (2007), showed by interviewing teachers. In this study teachers agreed that they needed to pursue further studies to be qualified to manage a school. This education training is referred to as management education and can be described as a formal classroom learning experience that attempts to expose managers to new concepts, practices, and situations that can be transferred to the workplace (Longenecker & Ariss, 2002; Kusiluka, 2015). The studies conducted in Tanzania did not explore the specific needs for staff training which might be needed in enhancing school performance. There are specific training needs for carrying out his functions (Kusiluka, 2015).

The Department of Education in South Africa made an observation on principals' practices and the resulting evidence was that, ''although many school leaders hold university qualifications in management, their collective impact on school outcomes had been very small. Their focus appeared to have been on achieving accreditation rather than improving their schools. Leadership is often linked to school

improvement. Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority'' (Bush, 2008).

### 2.2.7 Problem facing school managers in Africa/ Ghana

Bush and Oduro (2006) refers to the problems experienced by school leaders in Kenya by stating that beginning principals in developing countries such as Kenya face problems that differ drastically from problems faced by their counterparts in developed countries such as the USA, UK and Australia. The most serious problems facing beginning principals in developing countries like Africa include: students who cannot pay school fees and buy books; shortage of school equipment; shortage of physical facilities; lack of staff accommodation; lack of playgrounds; students travelling long distances; and use of English as a medium of instruction (Bush & Oduro, 2006, p. 251).

The evidence presented in the article shows that school principals in Africa lead and manage their schools in very difficult circumstances. ''Almost every country can be classified as "developing", with severe economic, social, health and educational problems. Principals are usually appointed without specific preparation, receive little or no induction, have limited access to suitable in-service training and enjoy little support from the local or regional bureaucracy. There are many reasons for this unsatisfactory situation. Most countries have very limited educational budgets and headteacher preparation is seen as a low priority. Donor countries and international agencies have introduced training initiatives but these are rarely sustained beyond the initial funding period. While the need for principalship training is widely recognised (e.g. Commonwealth Secretariat, 1996), translating perceived need into effective

provision has proved to be elusive. Another problem is the lack of capacity amongst those responsible for appointing, training and supporting headteachers.

Many of these officials are no better qualified than the principals and they are also handicapped by limited resources. The long distances and inadequate infrastructure mean that principals in rural areas are rarely visited therefore, increasing their sense of isolation. Shortages of teachers and material resources exacerbate this problem. It would be easy, but facile, to advocate improved processes based on models in developed countries. What is more likely to succeed is a set of recommendations firmly grounded in the realities of African education'' Bush & Oduro, 2006, p. 251).

## 2.3 Effective School Managers

According to (Weber,1971; Scheerens and Creemers, 1989), the extent to which the school system is able to accomplish its stated objectives determines its level of effectiveness. Effectiveness in this context transcends beyond students passing an examination. It encompasses students" attainment in other factor of learning namely the affective and the psychomotor factors.

Effective school principals care deeply about student success and recognize that test scores are not the only measure of a quality education. Daud (2011) said that principals monitor daily activities as well as emerging issues by immersing themselves in all aspects of the school system.

The school principal's role in determining the academic achievement of students has been an agenda of controversy among scholars in the field of educational leadership. Several studies have been carried out over the years to resolve this controversy. However, the findings so far have not produced consistent outcomes pointing to the need for further research in differing socio-cultural settings. Fayisa et al. (2016)

conducted a studies on principal effects on students' performance. The study found out that students' academic achievement is not a direct function of principals' leadership effectiveness. This implies that there is no direct relationship between school leadership and students' academic achievement. Leadership may indirectly affect students' academic achievement through improving school climate, teachers' morale, commitment and motivation.

Hallinger and Heck (1998) findings indicated that the school leadership makes a small effect in the student academic achievement. These findings came up against the popular rhetoric at the time that school management role in student academic achievement was very crucial. The crucial role of management in students' performance was made by March in his writing in the late 1970s, March's caution was needed to be taken seriously almost three decades later. According to Fayisa et al. (2016) the beliefs have changed, and there is now more 'contrary evidence' but much more needed to be understood about whether, to what extent, and how leaders' impact on school outcomes.

It is hard to show effects of organisation and administration on educational outcomes. Although there are some pieces of contrary evidence, the bulk of most studies and the burden of current belief is that little perceptible variation in schooling outcomes is attributable to the organisation or administration of schooling (March, 1978, p 221). National Council for School Leadership (NCSL) in England is one significant example of the belief that effective leadership is vital for school improvement. The College's Leadership Development Framework repeats this believe ''The evidence on school effectiveness and school improvement especially, at the beginning of the 21st century, has consistently shown the pivotal role of school leaders in securing high

quality provision and pointed that high standard of effective leadership is a key to both continuous improvement and major system transformation'' (Bush, 2008).

Research work of researchers such as Harris (2004) supports this view by saying that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students. The relationship between the quality of leadership and school effectiveness has received global recognition. The Commonwealth Secretariat (1996), for example, referring to Africa, said that 'the head … plays the most crucial role in ensuring school effectiveness'. The South African Government's Task Team on Education Management Development also emphasized the importance of education management:

"The South African Schools Act places firmly on the road to a school- based system of education management:' schools will increasingly come to manage themselves. This implies a profound change in the culture and practice of schools. The extent to which schools are able to make the necessary change will depend largely on the nature and quality of their internal management. (Department of Education, 1996) cited in (Bush,, 2008)

But Bush (2008), a decade after Hallinger and Heck convincing findings that management has little influence on students' performance and that their main influence is indirect, made this conclusion: "Effective leadership and management are increasingly regarded as essential if schools and colleges are to achieve the wide-ranging objectives set for them by their many stakeholders, notably the governments which provide most of the funding for public educational institutions. In an increasingly global economy, an educated workforce is vital to maintain and enhance competitiveness. Society expects schools, colleges and universities to prepare people for employment in a rapidly changing environment. Teachers, and their leaders and

managers, are the people who are required to 'deliver' higher educational standards. There is a widespread belief that raising standards of leadership and management is the key to improving schools. Increasingly, this is linked to the need to prepare and develop leaders for their demanding roles. But Bush (2008), after making the above mind-boggling claims asks this question 'Which leadership behaviours are most likely to produce favourable school and learner outcomes?' He examined in the next chapter of his article the main models of school leadership and considered the evidence on their relative effectiveness in promoting school improvement.

Teddlie and Reynolds (2000, pp. 142-143) show the high degree of convergence among works aimed at identifying the characteristics that explain the differences in school performance. Most of the 10 or so characteristics or groups of characteristics identified as factors with a positive influence on school effectiveness are closely linked with organization and policy at school level: Exceptional leadership in the teaching field, support for teachers, monitoring of results, definition of clear guidelines, rganization of teaching group composition, support, coordination of programmes and methods, emphasis on the pupils' learning, timetabling, and priority placed on basic learning, the school climate, the cohesiveness of the teachers, consultative decision-taking, pragmatic approach to problems. School culture, a clear vision of the mission, emphasis on improving results, high expectations and demands of the pupils and teachers, intellectual stimulation, rigorous monitoring of the pupils' progress and of the school's results, concern for the staff training and professional development. Partner relationships with parents and their involvement in the school are some recent studies in the countries of the South".

Some studies share a methodology based on comparing monographs on a small number of schools selected for their performance level' so as to be representative of all the schools. A small number of schools are chosen whose performance is seen as excellent in respect of some indicators that were available for most schools, and some schools whose performance is particularly weak. A study in depth of their workings highlights the characteristics that distinguish the most effective from the least.  When these monographs are produced, the emphasis can be placed on a series of specific factors and the emphasis was placed on the role of head teachers and the organizational aspects (Bush, 2008).

Adu, (2018) stated from the emerging school effectiveness research lists of characteristics that are identified with effective schools. These include: strong instructional leadership, high expectations for pupil achievements, positive reinforcement, safe and orderly climate conducive for learning, and frequent evaluation of pupils" progress which have become a recipe for implementing school improvement initiatives. Setting direction involves such practices as identifying and articulating the vision, fostering the acceptance of group goals, and creating high performance expectations, monitoring organisational performance and promoting effective communication throughout the organization also assist in the development of shared organizational purposes (Adu, 2018).

**2.4 School Managers' Practices**

**School managers practices refer to the strategies and actions taken by school ma agers to ensure effective teaching and learning.**

According to Elliott and Clifford (2014) Performance assessment instruments or measures gather evidence leading to judgments about principal' performance and practice measures gather information about the quality of principals' leadership as it

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may be observed by themselves or others. Elliott and Clifford (2014) states that practice measures may include observations of principals' interactions with staff during meetings or surveys of staff about principals' roles in creating school safety. Outcomes measures measure the results of principals' work as school-level leaders. Outcomes measures may include student learning gains or school climate surveys.

Leithwood et al. (2010) stated that three sets of practices make up the basic core of successful leadership practices: setting directions, developing people; and redesigning the organization. The Wallace foundation research made observations about leadership practices in education that today, in a rapidly changing era of standards-based reform and accountability, a different conception has emerged – one closer to the model suggested by Jim Collins (2001) 'Good to Great', which draws lessons from contemporary corporate life to suggest leadership that focuses with great clarity on what is essential, what needs to be done and how to get it done. This shift brings with it dramatic changes in what public education needs from principals. 'They can no longer function simply as building managers, tasked with adhering to district rules, carrying out regulations and avoiding mistakes. They have to be (or become) leaders of learning who can develop a team delivering effective instruction' (Leithwood et al. 2010) What this implies is that the management practices have developed a shift from the practices of old in which school managers followed strict rules just to implement orders from the district to practice in which school managers function as instructional leaders. New standards for principal performance have emerged and reflect new emphases in the profession.

The Educational Leadership Policy Standards: (ISLLC, 2008) is a widely recognized and referenced principals standards list (Council of Chief State School Officers (CCSSO, 2008). The ISLLC Standards contain six domains for principal professional practice: Condon and Clifford (2012): Setting a widely shared vision for learning, developing a school culture and instructional program conducive for student learning and staff professional growth ¡ ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment; collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, Acting with integrity, fairness, and in an ethical manner; Understanding, responding to, and influencing the political, social, legal, and cultural context.

The Wallace Foundation (2013) work has identified that the principals' leadership practices entails five key responsibilities: shaping a vision of academic success for all students, one based on high standards; creating a climate hospitable to education in order that safety, cooperative spirit and other foundations of fruitful interaction prevail; Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; Improving instruction to enable teachers to teach at their best and students to learn to their utmost; Managing people, data and processes to foster school improvement. Their findings show the management practices that ensure school improvement and which culminate in students' academic improvement (Mendels, 2011).

Effective leaders know their school well… they monitor teaching and learning rigorously and track pupils' progress meticulously, drawing on outcomes to target areas where more improvement is needed. They plan staff development and training

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accordingly. The close relationship between successful leadership and effective schools is widely recognized (Bush, 2003).

Adu (2016) in a study titled 'The role of head teacher leadership and community participation in public school improvement in Ghana', described school improvement in public schools as remaining a challenge in many developing countries, including Ghana. He stated that many researchers have highlighted the need for strong headteacher leadership and the active participation of the community, including parents, in the efforts to improve public schools. Research in developed countries education systems have brought to the surface some of the factors underpinning successful public schools, however in developing countries there has been a lack of research surrounding how head teacher leadership and community engagement with schools affect schooling outcomes (Adu, 2018). This lack of research, according to Adu (2018), has resulted in the use of recommendations tendered by global research regarding school effectiveness and school improvement to inform developing countries' policies on how to improve public education. In many cases, private schools have been used as the model for failing public schools yet from national basic education certificate examinations (BECE) of (West African Examinations Council (WAEC) in (2012) it was evident that some public schools, even in disadvantaged areas, were managing to provide quality education. and participation in securing improvement of these schools.

Using a qualitative case study research design, data was collected through interviews, observations and documentary reviews to explore the views and experiences of headteachers, teachers and parents regarding the improvements in the schools. Results showed that conditions, such as the existence of safe and protective classroom

infrastructures, critical engagement of parents and community members in all aspects of the school's development, adoption of diverse proactive teaching and learning approaches; and the strong visionary and transformational leadership exhibited by the headteachers appear to have been driving forces in these successful schools. The thesis concludes with key recommendations for policy makers in developing countries on strategies that might be taken to turn failing public schools into more functioning schools. These recommendations include: targeting the beneficiaries of capitation grant to needy students or increasing the grant, providing school infrastructure to take the burden from schools, encouraging community participation in school improvement strategies, enhancing competencies of head teacher leadership to influence school improvement strategies (Adu, 2016).

From the discussions on school managers practices, certain broad classification of the school manager's or leader's practices that ensure students' academic performance have been identified. They include creating vision or giving direction, instructional supervision, building positive school climate, developing leadership in others and using data to inform decisions. Leithwood (2004) claims that Hallinger's model has been the most researched; it consists of three sets of leadership dimensions (Defining the School's Mission, Managing the Instructional Program and Promoting a Positive Learning Climate), within which are 10 specific leadership practices. Both Dukevi and Andrews and Soddervii provide other well-developed but less-researched models of instructional leadership. The same two essential objectives are critical to any organization's effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions.

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**2.4.1 Creating a vision for the school**

Creating a vision for the school is found to be one of the practices of a school manager in schools if the school leader is to ensure effectiveness and improvement in the school. Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal helps to spell out that vision and get all others on board with it (Wallace Foundation, 2013). Mendels (2011) found that the last quarter-century has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students," Porter et al (2008) cited in (Mendels, 2011). The Minnesota/Toronto team also found that principals rated highly by teachers for having created a good instructional climate or taken sound instructional actions had been able to nurture a strong vision that all students can learn (Mandel, 2011). "Clearly, what gets the highly rated principals out of bed each morning is what keeps them awake at night: They have a vision and believe that all students can achieve at high levels," the researchers say. "… They emphasize the value of research- based strategies. They speak about the amount of time that is invested in developing the school's vision, gathering research information, and then applying it to the local setting" (Medels, 2011).

Three sets of practices make up this basic core of successful leadership practices: one is setting directions. This set of practices is aimed at helping one's colleagues develop shared understandings about the organization and its activities and goals that can under gird a sense of purpose or vision. People are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for

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themselves within their work context. Setting direction involves such practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization also assist in the development of shared organizational purposes (Wallace Foundation, 2013).

Murtedjo and Suharningsih (2018) stated that in the context of school climate and learning policy management, principals as leaders have a responsibility to guide the school for better teaching and learning. According to the researcher, the principal responsibilities of the principal as a leader include first, establishing a vision of academic success for all students. According to Murtedjo and Suharningsih (2018), although principals say in different ways but essentially the same is that effective principals have the responsibility of building a school commitment vision of the high-quality standards and the success of all students. Having high expectations for all is key to reducing the achievement gap between lucky students and disadvantaged students. The principal who is effective creates a vision of an education-friendly climate. Effective principals ensure that the idea of academic success spread and improve learning outcome that focuses on student progress goals (Murtedjo & Suharningsih, 2018). These efforts can be optimised through the creation of an education-friendly climate. The principal can build an instructional climate, for teachers to develop a socio-emotional climate that can out-perform the other principals in developing an atmosphere of care for high academic achievement. To change this atmosphere the principal can begin to reduce teacher isolation, negative thinking, and teacher resistance. Effective principals conduct activities with a focus on buildiing a sense of the school community. This effort brings an optimistic, friendly, solution-oriented environment and does not blame professionalism.

The principal must act as a good manager by managing the existing resources. To accomplish the work, effective leaders need to make a scheme for data collection on the school. When it comes to data, an effective principal tries to use statistics and data evidence after learning to ask useful questions to show how to tell others. The Principal also needs to approach the work in a way that will complete the job (Murtedjo & Suharningsih, 2018). The facts show that without effective leadership most of the goals of educational improvement will be difficult to achieve. ''Again the school stands in danger of undermining the standards and goals set to achieve. Fortunately, a new paradigm of thinking process as a leader that can show the document of empirical relationship between school leadership and student growth in achieving academic standards as well as the development of an emotional socio-climate has been developed'' (Murtedjo & Suharningsih, 2018).

## 2.4.2 School manager as instructional leader

Instructional leadership encourages a focus on improving the classroom practices of teachers as the direction for the school (Lithwood et al., 2004). Instructional leadership has been explicitly promoted for principals since the beginning of the effective school's movement around 1980 in the United States and continues to lead ideas about how principals will meet the educational challenges of the new century, Moonsammy-Koopasammy and Schmidt (2013) says that the role of a school principal has drastically changed from operational management to instructional leadership. This dramatic change has several consequences on school principals such as balancing administrative and instructional roles, managing instructional programmes and promoting positive school climate. Perhaps the most salient change in attitudes about school management created by the new public management (NPM) trend is the centering of the principal's activity and behaviour on what is referred to as

instructional leadership (Godwyll, Larson & Ahwireng, 2013). Three of the primary domains of instructional leadership, according to Hallinger and Murphy (1987) relate to the work of a head teacher. They pertain to the vision of a school, a positive learning culture and climate, and the effectiveness with which the school is managed. Head teachers are reportedly torn between focusing on their instructional and managerial responsibilities (Godwyll et al., 2013).

Amedome (2018) stated that shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). This will require district wide leadership focused directly on learning. School principals can accomplish this by focusing on learning; encouraging collaboration; using data to improve learning, providing support; and aligning ;curriculum, instruction, and assessment (Lunenburg, 2010).

Iroegbu and Etudor-Eyo (2016) found in their study and therefore concluded that classroom observation, analysis/strategy, post-observation conference and post-analysis conference positively and significantly influence teachers' effectiveness in secondary schools in Uyo LEC of Akwa Ibom State, Nigeria. Therefore, the following recommendations were made by him: Government should, through the Ministry of Education organize regular inspection of schools to monitor the attitude of principals to instructional supervision of teachers and the supervisory strategies used by the principals that could enhance better teaching effectiveness among teachers; Principals should be adequately trained and enlightened with more robust supervision strategies

through seminars and conferences which may include classroom observation, analysis/strategy, post-observation conference and post-conference analysis as this will impact positively on the teachers' effectiveness.

### 2.4.3 School manager practice of building school climate

Researchers define school climate in countless ways and continue to debate the key components of a positive and communal school climate. While many focus on the relationships among school community members and the commonality of the school's goals, norms, and values, there is no consensus on a universal definition (Payne, 2017). Without a clear definition that fully articulates exactly what constitutes school climate, school leaders are left without a roadmap for school climate improvement, and the translation gap continues to widen. One major reason for this gap is the lack of a national consensus on what exactly constitutes school climate (Payne, 2017).

A recent scan of state school policies showed that the school climate policy statements of 36 states in USA provided definitions that were lacking in specificity and purpose, likely due to the perplexingly large span of definitions that abound in empirical work (Cohen et al., 2009; Payne, 2017). In a recent document on school climate and discipline, school climate was defined as the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary, and creating and sustaining a positive and communal school climate, physical environment and respectful, trusting, and caring relationships throughout the school community" (U.S. ED, 2014, p. 5).The National School Climate Council (NSCC, 2007, p. 4), composed of researchers working to narrow the translation gap between research and policy, states: ''School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures''.

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A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally, and physically safe. People are engaged and respected. Students, families, and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of and satisfaction from learning. Each person contributes to the operations of the school as well as the care of the physical environment.

The NSCC continues by identifying what they consider to be the four essential spheres of focus: safety, relationships, teaching and learning, and the institutional environment (Cohen & Geier, 2010; Payne, 2017) defines safety as the rules and norms of the school, and concerns physical as well as socio-emotional safety. The focus on relationships covers respect for diversity as well as student and adult social support. Teaching and learning refers to social, emotional, and civic learning, support for learning, and the professional relationships found in the school. Finally, the institutional environment deals with the actual physical surroundings.

Others present a narrower definition, however, arguing that perceptions of safety and the culture surrounding teaching and learning are factors associated with school climate rather than components of school climate.

**2.4.3.1 Types of school climate**

The literature on school climate discusses different climatic conditions of the school. They include: positive and negative climate. Kusi (2017) distinguishes between positive and negative school climates, a positive school climate exists where all students feel comfortable, wanted, accepted, valued, and secured in an environment where they can interact with caring people they trust. A negative climate exists in a

school where negative feelings such as fear, frustration, and loneliness would negatively affect learning behaviour. According to this author, a school climate cast a shadow of positive or negative feeling on the school environment and that affect the learning outcome. Payne (2017) define a positive and communal school climate as one with supportive relationships among all school community members, a common set of goals and norms, and a sense of collaboration and involvement. Such a climate has a strong sense of community, in which members care about and support one another; these members actively contribute to the school and feel personally committed to its mission, goals, and norms. This, in turn, leads to more positive perceptions of safety and a stronger focus on teaching and learning by all school community members, which then allows for greater student academic and behavioral success.

### 2.4.3.2 Kinds of school climate

Kusi (2017) states six basic school climates. They are: open, closed, autonomous, controlled, familiar and paternal climates.

### 2.4.3.3 Open climate

An open climate is relatively open .The school manager and teachers are genuine in their behavior and nothing is hidden from the staff. They work together without complaining or fighting and they are friendly and intimate with one another. Teachers are not overloaded, and are motivated, they have job satisfaction and delight to be part of the school

### 2.4.3.4 Autonomous climate

Autonomous climate is less open than open climate. The head of the school gives control. The teachers are expected to get work done and they expect to be told personally just how to do it. There are few genuine and warm relations among

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teachers but social isolation is common. The head or the leader is more result oriented, shows bossism. He/she has low human qualities and gives little love, warmth or sympathy to his teachers. Moreover, the leader is dominative and directive oriented, formal and impersonal Kusi (2017)

### 2.4.3.5 Controlled climate

A controlled climate is marked by emphasis on achievement at the expense of satisfaction of social needs. The leader ensures that all the staff work hard and there is hardly any time for friendly relations with others or for deviation from established control and directives.

### 2.4.3.6 Close climate

This depicts a situation in which the group members get little satisfaction with respect to either task – achievement or social needs. The leader is ineffective in directing the activities of teachers at the same time he /she is not inclined to look out for their personal welfare. 'The leader will be highly aloof and impersonal in controlling and directing teachers' activities. She/he set up rules which are normally arbitrary and will 'go by the book' rather than get involved personally with teachers and their problems' (Kusi, 2017, p 48).

According to Lunenburg (2010) findings on the relationship between leadership style and school climate showed that there is a strong negative correlation (-0.71) between the leadership style exhibited by heads and school climate. This implies that there is a correlation between school climate and leadership style of heads such that when leadership exhibited by heads worsens it results in negative school climate and when leadership style improves it results in positive climate in the school. Therefore, this study has revealed that many of the heads exhibited democratic leadership style which creates a positive school climate.

The principal who realizes that a more positive school climate is the key to addressing all the challenges that arise in school should look as transformative leaders because transformative leadership attitudes have a positive effect on school climate (Murtedjo & Suharningsih, 2018) The essential demands of school climate such as learning, institutional environment and the process of school improvement are the main standards for fostering a positive school climate which is an important aspect of school improvement efforts. This encourages collaboration between principals, and staff and motivates students to be interdependent. School climate refers to the social, physical, and academic environments of schools. These three environments make students more comfortable learning, educators feel respected so as to be able to carry out their work well. If a student knows that their teacher cares for academic success and personal well-being, students feel high self-esteem. The rest when teachers feel as a contributor to the success of students, then the teacher will always want to perform the best activities (Murtedjo & Suharningsih, 2018).

From the description above it can be seen that the role of school principals in optimizing the school climate tkhrough teacher performance has reached, the intended end goal.-School is a very important element of society. Students and teachers learn a lot about lessons and academics. For that the role of the principal is needed. Murtedjo and Suharningsih (2018) stated that in the context of school climate and learning policy management, principals as leaders have a responsibility to guide the school for better teaching and learning.  Murtedjo and Suharningsih (2018, p. 6) came out with five main responsibilities of leaders in creating a good school climate. The involvement of the school principal,and school culture had an effect on the climate of the school. The principal responsibilities of the principal as a leader include: first, establishing a vision of academic success for all students. Secondly, create an

education-friendly climate. Effective principals ensure that the notion of academic success spreads, improves learning outcome and becomes the focus to ensure students' progress to achieve their goals. Third, grow leadership attitude elsewhere. In leadership theory it is stated that leaders in every level of society and all types of organizations need consensus and depend on others to achieve group goals and the need to encourage leadership development throughout the school organization. Fourth, managing existing resources; in other words the principal must act as a good manager. When it comes to data, an effective principal tries to use statistics and data evidence after learning to ask useful questions to show how to tell others. Fifth, improve school leadership. The facts show that without effective leadership most of the goals of educational improvement will be difficult to achieve.

The type of tone found in a school entirely depended upon leadership style of the heads (Murtedjo & Suharningsih, 2018). When the head and the teachers decide to pay little attention to the overall performance of the school, a controlled climate is likely to occur. Situation where the head shows supportive attitude and professionalism and does not restrict or direct teachers with orders an open climate occurs. However, when the head tends to be stern and wielding closed climate occurs. Therefore, the democratic and transformational leadership styles are associated with open school climates which creates positive school climate while laissez-faire and autocratic/transactional leadership styles were associated with closed, familiar and controlled climate which also creates negative school climate.

### 2.4.4 Developing leadership in others

The third principal practice of school principals in creating good school effectiveness is to grow leadership attitude elsewhere. In leadership theory it is stated that leaders in every level of society and all types of organizations need consensus and depend on

others to achieve group goals so there is the need to encourage leadership development throughout the school organization. The principal will receive the impact of the teacher in creating a strong climate. Good leadership enhances teacher performance motivation and regulation, collaborates with staff in a variety of activities, including curriculum development, learning practices, assessment and problem solving and participation in peer observation, the involvement of school principals and school cultures builds cultural sensitivity.

Mulford (2013), found that the main themes from case studies of ten exceptionally well led UK schools were head teachers as problem-solvers and 'solution-driven; highly visible during the working day; having developed strong senior leadership teams; regiarding middle managers as 'the experts'; strongly emphasising continuing professional development; mediators of change, negotiating it effectively and adapting it to fit existing values and ethos; and, having strong and involved governing bodies, or at least chairs of governing bodies. While strong leadership was not found to be confined to principals,

 Mulford (2013) elaborates that principals had an iron determination as well as being good communicators, with a love of their school and its students, and sound educational knowledge. They were also incurable learners. They provided good models for their staff and most encouraged others in their school to take on leadership roles.

In a review of the literature on mathematics teachers' learning, Goldsmith et al. (2014) which utilised the research foci of studies since 1985, of the 106 studies included in the final review, over half of the studies had sample sizes of less than 10 teachers, almost half focused on K to Year 5 teachers, and less than one-third

collected data over the course of at least one year,. only 6% focused on professional development characteristics and 5% on system characteristics. Several papers drew attention to the importance of administrative support in promoting teachers' professional growth;

Indeed, according to Drago-Severson (2012), school leaders struggle to find ways to create school climates that are supportive for teachers' growth and which promote improved practice. These arguments suggest that greater knowledge is needed about how successful school climates are created and the strategies employed by effective school leaders (Mulford, 2013).

In general, research about teachers' professional learning has drawn attention to the importance of strong leadership to promote teacher growth. In order for professional learning to be sustainable over the long-term, it is necessary to create effective professional learning communities (Stoll, Bolam, McMahon; Wallace, & Thomas, 2006). This requires the development of a school-wide culture with an expectation of collaboration and reflective dialogue about practice, both of which promote individual as well as group learning. They pointed to the need for active support from school leadership.

Fullan (1992) suggested that the quality of leadership in a school can have a profound effect on the nature of that school's culture, while McLaughlin and Talbert (2001) concluded that the influence of school principals on teacher communities is related to their ability to set appropriate conditions through such activities as management of resources and relationships with teachers. Common themes in the literature around what is required of leaders include the need for them to provide access to professional development and encourage experimentation (Loucks-Horsley, Stiles, Mundry, Love,

& Hewson, 2010); foster learning, to model what they value such as classroom practice and to promote professional learning by creating the conditions for teachers' professional growth.

Over a two-year period, approximately 70 teachers from 18 schools participated in an on-going professional development program as part of a study to promote the teaching and learning of numeracy. Principals and other school leaders were invited to participate in the professional development program alongside their teachers, which 20 leaders from 11 schools chose to do. Throughout the project, data were collected from teachers and participating school leaders using surveys, interviews, and workshop discussions to investigate teachers' and leaders' professional growth. The findings showed that school leaders' participation in teacher professional development programs has a positive influence on the capacity for teachers to enact and reflect on new knowledge and practices. They also revealed a positive influence on the professional growth of the leaders themselves. This study has implications for the design of professional development and for school leaders and teacher educators (Hilton, Hilton, Dole & Goos, 2015). These are all approaches that relate to the change. environment within which teachers work. While it has been argued that these are essential elements, exactly what leaders can and should do in order to achieve and sustain these goals is not always clearly articulated in the literature.

It appears that there are two key areas in which school leaders might influence the professional growth of teachers (Hilton et al., 2015). The first of these is their capacity to influence the change environment in which teachers work by providing opportunities to attend professional development and access to other professional resources and by supporting and encouraging teachers to experiment in their

classrooms. The second sphere of influence is school leaders' capacity to provide input into the external domain of the teacher. For example, through engaging in professional conversations with teachers, reflecting on practice with teachers, or by teaching model lessons (Hilton et al., 2015).

Holland (2009) offered three important insights into the role principals play in the professional development of new teachers. The first of these insights is that principals are well aware of the professional development needs of the new teachers in their schools. The second is that the role principals' play in meeting those needs tends to be one of setting expectations and ensuring that structures are in place to support new teachers, rather than one of direct assistance. The third insight is that principals delegate much of the responsibility for novice teachers' development to mentors, staff development programs, or to the novice teachers themselves. (Holland, 2009). Holland opined that the demands on the time of principals do not provide them enough time to directly assist novice teachers. Moreover, much of the direct assistance they do provide is done so in the context of bureaucratically mandated evaluation of teaching.

For principals to have a meaningful and productive role in the professional development of new teachers, observed that the school managers must be mindful not only of the needs of new teachers in general but also as individuals. 'Principals must also carefully monitor the structures such as mentoring and staff development to which they delegate responsibility for meeting new teachers' professional development needs in order to ensure that these structures are, in fact, meeting those needs' (Hilton et al., 2015).

**2.4.5 Continuous Professional Development (CPD)**

Continuous Professional Development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice. (Earley,2002: Continuing Professional Development Guidance Training and Development Agency (CPDGTDA), 2008: Mulford, 2013), found that the main themes from case studies of ten exceptionally well led UK schools were head teachers as: problem-solvers and 'solution-driven; highly visible during the working day; having developed strong senior leadership teams; regarding middle managers as 'the experts'; *strongly emphasizing continuing professional development*; mediators of change, negotiating it effectively, and adapting it to fit existing values and ethos; and, having strong and involved governing bodies, or at least chairs of governing bodies. While strong leadership was not found to be confined to principals.

Mulford (2013) elaborates that principals have an iron determination as well as being good communicators, with a love of their school and its students, and sound educational knowledge. Mulford (2013). In general, research about teachers' professional learning has drawn attention to the importance of strong leadership to promote teacher growth. In order for professional learning to be sustainable over the long-term, it is necessary to create effective professional learning communities (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).

According to Stoll et al. (2006), this requires the development of a school-wide culture with an expectation of collaboration and reflective dialogue about practice, both of which promote individual as well as group learning. They pointed to the need for active support from school leadership. Fullan (1992) suggested that the quality of

leadership in a school can have a profound effect on the nature of that school's culture, while McLaughlin and Talbert (2001) concluded that the influence of school principals on teacher communities is related to their ability to set appropriate conditions through such activities as management of resources and relationships with teachers. Common themes in the literature around what is required of leaders include the need for them to provide access to professional development and encourage experimentation (Loucks-Horsley et al (2012). According to Hilton et al. (2015), a research conducted over two-year period, approximately 70 teachers from 18 schools participated in a professional development program as part of a study to promote the teaching and learning of numeracy. Principals and other school leaders were invited to participate in the professional development program alongside their teachers, which 20 leaders from 11 schools chose to do. Throughout the project, data were collected from teachers and participating school leaders using surveys, interviews, and workshop discussions to investigate teachers' and leaders' professional growth. The findings showed that school leaders' participation in teacher professional development programs has a positive influence on the capacity for teachers to enact and reflect on new knowledge and practices. They also revealed a positive influence on the professional growth of the leaders themselves (Hilton et al., 2015).

These are all approaches that relate to the change environment within which teachers work. While it has been argued that these are essential elements, exactly what leaders can and should do in order to achieve and sustain these goals is not always clearly articulated in the literature.  It appears that there are two key areas in which school leaders might influence the professional growth of teachers. The first of these is their capacity to influence the Change Environment in which teachers work by providing opportunities to attend professional development and access to other professional

resources and by supporting and encouraging teachers to experiment in their classrooms. The second sphere of influence is school leaders' capacity to provide input into the external domain of the teachers, for example, through engaging in professional conversations with teachers, reflecting on practice with teachers, or by teaching model lessons (Hilton et al., 2015).

Holland (2009) offer three important insights into the role principals play in the professional development of new teachers. The first of these insights is that principals are well aware of the professional development needs of the new teachers in their schools. The second is that the role principals play in meeting those needs tends to be one of setting expectations and ensuring that structures are in place to support new teachers, rather than one of direct assistance. The third insight is that principals delegate much of the responsibility for novice teachers' development to mentors, staff development programs, or to the novice teachers themselves. (Holland, 2009). Given the demands on their time, it is not surprising that principals provide little direct assistance to novice teachers. Moreover, much of the direct assistance they do provide is done so in the context of bureaucratically mandated evaluation of teaching. It is important to recognize that such a high-stakes evaluative context is more likely to foster compliance with specified standards of practice than the kind of experimentation necessary for true professional growth.

For principals to have a meaningful and productive role in the professional development of new teachers, they must be mindful not only of the needs of new teachers in general but also as individuals. Principals must also carefully monitor the structures such as mentoring and staff development to which they delegate

responsibility for meeting new teachers' professional development needs in order to ensure that these structures are, in fact, meeting those needs.

### 2.4.5.1 Forms of Continuous Professional Development (CPD)

CPDGTDA (2008) states that CPD can take a number of forms – within school or the school's network or through other external expertise – and, to be effective, it should be directly relevant to the participants, clearly identify intended outcomes, take account of previous knowledge and expertise, model effective teaching and learning strategies and include impact evaluation designed from the outset as part of the activity.

In addition to attending external conferences and courses examples of CPD activities include learning in the workplace through: professional development meetings and professional development activities in staff and team meetings attending internal conferences, courses and professional development events, coaching, mentoring, shadowing and peer support. participating in networks or projects providing opportunities for professional development, lesson observations, discussions with colleagues or pupils to reflect on working practices, research and investigation activities.

### 2.4.5.2 Performance appraisal

Performance appraisal is the regular review of the employees' job performance and overall contribution to a company. It is also known as employee appraisal, performance review, or evaluation. It is meant to evaluate employee's skills, achievement and growth or lack thereof. (Hayes, 2022)

Under the revised teacher appraisal arrangements, a formal review conversation happens in two ways

**2.4.5.3 Ongoing review**

Performance should be regularly observed and for impact, feedback should follow very shortly after observation. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school and will include drop-in and formal observation. The new regulations remove the three-hour limit on classroom observation for teachers.

**2.4.5.4 Annual assessment**

This assessment is the end point to the annual appraisal process, but performance and development priorities should be reviewed and addressed on a regular basis throughout the year in interim meetings. Good practice would be a short meeting once a term to review progress against objectives. Pay progression should be determined by performance.

Headteachers and governors should be constantly aware of equality issues and monitor the outcomes of reviews for fairness and consistency. In particular, analysed trends in relation to scores for groups (for example women, black and minority ethnic teachers), to ensure there is no unintended bias or discrimination. Talking to other heads will often build confidence in your judgment against standards. Teaching schools and local leaders of education (LLEs) are useful source of expertise and guidance,

Training and Development Agency (TDA, 2008), suggested that the following should be observed in preparing performance appraisal: Are purpose-designed performance appraisal forms used? Are the standards of performance and assessment criteria made known to all staff? Are the levels of staff responsible for reporting, counter- signing, and overall review of the appraisal reports defined? Is a review panel formed to moderate appraisal reports of staff of the same grade? Is a channel for appeal

established for aggrieved staff? Is any disciplinary action taken against poor performers properly recorded?

**2.4.5 Managing people, data and processes to foster school improvement**

Wallace Foundation (2013) findings show the management practices that ensure school improvement and which culminate in students' academic improvement. They stated that effective leaders know their school well and they monitor teaching and learning rigorously and track pupils' progress meticulously, drawing on outcomes to target areas where more improvement is needed. They plan staff development and training accordingly. (Mandel, 2011; Wallace Foundation, 2013) establish certain factors as the practices of school leaders that ensure improvement in students' academic performance. One such factors is that school managers use data to make decision to improve on the school.

**2.4.5.1 Impact ways leadership teams use data to improve their schools**

Effective leaders hire well and know how to retain the high performers. They also know how to give their teachers the backing they need to thrive. Education policy analyst Linda Darling-Hammond, stated in with the above fact that the number one reason for teachers' decisions about whether to stay in a school is the quality of administrative support and it is the leader who must develop this organization. Effective principals also know how to make the best use of data, learning to ask useful questions of it and taking advantage of it for collaborative inquiry among teachers and helpful feedback to students (Mandel, 2012).

Strong principals also know how to go about their jobs systematically. The Vanderbilt researchers, who have developed a tool known as Vanderbilt Assessment of Learning in Education (VAL-ED) for assessing principals, have pinpointed six key steps that school leaders follow in carrying out their central responsibilities: planning,

implementing, supporting, advocating, communicating, and monitoring (Porter et al., 2008; Mendelsn9-[, 2012). Bill and Bellinder Gate Foundation (2014) made this profound statement about their founding on how distributed leadership teams can create the conditions for positive change within schools. One of the key ways they do this is by studying data and using insights from that data to drive their improvement efforts. Three ways that strong leadership teams use data to help teachers better support their students are: 1. they carefully analyze data and structure the team around a common goal or problem of practice that has emerged from the data. 2. They empower teachers to use student data to make informed decisions about how they teach and 7support students. When a leadership team creates a culture in which teachers understand and take ownership for their students' data, then teachers are more likely to seek out data and use it to inform their instructional practices. It is important that leaders make it clear that these data are not being used to evaluate teachers but instead to support their professional learning and grow their support for students (Bill & Bellinder Gate Foundation, 2017, P.3). They use data to track their progress and adjust course when necessary. Data can help identify an emergent issue, but it also can signal whether an improvement effort is working or if the team should adjust their approach. Understanding which practices are most effective in improving results for students also can help teams think about ways to scale up those effective practices to maximize the positive impact (Bill & Bellinder Gate Foundation, 2017).

Harder and Whitman (2017) wrote an article as part of the "What's Working" series, which highlights promising practices for helping to close the graduation gap in communities and states across the USA, they stated that to helps all students be successful is to prioritise the effective use of data in the following four ways: First, measure what matters: be clear about what students must achieve and have the data to

ensure that all students are on track to succeed. Harder and Whitman (2017) intimated that while states have prioritized data, the data they collect do not always reflect the needs of all children. For example, only six states include information about homeless students on their report cards. Only one state includes information about students in foster care. Secondly make data use possible: Provide teachers and leaders the flexibility, training, and support they need. Harder and Whitman said in the article that while teachers want to use data to inform their teaching, they do not always have the time. More than 50 percent of teachers say they have no time during school to review data and 21 percent stated they lack training in using data to support teaching and learning. Third is to be transparent and earn trust. Ensure that every community understands how its schools and students are doing by making data valuable and how it is protected and used.

Data should be easy to understand and widely available, and states have a duty to share meaningful information with the public. However, Time to Act reports that what states do share is often outdated, difficult to understand, or hard to find, which can leave people frustrated and unsure of what information to trust. Fourth, guarantee access and protect privacy: Provide teachers and parents timely information on their students and make sure it is kept safe. Accessible yet secure data is key to student success. But nationwide, only 36 percent of public school parents strongly agree they have easy access to all the information they need to ensure their child gets a great education. The report states that parents and educators want and need student data, but too few states actually provide full access to students' progress over time (Harder & Whitman, 2017).

## 2.5 Factors that Influence Students' Academic Performance

School's academic performance basically depends upon the quality of services offered at the school (Barrett et al., 2006). Students' academic performance refers to the scholastic accomplishment of a student. This accomplishment is measured through continuous assessment conducted in subjects offered at school. A number of factors contribute to academic performance amongst secondary schools. Literature cites a number of academic performance factors, including student related factors, school related factors and market related factors (Kusiluka, 2015).

### 2.5.1 Student related factors

Students factors include students own factors, family factors and peer factors (Blevins, 2009). Students' socioeconomic factors affecting students' academic performance mainly include parents' education, occupation and income. Many studies conducted in different parts of the world find out that education performance is related to students' socio-economic background. A study by Wößmann (2003) cited in Kusiluka (2015) in South Korea and Singapore, for example, noted that due to socio-economic background particularly, in terms of resource endowment, students take better positions in examinations. He concluded that family background is a strong predictor of student academic performance. Wisniewski et al. (2007) noted in Sri Lanka that students' economic factors contribute to academic performance of students. Many other studies have shown the role of socio-economic background of students to matter in his/her academic performance (Shimada, 2010; Farooq, et al., 2011). The studies conclude that students with high socioeconomic status perform better than students with low status.

These results could, however, be an oversimplification and a generalization in case of Tanzanian schools (Kusiluka, 2015). The studies should have also looked specifically at negative impacts of resource endowment on students' academic performance of those students who do not use these resources as a means to achieving better performance; rather they use the resources to deter their educational performance (Kusiluka, 2015), For example through misuse of resources they are provided. For example some studies have pointed to students' misbehaviour that affects their academic performance despite resources endowment.

For instance, a study in New Zealand found that a number of factors contribute to students' misbehavior while at school regardless of their socio-economic background. A study found that students' socio-economic background was one of the causes which placed Maori students in the lower 20% of performance in examinations in New Zealand (Walker et al., 2005). A paper examined the factors that affect students' performance at the College of Business and Economics-UAE University. The results indicated that the most important factor with positive effect on students' performance was student's competence in English and class participation. The results also showed that the most important factors that have negative effect on students' performance were missing too many classes and credit hours.

**2.5.2 School related factors**

As stated by Mbilinyi (2003) issues considered under the school factors in Tanzania include such factors as school management, teachers, teaching/learning materials, physical environmental factors, and curriculum.

**2.5.3 School managers influence on students' academic performances**

Across the world, research findings indicate that school principals are one of the single most powerful determinant of overall quality and effectiveness of schools

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(World Bank, 2005). Many of the day-to-day operations of the schools depend on administrative capacity of principals. The Commonwealth Secretariat (1993) adduced the functions of the Principal to include the following: management and deployment of school resources efficiently; allocation of school accommodation appropriately; ensure satisfactory standards of maintenance and cleanliness of school facilities; organization of staff development in school; guiding curriculum implementation and change; management of the developmental appraisal system, whole school evaluation and new integrated quality management system; creation of a professional ethos within the school by involving staff members in decision making, and management of restructuring and redeployment of teachers.

These studies however do not discuss the impact of business skills on academic performance of the schools. Most of these studies associate weak academic performance of schools to management and leadership skills which might not always be true. Other business skills that leadership and management may cause a school to perform poorly.  For example, Lovelock et al. (2007) point out that managerial behaviour impacts on service quality through job design, staff empowerment and development, (This behavioral attitude could be learned by attending business school in order to be disciplined in that they act in the best interest of the school), generation projects and fund raising (World Bank, 2002).

### 2.5.4 School financing

Some schools have evolved other mechanisms of financing education to their students. Association funds support economically disadvantaged students (poor and orphans). In so doing academically good students are retained at the school, not discontinued due to economic constraints. In recognition of challenge of education under funding, Kusiluka (2015) intimated that the government of the Republic of

Tanzania has been making several initiatives to involve stakeholders in sharing the costs of education. One of the initiatives taken by the government is the establishment of the Education Fund which has been vested with the responsibility of mobilizing resources from various educational stakeholders nationally and internationally to complement government efforts.

## 2.5.5 Students' selection strategy

Most schools that perform well in Tanzania administer pre-entry examinations in some subjects as the process of admission. Most of these schools administer English and Mathematics examinations; as it is assumed that most students, especially. from public primary schools have low mastery of English. Students who pass the examinations are accepted for registration. This selection is helpful in enhancing student academic performance while at secondary school. For example, Kusiluka (2015) said that a study in Kinondoni District, Dar es Salaam showed that if other factors are controlled, students' entry qualifications greatly contributed to the differences in academic performance in Form Four. National Examinations between private and public secondary schools and between the well and poorly performing schools.

## 2.5.6 School administration strategies

School administration is an important part of education system. The success or failure of the principals of schools depends to a large extent, on poor teacher motivation and ignorance of school rules (Kariuki et al., 2012). The studies also found that management mechanisms that included transparent assessment criteria and rigorous recruitment and selection procedures for teachers and students differentiated seminaries from ordinary schools, while physical visitations and offering of spiritual services strengthened relationships between seminaries and nearby communities. The

findings revealed that the differences recounted above seem to exert differential impact on the level of discipline and learning environment in the two categories of schools.

### 2.5.7 Secondary education quality

Quality is inevitably one of the factors that determine competitive advantage among nongovernmental secondary schools. Families in the USA use information about the quality of private schools in the area to make decisions about where to send their children (Goyette, 2006). The study by Iram et al. (2008) in Punjab Pakistan showed that quality of education generated sufficient incentives for parents to invest in better education for their children. Because of this, it is important to understand the types of information that households use to judge school quality. According to (Goyette, 2006), characteristics which describe school quality include experienced teachers, up-to-date resources, well-kept school environment, school curriculum, money spent per student, students passing well in standardized test/exams, small class size and students joining colleges and Universities. Ridker (1997). measured school quality in South Africa by looking at pupil teacher (P/T) ratio and the availability of libraries and laboratories and head teachers' educational background attainment. The most significant measure was P/T ratios, which average 42 for Blacks, 24 for coloured, 22 for Asians, and 19 for Whites. The author found that reducing P/T ratios, particularly from the high ratios experienced by Blacks, improved the probability of children being enrolled and remaining in school longer. The author therefore recommended that increasing the number of teachers would increase school quality. The study however did not show how the quality aspects demonstrated could enhance academic performance. The study was only concerned about increasing enrollment, but schools

cannot continue increasing enrollment unless they can prove by their high performance which may entice parents to send their children there.

## 2.5.8 Community and family background

Quaiku and Boateng (2015) argue that when parents are involved in their children's education at home they do better in school. The type of parental involvement that has the most impact on student academic performance requires their direct participation in school activities. Wright and Saks (2008) are of the opinion that inviting parents to identify academic goals and standards and quantify measures of progress sends the message that what students learn and how well they learn it is not an issue just for teachers and administrators but is a real priority for the community as well. Results indicate that parent education and encouragement are strongly related to students' performance.

## 2.6 School Managers Practices that Influence Student Learning

Most efforts to understand the relationships between leaders' practices and student learning have assumed that leader effects are primarily indirect (Silins & Mulford, 2002; Hallinger & Heck, 1999). Based on this assumption, one of the primary challenges for those trying to understand how leadership exercises its influence on students is to identify the most promising variables mediating and moderating leaders' effects. A second significant challenge is to uncover the nature of the relationships among these variables and between a framework for helping to understand the links between what leaders do and their influence on student learning (Bush, 2006). These are indicators that leadership practices or behaviours have direct effects on a wide range of variables which stand between or mediate the effects of leadership when those effects are determined to be student learning. These are features of the organizational or wider context in which leaders' work that interact with leadership

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practices and/or mediating variables. These interactions potentially change the strength or nature of relationships between the leadership practices and mediating variables or the mediating and students' learning (Bush, 2006).

### 2.6.1 Measuring student learning

Students' academic achievement, as it is typically measured, is just one of several indicators of student learning. Others of a more long-term nature include graduation rates, dropout rates, and engagement in school (Kuusiluka, 2015). These two sets of outcomes are quite different. Achievement measures reflect pupils' skills and knowledge in a specific curriculum domain. Secondary school graduation rates, however, reflect not only specific curricular goals but also course selection decisions, course load, examination difficulty (Leithwood & Lemin, 2010). Difficulties in estimating change is a third limitation of attempting to use the results of large-scale tests for research designed to assess leadership effects (Leithwood & Lamin, 2010).

Monitoring the extent to which a school improves the achievement of its pupils over time is a much better reflection of a school's (and leader's) effectiveness than its annual mean achievement scores. Technically, however, arriving at a defensible estimate of such change is difficult. Simply attributing the difference between the mean achievement scores of this year's and last year's students on the region's literacy test to changes in a school's (and/or leader's) effectiveness overlooks a host of other possible explanations such as cohort differences, test differences and differences in testing conditions (Linn, 2003; Leithwood & Lamin, 2010). These challenges to change scores become less severe as change is traced over three or four years. The lesson for those attempting to better understand leader effects is to rely on changes in student achievement over relatively long periods of time, about three to four years. (Linn, 2003; Leithwood & Lamin, 2010)

## 2.6.2 Managers effect on student learning

One recent review of literature summarized an extensive body of empirical evidence collected largely in North America about four categories of mediating variables which can be influenced by school leaders and which have a positive influence on student learning including school conditions (e.g., organizational culture, school structures), classroom conditions (e.g., teaching loads), individual teacher characteristics (e.g., pedagogical content knowledge) and teachers' professional community (Leithwood, Louis, Wahlstrom & Anderson, 2004; Silins & Mulford, 2002), among others, have also provided convincing evidence of the important mediating effects of organizational learning processes.

Three factors can increase a school's progress in achieving learning for all students (Blankstein, Houston & Cole, 2010; Love, 2009). The primary factor is the availability of performance data connected to each student. Performance data need to be broken down by specific objectives and target levels in the school curriculum. Then the school is able to connect what is taught to what is learned. The curriculum goals should be clear enough to specify what each teacher should teach. And an assessment measure, aligned with the curriculum, will indicate what students have learned (Popham, 2010). Also, teachers need access to longitudinal data on each student in their classroom.

The second factor is the public nature of the assessment system. Annually, the school district should publish a matrix of schools and honour those schools that have performed at high levels. This provides role models for other schools to emulate. At the school and classroom levels, it provides a blueprint of those areas where teachers should focus their individual education.

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The third factor in gauging progress toward achieving student learning is the specifically targeted assistance provided to schools that are performing at low levels. Before the advent of accountability systems, it was not evident which schools and students needed help (Lunenburg & Ornstein, 2008). The first step is to target the schools in need of help based on student performance data. Each targeted school is paired with a team of principals, curriculum specialists/instructional coaches. Next, once a team of teachers have worked together and identified students who are having difficulty, then the school faces the challenge of how they are going to respond to the students who are not learning. The principal's effective practices is a sure answer to this problem (Murphy, 2000).

**2.7 The Role of the School Managers in Teachers Performance**

The role of school managers in creating students' academic success is mostly indirect or mediated by the teacher effectiveness. Wallace Foundation (2013) conducted a research and came out with five key practices that effective leaders employ to turn around failing schools. Shaping a vision of academic success for all students.

Although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students.

Mendels stated that newcomers to the education discussion might find it puzzling as they come to realize that concern with the academic achievement of 'every student' is not always topped principals' agendas. "Historically, public school principals were seen as school managers, and as recently as two decades ago, high standards were thought to be the province of the college bound. Only in the last few decades has the emphasis shifted to academic expectations for all" (Mandel, 2012). This change

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comes in part as a response to twin realizations: Career success in a global economy depends on a strong education; for all segments of a society to be able to compete fairly, the yawning gap in academic achievement between disadvantaged and advantaged students' needs to narrow. In a school that begins with a principal spelling out high standards and rigorous learning goals, Vanderbilt University researchers assert with underlined emphasis. Specifically, they say, "The research literature over the last quarter century has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students."

An effective principal also makes sure that notion of academic success for all gets picked up by the faculty and underpins what researchers at the University of Washington describe as a school wide learning improvement agenda that focuses on goals for student progress.
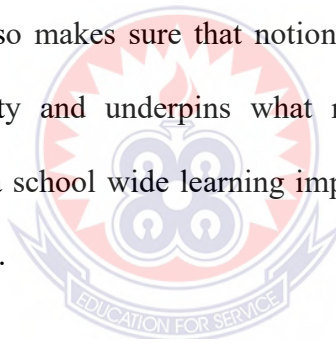
So, developing a shared vision around standards and success for all students is an essential element of school leadership. Arya (2016) -says that in order to build strong teacher commitment towards the realization of school goals, principals must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction. (Weber, 1971; Scheerens & Creemers, 1989) told that strong leadership embodied in the principal was instrumental in setting the tone of the school. The extent to which the school system is able to accomplish its stated objectives determines its level of effectiveness. Effectiveness in this context transcends beyond students passing an examination. It

encompasses students" attainment in other factor of learning namely the affective and the psychomotor factor.

The relatively poor performance of students in recent times let (Havie & Windful, 2018) examined training and development of teachers and how it could enhance their performance in delivery under the Ghana Education Service (GES) in teachers of primary schools. The study which was based on a case study and quantitative research udesign found that teachers are a source of encouragement to their students because of the developed relationship and in addition, provide instructions in their respective academic areas. The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision. It is therefore, recommended that Ghana Education Service should improve upon its in-service training. Finally, teachers should be given the necessary motivation by the school manager to boost their morale to give off their best performance and find meaningful careers.

Teachers and the quality of their teaching are now widely recognized as the most critical of many important factors that combine to create overall quality of education (Hammond, 2000; UNESCO, 2004). A stuhdy about in-service teachers' training in Jerusalem by Angrist and Lavy (2001) revealed that there is a significant positive relationship between teachers' training and students' test scores. The cost-benefit analysis of the study also shows that teachers' training could provide a less costly way of improving students' grades than cutting down the class size or increasing the class hours.

Akinsolu (2010) study has shown a positive and significant relationship among quantity and quality of teachers and students' academic performance in the Nigerian secondary schools. This shows that teachers competency and adequacy is a panacea for attainment of educational goals and objectives. It is therefore not out of place to equivocally stated that no educational system can rise above the quality of its teachers (Osei & Mensah, 2018) conducted a study and has revealed a number of teacher-related factors responsible for the declining academic performance of junior high school pupils in Effutu municipality of Ghana. These include lack of teacher job satisfaction resulting in poor work habit, inadequate and less use of teaching and learning materials, syllabi not being completed, lack of opportunities for continuous professional development, poor preparation of lesson note, incidence of lateness and absenteeism and less remedial teaching to improve pupils academic performance. Such significant elements could have repercussions on pupils' achievement scores.

It could easily be deduced from the findings of Osei and Mensah (2018) that the link between the school managers' effective performance of their roles (probably because the headteachers were handicapped because GES might have not helped them enough) led to the teacher related factors that led to the poor performance of the schools studkied.

Nzuka and Orodho (2014) said the principal's role is a complex one, which includes being accountable to the public, building community relations, dealing with crises and political issues, overseeing discipline, enhancing instruction, resolving managerial problems and creating school culture. The principal's unique role in the school is that they have an influence on student achievement (Poirier, 2009). In order to build strong teacher commitment towards the realization of school goals, principals

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must provide strong, directive leaderuship in setting school goals, creating a unity of purpose, facilitating communication and managing instruction (Smith, 1983; Cruz, 1995; Arya, 2016) the extent to which the school system is able to accomplish its stated objectives determines its level of effectiveness. Effectiveness in this context transcends beyond students passing an examination. It encompasses students" attainment in other factor of learning namely the affective and the psychomotor factor *(*Arya, 2016 indicated that for the leadership of people in their roles to effect student learning, they must exercise some form of positive influence on the work of other colleagues such as teachers, as well as on the key conditions or characteristics of their organizations that, in turn, have a direct influence on students. These people and conditions are the mediating variables. Leaders potentially have a direct relationship or influence on these variables and these vgariables, in turn, have a direct influence on student learning.

## 2.8 Summary of Reviewed Literature

The purpose of the study was to discover the school managers' practices adopted by school managers in SHS in Greater Accra and how these practice influence students' academic performance. The work also aimed at finding out the effectiveness or ineffectiveness of SHS managers in Greater Accra so that one could predict the nature of effectiveness of school managers and students' performance in Ghana.

The review began by looking at models of management. Six models were discussed: the traditional or formal model, the collegial model, political model, cultural model, and ambiguity models. It also looked at leadership and management. Though the two concepts are used interchangeably, there are differences among them. Educational leadership and management are fields of study and practice concerned with the operation of schools and other educational organisations. Educational management is

an executive function for carrying out agreed policy whilst educational leadership has at its core the responsibility for policy formulation and, where appropriate, organisational transformation. Management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals. Educational Management studies are concerned with 'the internal operation of educational institutions, and also with their relationships with their environment, that is, the communities in which they are set, and with the governing bodies to which they are formally responsible'. In other words, managers in schools and colleges have to engage with both internal and external audiences in leading their institutions (Bush, 2013).

lMostly definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organisation (Yukl, 2002, p.3). Effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes (OECD, 2009) emerging from the school effectiveness research are lists of characteristics that are identified with effective schools. These include: strong instructional leadership, high expectations for pupil achievements, positive reinforcement, safe and orderly climate conducive for learning, and frequent evaluation of pupils" progress.

The school principal's role in determining the academic achievement of students has been an agenda of controversy among scholars in the field of educational leadership. Several studies have been carried out over the years to resolve this controversy. However, the findings so far have not produced consistent outcomes pointing to the need for further research in differing socio-cultural settings. Most efforts to

understand the relationships between leaders' practices and student learning have assumed that leader effects are primarily indirect   Based on this assumption one of the primary challenges for those trying to understand how leadership exercises its influence on students is to identify the most promising variables mediating and moderating leaders' effects. A second significant challenge is to uncover the nature of the relationships among these variables and between a framework for helping to understand the links between what leaders do and their influence on student learning. These are indicators that school managers' practices or behaviours have direct effects on potentially a wide range of variables which stand between or "mediate" the effects of leadership when those effects are determined. The following management practice leads to school managers effectiveness and school improvement and were found to influence teacher effectiveness and consequently, student learning and performance:

- Instructional leadership encourages a focus on improving the classroom practices of teachers as the direction for the school (Lithwood et al., 2004)

- Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal helps to spell out that vision and get all others on board with it.

- Continuous Professional Development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice 4, Creating positive school climate and building leadership in others and teachers by school leaders.

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This chapter deals with how this research was designed and the methods for gathering data and how the data was analysed. The chapter was broken down into the following sub-headings: research design, research methods, location of the study, research population, sample and sample techniques, instrument for data gathering, pre-testing, validity and reliability, analytical techniques

## 3.1 Research Design

This study was an investigation into school managers practices that influence students' academic performance in Greater Accra Region of Ghana during the 2018/2019 academic year. The quantitative research design based on descriptive survey method was used to identify and describe the school managers' practices that affect students' academic performance. The descriptive statistics was used to investigate whether there was a relationship between school managers' practices (creating positive school climate, instructional supervision, and teacher professional development) and students' academic performance.

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design. Others have called them strategies of inquiry (Denzin & Lincoln, 2011). Quantitative research design is the technique and measurements that produces quantifiable/discrete values (Kothari, 2007). The collected data results from empirical observations and measures. They always tend to have closed ended responses. Quantitative research is considered as an analytical approach towards research. Quantitative researchers, as Rovai et al., (2014) elaborate, regard the world as being outside of themselves and there is an objective reality which is independent of any

observations. They further explain that for the purpose of research study, this objective reality is to be broken down into small manageable pieces which form the research objectives or hypothesis so that it can be understood. The relationships among variables in the objectives enable the researcher to generate data or test hypothesis through different data collection methods. Conclusions can be drawn with respect to the objectives or hypothesis following a series of data analysis. The process of collecting and analysing data is conducted by applying mathematical and statistical methods which focus on either experimental or nonexperimental methods on collecting numerical data and generalising the analysed results to the study population.

The researcher not only selects a qualitative, quantitative, or mixed methods study to conduct; the inquirer also decides on a type of study within these three choices (Criswell 2014) Descriptive survey design was chosen out of the quantitative design.

Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection-with the intent of generalizing from a sample to a population (Fowler, 2008) so that inferences can be made about some characteristic, attitude, or behaviour of this population at that time.  Descriptive survey is chosen as the design for this study because the method comes in handy when a researcher is studying several variables using a large sample size and rigorous statistical analysis (Sjøberg et al., 2007) It is economical and also enables the researcher to collect data from a large group of respondents who possess similar characteristics required for the study quickly and easily from the target population. The survey is cross-sectional with data collected at one point in time. Questionnaire (closed-ended) is used as the instrument

for data collection. The questionnaires were distributed and collected in person by the researcher to reduce non response and response bias.

## 3.3 Area of Study

The study was situated in Greater Accra Region (GAR) of Ghana where data was gathered from public senior high school head teachers, teachers and students and analyzed to find out how the practices of school managers (heads) influence students' performance in Greater Accra Region. GAR is the smallest region in Ghana in terms of size. The region occupies 3 245 square kilometers but it is the region with the second highest concentration of population in Ghana. Ghana Statistical Service (GSS) in (2019) indicated that GAR had a population of Four million, nine hundred and forty-three thousand, and fifteen (4 943 015) people.

GAR contains the administrative capital of Ghana -Accra and the largest industrial and harbor city- Tema. It has the Gulf of Guinea at its southern border, Central region at the western border and Volta region at the east while Eastern region borders the north. GAR can also boast of three public universities; University of Ghana, University of Professional Studies and Accra Technical University among other popular private universities, teacher training and nursing training colleges. The region can boast of 79 SHS, 44 of which are public and 35 privates with student population of eighty-six thousand eight hundred and eighty-six (86 886), teacher population of four thousand two hundred and thirty-one (4 231) and 44 school managers in the public SHS (EMIS Report, 2019) each with two or three assistants depending on the size of student population. Greater Accra was chosen as the site of this research work because of its peculiar features and has all the characteristics needed for the research work.

## 3.4 The Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). Research population, according to Kusi (2012), can be defined as a group of individuals or people with the same characteristics and in whom the researcher is interested or it is a group of individuals that the researcher generalizes his/her findings to. The population of this study comprised the head teachers/ masters, assistant head masters and other teaching stuff and students in senior high schools in Greater Accra Region. However, the study aimed at targeting the headmasters, assistant head masters, other teaching stuff and students in public senior high schools in the region.

The region and the population were chosen because the work was intended to investigate how effective the practices of school managers influenced students 'academic performance in Greater Accra public SHS. So the population provided the required characteristics needed for the study. It had forty-four (44) public senior high schools. Some were day schools while others were both day and boarding. Majority of them were mixed schools while others were single sex schools. The region had a student population estimated at 87, 000 while the heads and teaching stuff were estimated at 4, 500. Each senior high school had one manager, one, two or three assistants depending on the size of the students' population.

## 3.5 Sampling Technique

Sample is a subgroup of the entire population studied (Kusi, 2012). Sampling involves a process of selecting a sub-section of a population that represents the entire population in order to obtain information regarding the phenomenon of interest. A sample is a sub-section of the population, which is selected to participate in a study.

There are two methods of sampling, one yields probability samples in which the probability of selection of each respondent is assured. The other yields non-probability samples in which the probability of selection is unknown (Polit & Hungler, 1995). The former includes simple random, systematic random, stratified random sampling and cluster sampling. There is no specific method for selecting a probability sample to sample a population (Mason, Lind & Marchal, 1999). however, a common characteristic of all probability sampling techniques is to give each of the members of the population equal chance of being selected. In research sampling becomes necessary if the population is too large that it cannot be studied, a sample is collected and studied and the findings generalised to the entire population. In many cases sampling is the only way to determine something about the population

Mason et al. (1999, pp. 258-259) stated other factors that call for sampling the population: "It is sometimes physically impossible to study all items in the population, also even if it is possible to study the entire population because it may not be too large, the cost of studying all the items in the population may be quite prohibitive, Furthermore, the inadequacy of sampling results may also call for sampling. That is, even if funds were available studying the entire population may not produce additional accuracy, Finally, the studying of the entire population may be time consuming even if it is possible to do so therefore, studying a sample of it is wiser since research has shown that it will produce similar result as studying the entire population if sampling is properly done". According to (Kusi, 2017) a small sample size may not reflect the entire population with its findings. Mason et al. (1999) stated that a sample of 30 and above is generally considered as large. According to Frankael and Wallen (2008), a sample size of a minimum of one hundred (100) was enough to give a meaningful generalization. Therefore, the sample size must be large enough to

reflect the entire population. Greater Accra has 96 SHS. Out of this number 44 are public or government assisted while the remaining 52 are privately owned. Greater Accra is the only Region in Ghana where the private SHS are more than the Public ones. Out of this number, ten (10) senior high schools were randomly selected or sampled using systematic random sampling technique. Systematic random sampling is one of the types of probability sampling in which individuals or items in the population are arranged in some other ways- alphabetically. A random starting point was selected and every *Nth* member of the population was selected for the sample after deciding on the size of the sample. The sample size was 372 participants. The managers of these 10 SHS were selected for the school managers' questionnaire. Systematic sampling method was also used to select 100 students who were about to write WASSCE from their school list. Then 96 teachers and 266 students who were still in school were selected using same technique.
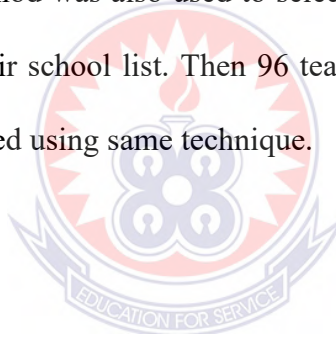
**Table 1: Sampled SHS and sample sizes**

| Schools | Planned School Managers | planned Teachers | Planned Students | Actual School Managers | Actual Teachers | Actual Students | Examination Results |
|---|---|---|---|---|---|---|---|
| Accra Wesley Girls SHS} | 1 | 10 | 30 | 1 | 10 | 25 | 10 |
| Chemu SHTS | 1 | 10 | 30 | 1 | 8 | 25 | 10 |
| St Margaret Mary SHST | 1 | 10 | 30 | 1 | 10 | 30 | 10 |
| Ingleshie Amanfro SHS | 1 | 10 | 30 | 1 | 8 | 24 | 10 |
| Labonne SHS | 1 | 10 | 30 | 1 | 10 | 26 | 10 |
| Nungua SHS | 1 | 10 | 30 | 1 | 10 | 26 | 10 |
| Amasaman SHST | 1 | 10 | 30 | 1 | 10 | 30 | 10 |
| Odorgonno SHS | 1 | 10 | 30 | 1 | 10 | 26 | 10 |
| Accra High School | 1 | 10 | 30 | 1 | 10 | 25 | 10 |
| Ningo Prampram SHS | 1 | 10 | 10 | 1 | 10 | 29 | 10 |
| **Totals** | **10** | **100** | **300** | **10** | **96** | **266** | **100** |

**Over all totals**
**School managers, teachers and students planned= 410**
**.                                                          Actual= 372**
**Exam Results                           =100**
Source: Field data, 2020
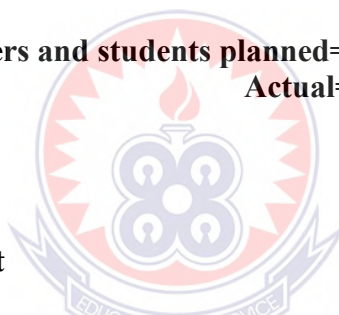
## 3.6 Research Instrument

Research instrument denotes the tool for the collection of data (Kabir, 2018). The goal for all data collection is to capture quality evidence that is then translated into rich data analysis and allows the building of a convincing and credible answer to questions that have been posed. Kabir (2018). Regardless of the field of study or preference for defining data (quantitative, qualitative), accurate data collection is essential to maintaining the integrity of research (Kabir, 2018).

The instrument used for data collection was questionnaire and test results. Closed ended questionnaires were prepared to collect data on school managers, teachers and students' variables. Questionnaire, according to Creswell (2014), quantitative research normally uses closed ended questionnaires to gather data, though it can also use open-

ended questionnaire. The advantage of using closed ended questionnaire; is that it involves many participants or respondents so it can ensure the representativeness of the sample to the population. Also. close ended questionnaire will be easy and less time consuming for respondents to answer. Open ended questionnaire rather allows the respondents to express their own opinions without being limited to already prescribed possible answers. Some of its side effects are that it can discourage many respondents who may claim that they don't have enough time to spare, especially if the questions are many.

It also presents a lot of work to the researcher since he has to sort them out again before coding them. Three sets of questionnaires were prepared. For 1. Questionnaire for SHS Managers, II. Questionnaire for Teachers, III. Questionnaire for Students. A five-point Likert scale was used to collect data on school managers' practices (instructional supervision practices, positive school climate and teacher professional development practice). Again, students' records when they completed SHS (WASSCE results 2018/2019) were taken as secondary data representing the dependent variable, (students' academic performance/), to determine the schools' academic performance which reflects the effectiveness of the school manager.

### 3.6.1. Questionnaire for school managers

The questionnaire for school managers made up of 4 sections. That is, the background or demographic questions, questions on school managers' practices of building positive school climate, instructional supervision practices, and teacher professional development. With the exception of section one, all the questions were answered on a five-point Likert scale.

### 3.6.2. Questionnaire for teachers

The questionnaires for teachers were made of four sections-the background or demographic questions, questions on school managers practices of building positive school climate, instructional supervision practices, and questions on teacher professional development. With the exception of section one, all the questions were answered on a five- point Likert scale.

### 3.6.3. Questionnaire for students

The questions for students were also made of four sections. That is, the background or demographic questions, questions on school managers' practices of building positive school climate, instructional supervision practices and teacher professional development.

Section one constituted 4 questions section two, 12 question and section three 12 questions and section four 6 questions. The questionnaires included only close-ended questions. The questionnaires were again developed using five- point Likert-type Scale ranging from 1 = strongly disagree (SD), 2 = disagree (D), 3 = Don't know 4=Agree (A) and 5 = strongly Agree (SA). On this scale, the highest mean score possible was 5 and the lowest mean score possible was 1. The midpoint between these two extreme scores was 3 which were arrived at thus: $(5−1)/2 =2$   so $2 +1=3$,

hence the cut-off points for deciding whether the school manager, teacher or students related factor was high or low was $5 – 2$ or $1 + 2$ which in either case is 3 Therefore, any item having a school manager, teacher or students mean score of above 3 was regarded as high, school manager, teacher or students related factor below 3 was regarded as low and school manager, teacher or student mean score of 3 was regarded as don't know or neither approved or disapproved.  In all 10, 100 and 300

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questionnaires were distributed to school managers, teachers and students respectively. The return rate was, 10, 96 and 266 for school managers, teachers and students respectively. One hundred (100) student results were taken from the ten schools to represent the tests part of the data. The students' results were graded as (80-100) =A1, (75-79) =B2, (70-74) =B3, (65-69) =C4, (60-64) =C5, (55-59) =C6, (50-54) =D7, (45-49) =E8 and 44 and below=F9. A1 being the highest score, excellent; B2 very good; then B3 good; C4 to C6 credit; D7 credit, E8 pass and F9 being fail, according to WAEC score.

## 3.7 Pre-Testing

As reported by McDermott (2010), small-scale pre-test studies are essential to develop interview questions and surveys that will elicit meaningful and accurate responses. For this purpose, this researcher conducted a pre-test study. The questionnaires prepared were pretested in four (4) selected senior high schools. One hundred 100 questionnaires were distributed to school managers, teachers and students. This enabled the researcher identify possible problems that the instrument posed and made corrections. It also helped to determine the actual questions to be presented on the final questionnaire. The pre-testing also helped to establish the reliability of the instrument. In research there is the need to establish the reliability of the instrument that is used for the collection of data by ensuring the measure provides consistent result over time and when used by other researchers. Reliability is achieved by testing the stability, equivalence and internal consistency. Cronbach alpha was used as the statistical tool to test the content instrument reliability using SPSS. If the test run is 0.7 and 0.8 then the instrument is reliable. Drost stated in (2011) that a 5-item test might correlate .40 with true scores, and a 12-item test might correlate .80 with true scores. For an exploratory or pilot study, it is suggested that reliability

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should be equal to or above 0.60 (Straub et al., 2004). Hinton et al. (2004) cited in (Taherdoost, 2016) have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below) (Hinton et al., 2004). Cronbach Alpha test found teacher professional development: .61; Instructional supervision=.83 and school climate variables had .84. This result showed that the instruments were reliable. Initially, the items were grouped into six sections but those which did not pass the reliability test were dropped.

## 3.9 Validity

Validity refers to the ability of the instrument to measure what it is intended to measure. This requirement is of particular importance for measures of management practices that affect academic performance of students.  (Goff, Salisbury & Blitz, 2015). There is no singular, definitive test of instrument validity. Instead, the validity of an instrument is determined by accumulating evidence across various aspects of validity (Goff et al. 2015).  According to the American Educational Research Association's Standards for Educational and Psychological Testing (2014) cited in Goff et al. (2015), face validity, content validity, concurrent validity, and predictive validity are required in validity testing. Others also suggest that there are four types of validity that researchers should consider: statistical conclusion validity, internal validity, constructs validity, and external validity. Each type answers an important question (Drost, 2011).

### 3.9.1 Face validity

Face validity is a subjective judgment on the operationalization of a construct. Face validity is the degree to which a measure appears to be related to a specific construct, in the judgment of non- experts such a test takers and representatives of the legal system Taherdoost (2016). It asks the question "Does this instrument look as if it measures school as the construct?" and is determined through inspection, by the judgement of experts. Face validity was checked by the supervisor and other experts in the department of Education Administration and Management of University of Education, Winneba.

### 3.9.2 Content validity

Content validity is defined as the degree to which items in an instrument reflect the content universe to which the instrument will be generalized (Straub, Boudreau et al. 2004: Taherdoost, 2016). In general, content validity involves evaluation of a new survey instrument in order to ensure that it includes all the items that are essential and eliminates undesirable items to a particular construct domain (Taherdoost (2016). It seeks to know if the instrument captures all the important aspects of the constructs or variable under investigation (Goff et al. (2015). Often content validity is determined through a comprehensive review of a given construct in the literature and then comparing instrument topics to review topics. Content validity provides an assurance that the measure adequately captures the breadth and complexity inherent in the constructs. The judgmental approach to establish content validity involves literature reviews and then follow-ups with the evaluation by expert judges or panels. (Taherdoost ,2016). The procedure of judgmental approach of content validity requires researchers to be present with experts in order to facilitate validation. However, it is not always possible to have many experts of a particular research topic

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at one location. This poses a limitation to conduct validity on a survey instrument when experts are located in different geographical areas (Choudrie & Dwivedi, 2005) cited in Taherdoost (2016). Contrastingly, a quantitative approach may allow researchers to send content validity questionnaires to experts working at different locations, whereby distance is not a limitation (Taherdoost, 2016). The validity of the content was checked through extensive and exhaustive literature reviews to extract the related items. The survey was sent to experts in the department including the research supervisor in the field of the research.

### 3.9.3 Criterion-related validity

Criterion-related validity is the degree of correspondence between a test measure and one or more external referents (criteria), usually measured by their correlation (Drost, 2011). The criterion validity was checked through subjecting the questionnaire items into Pearson's correlation tests. Each of the items was found Pearson's R below -.4 and .4 and below. This showed that the correlation was low enough.

### 3.10 Data Collecting Procedure

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Kabir, 2018). Data was collected on the research instrument on school managers, teachers and students' variables for analysis to answer the research questions. An introductory letter was collected from the University Department of Education Administration and Management and it was added to the questionnaires and they were taken to the sampled senior high schools. The school heads were first approached and permission was sought from them. In the schools where the permission was granted by the school managers the same day, the school managers' questionnaires were given to them.

After that the researcher proceeded to the teachers and students in the school and their respective questionnaires were distributed to the selected students and teachers.

There were instances where the school managers were not met. In such schools' arrangement were made with the assistant head masters as to when to return to meet the heads. There were two instances where the school managers denied access with the excuse that due to the covid-19 pandemic the Greater Accra regional director had issued circular preventing outsiders of the school from engaging in any activity or business in the school. In the schools where the teachers and students were ready to answer the questionnaires instantly, the instructions were explained to them and waited as they answered the questions. In places where they were willing but couldn't answer them instantly, in order to enable them to fill the questionnaires at their convenient time, three days or one-week time frame was arranged for them to complete answering them. The telephone numbers of such teachers were collected in order to contact them when the researcher returned and they had not submitted them to the place and person they were detailed to submit them to. The students' questionnaires were collected that same day to avoid misplacement and neglect which could affect response bias. In the few instances where they could not be answered there and then, a person, mostly, the school secretary was detailed to receive them for safe keeping. Records of the 2019 students who had just received their WASSCE results were taken from WAEC. The records constituted the data for the dependent variables which enabled the researcher to analyse the academic performance variable to answer the research questions

## 1.11 Data Analysis Technique

This study employed quantitative technique in analysing the data. The data collected from students, teachers and headmasters were cleansed, coded and filled into

Statistical Package for Social Science (SPSS) IBM 2.0 to generate the information for analysis. As (Martin and Acuna 2002; Orodho, 2009) observed, SPSS version is able to handle large amounts of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, and also due to it being quite efficient, it was adopted for the analysis.

The research work aimed at establishing the relationship between the school managers' practices adopted by school managers in SHS in Greater Accra Region and their effects on students' academic performance. The work also aimed at finding out the effectiveness or ineffectiveness of the practices of SHS managers in Greater Accra Region so that one could predict the nature of effectiveness of school managers and students' performance in Ghana. The students, teachers and head teachers served as the unit of analysis. The statistics that were used included frequencies, percentages, means and standard deviation. The background questions were analysed using frequencies and percentages and means and standard deviations were used as descriptive statistics for research question 1, 2, 3 and 4. The inferential statistics employed Pearson product-moment correlation method and regression analysis. Pearson product-moment correlation method was used to establish the relationship between SHS managers' practices and their influence on students' academic performance. Hypothesis 1, 2 and 3 were analyses using those statistics. The hypotheses formulated were tested at (0.05) significance level. Before the analysis were carried out, the assumption underlying correlation analysis were tested. They were level of measurement, linearity, related pairs, and outliers were tested. Research question 4 was analysed using regression analysis technique to find the relationship between the school managers' practices (instructional supervision, building positive school climate, teacher professional development) and students' academic

performance. Before the hypothesis testing was done, the assumptions underlying regression analysis tests were conducted. They were outliers, colllinearity, homoscedasticity and linearity, independent errors and random normal standardised error and no zero variance)

The results generated from the data were analysed using tables and then discussed. Finally, conclusions were drawn from the results.

## 3.12 Ethical Considerations

Ethical issues can arise at any stage of research process and within any research conducted (Kusi, 2012) It refers to those issues that are related to how the researcher conducts themselves or their practices and the consequences of them on the participants or the respondents. The way the ethical issues are handled can affect the validity of the results in the case of quantitative research (Kusi, 2012). Ethical issues observed in a study may include "informed consent, right to anonymity and confidentiality, right to privacy, justice, beneficence and respect for persons (Brink & Wood 1998). The following steps were taken to ensure that ethical issues were observed.

### 3.12.1 Permission to conduct the study

First, a letters of permission was sent in advance to the heads of these schools indicating the purpose of the study and the information needed from the schools, so as to remove any doubt and suspicion. Permission to conduct the study was obtained from the head masters or school managers. By first submitting introductory letter from University of Education, Winneba, where the topic had been approved and the proposal defended. When the permission was granted modalities for collecting the data was arranged with the school manager.

### 3.12.2 Respect for persons as autonomous individual

Respect for persons is a basic human right. Respondents as autonomous individuals have the right to choose to either participate or not, in the research. So, the decision to participate was made without coercion. Respondents were allowed to act independently by giving their informed consent to participate in this study. Before the respondents gave their consent, the purpose of the study was fully explained to them in a plain language. Risks and benefits were highlighted. The respondents were informed that participation was voluntary and that they were free to withdraw if any wished.

### 3.12.3 Confidentiality and anonymity

Confidentiality is a basic ethical principle while anonymity is one way in which confidentiality is maintained. To ensure anonymity, steps are taken to protect the identity of the individual by neither giving their name when presenting research results, nor including identifying details which may reveal their identity such as work place, personal characteristics and occupation (Rees, 1997). In this study, anonymity was achieved by not putting names on the questionnaire rather identity numbers were given to each respondent. The researcher, at the end, was able to prevent linking any information to any participant.

### 3.12.4 Avoiding harm

Avoiding harm is another basic human right to be considered when conducting research on human beings. According to Burns and Grove (1997, p.206), risks that may be encountered in research include physical, psychological, emotional, social and financial ones. In this study, psychological harm through periods of long waiting and

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maintaining confidentiality and anonymity was the probable risk that could have been encountered. The researcher planned the questions such that the time of filling the questionnaire could not exceed 20 minutes. Maintaining privacy, confidentiality and anonymity during filling the questionnaire was upheld to also prevent harm psychologically.

### 3.12.5 Justice

Justice relates to the fair treatment of those in the study (Burns & Grove, 1997). In this study, the participants were treated fairly by giving them information prior to participation and by giving them the option to withdraw from the study if they wanted to without any negative consequences.

### 3.12.6 Informed consent

Informed consent is a legal requirement before one can participate in a study (Brink &Wood, 1998). After a full explanation of the nature of the study, participants were asked to give their verbal consent, especially the student respondents.
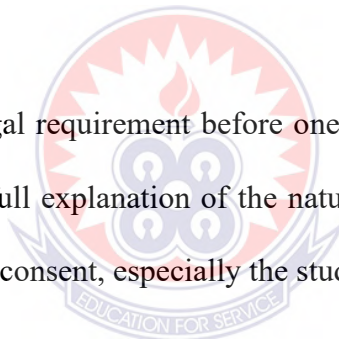
# CHAPTER FOUR

## RESULTS AND DISCUSSIONS

### 4.0 Introduction

This chapter deals with the presentation of the results of the data analysis based on the research questions and hypothesis. This part of the research has been put into three sections: the first section presents the demographic features/ of the respondents, section two presents the discussions of the results of the research questions and section three presents' discussions of the results of the hypothesis. The results were presented in tables in other to make them clear to the readers.

**4.1 Section 1: Demographic Features of Respondents**

The researcher sought the background data of school managers, teachers and students as respondents. The information sought from them related to sex and age distributions, marital status, administrative / teaching experience of school managers and teachers and academic qualification of school managers and teacher and the form and academic programme of students. The background data did not form part of the main analysis. The pumrpose of inclusion of the background data was to find general information about the respondents. In all 372 questionnaires were collected from school managers, teachers and students. They were broken-down as follows: school managers, 10, teachers 96 and students 266. Results of 2019/20 WASSCE candidates were collected from WAEC and a sample of 100 was taken. The background information was discussed by using frequencies and percentages and presented in tables 2, 3 and 4.
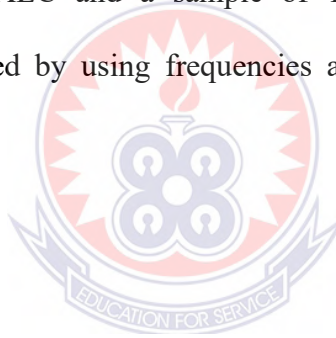
**Table 2: Students demographic features**        **N=266**

| Variables | Sub-scale | Frequency | Percentage % |
|---|---|---|---|
| **Sex of respondents** | Male 1 | 114 | 42.9 |
| | Female 2 | 152 | 57.1 |
| | **Total** | **266** | **100.0** |
| **Age of respondents** | {1)Below16yrs} | 4 | 1.5 |
| | 2. 16 yrs | 39 | 14.7 |
| | 3. 17 yrs. | 89 | 33.5 |
| | 4. 18 yrs. | 73 | 27.4 |
| | 5. 19 yrs. | 52 | 19.5 |
| | 6. Others | 9 | 3.4 |
| | **Total.** | **266** | **100.0** |
| **Academic programme** | General Art | 102 | 38.3 |
| **of respondents** | Business | 54 | 20.3 |
| | General Science | 28 | 10.5 |
| | Agric Science | 11 | 4.1 |
| | Visual Arts | 34 | 12.8 |
| | Home Economics | 26 | 9.8 |
| | Others | 11 | 4.1 |
| | **Total** | **266** | **100.0** |
| **Form of respondents** | 1. Form 1 | 0 | 00 |
| | 2. Form 2 | 2 | 0.8 |
| | 3. Form 3 | 264 | 99.2 |
| **Totals** | | **266** | **100.0** |

**Source**: Field data, 2020

Table 2 shows result of the students' demographic features. The table shows that (57.1%) of the respondents were females and (42.9%) were males. The age distribution of the students' population from the table shows that (33.5%) were 17 years, (27.4%) were 18 years 19.5% constituted those students in 19 years' bracket. (14.1%) were 16 years (3.4%) were others who were 20 years and above and (1.5%) were below 16 years.

Table 1 shows that (38.3%) of the student respondents were from General Arts, (20.3%) were business students (12.8%) were from Visual Arts, (10.5%) were from General Science. (9.3%) were Home economics, (4.1%) were also from Agricultural science and (4.1) studied other subjects. These were students from schools that offered technical subjects from secondary- technical schools.

Table 2 also indicates that (99.2%) of the respondents were in form three only (0.8%) were in form two. And no student was in form one. This was due to the fact that at the time of data collection only form three students were in school due to Covid- 19 protocols and social distance. This implies that all the respondents were in form three and that the (0.8%) respondents recorded from form two were probably, due to error in ticking the correct answer on the questionnaires.

**Table 3: Teachers demographic features**

| Variables | Sub-scale | Frequency | Percentage % N=96 |
|---|---|---|---|
| **Sex of respondents** | 1. Male} | 61 | 63.5 |
| | 2. Female | 35 | 36.5 |
| **Total** | | **96** | **100.0** |
| **Age of** | 1. Below 30 | 22 | 22.9 |
| **Respondents** | 2. 30-39 | 35 | 36.5 |
| | 3. 40-49 | 32 | 33.3 |
| | 4. 50-55 | 5 | 5.2 |
| | 5. 60 and above | 2 | 2.1 |
| **Total** | | **96** | **100.0** |
| **Academic** | Valid HND | 01 | 1.0 |
| **qualification of** | First degree | 65 | 67.7 |
| **Respondents** | PGDE | 26 | 27.1 |
| | Masters | 03 | 3.1 |
| | PHD | 00 | 00 |
| | Others specify | 01 | 1.0 |
| | **Total** | **96** | **100.0** |
| **Number of years** | 3 years and below | 38 | 39.6 |
| **served by** | 4-6 years | 25 | 26.0 |
| **Respondents** | 7-9 years | 09 | 9.4 |
| | 10-12 years | 08 | 8.3 |
| | 13 years and above | 16 | 16.7 |
| **Totals** | | **96** | **100.0** |

**Source**: Field Data, 2020

Table 4 indicates that (63.5%) of the teacher respondents were males and (56,5%) were females. (36.5%) were between 30-39 years, (33-3%) were between the ages of (40-48), (22.9%) below age 30. (5.5%) were between the ages of 50-59 and (2.1%) were 60 years and above. The results from this table also indicates that (58.3%) of the respondents were married, 39.6%) were single and (2.1%) were divorced,  non was a widow or widower. Concerning the qualification of teachers, it was found out that (67.7%) were first degree holders, (27.1%) were post Graduate Diploma in Education holders, only (3.1%) were holding master's degree (1.0%) were holders of Higher

National Diploma and the same percentage held other forms of educational qualifications. It was found that no teacher in SHS from the table was a PhD holder. This may be due to the fact that a PhD holder in Ghana would choose to lecture in universities than teach in a senior high school or that after acquiring their master's degrees, the teachers in Greater Accra do not have the desire to acquire further degrees. If one compares the ages of teachers from the table to the academic qualification, one would realise that only about (22%) of the teachers were below 30 years while (67.7%) of the teachers were first degree holders. This probably indicates that most of the teachers, after acquiring their first degree, do not want to go for further studies. It was also found that 39.6% of the teachers had served for 3 years and below, (28.0%) had served for between (4 -6) years whilst (16.7) had served for above 13 years. (9.4%) and (8.3%) had served for between (7-9) years and (10-12) respectively. From the table, over 60% of the teachers were experienced enough to ensure effective teaching and learning, all things being equal.
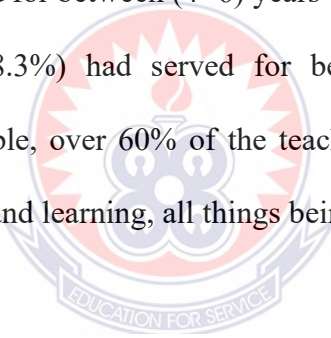
**Table 4: School managers demographic features**                    **N=10**

| Variable | Sub-scale | Frequencies | Percentages |
|---|---|---|---|
| Sex of | l=Male | 3 | 30% |
| Respondents | 2= Female | 7 | 70% |
| | **Total** | **10** | **100%** |
| Age of | Below 30 years | 0 | 0 |
| Respondents | 30-39 | 0 | 0 |
| | 40-49 | 0 | 0 |
| | 50-59 | 10 | 100% |
| | 60 and above | 0 | 0 |
| | **Totals** | **10** | **100%** |
| Marital status of | Married | 9 | 90 |
| Respondents | Single | 1 | 10 |
| | Widowed | 0 | 0 |
| | **Totals** | **10** | **100** |
| Academic status | I$^{sl}$ Degree | 1 | 10 |
| of respondents | PGDE | 0 | 0 |
| | Masters | 8 | 89 |
| | PhD/D.Ed. | 1 | 10 |
| | **Total** | **10** | **100** |
| SM Managerial | 3 years and below | 6 | 60 |
| Experience | 4-6 years | 3 | 30 |
| | 7-10years | 0 | 0 |
| | 11-13 years | 0 | 0 |
| | Above 13 | 1 | 10 |
| | **Total** | **10** | **10** |

**Source**: Field data. 2020

Table 4 shows the demographic features of school managers. The results of the analysis indicate that (70%) of the school managers were females and (30%) were males. The table also shows that all the school managers were between the ages of (50- 55). None of them was in his/ her 30s or 40s. The implication is that management of education institutions in Ghana especially, at SHS level, does not consider people who have been trained purposely for education administration without first gaining

experience as a teacher. Normally SHS managerial position is left to teachers who have had long service experience as teachers and have some administration and management training. Table 4 also shows that (70%) of the managers were married while (30%) were single. Non was widowed or divorced. The implication is that 30% of heads of SHS have not married before or married but separated. The table also indicates that (70%) of the school managers were master's degree holders, (10%) were PhD holders and (10%) were first degree holders. This implies that holding a bachelor's degree alone with long service may not grant a teacher access to school managership position in Greater Accra Region.

**4.2 Section Two**

**This section deals with the descriptive statistics of the analysis of the research questions.**

**4.2.1 Research Question 1: What is the Effect of the Practice of Instructional Supervision of SHS Managers in Greater Region on Students' Academic Performance?**

The objective of this research question was to investigate how effective SHS managers were performing their roles as instructional supervisors in SHS in Greater Accra to improve students' academic performance. On a five-point Likert scale, SM, teachers and students were asked to provide their level of opinion from strongly disagree to strongly agree ((1) Strongly disagree (2) disagree (3) Don't know (4) Agree (5) Strongly agree) on questions that the researcher posed on school managers practices. The researcher discussed the results by using means and standard deviations. Any mean above 3 indicated the respondents' agreement with the school managers' practice and a mean of below 3 showed disagreements and a mean of 3

indicated that the respondent had no opinion on the practice. The results were presented in tables as follows:

**Table 5: School managers' instructional supervisory practice SMN=10, TN=96 SN=266**

| Statements | School manager | | Teachers | | Students | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD |
| The main focus of my school manager is teaching and leaning | 4.40 | 0.52 | 4.02 | 0.86 | 3.99 | 1.14 |
| Teachers have access to curriculum guide and other teaching and learning aids. | 4.20 | 0.42 | 3.68 | 0.99 | 3.82 | 1.12 |
| My school manager often visits each class to ensure that teaching and learning is taking place. | 4.30 | 0.48 | 4.04 | 0.87 | 3.91 | 1.22 |
| My school Manager inspects students' exercises at least twice each term to help assess the performance of both staff and students. | 4.20 | 0.42 | 3.56 | 1.03 | 3.64 | 1.22 |
| My school manager or Heads of departments sometimes sit in classes to observe teaching and learning in other to assess teachers' teaching methods and class management. | 4.40 | 0.52 | 3.46 | 1.12 | 3.34 | 1.31 |
| My school manager calls teachers and have discussions about their work, especially, after he has observed teaching and learning in their classes. | 4.10 | 0.32 | 3.52 | 1.10 | 3.59 | 1.25 |
| Teachers in a subject area design curriculum and share instructional strategies to achieve those outcomes at the beginning of the term. | 4.30 | 0.48 | 3.76 | 1.01 | 3.59 | 1.13 |
| Teachers in a subject area discuss results of students at the beginning of the term and work together to come out with new ideas to improve those results. | 4.30 | 0.48 | 3.78 | 0.98 | 3.84 | 1.07 |
| Heads of department or school manager inspect the scheme of work of teachers at the beginning of the term to check that they are in line with the Ghana Education Service curricular | 4.60 | 0.51 | 3.91 | 0.82 | 3.77 | 1.08 |
| Teachers always assess students based on what they have taught them | 4.30 | 0.48 | 3.95 | 0.88 | 3.83 | 1.15 |
| Structures are in place to organise intervention classes for weak students right from form one. | 4.40 | 0.52 | 3.53 | 1.08 | 3.04 | 1.34 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| The school manager ensures that teachers teach students, with particular reference to the content of the curricula by regularly inspecting teachers lesson notes. | 4.40 | 0.51 | 3.80 | 0.94 | 3.61 | 1.22 |
| Mean of Means Total | 4.33 | 0.47 | 3.75 | 0.97 | 3.67. | 1.19 |

**Source**: Field data, 2020.

Table 5: shows the response of school managers, teachers and students views on school managers instructional supervisory practices that leads to students' academic performance in SHS in Greater Accra region. The table shows that the major focus of the school managers in SHS in Greater Accra was teaching and learning. This was indicated by school managers (M=4.5, SD=0.53), teachers (M=4.20; SD=0.86) and students (M=3.95; SD=1.16). It was found that both teachers and students agreed that school managers ensured that teachers had access to curriculum guides and other teaching and learning materials at the beginning of the term. This founding was indicated in table 5 which showed that school managers (M=4.2, SD= 0.42), teacher (M=3.59; SD=0.99) and students (M=3.82; 1.12).

Concerning the statement, "My school manager often visits classes to be sure teaching and learning is taking place" It was agreed by school managers as well as both teachers and students that school managers often go round classrooms to be sure teaching and learning were taken place.as school managers, teachers and students agreed with school managers (M=4.3, SD=0.48), teachers (M=4.04; SD= 0.89) and students (M=3.89 SD=1.22). It was also found that school managers constantly inspected students' exercises to enable them to assess the performance of both teachers and students. This was agreed upon by both teachers and students as well as school managers; with school managers (M=4.2, SD=0.42), teachers (M=3.56; SD=1.03) and students (M=3.62 SD=1.22). The results also showed from the table that school managers or heads of departments in SHS in Greater Accra region

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sometimes sit in classes to observe teaching and learning in other to check teachers' methodology and class management as' part of their instructional supervisory practices. This was indicated by school managers (M=4.4, SD=0.52), teachers (M=3.46; SD=1.13) and student (M=3.33; SD=1.30). On the statement which sought to find out whether school managers sometimes called teachers and had discussion about their work especially, after the managers had observed teaching and learning in the class, school managers as well as teachers and students agreed that Greater Accra school managers did so. This was indicated by school managers (M=4.1, SD=0.32), teachers (M=3.52; SD=1.10) and students (M=3.54; 1.29). On the statement ''Teachers in a subject area design curriculum and share instructional strategies to achieve those outcomes at the beginning of every term'. The results of the data analysis in table 6 indicated that school managers instructional supervisory practice made sure that teachers did so. This was indicated by agreement by school managers, teachers and students. With school managers (M=4.3, SD= 0.48), teachers (M=3.76; SD=.01) and students (M=3.58; SD=1.13).

Table 5 also indicated that school manager in SHS in Greater Accra or heads of departments inspected scheme of work of teachers at the beginning of term, to ensure that they were in line with Ghana Education Service Curriculum, as part of their instructional supervisory practices. Both teachers and students as well as school managers indicated this by ranking the statement strongly agreed with school managers (M=4.6; SD=0.52), teachers (M=3.78; SD=0.98), students (M=3.76; SD=1.08). The results in table 5 also showed that school managers (M=-4.30; SD=0.48) teachers (M=3.95; SD=0.88) and students (M=3.83; SD=1.15) strongly agreed on the statement that teachers assessed students based on what teachers had taught students. These results indicated that school manager made sure that teachers

assessed students' based on what they had taught students. School managers as well as teachers and students agreed with school managers (M=4.4; SD=0.52), teachers (M=3.95; SD=0.88) and students' (M=3.84; SD=1.15) to indicate that school managers had put structures in place to organise intervention classes for weak students right from form one as part of their instructional supervisory practice to improve students' academic performance. With school managers (M=4.3, SD=0.48), teachers (M=3.53; SD=1.08) and students' (M= 3.05; SD=1.34) showed that school managers, teachers and students agreed that school managers had ensured that teachers taught students with particular reference to the content of the curriculum by regularly inspecting teachers lesson notes as part of their instructional supervisory practice to improve students' academic performance.

It can be concluded from the results of data analysis that school managers practices as instructional supervisors were effectively performed. The results from school managers practice of instructional supervision to enhance students' academic performance is supported by (Eliot, 2018) who stated that school leaders have to be (or become) leaders of learning who can develop a team delivering effective instructions. The results reaffirm his observation that the management practices have developed a shift from the practices of old in which school manager followed strict rules just to implement orders from the district to practice in which school managers function as instructional leaders.

The result also confirmed (Moonsammy-Koopasammy & Schmidt, 2013) which concluded that the role of a school principal has drastically changed from operational management to instructional leadership. This dramatic change has several

consequences on school principals such as balancing administrative and instructional roles, managing instructional programmes and promoting positive school climate.

The findings made by (Ahwireng, 2013; Hallinger & Murphy, 1987) that three of the primary domains of instructional leadership relate to the work of a head teacher. They pertain to the vision of a school, a positive learning culture and climate, and the effectiveness with which the school is managed.

Again the results confirm statement by (Godwyll et al., 2013) that head teachers are reportedly torn between focusing on their instructional and managerial responsibilities. This indicates the supreme importance of instructional supervision as a ley school managers practice to ensure successful students' academic performance as it was found in this work data analysis.

The conclusion of (Amedome, 2018) also confirmed by the results of the research analysis on this question. It was concluded that shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community.

The assertion made by (Lunenburg, 2010) from the findings on instructional supervision is confirmed by the results of this research a recommendation made required district wide leadership focused directly on learning. School principals could accomplish this by focusing on learning; encouraging collaboration; using data to improve learning, providing support; and aligning curriculum, instruction, and assessment.

Another obvious confirmation of this results on school managers' instructional supervision practice was (Iroegbu & Etudor-Eyo, 2016) which they found in their study and therefore concluded that classroom observation, analysis/strategy, post-observation conference and post-analysis conference positively and significantly influence teachers' effectiveness in secondary schools in Uyo LEC of Akwa Ibom State, Nigeria. The recommendations made from their founding were that government should, through the Ministry of Education, organize regular inspection of schools to monitor the attitude of principals to instructional supervision of teachers and the supervisory strategies used by the principals that could enhance better teaching effectiveness among teachers; Principals should be adequately trained and enlightened with more robust supervision strategies through seminars and conferences which may include classroom observation, analysis/strategy, post observation conference and post-conference analysis as this will impact positively on the teachers' effectiveness. This also clearly confirms the results of this research work.

**4.2.2 Research Question 2: How are teachers 'professional development practices of SHS managers in Greater Accra Region affecting students' academic performances?**

The objective of this research question was to examine whether school managers practice of teacher professional development were effective in SHS in Greater Accra to ensure improvement in students' academic performance. On a five point Likert scale, both teachers and students were asked to provide their level of opinion from strongly disagree to strongly agree (1. Strongly disagree 2, Disagree 3; Don't know 4, Agree 5, Strongly agree) on questions that the researcher posed on school managers practices. The researcher discussed the results by using means and standard deviations. Any mean above 3 indicates the respondents' agreement with the school

managers' practice and a mean of below 3 show disagreement and a mean of 3 indicate that the respondent had no opinion on the practice. The results were presented in tables as follows:

**Table 6: School managers' teacher professional development practices**

| | SMN=10 | | TN-96 | | SN=266 | |
|---|---|---|---|---|---|---|
| **Statement** | **School Managers** | | **Teachers** | | **Students** | |
| | **Mean** | **SD** | **Mean** | **SD** | **Mean** | **SD** |
| My school manager continuously learns to improve himself /herself. | 4.3 | 0.49 | 3.75 | 0.93 | 3.61 | 1.05 |
| My school manager encourages teachers to up-grade their knowledge and skills by taking up courses in higher institution of learning. | 4.5 | 0.53 | 3.85 | 0.85 | 3.59 | 1.06 |
| My school manager encourages teachers to attend departmental and group meetings. | 4.3 | 0.48 | 4.13 | 0.78 | 3.65 | 1.06 |
| My school manager organises in-service training for teachers at least once every year to improve on their quality. | 4.3 | 0.48 | 3.60 | 1.08 | 3.39 | 1.12 |
| My school manager encourages teachers to attend external conferences, especially those related to their subject areas | 4.3 | 0.48 | 3.86 | 0.91 | 3.56 | 1.13 |
| My school manager openly rewards staff members and students who come out with creative or innovative work. | 4.3 | 0.48 | 3.54 | 1.08 | 3.52 | 1.17 |
| Mean of Means Total | 4.3 | 0.49, | 3.79 | 0.94 | 3.56 | 1.09 |

**Source**: Field data, 2020

Table 6 shows the result of data analysis of responses of school managers, teachers and students to statements posed on school managers practices that let to teacher professional development in SHS in Greater Accra region. The results showed that school managers continuously learn to improve themselves as managers of the schools and motivate teachers to do same. This was indicated by the agreement of school managers as well as both teachers and students with school managers (M= 4.3;

SD-0.48), teachers (M=3.75: SD= 0.93) and students (M=3.52; SD=1.12). On the statement "My school manager encourages teachers to up-grade their knowledge and skills by taking up courses in higher institution of learning" It was found from the results that school managers did encourage teachers to improve themselves in higher institutions by enrolling on courses by the agreement of the school managers (M=4.3; SD=0.48) and that of both teachers (M=3.85; SD=0.85) and student (M=3.49; SD=1.09). On the statement "My school manager encourages teachers to attend departmental and group meetings," School managers (M= 4.3; SD= 0.48), teachers (M=4.13; SD=.78) and. students (M=3.53 SD=1.08). This indicated a strongly agree on the statement by school managers, teachers and students. Concerning the statement that school managers organised in-service training for teachers, at least once every year to improve on their quality. School managers (M=4.3; SD=.48), teachers (M=3.60; SD=1.08) and students (M=3.39; SD=1.12). This means that school managers in Greater Accra took in-service training seriously as a means of improving teachers' quality with the aim of improving students' academic performance.

Again, school managers as well as both teachers and students agreed, that "School managers encourage teachers to attend external conferences, especially those related to their subject areas." with school managers (M=4.3; SD=0.48), teachers (M=3.86; SD=0.91) and students (M=3.48; SD=1.17) on the statement. This implies that school managers' encouraged teachers to improve themselves by developing their skills and increased their knowledge Finally, the results from the table also shows that school managers encouraged teaching and learning that leads to innovation by openly rewarding both staff and students who performed extraordinarily by coming out with creative and innovative work. This was shown from the results by strongly agreed

approval of school managers (M= 4.3; SD= 0.48) and the agreement of both teachers (M=3.54; SD=1.08) and students (M=3.56; SD=1.18).

These results on school managers practice of teacher professional development that ensured students' academic performance were in line with other previous research findings.It confirms Mulford (2013) which found that general research about teachers' professional learning has drawn attention to the importance of strong leadership to promote teacher growth. In order for professional learning to be sustainable over the long-term, it is necessary to create effective professional learning communities. The results also confirmed (Mundry, Love & Hewson, 2010) findings that common themes in the literature around what is required of leaders include the need for them to provide access to professional development and encourage experimentation.

The result confirmed (Hilton, 2015) whose findings showed that school leaders' participation in teacher professional development programmes had a positive influence on the capacity for teachers to enact and reflect on new knowledge and practices. They also revealed a positive influence on the professional growth of the leaders themselves.

The results of this research question also support (Holland, 2009) who offered three important insights into the role principals play in the professional development of new teachers. The first of these insights was that principals were well aware of the professional development needs of the new teachers in their schools. The second was that the role principals play in meeting those needs tends to be one of setting expectations and ensuring that structures are in place to support new teachers, rather than one of direct assistance. The third insight is that principals delegate much of the

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responsibility for novice teachers' development to mentors, staff development programs, or to the novice teachers themselves.

For principals to have a meaningful and productive role in the professional development of new teachers, they must be mindful not only of the needs of new teachers in general but also as individuals. Principals must also carefully monitor the structures such as mentoring and staff development to which they delegate responsibility for meeting new teachers' professional development needs in order to ensure that these structures are, in fact, meeting those needs.

**The results affirmed** (CPDGTDA, 2008) findings that CPD can take a number of forms - within school or the school's network or through other external expertise - and, to be effective, it should be directly relevant to the participants, clearly identify intended outcomes, take account of previous knowledge and expertise, model effective teaching and learning strategies and include impact evaluation designed from the outset as part of the activity. In addition to attending external conferences and courses examples of CPD activities include learning in the workplace through: professional development meetings and professional development activities in staff and team meetings attending internal conferences, courses and professional development events coaching, mentoring, shadowing and peer support participating in networks or projects providing opportunities for professional development, lesson observations ,discussions with colleagues or pupils to reflect on working practices, research and investigation activities.

Again this result is in agreement with Brederson (2000) who observed that there was little doubt that school principals exercise significant influence on teacher professional development. Knowing that principals are busy and often overloaded

with administrative tasks in their daily work, the effective ways they could maximize their impact on teacher professional development was (1) the principal as an instructional leader and learner; (2) the creation of a learning environment; (3) direct involvement in the design, delivery and content of professional development; and (4) the assessment of professional development outcomes.

**4.2.4 Research Question 3: What is the effect of school managers practice of building positive school climate in SHS in Greater Accra on students' academic performance?**

The objective of this research question was to investigate how effective SHS managers practice of creating positive school climate in Greater Accra Region to improve students' academic performance. On a five-point Likert scale, school managers, teachers and students were asked to provide their level of opinion from strongly disagree to strongly agree (1. Strongly disagree 2, Disagree 3, Don't know 4, Agree 5, Strongly agree) on questions that the researcher posed on school managers practices. The researcher discussed the results by using means and standard deviations. Any mean above 3 indicated the respondents' agreement with the school managers' practice and a mean of below 3 showed disagreement and a mean of 3 indicated that the respondent had no opinion on the practice. The results were presented in tables as follows:

**Table 7: School managers' practice of building positive school climate in SHS in Greater Accra**     **SM N=10    TN-96 SN=266**

| Statements | School Managers | | Teachers | | Students | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD |
| My school manager makes sure that all students feel safe on campus without fear of intimidation by teachers, or other students. | 4.50 | 0.53 | 3.97 | 1.02 | 3.95 | 1.16 |
| Teachers contribute to discussions freely during staff meetings | 4.30 | 0.95 | 4.16 | 0.89 | 3.76 | 1.05 |
| My school manager makes sure discipline prevails in the school. | 4.50 | 0.53 | 3.93 | 0.98 | 4.06 | 1.12 |
| My school manager encourages teachers to relate well with students and encourages students to respect teachers | 4.50 | 0.53 | 4.16 | 0.91 | 4.02 | 1.11 |
| Stakeholders contribute to the development of the school whenever they are called upon. | 3.90 | 0.74 | 3.31 | 1.10 | 3.44 | 1.08 |
| Parents easily approach my school manager to discuss issues affecting their children | 3.80 | 0.79 | 3.55 | 1.03 | 3.41 | 1.20 |
| My school manager involves parents in discussing and finding solution to problems affecting the school. | 4.10 | 0.74 | 3.85 | 0.89 | 3.57 | 1.19 |
| My school manager has put in place adequate welfare package in the school. | 4.20 | 0.42 | 3.39 | 1.19 | 3.45 | 1.03 |
| There is arrangement of adequate reward package for deserving staff and students in the school. | 4.10 | 0.74 | 3.28 | 1.12 | 3.65 | 1.23 |
| There is in place adequate structures and measures to resolve conflict in the school. | 3.70 | 1.15 | 3.60 | 0.92 | 3.49 | 1.30 |
| My school manager has built effective communication system in the school | 4.20 | 0.42 | 3.72 | 0.97 | 3.24 | 1.32 |
| There is an effective counselling system in place for both teachers and students. | 3.80 | 1.03 | 3.57 | 1.03 | 3.73 | 1.29 |
| **Mean of Means** | **4.13** | **0.71** | **3.71** | 1.00 | **3.65** | **1.17** |

**Source**: Field data, 2020

Table 7 shows the results of School managers, teachers and students and their views on school managers practices of creating a positive school climate that contributes to students' academic performance in SHS in Greater Accra region of Ghana. The table shows that school managers, as well as teachers and students were in agreement concerning the school managers practice that ensures students' academic performance. From the table, school managers, teachers and students respectively (M=4.5; SD-0.53), ((M= 3.79; SD=1.05) and (M=3.95; SD= 1.16) agree that school managers make sure that all students feel safe on campus without fear of intimidation by teachers, or other students. This implies that school climate is safe for staff and students for effective teaching and learning. From table 7, it also showed that school managers and both teachers and students agreed that teachers contribute to discussions freely during staff meetings without fear of intimidation or victimization.

This was indicated by school managers' (M=4.3; SD= 0.95), teachers (M= 4.15; SD= 0.86) and students' (M=3.76 SD=1.05). On the issue of discipline, the results from the table indicated that school managers made sure discipline prevailed in SHS in Greater Accra. This was indicated by school managers as well as teachers and students' strong agreement with teachers (M= 43.93; SD=0.96) and students (M=4.06; SD=1.12). School managers teacher and students strongly agreed that school managers encouraged teachers to relate well with students and encouraged students to respect teachers in order to create conducive school climate for teaching and learning in SHS in Greater Accra.

This finding was indicated by school managers (M=4.5; SD=0.53), teachers (M=4.31; SD= 0.91) and students (M=4.06; SD=1.11). Concerning the statement which sought to find out whether there was cordial relationship between school managers and

stakeholders that enabled them to contribute to the development of the school whenever they were called upon, school managers, teachers and students agreed which was indicated by school managers (M=3.9; SD= 0.74), teachers (M=3.31; SD=1.10) and students (M=3.44; SD=1.08). It was also found that there was a cordial relationship between the school managers of SHS in Greater Accra and parents. This was indicated by the fact that both school managers and teachers as well as students agreed that parents easily approached the school managers to discuss issues affecting their children with school managers' (M=3.9; 0.74,) teachers (M=3.55; SD=1.03) and students (M=3.41; SD=1.20). On the question as to whether the school managers involve P.T.A. in finding solutions to problems affecting the school. School managers and teachers as well as students agreed, with school managers (M=4.1; SD= 0.74), teachers (M=3.85; SD=0.89) and students (M=3.57; SD=1.19). The results from the data analysis also found that school managers in SHS in Greater Accra have created good school climate by putting in place adequate welfare packages for the school. This was shown by the agreement of school managers and teachers as well as students on the statement posed with school managers (M=4.2; SD= 0.42) teachers (M=.3.38; SD=1.20) and students (M=3.45; SD=1.63). It was also found from the result that school manager had contributed to the building of positive school climate by putting in place arrangement for rewarding deserving staff and students, at least once, every year. The indication was detected from the agreement of school managers, teachers and students on the statement, with school managers' (M=4.2; SD=0.42), teachers (M=3.71; SD=1.970 and students (M=3.64; SD=1.23). From the results of the data analysis it was also found that school managers had put adequate structures in place to resolve conflicts in SHS in Greater Accra. This was also shown by the agreement of school managers, teachers and students with school managers (M= 3.7; SD=1.16)

teachers (M=3.57; SD=1.03) and students (M=3.73 SD=0.30). School managers in SHS in Greater Accra have also built effective communication system to help create a positive school climate. This was found from the agreement of the managers themselves as well as teachers and students on the statement "My school manager has built effective communication system in the school." School managers' response (M=3.7; SD= 1.18), teachers response indicated (M=3.28; SD=1.12) and students' response indicated (M=3.24; SD=1.31). The final statement on the practice of school managers in SHS in Greater Accra, aiming at building positive school climate, sought to find out whether there was effective counselling system in place for both teachers and students. Here, too it was found from the common agreement of school managers, teachers and students that the school manager have them in place to create positive school climate. This was indicated by school managers (M=3.8; SD=1;03), teachers (M=3.60; SD=0.92) and students (M=3.73; SD=1.29).

The result from this question confirms (Condon & Clifford, 2012) who concluded that :setting a widely shared vision for learning, developing a school culture and instructional programme conducive to student learning and staff professional growth ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment; collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, Acting with integrity, fairness, and in an ethical manner; Understanding, responding to, and influencing the political, social, legal, and cultural context is the school environment that promote effective teaching and learning.

These findings about school mangers practice of creating a positive school climate to ensure effective teaching and learning confirms Clifford (2014) It was observed that school leadership practice measures may include observations of principals' interactions with staff during meetings or surveys of staff about principals' roles in creating school safety. Outcomes measures measure the results of principals' work as school-level leaders.

The results also confirm the conclusion made by (Adu, 2016) He made key recommendations to policy makers in developing countries on strategies that might be taken to turn failing public schools into more functioning schools. These recommendations included among others, increasing the grant, providing school infrastructure to take the burden from schools, encouraging community participation in school improvement strategies, enhancing competencies of head teacher leadership to influence school improvement strategies.

**4.2.5: Research Question 4: To what extent are the practices school managers in Greater Accra region effective?**

The objective of this research question was to investigate the extent to which SHS managers were performing their roles effectively to ensure improved academic performance of students in SHS in Greater Accra. On a five-point Likert scale, school managers, teachers and students were asked to provide their level of opinion from strongly disagree to strongly agree (1. Strongly disagree 2, Disagree 3, Don't know 4, Agree 5, Strongly agree) on statements that the researcher posed on school managers practices. The researcher discussed the results by using means and standard deviations. Any mean above 3 indicated the respondents' agreement with the school managers' practice and a mean of below 3 showed disagreements and a mean of 3 indicated that the respondent had no opinion on the practice. The mean of mean total

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sample of school managers (SM), teachers and students on each of the three main independent variables (SM instructional supervision, SM TPD and SM practice of building positive school climate) were calculated. The results were presented in tables as follows:

**Table 8: The relationship between effectiveness of school managers practices and students' academic performance SM, teachers and students    N=372**

| Statements | Mean of Means | Std. Deviation |
|---|---|---|
| SM instructional supervision | 3.69 | .71 |
| SM TPD | 3.63 | .78 |
| SM building school climate | 3.69 | .65 |

**Source**: Field data, 2020

Table 8 shows that the mean of means and means of standard deviations for the total sample of school managers, teachers and students and the students' academic performance. The results showed that the mean of mean of the views of school managers, teachers and students (using the sample of 372 respondents) on school managers instructional supervision (M=3.69; SD=0.71),also the mean of means on the same variable showed that school managers (MM=3.33, SD=0.42), teachers (MM=3.78; SD=0.97) and student (MM=3.67; SD=1.19).This results indicated that school managers, teachers and students' views agreed that school managers were effective in their practices as instructional supervisors. School managers TPD (M=3.63 SD= 0.78), also school managers' (MM=4.30; SD=0.49), teachers (MM=3.79; SD=0.94) and students (MM=3.56; SD=1.09). This means that school managers, teachers and students' views also agreed to indicate that school managers were effective on their practices as teacher professional developers.  SM Building positive school climate (M=3.69; SD=.65). also, the school managers (MM=4.13; SD=0.71), teachers (MM- 3.71; SD=1.00), and students (MM-3.65 SD-1.17) This

results showed that school managers, teachers and students, views indicated that school managers were effective on their practices as instructional supervisors.

The results from the analysis of school managers effectiveness support certain research findings and studies. For instance, it supports (Nzoka & Orodho, 2014). In this study, it was explained that discipline in schools is a function of the school administration. It depends on the head teachers administrative, supervisory, and organizational, leadership abilities and styles since he bears the general responsibility of clarifying the school purpose and philosophy. The effects of schools' leaders in poor areas can often outweigh the impact of family.

The results also affirmed (May & Supovitz, 2011). In the study it was found that Studies of effective schools, in which nearly all students reach ambitious performance targets, have identified principal practices that make a difference. It was stated that instructionally focused or learning-centered leadership behaviors have routinely been underscored as critical for principals conducting successful school improvement efforts.

These findings also support (Robinson et al. 2008: Feyisa et al., 2016) which said that though school-based leadership is influenced by district-level leaders and state/federal policies, research consistently shows that principals exhibiting a strong focus on instructional quality, teacher support, and shared school leadership are successful in improving schools and maintaining student achievement.

The findings are also in line with Soehner and Ryan (2014) which argued that, students' achievement could be impacted by many internal and external factors such as student health, work ethic, and reluctantly admit, "Socioeconomic status is out of

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the control of the school system" , faculty efficacy, faculty trust in students, parent involvement, and the school's academic emphasis can be affected by the actions of the principal and other school leaders, which in turn may counteract external influences somewhat and therefore impact student achievement. Leadership and achievement continue to be critical coexisting variables within a diverse educational landscape that ignites intense debate and interest in those concerned.

**4.3 Section Three:**

**Results from the hypotheses:** The results from the hypothesis testing were given. Four hypotheses were posed and tested. They were:

**4.3.1 Hypothesis 1;** There is no significant relationship between school managers practice of instructional supervision in SHS in Greater Accra Region and students' academic performance

**Table 9: The relationship between school managers' practice of instructional supervision and student academic performance**

| Variables | N | Df | R | $R^2$ | Sig (2 tail) |
|---|---|---|---|---|---|
| School managers instructional supervisory practice | 100 | 99 | -.049 | 0.03 | .62 |
| Academic achievement | | | | | |

**Source:** Field data, 2020 **Correlation is significant at P < 0.05**

Table 7 indicates the results of the relationship between school managers practice of instructional supervisory and student's academic performance It was investigated using Pearson's product moment correlation. Before the hypothesis were tested, preliminary test was done to ascertain the fact that the assumptions under this test were not broken (linearity, level of measurement, related pairs, and absence of outliers) The results of the study indicated that there was a weak negative relationship between the two variables (r=-0.049, n= 100, p<0. 63); This means that low levels of school managers' practices of instructional supervision correlated with high levels of

students' academic performance. The implication of these results was that as the school managers practice of instructional supervision decreased it negatively influenced and affected students' academic performance. Again, the result indicated that (R Squared= 0.03). It can be concluded that school managers' instructional supervision explained only about 3% of changes in students' academic performance. The implication is that about 97% of students' academic performance is explained by other factors other than school managers practice of instructional supervision. It can be concluded that there is no statistically significant correlation between school managers practice of instructional supervision and students' academic performance in Greater Accra Region, A P< 0.05 significance level made the null hypothesis to be rejected, so a P value of (0.63) is greater than the significant level, Therefore, the null hypothesis cannot be rejected.

The results from this correlation analysis support a number of works in the literature. Kusiluka (2015) for instance, stated that literature cites a number of academic performance factors, including student related factors, school related factors and market related factors etc. that affect student academic performance.

The results also support the research work of (Nzuka & Orodho, 2014; Hallinger 2010) their findings argued that though school managers play significant roles in ensuring students' academic success, their efforts were usually indirect. So the school managers 'instructional supervision direct effect on students' academic performance is minimal if not insignificant.

However, the result contradicts Mandel (2011) who found a positive relationship between principal practices and students' academic performance.

**4.3.2 Hypothesis 2: There is no significant relationship between school managers practice of teacher professional development and students' academic performance**

Table 10 indicates the results of the correlation between school managers practice of teacher professional development and students' academic performance. It was investigated using Pearson's product moment correlation. Before the hypothesis were tested preliminary test were done to ascertain the fact that the assumptions under this test were not broken (linearity, level of measurement, related pairs, and absence of outliers). The results of the study indicated that there was a negatively weak significant correlation between the two variables (school managers practice of teacher professional development (TPD) and student academic performance (r=-0.248, n= 100, p< 0.013). With one unit increase of levels of school managers' practices of teacher professional development correlated with low -0.248 decrease in levels of students' academic performance. The implication of these results was that high levels of school managers practice of teacher professional development negatively and significantly influence and affected students' academic performance. Again, the result indicated that (R Squared= 0.06). It can be concluded that school managers practice of teacher professional development explained only about 6% of changes in students' academic performance. This means that about 94% of students' academic performance is explained by other factors besides school managers' practice of teacher professional development.

**Table 10: The relationship between school managers' teacher professional development practice and student academic performance**

| Variables | N | Df | R | R$^2$ | Sig (2 tail) |
|---|---|---|---|---|---|
| Teacher professional development | 100 | 99 | -0.248 | .061 | .013 |
| Academic achievement | | | | | |

**Source:** Field data, 2020                **Correlation is significant at p < 0.05**

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It can be concluded that there is a statistically significant correlation between school managers practice of teacher professional development and students' academic performance in Greater Accra Region, A $P< 0.05$ significance level makes the null hypothesis rejected. So a P value of (0.01) is less, Therefore, the null hypothesis stands rejected.

This result confirms Goldsmith (2014) who found, in a review of the literature on mathematics teachers' learning that only 6% focused on professional development characteristics and 5% on system characteristics. Several papers drew attention to the importance of administrative support in promoting teachers' professional growth; as a means of improving students' academic performance.

Again, the result supports Mulford (2013) who concluded that in general, research about teachers' professional learning has drawn attention to the importance of strong leadership to promote teacher growth.

The result also confirms (Stoll, Bolam, McMahon, Wallace & Thomas, 2006) who concluded that in order for professional learning to be sustainable over the long-term, it is necessary to create effective professional learning communities. According to Stoll et al. (2006), this requires the development of a school-wide culture with an expectation of collaboration and reflective dialogue about practice, both of which promote individual as well as group learning. They pointed to the need for active support from school leadership.

The result of this finding also confirms Talbert (2001) who concluded that the influence of school principals on teacher communities is related to their ability to set appropriate conditions through such activities as management of resources and

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relationships with teachers. Common themes in the literature around what is required of leaders include the need for them to provide access to professional development and encourage experimentation. The success of the teacher is one of the greatest factors that influence students, success.

The research work of (Loucks-Horsley, Stiles, Mundry, Love & Hewson, 2010); who concluded that requirement of leaders included the need for them to provide access to professional development and encourage experimentation that creating appropriate conditions to foster learning, to model what they value such as classroom practice and to promote professional learning by creating the conditions for teachers' professional growth.

### 4.3.3 Hypothesis 3: There is no significant relationship between school managers' practice of building positive school climate of SHS in Greater Accra and students' academic performance.

**Table 11: The relationship between school managers' practice of building positive school climate and students' academic performance**

| Variables | N | Df | R | R² | Sig (2 tail) |
|---|---|---|---|---|---|
| Practice of building positive school climate | 100 | 99 | -.218' | .047 | .029 |
| Academic achievement | | | | | |

**Source**: Field data, 2020                    Significant at p < 0.05

Table 11 indicated the results of the relationship between school managers' practice of building positive school climate and students' academic performance. This hypothesis was tested using Pearson's product correlation. Initial tests were done to ensure that the assumptions under this test were not broken ((linearity, level of measurement, related pairs, and absence of outliers). The results of the correlation analysis indicated that there was a weak and negatively significant correlation between the two variables (School manager practice of building a positive school

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climate and students' academic performance (r=-0.218, n=100, p=.029). With every unit change in school managers' practices of building positive school climate led to a decrease of 0.218 in students' academic performance. The implication of these results was that high levels of school managers' practice of building positive school climate negatively influenced and affected students' academic performance. Again, the result indicated that (R Squared= 0.047). It can be concluded that school managers practice of building positive school climate accounted for or explained only about 4.7% of changes in students' academic performance The implication is that about 95.3% of students' academic performance is explained by other factors besides school managers practice of building positive school climate. It can be concluded that there is statistically significant correlation between school managers practice of building positive school climate and students' academic performance in Greater Accra Region, A p< 0.05 significance level made the null hypothesis rejected so a P value of (0.029) is low, Therefore, the null hypothesis stands rejected.

The result from school managers' practice in building positive school climate confirms Lunenburg (2010) findings on the relationship between leadership style and school climate. That work showed that there was a strong negative correlation, (-0.71), between the leadership style exhibited by heads and school climate. This implies that there is a correlation between school climate and leadership style of heads such that when leadership exhibited by heads worsens it results in negative school climate and when leadership style improves it results in positive climate in the school.

The finding in the hypothesis on school managers school climate building in Greater Accra SHS also contradicts (Thapa et al (2013) whose findings indicated that school managers play important role in school improvement and students' success. They

concluded that "Schools represent dynamic and changing environments. In such atmospheres, tensions often surface and learning is challenged. Principals also are subject to myriad situations that affect the education of students. As schools become more diverse and attempts to equitably educate all students intensify, campus principals emerge as critical catalysts in manufacturing the proper educational climate to promote both effective teaching and student learning. Most assuredly, the need for greater levels of principal influence surfaces as the complexity of public education increases and school stakeholders look to the administrative leader to impact both internal and external constituencies" (Thapa et al, 2013).

The result also confirms (Thapa et al. 2013) they concluded that Principal Influence on effective schooling is critical in forwarding the academic and social success of students. To that end, principals represent important cogs in promoting high levels of student achievement and improving schools. Indeed, it is the principal who is charged with the responsibility to make necessary campus changes, provide the instructional vision for the school, and initiate the proper structures for student success. Poised as critical facilitators, principals who hone their abilities to both influence campus stakeholders and cultivate positive organizational climates emerge as important catalysts for achieving school success.

**4.3.4 Hypothesis 4: There is no significant relationship between school managers' practices of instructional supervision, TPD and building positive school climate and students' academic performance in SHS in Greater Accra Region**

**Table 12: Multiple regression analysis between school managers' practices of teacher professional development, instructional supervision practice and building positive school climate and students' academic performance**

| Model 1 | Unstandadised Coefficient | | Standardised Coefficients | T | Sig. | 95.0% Confidence Interval for B Lower Upper Bound | |
|---|---|---|---|---|---|---|---|
| | B | Std Error | Beta | | | | |
| (Constant) | 8.267 | .949 | | 8.708 | .000 | 6.383 | 10.152 |
| SM building school climate | -.507 | .277 | -.232 | -1.832 | .070 | .042 | .1.056 |
| SM instructional Supervision | ,330 | .286 | .150 | 1.153 | .252 | -.238 | .899 |
| TPD | -.438 | .207 | -.228 | -2.114 | .037 | -.850 | -.027 |

| | |
|---|---|
| **Multiple R- value** | **0.305"** |
| **F- value** | **3.293** |
| R Squired value | 0.095 |
| Adjusted R Square | 0.065 |
| P-value | 0.024 |
| Durbin Watson | 1.382 |

Predictors: (Constant), Teacher professional development, SM Instructional supervision practice SM building positive school climate
Dependent Variable: Students' academic performance 2019/2020

**Source**: Field data, 2020          Significant at    $P < 0.05$

Table 12 is a presentation of the results of regression analysis between school managers' practices of (building positive school climate, instructional supervision and teacher professional development) and students' academic performance. Before the test was run, assumptions underlying multiple regression were tested to ascertain the fact that the assumption under multiple regression were not broken, they were: (the regression model could be expressed in a lineal way, the expected mean error of the regression model is zero, the variance of the error is constant, [homoscedasticity]. independent errors [no autocorrelations] and normal distribution of errors (Mooi,

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2014). The results of the multiple regression analysis indicated that the multiple correlation coefficient is 0.305 and it measures the relationship between the actual values and the values predicted of students' academic performance. The predicted value is obtained by combining the lineal relations of school managers building positive school climate, instructional supervision and teacher professional development and the coefficient value is 0.305. This indicates that the relationship between the independent variables; school managers building positive school climate, instructional supervision and teacher professional development and the dependent variable; students' academic performance is weak, but positive.

Again, from table 12, $R^2$ is the measure of goodness-of-fit of the sample estimated sample regression plane which the proportion of the variation in the dependent variable explained by the fitted sample regression equation. The $R^2$ value is 0.096. This means that only about 9.6% of the students' academic performance is explained by the predictor variables and $R^2$ value is significant at 0.02% significant level. The R Square Adjusted must be equal to or smaller than and closer to the R Square to justify how well the model can be generalised to the population. Here, the difference (0.096-0.065=0.031). The difference is .031%; This means that if model was derived from the population instead of the sample, it would account for or explain .031% less variance in the outcome.

Table 12 indicates that the multiple regression coefficient, the (b-value), informs us about the relationship between students' academic achievement (the criterion variable) and each predictor or independent variable. The rule is that if the value is positive then there is a positive relationship between each independent variables and the students' academic achievement (the predicted variable) but negative b-value indicates

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a negative relationship. The multiple regression coefficient also informs as to what extent each independent variable affects the dependent variable if the effect of all other independent variables were held constant.

In table 12, it is shone that the constant of the regression model was 8.031. The meaning of this is that if all the independent variables are held constant or held at zero, students' academic performance will be 8.031.

Again, the multiple regression coefficient for school managers practice of instructional supervision is 0.330 representing the partial effect of school managers practice of instructional supervision on students' academic performance, holding all other independent variables constant. The implication of the positive sign of the variable estimate is that the effect of school managers' practice of instructional supervision is positive so students' academic performance score would increase by 0.330 with every unit increase in school managers practice of instructional supervision.

Again, the multiple regression coefficient for school managers practices of teacher professional development is-0.438 representing the partial effect of school managers practice of teacher professional development on students' academic performance, holding all other independent variables constant. The implication of the negative sign of the variable estimate is that the effect of school managers' practice of teacher professional development is negative so students' academic performance score would decrease by 0,438 with every unit increase in school managers practice of teacher professional development.

The multiple regression coefficients for school managers practice of building positive school climate is -0.507 representing the partial effect of school managers' practice of building positive school climate on students' academic performance, holding all other independent variables constant. The implication of the negative sign of the variable estimate is that the effect of school managers' practice of building positive school climate is negative so students' academic performance score would decrease by 0.507 with every unit increase in school managers practice of building positive school climate.

Table 12, indicates again that the independent variables coefficient value is significant at 0.05 level or 5% level (P-value =0.02) This means that school managers' practice of building positive school climate, school managers' instructional supervisory practice, and the school managers' practice of teacher professional development are significant variables that determine and predict students' academic performance in SHS in Greater Accra with a P- value (0.02)

The b-value has an associate standard error which shows to what extent these values will vary across different samples. The standard errors were used as determinants to check whether the b-values defer significantly from zero or not using t-tests. With the exception of school managers' instructional supervision practice which made positive contribution, school managers practice of teachers' professional development and school managers practice of building positive school climate contributions to the model were negative. For the model, school managers' instructional supervisory practice $t(372) = 1.153$, $P<0.25$, School managers' practice of building positive school climate $t(372) =-1.832$, $P<0.07$ school managers' practice of teacher professional development $t(372) = -2.114$, $P<0.04$. It can be said from the model that instruction supervision made greater positive contribution to the criterion, and teacher

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professional development and school climate building respectively contributed less to students' academic performance. Therefore, it could be concluded that there is significant impact of each of the predictors on student academic performance, with each of the p-values of independent variable greater than 0.05, except one, the null hypothesis is therefore rejected.

The result of this hypothesis confirms Mandel (2011) who posited that there is a relationship between school managers' practices and students' academic performance, The combine effect of the three main variables gave a p-value of 0.024 less than the Significant p-value of 0.05. This indicates that there is a significant relationship between school managers' practices and students, academic performance. Though the literature accept that School managers influence is the second most important factor in students' academic performance, most of the research conclusions accepted indirect relationship. Nsuka and Orodho (2014) stated that the school managers impact is about 25% of the commutative factors that affect students' performance.

The result also showed that apart from school managers instructional supervision practices, the remaining two variables had a negative relationship. School climate happened to have a moderate impact on students' performance though the relationship is negative. This probably conforms, the popularly accepted conclusion that school managers influence on students, performance is indirect.

The result of this study is also in accordance with Drago-Severson (2012), The work found that school leaders struggle to find ways to create school climates that are supportive of teachers' growth and which promote improved practice. Since school manager find it difficult to create a climate for teachers' development, this will negatively affect students' performance.

This result also is in line with the views expressed by Mulford (2013) in which he expressed that research about teachers' professional learning has drawn attention to the importance of strong leadership to promote teacher growth. In order for professional learning to be sustainable over the long-term, it is necessary to create effective professional learning communities (Stoll, Bolam, McMahon, Wallace & Thomas, 2006). According to Stoll et al., this requires the development of a school-wide culture with an expectation of collaboration and reflective dialogue about practice, both of which promote individual as well as group learning. They pointed to the need for active support from school leadership.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

**5.0 Introduction**

This chapter provides a summary of the major findings of the study, and concludes the study and makes certain recommendations. The first part of the summary focused on the research process and the second part deals with the key findings of the research.

**5.1 Summary**

This study sought to investigate the practices of school managers and their effect on students' academic performance of SHS student in Greater Accra Region of Ghana. The major variables were the school managers' practice of instructional supervision, the school managers practice of building positive school climate, the school managers' practice of teacher professional development and students' academic performance. The study employed descriptive survey design. The population of the study was the Headmaster/mistresses, teachers and students of SHS in Greater Accra Region. The sample size for this study was 372; 266 for students, 96 for teachers and 10 for school managers and 100 WASSCE results. A systematic random sample technique was used to select the schools, school managers, teachers and students for the study. Three sets of self-developed questionnaires were used to collect the data for the study. The students' data included test of one hundred (100) 2019/20 WASSCE candidates' results. The data analysis employed both descriptive and inferential statistics. The descriptive statistics were (frequencies, percentages, means and standard deviations) and the inferential statistics were (Pearson's correlation and multiple regression analysis).

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**5.2 Key Findings**

1. The study found school managers (MM=4.30; SD=0.47), Teachers (MM=3.65; SD=1.19) students (MM=3.65; SD=73) indicated that school managers practice of instructional supervision in the form of (i)making teaching and learning their major focus (ii) visiting classes to monitor teaching and learning (iii) regularly inspecting teacher scheme of work at the beginning of the term (iv) inspecting teachers lesson notes weekly (v) inspecting students exercises' at least, twice in a term etc. were school managers major contributory practices that ensured students' academic performance.

2. The study also found school managers (MM.=4.3; SD=1.09), teachers (MM=3.79; SDK).94) students (MM3.56; SD=1. 09..) practice of teacher professional development in the Form of (i) in-service training (ii) encouraging teacher to take up courses in higher academic institutions iii Encouraging teachers to attend in- service training etc. as contributing factors in affecting students, academic performance.

3. The study found school managers (MM=4.13; SD=0.71) teachers (MM=3.71; SD=l-00) and students (MM=3.65; SD=1.17) showed that school managers practice of building positive school climate by (i) creating good relation between teachers and students (i) making adequate provision for counselling (iii) providing welfare package for staff and students (iv) Rewarding deserving teachers and students (v))etc. is one of the most significant school managers practice of ensuring students' academic performance.in Greater Accra Region.

4. Hypothesis one found that there was a low negative correlation (r=, -.049, n=100 p< 0.65) between school managers instructional supervisory practice and students' academic performance in SHS in Greater Accra region.

5. Also hypothesis two found that there was a low negative significant correlation (r=-248, n=100, p<0.013) between school managers' teacher professional development practice and students' academic performance.

6. Hypothesis three found that there was a low negative significant correlation (r=. - .218 n=100 p< 0.029) between school managers practice of building positive school climate and students, academic performance.

7. Though the opinion of the respondents agreed that school managers, practices of instructional supervision, teacher professional development and creating positive school climate were effective,……figures,,, the results from correlation analysis found their practices low and negative with their relationship with students' academic performance. This means that the correlation analysis found school managers practices ineffective in SHS in Greater Accra Region.

8. Hypothesis four, taking the three predictor variables separately, the regression analysis found SM instructional supervision R positive, SM TPD R is rather negative and SM creation of positive school climate R is also negative. This means that as they stand there is a negative correlation between them and students' academic performance. But the regression coefficient R of each independent variable showed that teacher professional development made a positive contribution though its magnitude is low. The implication is that as (TPD) increases, students, academic performance also increases.

9. Finally, hypothesis four found that the model significantly predicted the school managers' practices of building positive school climate, instructional supervision and teacher professional development but it is low in influencing

students' academic performance (R= .305; R2=.095; R2 Adj.=.065, F (3.293), =372) = p< .024).

**5.3 Conclusion**

It has been identified that SHS in GAR from 2013 to 2018 have not been performing well and it seems most of the schools are hiding behind a few high performing ones and this lackluster performance may not be located either in the teacher quality nor parent SES. This work therefore, sought to find out the impact of school managers practices on students' academic performance in SHS in Greater Accra and whether the school managers' practices were effective or not so that one could predict the effectiveness of SHS managers in Ghana.

The results from the analysis of the descriptive statistics found from the opinions of respondents that school mangers practices in the form of instructional supervision, building positive school climate, and teacher professional development had impact on students' academic performance. But the correlation results indicated that though there was a statistically significant relationship between TPD and also building positive school climate and students' academic performance, the relationships were low and negative. On the other hand, the correlation analysis indicated that there was no statistically significant relationship between school managers instructional supervision practices and students' academic performance in SHS in Greater Accra region.

Furter more, the result from the regression analysis found that there is statistically significant positive but low relationship ($P < 0.02$) between the combined effect of instructional supervision, TPD, building positive school climate and students' academic performance. This means that though there were some effectiveness in the practices of SHS managers on students' academic performance, their effectiveness is low. But individual predictor variable on the dependent variable found that only TPD

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is statistically significant but was negative in effectiveness. This means that as school managers TPD increases students' academic performance decreases. So, it can be said that for school managers practices to achieve their effectiveness, all school managers' practices must be effectively carried out but not in isolation or selectiveness.

## 5.4 Recommendations

From the findings and conclusions of this research work, the following recommendations are made:

1. On the school managers' practice of building positive school climate, it is recommended that

   i. Ministry of education should make or enforce policies that will create love and respect between staff and students, rather than the current situation where distance is created between teachers and students especially, after school, due to amorous relationship between some teachers and students

   ii. School managers should have frequent interaction with students. These interactions should be built around encouraging students to learn and helping students to develop a vision of high achievement which will encourage them to learn hard to achieve high performances

2. On instructional supervisory practice, it is recommended that the district inspectorate should make sure that every school manager has a plan of how they practice instructional supervision and make sure that they implement those plans with all seriousness.

3. The school managers should as a matter of priority visits and sit in teacher's lessons and experience their methods, strength and weaknesses so that they can assist them by way of training or advice.

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4. On school managers practice of teacher professional development, it is recommended that government policy should make it that there is a plan of assessing how teachers are continuously learning to improve themselves.

5. The Ministry of Education and the district education directorate should make sure that school managers are concerned with the professional development of the staff,

6. The school managers should have a data on every teacher's, performance' which will not remain on paper, so that based on that they could assess the teachers' professional needs and assist by offering training.

## 5.5 Suggestion for Further Research

1. It was found from the study that area such as school managers frequent interaction with students aimed at encouraging and helping students to develop personal visions could be investigated to see if there is other direct influence of school managers' practices on students' academic performance.

2. A study could also be conducted to ascertain the indirect effect of school managers practices on students' academic performance in Greater Accra Region.

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# APPENDIX A

# INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
P.O. Box 25, Winneba, Ghana          doam@uew.edu.gh
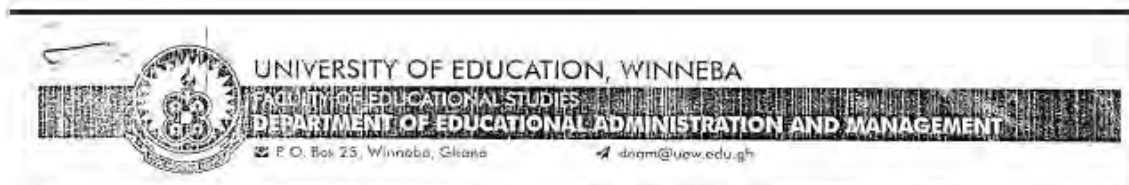
UEW/EAM/SAN/06

7th September, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Mr. Elijah K. Cudjoe a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Mr. Elijah K. Cudjoe is currently working on a research project titled:

"*THE ROLE OF SCHOOL MANAGERS IN STUDENTS ACADEMIC PERFORMANCE*".

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc: Dean, School of Graduate Studies

# APPENDIX B

## QUESTIONNAIRE FOR SCHOOL TEACHERS

## UNIVERSITY OF EDUCATION, WINNEBA

## DEPARTMENT OF EDUCATION ADMINISTRATION AND MANAGEMENT

## QUESTIONNAIRE FOR SCHOOL TEACHERS

Dear Teacher,

This questionnaire is meant to collect data for a study being conducted by Elijah K. Cudjoe, a student from University of Education Winneba, in connection with M. Phil thesis titled 'The role of school managers in students' academic performance in Senior High School in Grater Accra.' The information you provide will help the researcher, school management and stakeholders to understand the extent to which SHS mangers perform their role effectively to influence their students' academic performance, It will provide data that will enable researcher know whether SHS manger are truly performing their roles effective to achieve this main purpose of their office, identify issues and provide data for improvement. You are assured that the information you provide will be treated with utmost confidentiality and that your identity will not be disclosed to anyone should the data be published. Though you taken part in this study will be much appreciated, it is however, voluntary.

SECTION A               Background Information.

Please tick (/) the box to corresponding to your choice(s) concerning each statement below.

1. What is your sex?
   (    ) Male
   (    ) Female
2. What is your age?
   (    ) Below 30
   (    ) 30-40
   (    ) 41-50
   (    ) 51-60
   (    )
3. What is your marital status?
   (    ) Married
   (    ) Single
   (    ) Divorced
   (    ) Widowed
4. What is your current highest academic qualification?
   (    ) HND
   (    )  First degree (BA, BSc, Bed, etc.)

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(    ) PGDE
(    ) Masters
(    ) PhD/ D.Ed.
(    ) Others specify………

5. How long have you served as teacher of this school?
(    ) below 5 years
(    ) 6- 10 years
(    ) 11-16years
(    ) 17-21 years
(    ) 22 years and above

INSTRUCTIONS: please, read the following statements and measure each of them by ticking ( / ) the appropriate cell that expresses the degree of measurement with each of the statement with respect to the theme for the various sections. State the degree to which you agree or disagree with the statements.

SECTION B      School Managers' Vision or Giving Direction.

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 6 | MY school manager discusses his/her vision and plan his goals for the school with the staff at the beginning of the term. | | | | | |
| 7 | My school manager communicates well the expected goals to teachers, students and parents. | | | | | |
| 8 | My school manager often communicates his expectation of high standard performance of students to students, teachers and parents. | | | | | |
| 9 | My school manager discusses his vision for the school every term with students, teachers and parents at the beginning of every term | | | | | |
| 10 | Hard working staff and students are rewarded, at least once, every year by the school. | | | | | |

**SECTION C**: School Managers' Practice of Building Positive School Climate

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|-----|-----------|---|---|---|---|---|
| 11 | My school manager makes sure that all students feel safe on campus without fear of intimidation by teachers or other students | | | | | |
| 12 | Teachers contribute to discussions freely during staff meetings | | | | | |
| 13 | My school manager makes sure discipline prevails in the school. | | | | | |
| 14 | My school manager encourages teachers to relates well with students in your school and encourage students to respect teachers. | | | | | |
| 15 | Stake holders easily contribute to the development of the school whenever they are called upon | | | | | |
| 16 | Parents easily approach my school manager to discuss issues affecting their children | | | | | |
| 17 | My school manager involves parents in discussing and finding solutions to problems affecting the school | | | | | |
| 18 | My school manager has put in place adequate welfare package in the school | | | | | |
| 19 | There is arrangement of adequate reward package for deserving teachers and students at least, every year. | | | | | |
| 20 | There is in place adequate structures and measures to resolve conflicts in the school. | | | | | |
| 21 | My school manager has built effective communication system in the school. | | | | | |
| 22 | There is an effective counselling system in place for both staff and especially students in my school. | | | | | |

**SECTION D**: School Managers' Instructional Supervision Practice.

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|-----|-----------|---|---|---|---|---|
| 23 | The major focus of my school manager is teaching and learning | | | | | |
| 24 | My school manager ensures that teachers have access to curriculum guides and other teaching and learning material at the beginning of term. | | | | | |
| 25 | My school manager often visits each class to be sure teaching and learning is taken place | | | | | |
| 26 | Students' exercises are inspected, at least, twice in a term by my school manager or heads of departments to help you assess the performance of both teachers and students | | | | | |

| 27 | My school manager or heads of departments sometimes, sit in classes to observe teaching and learning to check teachers' methodology and class management | | | | | |
|---|---|---|---|---|---|---|
| 28 | My school manager sometimes call teachers and have discussion about their work especially after you have observed teaching and learning in their classes | | | | | |
| 29 | Teachers in a subject area design curriculum and share instructional strategies to achieve those outcomes at the beginning of every term. | | | | | |
| 30 | Teachers in a subject area discuss results of students at the end of the term and work together to come out with new ideas for improving those results | | | | | |
| 31 | My school manager or Heads of departments inspects scheme of work of teachers at the beginning of the term to check that they are in line with the Ghana Education Service curricular | | | | | |
| 32 | My school manager ensures that teachers always assess students based on what they have taught them | | | | | |
| 33 | My school manager has put structures in place to organizes intervention classes for weak students right from form one | | | | | |
| 34 | My school manager ensures teachers teach students with particular reference to the content of the curricula by regularly inspecting teachers' lesson notes | | | | | |

**SECTION E**: School Managers' collecting and Using Data in Decision Making

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 35 | My school manager makes sure that teachers have data on their students' performance | | | | | |
| 36 | My school manager has data on every student and their academic performance. | | | | | |
| 37 | Parents receive terminal report on their children and wards every term. | | | | | |
| 38 | My school manager uses data on student performance levels and examination results to set goals, plan and make decisions. | | | | | |

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**SECTION F**: School Managers' Practice of Developing Leadership in Other

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 39 | My school manager has developed strong senior leadership teams to assist new teachers | | | | | |
| 40 | My school manager encourages teachers to take leadership responsibilities in the school. | | | | | |
| 41 | My school manager organises organizational career planning for teachers and students. | | | | | |
| 42 | My school manager delegate certain functions of his to other capable teachers to perform. | | | | | |

**SECTION F**: School Managers' Practice of Teacher Professional Development

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 43 | My school manager continuously  learn to improve yourself | | | | | |
| 44 | My school manager encourages teachers to up-grade their knowledge and skills by enrolling or taking courses in higher institutions | | | | | |
| 45 | My school manager encourages teachers to attend departmental and groups meetings in the school. | | | | | |
| 46 | My school manager organises in-service training for teachers at least once every year to improve on teacher quality. | | | | | |
| 47 | My school manager encourages teachers to attend external conferences especially those relating to their subject areas. | | | | | |
| 48 | My school manager openly reward staff members who come out with creative or innovative work | | | | | |

Thank you for participating.

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# APPENDIX C

## QUESTIONNAIRE FOR SCHOOL STUDENTS

## UNIVERSITY OF EDUCATION, WINNEBA

## DEPARTMENT OF EDUCATION ADMINISTRATION AND MANAGEMENT

Dear Student,

This questionnaire is meant to collect data for a study being conducted by Elijah K. Cudjoe, a student from University of Education Winneba, in connection with M. Phil thesis titled 'The role of school managers in students' academic performance in Senior High School in Grater Accra.' The information you provide will help the researcher, school management and stakeholders to understand the extent to which SHS mangers perform their role effectively to influence their students' academic performance, It will provide data that will enable researcher know whether SHS mangers are truly performing their roles effective to achieve this main purpose of their office, identify issues and provide data for improvement. You are assured that the information you provide will be treated with utmost confidentiality and that your identity will not be disclosed to anyone should the data be published. Though you taking part in this study will be much appreciated, it is however, voluntary.

**SECTION A**: Background Information.

Please tick (/) the box to corresponding to your choice(s) concerning each statement below.

1. What is your sex?
   (   ) Male
   (   ) Female
2. What is your age?
   (   ) Below 16
   (   ) 16
   (   ) 17
   (   ) 18
   (   ) 19
   (   ) Others specify……………..
3. What school do you attend? Please state…………………..
4. What is your school district/municipality/metropolis? Please state…………..
5. What programme do you read?
   (   ) General Arts
   (   ) Business
   (   ) General Science
   (   ) Agricultural Science

(   )   Visual Arts
(   ) Home Economics
(   ) Others specify………

6. In what form are you?

(   ) SHS 1
(   ) SHS 2
(   ) SHS 3

INSTRUCTIONS: please, read the following statements and measure each of them by ticking ( / ) the appropriate cell that expresses the degree of measurement with each of the statement with respect to the theme for the various sections. State the degree to which you agree or disagree with the statements.

SECTION B       School Managers' Vision or Giving Direction.

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 7 | My school manager discusses his vision and plan goals for the school with the staff at the beginning of the term. | | | | | |
| 8 | My school manager communicates well his/her expected goals to teachers, students and parents. | | | | | |
| 9 | My school manager often communicates his expectation of high standard performance of students to students, teachers and parents. | | | | | |
| 10 | My school manager discusses his vision for the school every term with students, teachers and parents at the beginning of every term | | | | | |
| 11 | Hard working staff and students are rewarded, at least once, every year by the school. | | | | | |

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**SECTION C:** School Managers' Practice of Building Positive School Climate

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 12 | My school manager makes sure that all students feel safe on campus without fear of intimidation by teachers or other students | | | | | |
| 13 | Teachers contribute to discussions freely during staff meetings | | | | | |
| 14 | My school manager makes sure discipline prevails in the school. | | | | | |
| 15 | My school manager encourages teachers to relate well with students in your school and encourages students to respect teachers. | | | | | |
| 16 | Stake holders easily contribute to the development of the school whenever they are called upon | | | | | |
| 17 | Parents easily approach to my school manager to discuss issues affecting their children | | | | | |
| 18 | My school manager involves parents in discussing and finding solutions to problems affecting the school | | | | | |
| 19 | My school manager has put in place adequate welfare package in the school | | | | | |
| 20 | There is arrangement of adequate reward package for deserving teachers and students at least, every year. | | | | | |
| 21 | There is in place adequate structures and measures to resolve conflicts in the school. | | | | | |
| 22 | My school manager has built effective communication system in the school. | | | | | |
| 23 | There is an effective counselling system in place for both staff and especially students in my school. | | | | | |

**SECTION D**: School Managers' Instructional Supervision Practice.

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 24 | The major focus of my school manager is teaching and learning | | | | | |
| 25 | My school manager ensures that teachers have access to curriculum guides and other teaching and learning material at the beginning of term. | | | | | |
| 26 | My school manager often visits each class to be sure teaching and learning is taken place | | | | | |
| 27 | Students' exercises are inspected, at least, twice in a term by my school manager or heads of departments to help you assess the performance of both teachers and students | | | | | |
| 28 | My school manager or heads of departments sometimes, sit in classes to observe teaching and learning to check teachers' methodology and class management | | | | | |
| 28 | My school manager sometimes call teachers and have discussion about their work especially after you have observed teaching and learning in their classes | | | | | |
| 30 | Teachers in a subject area design curriculum and share instructional strategies to achieve those outcomes at the beginning of every term. | | | | | |
| 31 | Teachers in a subject area discuss results of students at the end of the term and work together to come out with new ideas for improving those results | | | | | |
| 32 | My school manager or Heads of departments inspects scheme of work of teachers at the beginning of the term to check that they are in line with the Ghana Education Service curricular | | | | | |
| 33 | My school manager ensures that teachers always assess students based on what they have taught them | | | | | |
| 34 | My school manager has put structures in place to organizes intervention classes for weak students right from form one | | | | | |
| 35 | My school manager ensures teachers teach students with particular reference to the content of the curricula by regularly inspecting teachers' lesson notes | | | | | |

**SECTION E:** School Managers' Practice of Collecting and Using Data in Decision Making

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 36 | My school manager makes sure that teachers have data on their students' performance | | | | | |
| 37 | My school manager has data on every student and their academic performance. | | | | | |
| 38 | Parents receive terminal report on their children and wards every term. | | | | | |
| 39 | My school manager uses data on student performance levels and examination results to set goals, plan and make decisions. | | | | | |

SECTION F       School Managers' Practice of Developing Leadership in Other

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 40 | My school manager has developed strong senior leadership teams to assist new teachers | | | | | |
| 41 | My school manager encourages teachers to take leadership responsibilities in the school. | | | | | |
| 42 | My school manager organises organizational career planning for teachers and students. | | | | | |
| 43 | My school manager delegate certain functions of his to other capable teachers to perform. | | | | | |

**SECTION F**:School Managers' Practice of Teacher Professional Development

Key 1= Strongly disagree   2= Disagree   3= Don't know   4= Agree   5= Strongly agree

| S/N | STATEMENT | 1 | 2 | 3 | 4 | 5 |
|-----|-----------|---|---|---|---|---|
| 44 | My school manager continuously  learn to improve yourself | | | | | |
| 45 | My school manager encourages teachers to up-grade their knowledge and skills by enrolling or taking courses in higher institutions | | | | | |
| 46 | You encourage teachers to attend departmental and groups meetings in the school. | | | | | |
| 47 | My school manager organises in-service training for teachers at least once every year to improve on teacher quality. | | | | | |
| 48 | My school manager encourages teachers to attend external conferences especially those relating to their subject areas. | | | | | |
| 49 | My school manager openly reward staff members who come out with creative or innovative work | | | | | |

Thank you for participating.