

## **The Impact of School Leadership on Students Academic Performance in Basic Education Certificate Examination (BECE) in Northern Ghana**

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**Abstract:** The study set to investigate the impact of school leadership on students' performance in BECE in Northern Ghana. Previous studies by Abonyi, 2017; Menon, 2011; Shortbridge, 2015 and Sulemana, 2015) established a linear relationship between school environment and students' academic performance but the extent to which school leadership affects students' performance in Northern Ghana had not been adequately explored. This study explored how leadership affects students' academic performance in terms of the role of the head teacher in organising academic activities, ensuring effective teaching and learning as well as teachers' well-being. The study employed a cross-sectional design involving 384 participants to gather both qualitative and quantitative data using questionnaires and interview guides. Descriptive analysis were done to determine the mean and standard deviation of the data. Inferential analysis were also done using ordinary square regression levels. The analysis revealed that head teachers employed various leadership styles such as transformational, transactional, servant-leadership styles as well as autocratic and dictatorial leadership styles. It further revealed that leadership styles affects students academic performance. Schools that perceived their teachers as being democratic and involving had their students performed better in the BECE than schools that perceived their head teachers as undemocratic and non-involving. It was recommended that the Ministry of Education might make leadership training a part of the training colleges' curriculum. It was further recommended that the Ghana Education Service might organise regular leadership training seminars and workshops for its teachers so as to keep them abreast with various leadership styles

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### **Introduction**

Formal education for all children is considered the most effective investment in poverty reduction and sustainable growth (UNESCO, 2017). Countries strive to ensure that all people have access to quality education. Despite this effort, literacy levels and access to education vary widely across education systems. For example, the literacy rate reached 86% in 2017, yet more than 750 million adults, mainly Africans, still lack basic reading and writing skills (UNESCO, 2017).

In their quest to improve student achievement, national education systems often face many challenges. Factors such as leadership, management practices, availability of school inputs, availability of school infrastructure, gender-sensitive or other factors in the school environment, school curricula, educational policies, funding and other socio-economic events in the wider environment combine to hinder access to quality education around the world. At the macro level, global development policies and priorities, economic conditions, and peace and security all affect the quality of education children receive. In particular, many researchers consider school leadership to be central to the provision of quality education (Menon, 2011; Shortbridge, 2015; Suleiman, 2015). Barber, Clark and Whelan (2010) argue that apart from classroom teaching, nothing influences school standards more than the quality of school administrators. Abonyi (2017) finds that across the UK, most struggling schools are found to be poorly led and vice versa.

In order to improve the quality and accessibility of education to transform the lives of citizens and empower them to meet today's challenges, countries across the globe have developed methods to ensure effective teaching and learning at all levels of education. In Europe, for example, children aged 0-4 are already eligible to start formal education (OECD, 2011), beginning with early childhood education and progressing through primary, secondary and post-secondary education to the tertiary level. At any of these levels, primary and secondary school children are introduced to a set of skills and knowledge appropriate to their age. In terms of institutional structures, larger ministries, councils and boards and bodies responsible for the formulation and implementation of education policies target at holistic human development. Abreh (2017) finds that the actual implementation is done in the classroom by teachers under the supervision of the headmaster (Hallinger and Murphy (1986, cited in Menon, 2011).

Day (2016) finds that the management and leadership of the headmaster, affects teachers' performance and effectiveness and in turn affects students' academic achievement and further influence teachers' working and living conditions. Headmasters in the US and Europe are constantly challenged to not only act as managers,

but also to demonstrate effective leadership skills, which are critical to achieving the goal of equipping young people with the skills, knowledge and competencies needed in our dynamic global world (OECD, 2011).

Many education systems in many African countries are modelled on European standards, which are of course internationally recognised (Peeraer, 2015). The Rwandan education system consists of 2 years of pre-primary education, 6 years of primary school, 3 years of lower secondary school, 3 years of upper secondary school and 4 years of higher education. From pre-primary to secondary education, the direct leadership of the management of teachers, pupils and school property is done by the head teacher. Day et al. (2009) found that the effectiveness of head teachers is highly valued in Rwanda as they have a significant impact on pupils' academic performance. One of the headmaster's responsibilities is to facilitate teachers' access to up-to-date information through regular in-service training, to provide ICT facilities for students and teachers, to provide favourable conditions for conflict management within the school, and to link the school with the external community (Peeraer et al., 2015). Education policy makers believe that if headmasters are able to carry out these duties effectively, they will provide a congenial environment for teaching and learning activities to take place, thereby improving student achievement (Day et al., 2009).

In South Africa, the racially stratified education system was replaced by a more unified system in 1996 with the passage of the South African Schools Act (SASA) Act (Bush and Glover, 2010). SASA places considerable emphasis on school leadership and management and recognises the contribution of headmasters to the development of a fully functional system that will improve teaching and learning and therefore student achievement. By 2007, every headmaster in South Africa was required to have at least a diploma in school leadership, which will equip headmasters with basic educational leadership and school management skills (Bush and Glover, 2010).

In Ghana, while the Ministry of Education sets education policies, the Ghana Education Service (GES) plays a complementary role in the implementation of these policies through effective leadership at all levels, from directors to deputy directors, regional and district directors, head teachers to classroom teachers (GES, 2010a). Ghana's pre-tertiary education system is divided into pre-primary, primary, Junior High School and Senior High School. Each school has a head teacher. Ghanaian students sit for two levels of public examinations: Basic Education Certificate Examination (BECE) and Senior Secondary Certificate Examination (SSCE), both conducted by the West African Examinations Council. Learners' academic performance is measured by their scores in these examinations (GES, 2010b).

Basic school headmasters are responsible for managing teachers, students, school resources and are the link between the school and the regional education office (GES, 2010a). Donkoh (2014) and Ojo and Olaniyan (2008) also cite the responsibilities of Ghanaian headmasters, which include planning, curriculum and instructional development, appraisal of teachers and maintaining school-community relations. Lonyian and Kuranchie (2018) observed that the performance of these duties by Ghanaian headmasters may directly or indirectly affect teaching and learning and consequently the academic performance of students. The purpose of this study was to investigate the impact of school headmasters' leadership styles on students' academic performance in Northern Ghana.

### **Statement of the Problem**

For more than a decade, only about 60 per cent of students who regularly sit for the Basic Education Certificate Examination (BECE) have passed the exam (Ministry of Education, 2016). In exploring solutions to the underperformance of Ghanaian students in BECE, debates and interventions often emphasise training and deploying more teachers, increased funding to schools such as the school capitation system and the availability of other school material resources (Amuzu, Ankalibazuk & Abdulai, 2017). However, Jef et al. (2009) identified good leadership by Rwandan headmasters as a key factor in improving the quality of education in Rwanda. Leadership and management in junior secondary schools in Ghana remain crucial, but have received less attention. Fuller (2017) also found that if the education system prioritises leadership training in teacher training programmes at all levels, it can effectively manage schools and improve student achievement. Dady & Bali (2014) also argue that the quality of education depends largely on how schools are managed rather than the abundance of material and other inputs.

In countries such as Rwanda and South Africa, in-service training for teachers is regularly conducted to equip and update teachers' school leadership skills. In Ghana, however, the Ministry of Education has not yet institutionalised a leadership development programme for grassroots school headmasters. Ghana places less emphasis on leadership at the grassroots school level (Donkor, 2013). Apart from the limited focus on the leadership role of junior secondary school headmasters in Ghana, school leadership is not taught as a course in any of the colleges of education, yet trainees who eventually become headmasters are expected to have these skills and successfully lead their schools (Donkor, 2013). One of the very few known efforts is the *Leadership for Learning Programme* which was piloted by the Cambridge Centre for Commonwealth Education and the

Ministry of Education (2008). However, as Dias (2017) points out, the *Leadership for Learning Programme* has benefited only a small number of headmasters and has not been sustained. In northern Ghana, NGOs have occasionally supported the Ghana Education Service to conduct training for serving headmasters. These trainings are not only ad hoc but also limited in scope, with only a few selected schools being able to participate, while many others are excluded, and are in desperate need of competent head teachers to lead. While the need for school leadership training has received adequate academic attention, the impact of head teachers' leadership styles on students' academic performance as measured by scores in their BECE performance in Northern Ghana has not been fully explored. This is the gap the study seeks to fill.

The study aims to identify the leadership styles of head teachers and also assess the impact of such styles on students' academic performance in Northern Ghana. The study addresses a number of questions: What are the functions of head teachers? What are the leadership styles of head teachers in Northern Ghana? How do these styles affect the academic performance of students? Answers to these questions will provide a framework for policy formulation and analysis and subsequent implementation to address the challenges of school leadership and moderate its negative impacts on school children while at the same time mediating its positive impacts.

## Methods

### Profile of the study area

The study was conducted in three geographical areas of northern Ghana. Northern Ghana was selected on the basis of its incidence of poverty and educational deprivation. Ideally, the study would have considered all areas of the selected region. However, due to resource and time constraints, as well as considering the depth and qualitative nature of the study, this was not feasible. Therefore, three (3) districts were selected. These three districts are West Mamprusi in the North-East Region, Jirapa in the Upper West Region and Talensi in the Upper East Region.

According to the 2010 Population and Housing Census, the population of Jirapa is 88,402 and is projected to be approximately 104,273 by 2018. Similarly, West Mamprusi had a population of 121,117 in 2010. This included 59,566 males and 61,551 females. The population of Talensi was 94,650 and is expected to reach 116,643 by 2018. All three districts are categorised as rural and 82% of the population live in rural settlements. Their main occupation is agriculture - mainly food crops and some livestock. The main food crops are maize, guinea corn, millet, beans, rice and yams.

High poverty rates have affected, among other things, education in these areas. In fact, educational deprivation was one of the key factors influencing the choice of the districts for the study. Leithwood et al. (2004) argue that leadership has the greatest impact on education where the learning needs of students are more severe. The number and quality of schools in the three districts remain poor. There are 45 junior high schools, 68 primary schools and 73 kindergartens in Jirapa (Government of Ghana, 2016). However, there are only two senior high schools in the district. This means that thousands of junior high school students in the district either struggle to access the only two senior high schools or move outside the district after completing their junior high school education, which often proves to be a challenge due to poverty.

The trend is the same in other districts as well. West Mamprusi District has 48 pre-schools, 106 primary schools, 36 junior high schools, two senior high schools and one vocational school. However, the district remains one of the least resourced districts in the region with very low literacy rates (Government of Ghana, 2015). The Talensi District has 158 schools, 70% of which are classified as highly deprived due to lack of infrastructure, water and sanitation facilities and poor furnishings. There are 48 public pre-schools and 8 private, 48 public primary schools and 8 private, 3 public SHS and 1 private, 35 public JHS and 5 private, 1 special school for the deaf and 2 vocational schools. Inadequate teaching materials, lack of trained teachers and teacher accommodation remain major challenges to quality education in the Talensi District (Government of Ghana, 2016).

## Research Design

The research design used in this study was a cross-sectional design. This design is best suited for this study as it allows for both quantitative and qualitative analysis (Creswell, 2013). The cross-sectional design meant that a mixed-methods research strategy had to be used, allowing the researcher to collect both qualitative and quantitative data for the study. This makes the research stronger than using either quantitative alone or qualitative alone. Yin (2009) mentions that a mixed-methods strategy allows for the triangulation of data before final interpretation.

The target population for this study was limited to education stakeholders in the three districts because they have a good understanding of what academic achievement is and how it is influenced by the leadership style of the headmaster. These include all school headmasters, current students, members of school management

committees (SMCs), parent-teacher associations (PTAs), former students who have benefited from being a headmaster of the school under study, district directors of education (DDEs), circuit superintendents and assistant directors of education (ADs).

Ideally, all education stakeholders in the three selected districts would be covered. However, due to resource and logistical constraints, a manageable and fairly representative sample was drawn using stratified and simple random sampling techniques. There are a total of 124 government junior high schools in the study area. Of these, 38 were in West Mamprusi, 48 were in Jirapa and 38 were in Talensi. In order to select individual schools from each district, an even quota of 33% was assigned to West Mamprusi and Talensi districts, but Jirapa district was allocated a quota of 36% because it had the highest number of schools. Using a simple random sampling technique, 13 schools were selected from West Mamprusi and Talensi respectively, but 16 schools were selected from Jirapa district, bringing the number of schools to 42. In order to identify individual participants, a list of District line officers, head teachers, teachers, circuit superintendents, school management committees (SMCs) and executive members of parent-teacher associations (P.T.A.) was drawn for each school. This constitutes approximately six strata, with the SMC/P.T.A. and the current pupil strata each allocated 16% of the quota. The past pupil strata were allocated 10% of the quota, the teacher strata had 25%, the headmaster strata 15%, the supervisors 11% and the District Education Officer strata 10%. The allocation of quotas is based on the number of people in each tier. Simple random sampling was used to select specific individuals from each tier, resulting in a total of 384 participants.

### **Data Collection methods**

All secondary data was collected through desk reviews. Test scores were collected by direct extraction from the School Education Management Information System (EMIS). For well-educated respondents, particularly teachers, circuit supervisors, and district and assistant education officers, primary data were collected using a questionnaire, along with semi-structured interviews and focus group discussions with headmasters and district education officers.

The method used to ascertain followers' assessment of the head teacher was a 360-degree rating on a Likert scale based on a set of questions. In addition, a self-assessment was used to gather headmasters' perceptions of their own schooling. Each headmaster was self-assessed by answering 21 statements from a multi-factor leadership questionnaire. For past Junior High school students, the study conducted interviews. Focus groups were also conducted in order to obtain the views and experiences of school management committee members, parent-teacher associations and current pupils. In addition to this, a certain number of direct observations were carried out. The purpose of the observations was twofold: to obtain more information and to triangulate the data collected.

### **Data Analysis**

The analysis of the collected data involved the use of descriptive statistics; frequencies, cross tabulations frequencies, percentages and multiple linear regression analysis. Leadership styles scores were calculated by grouping 21 statements into the 7 factor domains of the transformational leadership continuum. This was applied to both headmaster self-evaluation and follower evaluation. A score in each factor area produced a style. The Likert scale consists of 0 to 4; where 0 means not at all, 1 means once in a while, 2 means sometimes, 3 means fairly often and 4 means often, if not always.

As expected, the frequency with which each statement was suitable for self-rating by head teachers was determined, as interpreted by the Multifactor Leadership Questionnaire (Aviolo & Bass, 2000). The highest score was 4, meaning that if all three statements under each factor area were rated as 4, the total score for that area would be 12. Higher scores between 9 and 12 corresponded to democratic and more desirable leadership outcomes if they were within the first four styles. A score of 5-8 is considered to be moderate, while a score of 0-4 is low. In addition to determining the scores under each style area, the analysis also involved averaging the scores between the four transformational styles and the three reactive styles.

The analysis of the results of the BECE involved cross tabulation of the percentage of pupils who achieved a passing score of 6-36 overall in each secondary school during the period 2010/2011-2016/17, firstly grouping schools according to those whose headmasters were assessed as democratic and those that were considered more authoritarian. From the literature review and the data collected, the study identified other variables that had a significant impact on students' performance in the Basic Education Certificate Examination (BECE). These variables include the gender of the headmaster, i.e. male or female, the number of years of experience of the headmaster, the type of school, the pupil-teacher ratio, the presence of a school vision/performance plan, the actual teacher deficit, time spent on administrative/management duties with other leadership tasks such as visioning and community support. Ordinary Least Squares (OLS) regression was used to examine the headmaster's leadership style as well as the impact of other variables.

The headmaster's leadership style is measured as a dummy variable in the analysis, taking a value of 1 if the respondent is a headmaster with a participatory leadership style and 0 otherwise. The school category is measured as a value of 1 if the respondent's school is located in a rural area and 0 otherwise. In the case of the student-teacher ratio, the measure relates to the ratio of current staff to current school enrolment and is included in the model to Predicting Basic Education Certificate Examination results. Pupil-teacher ratios and teacher deficits are also measured, with a value of 1 if a headmaster has a record of a teacher deficit and 0 if otherwise, and a value of 1 if the school has teachers for all subjects and 0 if otherwise.

### Results and Discussions

#### Perceptions of how leadership styles affect pupils' BECE scores.

This study explored respondents' general perceptions of the leadership styles used by head teachers in their schools and how these styles affect pupils' academic performance. The inclusion of the views of different respondents is based on the fact that most assessments lead to high quality results when they are a combination of views from different groups of people (Dias & Borges, 2017). Feedback from followers also reduces the exaggeration of the impact of a particular leadership style and provides alternative perspectives that may not emerge based on the views of a single individual (Aarons, Ehrhart, Farahnak, Sklar & Horowitz, 2017).

Table 1.1 Head teachers' perceptions of how their leadership style affects students' BECE scores

Gender	Leadership Style of head influences performance		Total
	Yes	No	
Male	6 (17.1%)	29 (82.9%)	35 (100%)
Female	1 (14.3%)	6 (85.7%)	7 (100%)
Total	7 (16.7%)	35 (83.3%)	42 (100%)

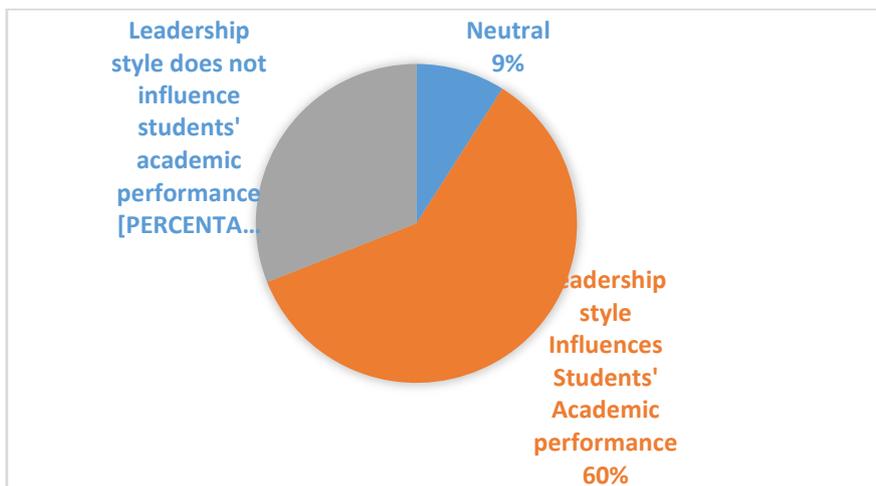
Table 6.1 contains the responses from headmasters on the impact of their style on their students' BECE performance. The results show that 82.9% of male headmasters and 85.7% of female headmasters do not believe that their leadership style has any impact on their students' BECE performance. This means that the majority of headmasters do not support the view that their leadership style has an impact on the BECE results of their students. The head teacher of one of the junior schools put it this way:

*"The performance of my pupils has nothing to do with my leadership style. The performance of my students has nothing to do with whether I am democratic or authoritarian. My ability and experience affects my work"*

#### Teachers' perceptions of the impact of the headmaster's leadership style on pupils' performance in BECEs.

As shown in Figure 6.1, teachers varied in their views on how the headmaster's leadership style influenced pupils' scores in the BECE. Some 60.7% of teachers agreed that the leadership style had a significant impact on pupils' performance, in contrast to 31% who disagreed that the leadership style had any significant impact on pupils' performance. The other teachers were neutral.

#### Teachers' perceptions of the impact of headmaster's leadership style and students' academic Performance



Source: 'Field Data, 2018'. Field Data, 2018.

Those who agreed that the headmaster's leadership style influences pupil performance further argued that when headmasters adopt a participatory leadership style, they motivate pupils and staff, thereby enhancing teaching and learning. However, when people feel compelled to carry out a task, they may do so out of compulsion and not necessarily because they have been persuaded to do so. Such an atmosphere is not necessarily conducive to teaching and learning. Conversely, those who disagreed that the headmaster's leadership style was important for pupils' performance expanded their view that the headmaster's style did not really affect teaching and learning; it was how he delivered results that mattered, but how he did it did not affect teaching and learning activities.

Table 6.2 Other interviewees' perceptions of how leadership style affects pupils' performance in BECE

Respondents	Yes	No
	20	9
SMC/PTA	(13.8%)	(1.4%)
Past Pupils	52 (42.3%)	2 (6.9%)
Cont. Pupils	49 (34%)	12 (8.3%)

Source. Field survey (2018)

As shown in Table 6.2 above, 52 respondents who were former pupils felt that the leadership of the head teacher had an impact on pupils' academic attainment. Forty-nine continuing pupils and 20 members of the SMC/PTA held similar views.

Pupils' perceptions of their BECE results reflected more strongly on how their head teacher supported them in the different tasks associated with exam preparation. Many past pupils (42.3%) felt that the culture in which their head teacher had been advising them to work hard was a key factor in their results. This advice often related to the headmaster's own real-life experiences. Other ways in which headmasters influenced the achievement of these students included coaching on learning strategies, particularly step-by-step revision and discussion of past problems. In some schools, headmasters make it compulsory for teachers to lead discussions on how to answer BECE questions. Transformational leaders were better able to build this relationship with students than authoritarian leaders. One of the past students elaborated on this comparison as follows.

*"From JH1 to JHS 2, our former headteacher often challenged us to learn and compete. This encouraged me to work hard and made sure I was always ahead of all my classmates, but our new headmaster didn't even approach us, he just issued warnings and threats in the assembly hall and that was it".*

Although the SMC/PTA group also acknowledged the impact of the headmaster's leadership style on the students, its members were not sufficiently aware of the headmaster's leadership style and its impact on the students' BECE results. Aside from the fact that most of their secretaries are headmasters or assistant headmasters, most members of these school boards perceive headmasters in terms of how they support pupils in their teaching and learning activities, rather than in terms of their relationship with pupils.

### Headmaster's leadership style and actual BECE scores

In addition to stakeholder perceptions, the study also undertook some statistical analysis to determine the possible relationship between actual student performance in BECE exams and the leadership style of head teachers. The table below shows the results of the t-tests; the independent t-test for all schools equally and the paired sample test for drill schools only.

Table 6.3: Independent t-test results for the mean BECE scores

BECE Scores	T	Df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Interval of the Diff Lower	Confidence Interval of the Diff Upper
Best score ever recorded	-2.57	40	0.014	-22.286**	8.648	-39.764	-4.807
Worse score ever	0.107	40	0.915	0.600	5.611	-10.741	11.941

Current year (2018)	-2.05	40	0.047	-16.771**	8.163	-33.270	-273
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\*\* = Mean difference is significant at 5%

Sig. (2-tailed) Mean Diff Std. Error Diff 95% Confidence Interval of the Diff.  
 Source. Field data (2018)

The analysis shows that the average difference in student achievement between democratic and authoritarian headmasters between 2011 and 2017 was -22.3. This is negative and significant at the 5% level. This means that the best reported scores show that students under headmasters with a participatory leadership style have improved compared to those under headmasters with an authoritarian style. Similarly, if only the BECE score for that year is used, the difference that emerges is -16.8, which is also negative and significant at 5%.

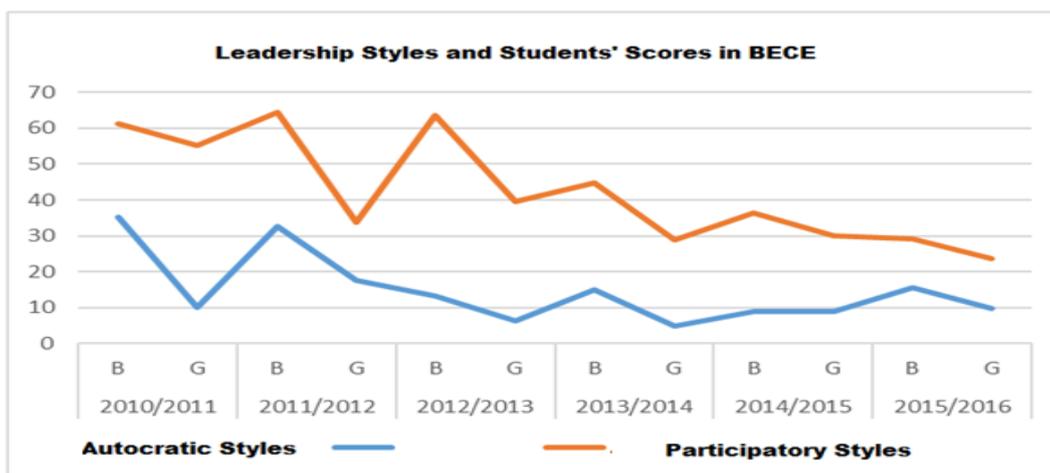
Table 6.4: Paired sample tests - drill schools

Average Performance	BECE	Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Dev		Lower	Upper			
Participatory styles – Autocratic styles	-	-27.73	11.49	3.32	-35.03	-20.42	-8.4	11	0.000

Paired differences in average BECE performance T Df Sig. (2-tailed)  
 Source. Field survey (2018)

In addition, if only the scores from the 'in-depth' schools are used, the difference of -27.7 points remain negative and significant at 5% level. The difference in BECE scores for pupils led by head teachers using a participatory leadership style is 22.3% compared to those led by authoritarian head teachers. In 2017/2018 alone, there was a 16.8% difference in the BECE scores of headmasters who adopted the participative leadership style. The average difference is 27.7, which means that over the last five years in the same headmaster's school, pupils under a headmaster who adopted an engaged leadership style would have scored 27.7% higher than those under an authoritarian headmaster.

Figure 6.2: Relationship between leadership style and student BECE scores



Source. Field survey (2018)

A detailed review of the BECE scores of the drill schools revealed that the average score of the best performing schools over the period was 46.5%. The headmaster of the school had a participatory leadership style and had worked in the same school for approximately eight (8) years. On the other hand, the school with the lowest score during the study period was 22.5%, recorded by a junior high school whose headmaster had led the school since 2011/2012 and was considered to have an authoritarian style. This means that, in addition to leadership style, the headmaster's tenure in office can also lead to an additional increase in BECE scores of at least 5.4%.

### **Summary of Findings**

The study found that head teachers' behaviours included encouraging creativity, paying attention to teachers' individual needs, consulting with teachers before making decisions, setting an example, providing rewards and sanctions, not consulting with stakeholders before making decisions, and issuing orders and directives. These behaviours can be categorised as at least any of the authoritarian, transformational, transactional and servant leadership behaviours

The study revealed that the key stakeholders had different views on what they perceived to be the performance of students under authoritarian and democratic leadership styles. All circuit supervisors, who were the headmaster's superiors and accounted for 16.0% of the total number of respondents, believed that the leadership style of the Junior High school headmaster had an impact on pupils' BECE. Reasons given to support their view included the personal qualities of the head teacher, the availability of resources to promote student learning and their leadership style. This view was shared by subject teachers, with 72 teachers (18% of all respondents) agreeing that the head teacher's style influences the teaching staff and therefore the quality of teaching they do in the classroom, thereby improving or reducing pupils' achievement.

A comparison of pupils' BECE scores over the past five years found that pupils in schools where the headmaster was perceived to use a participatory leadership style scored higher on the BECE than pupils in schools where the headmaster was authoritarian and inconsiderate. It was concluded that participative leadership styles, such as transformational, transactional and servant leadership, improve student achievement, whereas authoritarian or non-participative leadership styles do not improve student achievement.

### **Recommendations**

The Ministry of Education through the Curriculum Development Department may like to include school leadership as a core course in the teacher training institutions across the country so that teacher training may be exposed to best leadership styles and management processes during their pre-school days.

The Ghana Education Service may like to organise in-service training for all school head teachers across the country on leadership training and management processes so that serving head teachers may be exposed to modern leadership styles and management processes.

The District Education Directors may like to streamline the appointment process so that only experienced and qualified professional teachers are appointed to the post of a head teacher. This may improve the quality of leadership at the school levels and provide a congenial environment for teaching and learning activities.

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