

Leadership Practices of Principals of Colleges of Education and Their Influence on Students' Academic Performance in Ghana

Peter Atakora Ofori*

Department of Education, Texila American University, Guyana, South America

Abstract

Principals of colleges of education play a central role in the achievement of academic excellence in these colleges. Based on a cross-sectional study involving 8 College Principals who were sampled using purposive sampling technique, this study assesses the impact of leadership practices of college Principals on the academic performance of students in the Ashanti Region of Ghana. Individual surveys were used as data collection methods to assess the situation. The study results showed that principals mainly adopted inspire a shared vision leadership practice in the administration of the colleges while challenge the process practice was adopted on a very low level. The results also showed weak negative correlations between model the way, challenge the process and enable others to act practices, and students' academic performance. The results therefore showed no significant relationship between the three leadership practices and students' academic performance. However, the study also revealed a moderately positive relationship between inspire a shared vision practice and students' academic performance. This implies that the strengthening of the application of the practice will help achieve improvement in students' academic performance. The study recommends that studies should be conducted to assess how the other leadership practices could be used to improve upon the academic performance of students.

Keywords

Leadership Practices, Academic Performance, Principal, College of Education, Ashanti Region, Ghana

Received: August 12, 2019 / Accepted: September 19, 2019 / Published online: October 17, 2019

@ 2019 The Authors. Published by American Institute of Science. This Open Access article is under the CC BY license.

<http://creativecommons.org/licenses/by/4.0/>

1. Introduction

For Ghana to achieve its full goals in education and to help to produce well informed teachers, effective heads of the colleges of education, called Principals, is a prerequisite. It is through the work of the Principals that appropriate measures can be harnessed to influence teachers, students as well as parents to achieve the goals of the Ministry of Education and the Ghana Education Service. According Cheng and Townsend [1], principals bring about education change and effectiveness. Given the important roles associated with leadership, a Principal of a college is challenged to create a sensational influence in the accomplishment of set goals.

What is more, society also expects college heads to put in place excellent measures geared towards improving teaching and learning. Such societal demands have also challenged principals to display excellence in management and administration of colleges. The implication is that being a leader in itself is not enough. What is more important is the leader's ability to effectively put in place measures that will enhance teachers' job satisfaction to improve students' performance. Effective leadership thus strives to maintain an instructional programme and school culture that is conducive for learning. This is supported by the view of Hoy and Miskell [2] that effective leadership entails both instructional and administrative strategies required to implement change

* Corresponding author
E-mail address: peteroforiatakora@gmail.com

processes. The presupposition here is that college heads have the responsibilities to guide their schools to achieve high academic standards.

According to Griffith [3], leadership practices have an immense and steady influence on academic achievement of students. Heck et al., [4], have also indicated that the behaviours and practices of the head of a school have an indirect impact on students' achievement. They further explained that even though heads do not go to the classroom to teach, they influence teaching as well as all other classroom practices. They noted that heads do these through creation of vital decisions and provision of needed tools to accelerate instruction and assessment of students' performance and progress. The indication is that what a Principal does, what he/she puts in place, and how he/she conducts himself/herself are significant in shaping the learning environment.

Soehner and Ryan [5] support Heck et al., [4], that the college Principal is responsible and accountable for the success of all students. Thus the view of Soehner and Ryan [5] indicates that the college principal's leadership affects students' achievement. The implication is that even though Principals do not go to the classroom to teach, their practices and behaviours have an impact on job satisfaction of tutors, on students' achievement and on the provision of holistic education. This explains why Fook [6] referred to principals of colleges as "sense makers" and "agents of change". The belief is that principals are charged to improve everyday teaching and learning to meet global standards. Few studies have been conducted into school leadership and claims about successful school leadership [7], influence of Principals' leadership styles on teachers' job satisfaction in public secondary schools [8], and instruction leadership and school achievement [4]. However, none of these studies focuses on the impacts of the leadership practices of Principals of colleges of education on students' academic performance. It is in the light of this gap in knowledge that this study becomes relevant. This study assesses the impacts of the leadership practices of Principals of colleges of education on students' academic performance.

2. Profile of the Study Area

The Ashanti Region is located in the middle belt of Ghana. It lies between longitudes 0°15'W and 2°25'W, and latitudes 5°50'N and 7°46'N, and shares boundaries with the Brong-Ahafo Region in the North, Eastern region in the East, Central region in the South and Western region in the South West [9]. There are eight (8) colleges of education in the region including St. Monica's College of Education, Mampong Technical College of Education, Agona S. D. A. College of

Education, Wesley College of Education, St. Louis College of Education, Offinso College of Education, Akrokerri College of Education, and Agogo College of Education. Collectively, the colleges have about three hundred and thirty-nine (339) tutors and eight (8) Principals.

3. Materials and Methods

3.1. Research Design

A quantitative descriptive survey design was adopted in the study. This method involved numerical representation and manipulation of observations of the study. Creswell [10], has defined quantitative research as the type of research whereby numerical data is collected and the phenomena are analyzed using mathematical and statistical procedures. The purpose of quantitative research design is to maximize objectivity, reliability and generalizability of findings [11]. The study partly adopted the descriptive research design because of the ease and amount of information that could be gathered in the natural setting [12].

3.2. Population and Sample Size

The study population consisted of Principals of colleges of education in the Ashanti Region of Ghana. The study involved 8 Principals of the selected colleges who had been heads in the colleges for at least one year and had knowledge about the final examination results of students who completed in the 2017-2018 academic year.

3.3. Sampling Techniques

In selecting the eight (8) Principals of the selected colleges of education, the study made use of purposive sampling technique. This was guided by the main question underlying the study which bothered on the leadership practices of the colleges.

3.4. Research Instruments

The study made use of semi-structured questionnaires with Likert scale type of questions for data collection. An advantage of the use of the questionnaires was that it provided a wider coverage and gave respondents an assurance of anonymity. Both close and open questions were raised in the questionnaires. In addition, the study made use of the instrument used for gathering data for the Leadership Practices Inventory (LPI) Self and Observer designed by Kouzes and Posner [15]. The LPI instrument was developed to help leaders in assessing the extent to which they adopted certain leadership practices in the execution of their leadership roles.

The LPI comprises of a questionnaire with 30 items which

includes five essential leadership behavioral practices. These practices include: (a) challenge the process, items 3, 8, 13, 18, 23, and 28; (b) inspire a shared vision, items 2, 7, 12, 17, 22, and 27; (c) enable others to act, items 4, 9, 14, 19, 24, and 29; (d) model the way, items 1, 6, 11, 16, 21, and 26; and (e) encourage the heart, items 5, 10, 15, 20, 25, and 30. It includes a 10-point Likert scale as follows: 1= Almost never, 2 = Rarely, 3 = Seldom, 4 = Once in a while, 5 = Occasionally, 6 = Sometimes, 7 = Fairly often, 8 = Usually, 9 = Very frequently, and 10 = Almost always. In using the LPI, a total score is determined by adding up the numeric responses of the statements for each of the five leadership practices. This is achieved by matching scores from the six (6) statements to the appropriate leadership practices. Each practice (factor) has possible scoring range from 6 to 60. The statements and the corresponding numerals on the instrument that match each of the five (5) factors on both the Self and Observer versions have been shown in Table 3. In assessing the extent to which the five leadership practices were adopted by the principals, each behavioural statement was scored on a 10-point scale [15] as shown in Table 1.

Table 1. Shows the Likert scale used in the LPI instrument.

Instrument	Ordinal Value	Qualitative Attribute
	1	Almost Never
	2	Rarely
	3	Seldom
	4	Once in a while
	5	Occasionally
	6	Sometimes
	7	Fairly often
	8	Usually
	9	Very frequently
	10	Almost always

Prior to the use of the LPI instrument, the researcher sought official permission from the registered owners. The use of the instrument was guided by the fact many researchers have used it in their investigations of leadership issues while comparisons made by many scholars between the LPI and other leadership behaviour instruments have given the LPI high ratings [16, 17]. The academic performance of students was measured using the various subjects under study.

3.5. Data Collection Procedures

Before collecting data from the tutors and principals, a meeting was held with them during which the researcher

explained the purpose of the study and assured them of confidentiality. The researcher personally delivered the questionnaires to the selected tutors and the principals. This gave the researcher an opportunity to meet the respondents one-on-one and established a rapport with them which positively contributed to the successful completion of the work. The completed questionnaires were retrieved from respondents after one month.

3.6. Data Analysis and Presentation Plan

Data collected from the field was first coded into statistical package for social sciences (SPSS version 16.0). Quantitative data collected were analyzed using descriptive statistical tools such as measures of central tendency and dispersion. In addition, Pearson's Product Moment Correlation was employed in the study to establish the relationship between leadership practices of principals and academic performance of students. Frequency and percentage tables were employed to display the various responses.

4. Data Analysis and Discussion

4.1. Leadership Practices of the Principals of the Colleges of Education

The study sought to investigate how the specific leadership practices of Kouzes and Posner were applied by the principals of the colleges of education. First, the study investigated how the principals rated themselves using the Kouzes and Posner Leadership Practices Inventory Self (LPI Self). Second, it identified how the tutors of the selected colleges rated their principals using the Kouzes and Posner Leadership Practices Inventory Self (LPI Observer).

4.1.1. Model the Way Leadership Practice Among Principals of Colleges of Education

In order to assess the extent to which the principals set examples for their subordinates, six items in the questionnaire were used to examine the level of model the way leadership practice among the Principals. The mean, standard deviation and skewness of the results have been presented in Table 2 while detailed responses are in the Appendix.

Table 2. Mean, Standard Deviation and Skewness of Model the way leadership practice by Principals of colleges of education.

Responses	Mean	Standard deviation	Skewness
I set a personal example of what I expect of others.	1.64	1.52	1.12
I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	1.53	1.42	0.72
I follow through on promises and commitments that I make.	1.61	0.55	0.61
I ask for feedback on how my actions affect other people's performance.	1.57	1.34	2.24
I build consensus around a common set of values for running our organization.	1.59	2.07	1.45
I am clear about my philosophy of leadership.	1.55	1.52	0.32

The results of the study presented in the Appendix show that 50% of the Principals very frequently set personal example of what they expected of others while 25 percent of the Principals fairly often did so. Grint [18], has indicated that leaders are to serve as role models to their subordinates. When good leaders achieve positive results in the execution of their responsibilities, they indirectly impact on the values and attitudes of their employees.

The results of the study indicate that 50% of the Principals reported they very frequently spent time and energy making certain that the people they worked with adhered to the principles and standards agreed upon as compared to 25% who usually did that. Minority of them (12.5%) however indicated that they sometimes spent time and energy making certain that the people they worked with adhered to the principles and standards agreed upon. Moreover, the Principals reported that they sometimes (25%), usually (25%) and very frequently (25%) followed through on promises and commitments that they made compared to 12.5 percent who reported they occasionally and fairly often did so. According to Del Corral [19], commitment is used in the workplace to ensure cooperation among employees and to deal with the problem of free-riding. Commitment and loyalty are the factors that link the various forms of human resource management and employment practices to achieve a high level of productivity [20].

The results of the study in Appendix A also show that majority of the Principals reported they very frequently

asked for feedback on how their actions affected other people's performance. The communication skills of a leader is necessary in motivating and inspiring employees to work in order to achieve the set goals of the organization [21]. One key feature of communication in organization is the obtaining of feedback from subordinates. Tourish and Robson [22] have indicated that organisations suffer considerably if they do not effectively use communication systems, including positive and negative feedback from employees. When that happens, the quality of the decisions made by top management team suffers, which negatively impact the whole organization. Results of the study also indicated that majority of the Principals usually built consensus around a common set of values for running their institutions while 25% of the Principals reported they fairly often did so. Besides, the Principals reported they were usually and very frequently clear about their philosophy of leadership, representing 37.5% each.

4.1.2. Inspire a Shared Vision Leadership Practice Among Principals of the Colleges of Education

The study made use of six items in the questionnaires to examine the level of inspire a shared vision leadership practice among the Principals. While the mean, standard deviation and skewness of the results have been presented in Table 3, the responses in percentages are presented in the Appendix.

Table 3. Mean, Standard Deviation and Skewness of Inspire a shared vision leadership practice by Principals of colleges of education.

Responses	Mean	Standard deviation	Skewness
I talk about future trends that will influence how our work gets done.	1.60	0.89	1.26
I describe a compelling image of what our future could be like.	1.80	2.17	0.91
I appeal to others to share an exciting dream of the future.	1.88	1.92	1.52
I show others how their long-term interests can be realized by enlisting in a common vision.	1.65	1.52	1.12
I paint the "big picture" of what we aspire to accomplish.	1.66	1.82	1.12
I speak with genuine conviction about the higher meaning and purpose of our work.	1.59	1.34	0.17

The results of the study presented in the Appendix indicate that 37.5% of the Principals reported they sometimes talked about future trends that will influence the work in their institutions. However, the following responses; almost always, usually and sometimes, recorded a percentage of 12.5 each. These were recorded at a mean score of 1.60, standard deviation of 0.89 and skewness of 1.26.

The results also indicate that majority (62.5%) of the Principals reported they sometimes described a compelling image of what the future of both Principals and Tutors could be like. The same percentage of Principals indicated they sometimes appealed to others to share an exciting dream of the future, while 12.5 percent did so. This score was below the neutral score of 3 and therefore satisfactory. According to

Husain [23], staff in organisations need to be informed about the possible future changes and their impacts on work, as an important aspect of organizational communication. The aim of this communicating strategy is to provide staff who are not involved in the change implementation with detailed information about what is happening, providing those staff involved in the implementation process with information about their roles, and how the change will affect them and their new roles.

Majority of the Principals also indicated they often showed their staff how their long-term interests could be realized by enlisting in a common vision. On the other hand, those Principals who sometimes and usually adopted that leadership strategy together constituted 25%. The results also

indicate that most Principals very frequently painted the “big picture” of what the institution aspired to accomplish while few of the Principals, representing 12.5, fairly often did so. Day and Sammons [24], have pointed out that the creation of vision and provision of direction should form the main component of leaders' effort to motivate employees. In schools, the creation of a shared purpose serves as a basic stimulant in the work of teaching staff. Principals who reported that they sometimes and usually spoke with genuine conviction about the higher meaning and purpose of their

work were in the majority.

4.1.3. Challenge the Process Leadership Practice Among Principals of Colleges of Education

In assessing the level of Challenge the process leadership practice among the Principals, six items in the questionnaire were used. While the mean, standard deviation and skewness of the responses have been presented in Table 4, the detailed responses are in the Appendix.

Table 4. Mean, Standard Deviation and Skewness of Challenge the process leadership practice by Principals of colleges of education.

Responses	Mean	Standarddeviation	Skewness
I seek out challenging opportunities that test my own skills and abilities.	1.67	1.34	2.24
I challenge people to try out new and innovative ways to do their work.	1.58	1.82	0.57
I search outside the formal boundaries of my organization for innovative ways to improve what we do.	1.63	2.67	0.51
I ask “What can we learn?” when things don’t go as expected.	1.50	1.67	0.51
I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	1.68	2.07	1.45
I experiment and take risks, even when there is a chance of failure.	1.64	1.67	0.51

The results of the study presented in the Appendix indicate that 50% of the Principals reported they sometimes sought out challenging opportunities that tested their skills and abilities. Besides, majority of them indicated they very frequently challenged people to try out new and innovative ways to do their work. An average number of the Principals also reported they frequently asked “What can people learn?” when things don’t go as expected. According to Vlok [25], in a world that is constantly changing and becoming increasingly complex, the adoption of innovation in organisations is critical. Through innovation, institutions break out of the limited scope of vision that causes organisations to fail. Organisations, therefore, should appreciate how their institutions should act and react to opportunities and challenges that keep on unfolding [26].

Majority of the Principals very frequently made certain that

their staff set achievable goals, make concrete plans, and established measurable milestones for the projects and programs in their institutions. Majority (62.5 percent) of the Principals almost never experimented and took risks, even when there was chance of failure while 50% of them rarely and seldom experimented and took risk even when was a chance of failure. This was recorded at a mean score of 1.64, standard deviation of 1.67 and skewness of 0.51.

4.1.4. Enable Others to Act Leadership Practice Among Principals of Colleges of Education

The study examined the level at which Principals empowered others to act in the colleges. The mean, standard deviation and skewness of the results have been presented in Table 5 while detailed responses are in the Appendix.

Table 5. Mean, Standard Deviation and Skewness of Enable others to act leadership practice by Principals of colleges of education.

Responses	Mean	Standarddeviation	Skewness
I develop cooperative relationships among the people I work with.	1.50	1.87	1.45
I actively listen to diverse points of view.	1.60	2.03	1.45
I treat others with dignity and respect.	1.64	2.01	1.45
I support the decisions that people make on their own.	1.62	1.52	1.12
I give people a great deal of freedom and choice in deciding how to do their work	1.70	2.30	1.02
I ensure that people grow in their jobs by learning new skills and developing themselves.	1.80	1.48	0.55

Results of the study presented in the Appendix indicate that majority of the Principals reported that they almost always developed cooperative relationships among their staff while 25 percent very frequently exhibited that practice. The results also show that 62.5% of the Principals very frequently actively listened to diverse points of view from their subordinates. However, only 12.5% of the Principals reported they almost always actively adopted the practice. Oraman et al., [27], have indicated that among the factors that

determines job satisfaction are giving employees more authority and employees' participation in decision-making processes. Productive communication in organisations is not a one way process. It involves two key factors which make the communication process complete: speaking and listening with understanding [21]. These have a positive correlation with positive work attitudes and commitment [20].

The results show that 62.5% of the Principals reported they

very frequently treated others with dignity and respect whiles 25 percent of the Principals almost always did so. With regard to how frequently they supported the decisions their staff made on their own, majority of the Principals indicated they very frequently did that. This was followed by 25% of them who usually supported the decisions made by their subordinates. Very frequently, most (50%) of the Principals ensured that their staff grew in their jobs by learning new skills and developing themselves. However, 25% of them adopted that leadership practice. It is widely believed that devoting resources to education and other forms of competence development positively impact on the

development of productivity, innovative capacity and organisation's competitiveness [28].

4.1.5. Encourage the Heart Leadership Practice Among Principals of Colleges of Education

In this subsection, the study examined the level of Enable others to act leadership practice among the Principals. The mean, standard deviation and skewness of the results have been presented in Table 6 while detailed responses are in the Appendix.

Table 6. Mean, Standard Deviation and Skewness of Encourage the heart leadership practice by Principals of colleges of education.

Responses	Mean	Standard deviation	Skewness
I praise people for a job well done.	1.59	1.95	1.94
I make it a point to let people know about my confidence in their abilities.	1.63	1.67	0.51
I make sure that people are creatively rewarded for their contributions to the success of our projects.	1.66	1.52	1.12
I publicly recognize people who exemplify commitment to shared values.	1.64	2.07	1.45
I find ways to celebrate accomplishments.	1.67	2.30	1.02
I give the members of the team lots of appreciation and support for their contributions	1.62	1.67	0.51

It was observed from the study results presented in the Appendix that majority of the Principals very frequently praised their subordinates for jobs well executed whiles those who reported they sometimes, fairly often and almost always did so constituted 12.5% each. The study also revealed that majority of the Principals very frequently made it a point to let their staff know about the confidence and abilities in them. According to Ilesanmi [26], it is the duty of good leaders, not only to communicate high performance standards to subordinates but also show confidence in their capacities to meet these standards.

The results indicate that 50% of the Principals reported they usually made sure their staff were creatively rewarded for their contributions to the success of projects whiles 25% of the Principals reported they sometimes did so. However a few of the Principals, representing 12.5% each, fairly often and very frequently exhibited that leadership practice. These results were recorded at a mean score of 1.66, standard deviation of 1.52 and skewness of 1.12. The Appendix indicates that majority of the Principals very frequently recognized people who exemplified commitment to shared values in public. This was followed by 25% of them who usually used that leadership strategy. On the other hand, only

12.5% of the Principals sometimes recognized people who exemplified commitment to shared values in their colleges. The results also show that that 62.5% of the Principals very frequently found ways to celebrate accomplishments compared to 37.5% who reported they usually did same. The study further revealed that, very frequently majority of the Principals (50%) gave members of their team lots of appreciation and support for their contributions.

4.1.6. The Extent of Leadership Practice Used

From the responses of the Principals, they seemed to practice on a low and common score levels of leadership practice as shown in Table 7. The results show that inspire a shared vision leadership practice was adopted by majority of the Principals while challenge the process recorded the lowest level of adoption. This contrasted the findings of Alfayez [29] who found Saudi leaders scored the highest on "Enabling Others to Act" followed by "Encouraging the Heart, and then "Modeling the Way". Unlike this study, Alfayez [29] also revealed that Saudi leaders scored lowest on "Challenging the Process" and "Inspiring a Shared Vision".

Table 7. Percentage (%), Mean, Standard Deviation and Skewness of leadership practice by Principals of colleges of education.

Leadership practice	Percentage used (%)	Mean	Standard deviation	Skewness
Model the way	18.1	2.241	0.466	0.912
Inspire a shared vision	34.2	3.001	0.733	1.145
Challenge the process	7.60	1.443	0.411	0.733
Enable others to act	14.3	2.032	0.423	0.965
Encourage the heart	25.8	2.504	0.552	1.104

The results presented in Table 7 show that the responses of

the Principals about the extent of their adoption of model the

way, challenge the process and enable others to act practices are moderately skewed above the mean. This is depicted in the smaller values of their standard deviations. Their degree of skewness implies that the principals applied these practices at relatively similar levels. On the other hand their responses about the extent of their adoption of inspire a shared vision and encourage the heart practices are highly skewed above the mean, shown in their relatively larger values of standard deviations.

4.2. The Impacts of the Leadership Practices of Principals on Students' Academic Performance

The study assessed the impact of the various leadership practices adopted by the principals on the academic performance of students. The results have been presented in Table 8.

Table 8. The impacts of principals' leadership practices on students' academic performance in Ashanti Region.

Leadership practice	2017/2018 average academic performance (%)	Partial correlation (r)	Standard deviation	p-value
Model the way	92.46	-0.132	0.314	0.121
Inspire a shared vision	92.46	0.464	0.464	0.001
Challenge the process	92.46	-0.051	0.135	0.141
Enable others to act	92.46	-0.128	0.271	0.932
Encourage the heart	92.46	0.317	0.423	0.001

The results of the study in Table 8 show weak negative correlations between model the way, challenge the process and enable others to act practices, and students' academic performance. This implies that an increased adoption of these leadership practices will not necessarily lead to an improved students' academic performance. Table 8 therefore indicates that there is no significant relationship between the three leadership practices and students' academic performance. Besides, even though the correlation co-efficient between encourage the heart and academic performance is positive, the relationship is still weak. This indicates that student academic performance in the colleges is not strongly associated with encourage the heart leadership practice. There is therefore no significant relationship between the two variables. However, Table 8 indicates that a positively moderate relationship exists between inspire a shared vision leadership practice and students' academic performance. The implication is that an increased adoption of this leadership practice among the

Principals will somehow lead to an improvement in students' academic performance.

4.3. Summary, Conclusion and Recommendations

This study has contributed to knowledge by assessing the impacts of the leadership practices adopted by Principals of colleges of education on students' academic performance. The study shows that while Principals mainly adopt inspire a shared vision leadership practice, they least adopt challenge the process practice. The study revealed that a positively moderate relationship exists between inspire a shared vision leadership practice and students' academic performance. The study recommends that further studies should be conducted to assess how leadership practices such as model the way, challenge the process, enable others to act and encourage the heart could be used to improve upon the academic performance of students.

Appendix

Leadership practice levels perceived by Principals

1 = Almost Never	2 = Rarely	3 = Seldom	4 = Once in a While	5 = Occasionally
6 = Sometimes	7 = Fairly Often	8 = Usually	9 = Very Frequently	10 = Always

Appendix 1. Leadership practice levels perceived by Principals.

Items		1	2	3	4	5	6	7	8	9	10
Model the way											
I set a personal example of what I expect of others.	Count	-	-	-	-	-	-	2	1	4	1
	%	-	-	-	-	-	-	25	12.5	50	12.5
I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	Count	-	-	-	-	-	1	-	2	4	1
	%	-	-	-	-	-	12.5	-	25	50	12.5
I follow through on promises and commitments that I make.	Count	-	-	-	-	1	2	1	2	2	-
	%	-	-	-	-	12.5	25	12.5	25	25	-
I ask for feedback on how my actions affect other people's performance.	Count	-		1	-	1	-	1	1	4	-
	%	--		12.5	-	12.5	-	12.5	12.5	50	-

Items		1	2	3	4	5	6	7	8	9	10
Model the way											
I build consensus around a common set of values for running our organization.	Count	-	-	-	-	-	1	2	5	-	-
	%	-	-	-	-	-	12.5	25	62.5	-	-
I am clear about my philosophy of leadership.	Count	-	-	-	-	-	-	-	3	3	2
	%	-	-	-	-	-	-	-	37.5	37.5	25

Inspire a sheared vision											
I talk about future trends that will influence how our work gets done.	Count	-	-	-	-	-	3	1	1	2	1
	%	-	-	-	-	-	37.5	12.5	12.5	25	12.5
I describe a compelling image of what our future could be like.	Count	-	-	-	-	-	5	3	1	-	-
	%	-	-	-	-	-	62.5	37.5	12.5	-	-
I appeal to others to share an exciting dream of the future.	Count	-	-	-	-	1	2	5	1	-	-
	%	-	-	-	-	12.5	25.0	62.5	12.5	-	-
I show others how their long-term interests can be realized by enlisting in a common vision.	Count	-	-	-	2	-	1	4	1	-	-
	%	-	-	-	25.0	-	12.5	50.0	12.5	-	-
I paint the "big picture" of what we aspire to accomplish.	Count	-	-	-	-	-	1	2	4	1	1
	%	-	-	-	-	-	12.5	25.0	50.0	12.5	12.5
I speak with genuine conviction about the higher meaning and purpose of our work.	Count	-	-	-	-	-	3	1	3	1	-
	%	-	-	-	-	-	37.5	12.5	37.5	12.5	-

Challenge the process											
I seek out challenging opportunities that test my own skills and abilities.	Count	-	-	-	-	-	4	1	1	1	1
	%	-	-	-	-	-	50.0	12.5	12.5	12.5	12.5
I challenge people to try out new and innovative ways to do their work.	Count	-	-	-	-	-	1	3	-	5	-
	%	-	-	-	-	-	12.5	37.5	-	62.5	-
I search outside the formal boundaries of my organization for innovative ways to improve what we do.	Count	-	-	-	-	-	-	-	2	4	2
	%	-	-	-	-	-	-	-	25.0	50.0	25.0
I ask "What can we learn?" when things don't go as expected.	Count	-	-	-	-	-	-	2	2	4	-
	%	-	-	-	-	-	-	25.0	25.0	50.0	-
I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	Count	-	-	-	-	-	-	-	1	2	5
	%	-	-	-	-	-	-	-	12.5	25.0	62.5
I experiment and take risks, even when there is a chance of failure.	Count	4	2	2	-	-	-	-	-	-	-
	%	50.0	25.0	25.0	-	-	-	-	-	-	-

Enable others to act											
I develop cooperative relationships among the people I work with.	Count	-	-	-	-	-	1	-	1	2	5
	%	-	-	-	-	-	12.5	-	12.5	25.0	62.5
I actively listen to diverse points of view.	Count	-	-	-	-	-	2	-	-	5	1
	%	-	-	-	-	-	25.0	-	-	62.5	12.5
I treat others with dignity and respect.	Count	-	-	-	-	-	-	1	-	5	2
	%	-	-	-	-	-	-	12.5	-	62.5	25.0
I support the decisions that people make on their own.	Count	-	-	-	-	-	1	-	2	4	1
	%	-	-	-	-	-	12.5	-	25.0	50.0	12.5
I give people a great deal of freedom and choice in deciding how to do their work	Count	-	-	-	-	-	-	3	5	-	-
	%	-	-	-	-	-	-	37.5	62.5	-	-
I ensure that people grow in their jobs by learning new skills and developing themselves.	Count	-	-	-	-	-	-	2	2	4	-
	%	-	-	-	-	-	-	25.0	25.0	50.0	-

Encourage the heart											
I praise people for a job well done.	Count	-	-	-	-	-	1	1	-	5	1
	%	-	-	-	-	-	12.5	12.5	-	62.5	12.5
I make it a point to let people know about my confidence in their abilities.	Count	-	-	-	-	-	-	2	-	4	2
	%	-	-	-	-	-	-	25.0	-	50.0	25.0
I make sure that people are creatively rewarded for their contributions to the success of our projects.	Count	-	-	-	-	-	2	1	4	1	-
	%	-	-	-	-	-	25.0	12.5	50.0	12.5	-
I publicly recognize people who exemplify commitment to shared values.	Count	-	-	-	-	-	1	-	2	5	-
	%	-	-	-	-	-	12.5	-	25.0	62.5	-
I find ways to celebrate accomplishments.	Count	-	-	-	-	-	-	-	3	5	-
	%	-	-	-	-	-	-	-	37.5	62.5	-
I give the members of the team lots of appreciation and support for their contributions	Count	-	-	-	-	-	-	2	-	4	2
	%	-	-	-	-	-	-	25.0	-	50.0	25.0

References

- [1] Cheng, Y. C. & Townsend, T. (2000). Educational change and development in the Asia-Pacific Region: trends and issues. In Townsend, T. and Cheng, Y. C. (Eds), *Educational Change and Development in the Asia-Pacific Region: Challenges for the Future*, Swets & Zeitlinger, Lisse, pp. 317-44.
- [2] Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. 8th. ed. Boston: McGrawHill.
- [3] Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42, 333-356. <http://dx.doi.org/10.1108.09578230410534667>.
- [4] Heck, R. H., Larsen, T. J., & Marcoulides, G. A. (1990). Instruction leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 132 (2), 94-125.
- [5] Soehner, D. & Ryan, T. (2011). The Interdependence of Principal School Leadership and Student Achievement. *Scholar-Practitioner Quarterly*, Volume 5,(Number 3) p274-288.
- [6] Fook, C. Y. (2008). *Evaluating the effectiveness of educational management and leadership programme*. Shah Alam: UPENA, MARA University of Technology Publisher.
- [7] Leithwood, K. A., & Riehl, C. (2003). What we know about successful school leadership. Nottingham: National College for School Leadership. Retrieved from <http://dcbsimpson.com/randd-leithwood-successful-leadership.pdf>.
- [8] Kimathi, M. K. (2017). Influence of principals' leadership styles on teachers' job satisfaction in public secondary schools in Meru South Sub-County, TharakaNithi County, Kenya. *International Journal for Innovation Education and Research*, 5 (11), 28-34.
- [9] Ghana Statistical Service (2012). 2010 population & housing census summary report of final results. Retrieved from http://www.statsghana.gov.gh/gssmain/storage/img/marqueeupdater/Census2010_Summary_report_of_final_results.pdf.
- [10] Creswell, J. W. (2010). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach* (3rd ed.), Thousand Oaks, CA: Sage Publications.
- [11] Harwell, M. R. (2011). *Research Design in Qualitative/Quantitative*. The Sage handbook for research in education: Pursuing ideas as the keystone of exemplary inquiry, 147.
- [12] Polit, D. P., & Hungler, B. P. (1987). *Nursing research: principles and methods*. Philadelphia: J. B. Lippincott Co.
- [13] Yamane, T. (1967) *Statistics, An Introductory Analysis*, 2nd Ed., New York: Harper and Row.
- [14] Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed). London: SAGE Publications Ltd.
- [15] Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass.
- [16] Leong, F. (1995). Review of the leadership practices inventory. *The twelfth mental measurements yearbook*, 555-556.
- [17] Huber, Maas, McCloskey, Goode, & Watson. (2000). Evaluating nursing administration instruments. *Journal of Nursing Administration*, 30 (5), 251-272.
- [18] Grint, K. (2007). What is Leadership? from Hydra to Hybrid. Said Business School and Templeton College Working paper, Oxford University, Said Business School and Templeton College.
- [19] Del Corral, M. (2015). Why do people keep their promises? An overview of strategic commitment. *Cuadernos de Economía*, 34 (65), 237-259.
- [20] Brown, S., McHardy, J., McNabb, R., & Taylor, K. (2011). *Workplace Performance, Worker Commitment and Loyalty*. Retrieved from <http://ftp.iza.org/dp5447.pdf>.
- [21] Luthra, A. & Dahiya, R. (2015). Effective Leadership is all About Communicating Effectively: Connecting Leadership and Communication. *International Journal of Management & Business Studies*, Vol. 5 (Issue 3), 43-48.
- [22] Tourish, D. & Robson, P. J. A (2004). Critical upward feedback in organisations: Processes, problems and implications for communication management. *Journal of Communication Management*. Vol. 8 (Issue: 2), pp. 150-167, <https://doi.org/10.1108/13632540410807628>.
- [23] Husain, Z. (2013). Effective communication brings successful organizational change. *The Business and Management Review*, Vol. 3 (Number-2), 44-50.
- [24] Day, C. and Sammons, P. (2016). Successful school leadership. Retrieved from <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf>.
- [25] Vlok, A. (2012) 'A leadership competency profile for innovation leaders in a science-based research and innovation organization in South Africa.' *Procedia - Social and Behavioral Sciences*, 41, 209-226.
- [26] Ilesanmi O. A. (2011). The Role of Strategic Vision Process in Business Development in Nigeria. *Global Journal of Management and Business Research*, Volume 11 (Issue 9), 1-7.
- [27] Oraman, Y., Unakitan, G., & Selen, U. (2011). Measuring Employee Expectations in a Strategic Human. Resource Management Research: Job Satisfaction. *Procedia Social and Behavioral Sciences*, 24 (2011), 413-420.
- [28] Ellström, P. & Kock, H. (2008). Competence Development in the Workplace: Concepts, Strategies and Effects. *Asia Pacific Education Review*, Vol. 9 (No. 1), 5-20.
- [29] Alfayez, F. A. (2014). Heads of departments' leadership practices at king saud university in saudiarabia (Order No. 3636527). Available from ProQuest Dissertations & Theses Full Text. Retrieved from <http://search.proquest.com/docview/1615822537?accountid=10223>.