

**AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTERPRENURIAL DEVELOPMENT**

**INSTRUCTIONAL LEADERSHIP BEHAVIOURS OF HEADS OF SENIOR HIGH
SCHOOLS: THE CASE OF MANKRANSO SENIOR HIGH SCHOOL**

JONATHAN ABUGRI (7201770092)

FEBRUARY, 2024

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**A DISSERTATION IN THE DEPARTMENT OF EDUCATIONAL LEADERSHIP,
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THE MASTERS OF ARTS (EDUCATIONAL LEADERSHIP) DEGREE**

FEBRUARY, 2024

DECLARATION

CANDIDATE'S DECLARATION

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

SIGNATURE..... **DATE**.....

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. SAMUEL KWADWO ABOAGYE

SIGNATURE.....

DATE.....

DEDICATION

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

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My profound gratitude to God for the guidance and protection throughout this period of knowledge acquisition.

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ABSTRACT

The study examined the instructional leadership styles of the senior high school administrators at Mankraso SHS. The objectives of the study were to identify the typical instructional leadership practices utilized most frequently by heads of senior high schools in Mankraso SHS, evaluate the senior high school administrators at Mankraso SHS for their successful leadership techniques as well as identify the strategies used to enhance the instructional leadership behaviors of Mankraso SHS heads of senior high schools.

For the study, a descriptive survey design was used. Teachers from three senior high schools made up the population. The census method was utilized to choose the schools. The teachers were chosen using simple random sampling method. There were 78 respondents in the sample.

The primary tool for gathering data was the questionnaire. Cronbach's alpha was used to examine the pre-test, and the reliability co-efficient was 0.79. Data were presented using descriptive statistics like frequencies and percentages.

According to the study, heads coordinated the curriculum (61.6%) and oversaw its application (60.3%). According to the study, providing constructive criticism and empathetic leadership were also found to be successful instructional leadership behaviors, scoring 59% each.

As a result, the study draws the conclusion that heads were responsible for coordinating the school curriculum and overseeing its application as aspects of their instructional leadership qualities. It also suggests that regional directors hold seminars for heads on curriculum design, monitoring, and implementation.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Leadership is the ability to guide a team or organization towards a stated goal or objectives (Ward, 2020). The general definition of instructional leadership is the supervision of curriculum and instruction by a school principal. Through education, people can become sound, civilized, skilled, well-adjusted to society, and seek to make that society better. Every person has a right to education. However, without the proper participation of teachers, the educational process cannot be accomplished. If a school does not provide a conducive environment for teachers to work in, it will be difficult for them to execute their jobs (Bellibaş, Polatcan, & KInç, 2022). This implies that the school principal must act as an effective leader to guarantee positive outcomes. The instructional leadership concept is a kind of school administration in which a head collaborates with teachers to establish best practices in instruction.

School administrators that oversee the curriculum, finances, and scheduling of their schools and are accountable for the academic success of each student are frequently thought of as exemplifying instructional leadership in education. These people frequently work to encourage teachers to take on leadership roles so that the school's responsibilities are shared more fairly and so that kids have someone to look up to when it comes to teamwork (Indeed Editorial Team, 2022). [When examining how instructional leadership influences teacher efficacy in Western China, Ma and Marion 2021) found that instructional leadership directly and favorably influences teacher efficacy by creating a pleasant learning environment. Heads should give instructional leadership in order for schools to function efficiently. According to research, places where instructional leadership

activities are carried out are those where teachers' output and students' academic achievement are most likely to improve (Donkor & Asante, 2016). One of the most significant aspects of innovative acts in education, school development, and successful school movements is teacher efficacy (Bellibaş et al., 2022). The degree of assurance teachers have in their capacity to help pupils succeed is known as their level of effectiveness. This entails assisting students in their learning, creating efficient programs for them, and successfully modifying their learning (Allan & Haiyan, 2020).

According to the literature, teacher efficacy improves student performance, aids in the development of successful teaching strategies, and increases productivity. Instructional leaders prioritize enhancing the efficacy of instruction to raise student achievement, according to Zheng, Yin, and Li. (2018). A school-wide inclusive culture with high expectations for accomplishment, rigor, relevance, and respect in the classroom is something that heads know when to establish and sustain.

Additionally, instructional leaders close the knowing-doing gap by successfully transitioning from sound theory to effective practices, ensure that instructional practices are appropriate to the context and based on research and the authentic assessment of student learning, and are well-versed in and actively involved in the implementation of the national program of the school.

Bellibas and Liu (2017) posited that a modern instructional leader must be an evaluator, continuously assessing the impact they and their colleagues are having on students' learning, and possess the mindset to ask what can be done better and what proof is required. Additionally, rather than micro-managing or "fixing" teachers, instructional leaders have the capacity to develop and promote levels of individual and group efficacy where teachers can advance themselves. If

teachers are to perform successfully, instructional leadership and teacher efficacy must be closely related in all schools (Ventura, 2021).

Senior high school administrators appear to focus more on the teachers' punctuality than on helping them develop better teaching strategies. Therefore, effective instructional leadership is essential in all educational institutions, but particularly in senior high schools, the focus of this study. The study looks into instructional leadership practices and related difficulties in senior high schools, particularly Mankraso SHS.

1.1 Statement of the Problem

Behaviors of instructional leadership are crucial tactics for enhancing teachers' efficacy. Unfortunately, some school administrators overlook these vital tactics.

My interactions with the instructors at the chosen schools have shown that the heads do not appear to offer advice and support to the teachers in the chosen schools.

It seems that heads neglect to timely deliver constructive criticism and monitor teachers' classroom instruction. Maybe heads don't give teachers as much credit for their teaching methods.

According to a literature review, heads find their roles as curriculum experts uncomfortable (Hallinger, 2013). In order to oversee instruction, heads find it challenging to visit classes (Kalman & Arslan, 2016).

These concerns served as the foundation for the study's design, which examined the instructional leadership behaviors of the senior high school heads at Mankraso SHS

1.2 Purpose of the Study

The purpose of this study was to investigate the instructional leadership styles displayed by the principals of the Mankraso Senior High Schools in Ahafo Ano South West.

1.3 Objectives of the Study

The objectives of the research were to:

1. Identify the typical instructional leadership practices utilized most frequently by heads of senior high schools in Mankraso SHS.
2. evaluate the senior high school administrators at Mankraso SHS for their successful leadership techniques.
3. Identify the strategies used to enhance the instructional leadership behaviors of Mankraso SHS heads of senior high schools.

1.4 Research Questions

The study was guided by the following research questions;

1. What types of instructional leadership behaviors are displayed by Mankraso SHS's senior high school heads?
2. What are the senior high school administrators at Mankraso SHS doing in terms of effective leadership?
3. What actions could be taken to address the issues with heads' instructional leadership styles in Mankraso SHS' senior high schools?

1.5 Significance of the Study

The following areas would demonstrate the relevance of this study. The study will help heads develop stronger instructional leadership tactics that will benefit teacher performance. The study's findings will assist educators in strengthening their professional capacities and enhancing classroom instruction. The study will advance our understanding of instructional leadership tactics

and their difficulties. Future researchers will benefit from using the study as the foundation for their work in the field. The findings will be helpful to policy makers in deciding how to address difficulties in schools related to instructional leadership.

1.6 Delimitation of the Study

The study comprised students from senior high schools. Mankraso Senior High School is where the study was conducted. Common instructional leadership practices were examined in the study, along with their efficacy and room for development.

1.7 Limitations of the Study

The created questionnaire might not be able to supply the researcher with all the data they may require from the respondents. The research findings' validity may have been impacted by this. The initial hesitation of some teachers to respond to the questionnaire was due to concerns that some practices would be revealed and negatively impacts the administration and image of the schools. The study's findings may have been impacted by this as well.

1.8 Organization of the Study

There are five chapters in the study. The context of the study, the problem statement, the goal of the study, the research objectives, the research questions, the significance of the study, the delimitation, the constraints, the organization of the investigation, and the definition of terminology are all covered in chapter one. Review of literature is covered in Chapter 2. The research approach is covered in Chapter 3. It encompasses the methodology and design of the research, the population, the sample size and sampling methods, the data sources, the data gathering process, the data analysis strategy, and ethical considerations. Results and comments of

the findings are presented in chapter four. The study's summary, conclusions, recommendations, and ideas for additional research are presented in Chapter five.

1.9 Definition of Terms

- 1) Instructional leadership: is leadership that affects both teaching and learning.
- 2) Leadership: is the art of inspiring a group of individuals to work together to achieve a common objective.
- 3) "Instructional leadership strategies" are methods of improving instructional leadership.
- 4) Micromanagement: is the practice of managing, particularly with a great deal of precision or control.
- 5) Leadership behaviors: are the characteristics and deeds that make a person a successful leader.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The concept of leadership, instructional leadership, instructional leadership behaviors, effective instructional leadership behaviors, and strategies to improve instructional leadership behaviors of heads in senior high schools in the Mankranso Senior High School are all covered in this study of the relevant literature.

2.1 The Concept of Leadership

Leadership is a tough concept to describe and teach. Although we believe we recognize leadership when we see it, defining it precisely is difficult (Ozdemir, 2019). According to Bellibas and Liu (2017), the concept of leadership is illusive and difficult to describe in a way that is agreeable to everyone. According to Bellibas, Bulut, Hallinger, and Wang (2016), leadership is a process that uses persuasion and example to urge others to act, which characterizes what leadership does but not what it is. Leadership isn't defined by titles, roles, or flowcharts. It's about how one person's life influences another. The 5Cs represent the essential characteristics of leadership: competence, courage, clarity, coaching, and character. We cannot become what we require if we continue as we are (Maxwell, 2015). Leadership is the process through which a person encourages others to achieve a goal and guides the organization in such a way that it becomes more cohesive and coherent. Leaders carry out this process by utilizing leadership characteristics such as beliefs, values, ethics, character, knowledge, and abilities.

Leaders are created rather than born. You can become an effective leader if you have the desire and willpower. Good leaders emerge from an ongoing process of self-study, education, training,

and experience. Others feel that strong leaders are born, but that they just need education and training to hone their leadership abilities. School leaders are under a lot of pressure to show how their work contributes to school improvement, which has resulted in a lot of writing about leadership in the context of school improvement. This review focuses on instructional leadership behaviors in particular.

Although the concepts of a leader and leadership are as old as human history and have been the subject of several studies (Yavuz, 2016; Eren, 2020), interest in these concepts is growing by the day. The reason for this growing interest is the necessity for information about what kind of leadership the leaders who play a role for human beings and determine their destiny have done and will do. Kiral and Basaran (2018) contend that each individual can communicate his or her view of leadership through his or her particular lense. Leadership definitions can be shaped by the circumstance and time in their environment, or by the emotional, sociological, physical, cognitive, and biological features of the individual who demonstrates leadership behaviors and develops this definition.

Employees in excellent firms, according to Bellibas et al., (2022), deserve excellent leaders. Excellent leaders are required for excellent organizations. Excellent leaders, according to Luyten and Bazo (2019), are always looking for the greatest approach to get those who follow them where they want to go. Indeed, effective leaders work to develop the present in the safest and best way possible while remembering the past and envisioning the future. These leaders make greatness a habit, not just an act, and so may make it a way of life for school stakeholders both internal and external.

According to Hallinger, Gums, and Bellibas (2020), school administrators should constantly try to learn how to develop exceptional schools. St. Jerome's (between 347AD and 420AD) phrase "good, better, best; never let it rest; until your good is better; and your better is the best" shows always one step farther; the journey and conviction in greatness. According to Creech (2018), effective leaders have high expectations and are continually striving to improve. This truth can be used to support the quest of effective educational leadership. Despite the fact that people have already encountered exceptional leadership behaviors, excellent leadership has yet to be explicitly demonstrated in schooling.

The perspective of Hallinger (2018) on leadership as "making happen what you believe in" has had a significant impact on the concept of leadership. This definition not only simplifies leadership, but it also broadens the scope of who can become a leader. By omitting specific job titles and roles, this concept implies that anyone can be a leader. Nonetheless, in most educational settings, the principal is seen as the primary educational leader and the one person in the school who has the most opportunities to exercise leadership (Ozdemir, 2019). Zheng, Yin, and Li. (2018) compared the role of head leadership to that of higher-level managers, emphasizing the necessity of understanding that while head leadership does exercise "control" over some operations, it lacks influence over school-wide improvement. He contended that the renowned emphasis on strong head leadership has brought to the fore the importance and belief in the ability of school leaders as change agents to create an organization that mobilizes interdependencies of the educational staff, thus creating teacher leadership capacity (Ozdemir, 2019).

However, in order to establish such an organization, the school administrator must first understand the school culture. According to Bellibas et al. (2017), "ultimately", a school's culture has "far more influence on life and learning in the school house than the state department of education, the

superintendent, the school board, or even the head can ever have." According to Leithwood, Sun, and Schumacker (2019), the culture of exceptional schools inspires students and teachers to do great things. As a result, it is the role of the leaders to identify the strengths and flaws of the current culture and work from there to develop a culture rich in trust and employee involvement.

According to Leithwood et al. (2019), "if school culture is an important determinant in how staff and students experience organizational life, then an important determinant of school culture is leadership." As a result, the duty for building and maintaining such a culture rests with the head. Once such a culture is in place, participants feel empowered and know they have a voice in decision-making, which leads to teacher leadership. Teacher involvement in school leadership as a result of feeling empowered and being a part of the decision-making process is dependent on the school's type of leader and leadership style.

2.2 The Concept of Instructional Leadership

The concept of instructional leadership began and developed in the United States during the 1980s "effective school movement." This was in reaction to Marshall's (2015) "Coleman's Report." According to the Coleman's report, which was commissioned by the United States government, student background and socioeconomic level are more essential than the school or its environment in predicting a student's educational outcomes. Other educational researchers, on the other hand, concluded that schools do make a major impact in student accomplishment. This resulted in the establishment of the "Effective Schools Movements," which sought to replace the notion that "all children can learn, and that the school controls the factors necessary to ensure student mastery of the core curriculum" (Marshall, 2015).

The important function of the head teacher is thus essential to build such a unified and meaningful school (Hallinger et al., 2020). Head teachers must consistently collaborate with teachers to implement curriculum and instruction while enhancing the school work environment, which has a direct impact on students' academic achievement (Kalman & Arslan, 2016; Ozdemir, 2019; Bellibas et al., 2022). School leaders are expected to do numerous jobs at school. One of them is instructional leadership, which has gotten a lot of attention in the past and in the present. According to Ozdemir (2019), school leaders, such as administrators, may have the most influence on teacher efficacy due to the nature of their employment. According to recent literature studies, school principals have a minor to moderate influence on student achievement (Bellibas, 2017).

Furthermore, their influence is on improving classroom education and student development. This impact is mostly indirect (Bellibas et al., 2017). It happens as a result of their teachers' behaviors, beliefs, knowledge, practices, and competences. Despite a growing number of studies corroborating these findings in recent years, Halliner (2018) noted that there is still much to learn about the practices used by school principals to influence student achievement, how teachers mediate this influence, and under what school and national conditions this influence occurs. Given evidence concerning the indirect influence of instructional leadership on student achievement (Lijuan & Hallinger, 2016), its role as a proxy for sources of teacher efficacy beliefs (Liu, Hallinger, & Feng, 2016), and the influence of self - efficacy and collective teacher efficacy on student achievement (Park & Ham, 2016), instructional leadership practices enhance teachers' efficacy beliefs and may subsequently improve classroom instruction and student achievement. My claim not only supports the idea that instructional leadership practices influence student achievement indirectly through teacher efficacy beliefs, but it also validates social cognitive theory

and the sources of efficacy beliefs, which are frequently overlooked in studies (Piyaman, Hallinger, & Viseshsiri, 2017).

The principal's influence on classroom instruction and student learning (Park & Ham, 2016) is defined as the coherent management of the school's goals, curriculum, instructional practices, resources (such as instructional materials, time, and staff assignments), assessments, professional development, and learning climate (Ozdemir, 2019). While school principals may have direct contact with students or have teaching responsibilities, instructional leadership often highlights their indirect influence on student learning through the measures they do or delegate to improve classroom instruction (Ozdemir, 2019). According to Zheng, Yin, and Li (2018), instructional leadership provides theoretical support for the principal's indirect influence on student learning as well as direct influence on teachers' instructional behaviors, beliefs, knowledge, practices, and competencies.

According to Leithwood et al. (2019), the key drawback of instructional leadership is its exclusive and narrow focus on teaching and learning, which ignores the principal's management tasks. Despite its limitations, Sebastian, Allensworth, and Huang (2016) found in their meta-analysis that instructional leadership has a three to four times greater influence on student achievement than other popular leadership styles, such as transformational leadership. Supervising and evaluating education, planning the curriculum, and monitoring student development are all examples of leadership behaviors (Hallinger, 2018). Positive learning environments are promoted by instructional leadership. This involves preserving instructional time, encouraging professional growth, maintaining visibility, and offering incentives for teaching and learning (Bellibas et al., 2022). It could also include fostering collegial connections among instructors and creating a collaborative educational climate. School principals that successfully establish a healthy learning

climate often protect their teachers' instructional time by shielding it from distractions and disturbances (Ozdemir, 2019).

Almarshad (2017) asserts that instructional leaders observe classrooms formally, confer with teachers and offer feedback, stay visible, talk about instructional strategies with teachers, serve as a resource for teachers seeking information about instruction, keep tabs on students' progress, and encourage collaborations between teachers. Academic achievement criteria are communicated to children, high academic standards are established and communicated to teachers, curriculum is coordinated, monitored, and evaluated, and instructional time is protected by instructional leaders.

2.2.1 Effective Leadership

Compassionate leadership encourages teamwork and fosters trust. In order to help your team members succeed, you need, as a leader, also serve as a mentor by spending the time to get to know them and their aspirations. Consider holding training sessions that concentrate on particular facets of the company's operations, or schedule time for your staff to observe colleagues in various departments according to their areas of interest.

A leader who listens actively demonstrates good leadership. Workforce Institute (2021) reports that 74% of employees believe that when they feel heard at work, they are more productive. The same study also revealed that 62% of employees at financially unsuccessful organizations feel unheard, compared to 88% of employees at companies that exceed others in their industry financially.

In addition to hearing what they say, you are also processing what they are saying while paying special attention to the speaker's intents, substance, and emotions. This is something that makes

employees happy since it shows that they are not just being heard, but also being understood (Workforce Institute, 2021).

A successful leader must develop his ability to inspire his team members if he is to achieve organizational success. If you are not driven to achieve new goals, you cannot expect teachers to be. Leaders set the tone for the morale of their team. Occupational Institute (2021). A motivated leader must be enthusiastic about the future of the institution.

Abonyi and Sofo (2019) further posit that being conscious of your character implies you are aware of your strengths, shortcomings, and how you react to different situations. This gives you a starting point from which you can build if necessary. Understanding your emotions also enables you to approach circumstances with clarity and composure.

Similarly, Alsaleh(2019) opined that an effective leader must also possess confidence. Confidence is essential because it shows teachers that you believe in your leadership talents before they do. Practice good posture, talk clearly, create eye contact while speaking, repeat encouraging affirmations to yourself, and all of these things will help you become more confident. Although it is easier said than done, with consistent practice and repetition, your colleagues will sense a confidence boost in you.

Leaders who are assertive defend their rights, those of others, and their principles, but being assertive does not entail being "pushy" or "disrespectful." Stand your ground while being composed and upbeat. Communicate clearly and concisely, and avoid accepting negative feedback apathetically.

Effective managers are skilled at making efficient use of their own and their teams' time. By optimizing workflows to improve processes, leaders effectively manage their time. Additionally, they carry out well-thought-out plans that list critical activities in order of importance and account for the time needed to finish each one.

A good leader should also be concerned with timing and details. It's necessary to finish projects on schedule, yet timely completion is useless if the project is full of mistakes or lacks essential elements. In order to ensure that high standards of quality are met, a true leader pays special attention to detail. That does not, however, imply that a competent leader will allow key developments to be hampered by their attention to detail. It simply means they give thorough results by paying close attention to the details.

An instructional leader that is effective in his leadership will demonstrate it through good communication. You need to be able to express your goals effectively as a leader. Effective communication allows you to spend less time repeating yourself and more time acting. Therefore, be sure that your spoken communication is clear. Understanding how your team chooses to communicate is another essential component of effective communication. How about town halls and Zoom meetings that are scheduled every week? Keep a close eye on the communication channels that produce the best outcomes and incorporate them into your strategy (Carvalho, Alves, & Leitão, 2022).

A good leader must occasionally hold people accountable as well. Accountability is more than merely making others accountable for their actions. It also entails being responsible for your actions. Since no leader is perfect, building trust with your team requires you to own up to whatever shortcomings you may have. Take responsibility for your mistakes and resolve to improve if you

missed a deadline or failed to keep your team updated on a project. Your staff will value your openness and show it by being accountable themselves.

When it comes to effective leadership behaviors, dependability is crucial. A trustworthy leader can be relied upon to carry out their commitments on schedule and in accordance with requirements. This gives the squad confidence and may motivate them to act similarly. Unreliable leaders can undermine team morale, hinder productivity, and miss out on significant opportunities.

Effective leaders are known for their initiative. Planning ahead, streamlining team procedures, and implementing measures to avert issues before they develop are all examples of proactive leadership. You should identify potential risk factors for your team as a proactive leader and attempt to eliminate or at least reduce them before problems arise.

Planning is the key to being proactive. Identify your objectives and the path you will take to achieve them (Carvalho et al.,2022). Make plans for when everything goes well and for when a project can fail. Create a strategy for how each team member will contribute to the goals of the organization. Keep in mind that if you are always prepared, you will never need to be. This indicates that effective planning enables a leader to keep his team moving forward inside the organization.

A leader must be able to solve challenging or unanticipated issues, and in a constantly shifting professional environment, unpredictable issues are bound to arise. A competent leader is aware that in order to overcome obstacles, they must also play to the strengths of their teams.

Responsible leaders accept their responsibility for leading, taking charge of their team, and having to make difficult decisions. They are not scared to take on responsibility or accountability, and they do not avoid making decisions.

As a goal-oriented leader, you must be driven to achieve your team's and your own clear, attainable goals. Setting goals consistently encourages the team to work toward significant goals and adhere to deadlines. You must approach each work with a positive outlook if you want to retain a goal-oriented outlook.

Every successful leader needs to have a goal. Setting goals and having a purpose go hand in hand. As a leader, you must have a distinct vision of the future for your group that motivates everyone to move forward. Where do all of your objectives lead? Are your staffs aware of the motivation behind your success?

Whatever your leadership goal are, achieving it calls for dedication. Committed leaders devote their time and efforts to their organization, group, and objectives. Their crew will be motivated to complete their tasks by their can-do attitude (Carvalho et al.,2022).

Effective instructional leadership behaviors are linked to resilience. Being a leader is challenging one. Plans might falter, markets can change, consumers can behave differently, and frustrations can occur. A resilient leader, on the other hand, finds the stamina to persevere through uncertainty or disappointment and aids their team in maintaining their path toward their objectives.

Transparency is important since it helps build trust with your staff. You must present oneself in a straightforward and understandable manner if you want to be a transparent leader. To minimize misunderstanding, you must also make sure that your words and body language are consistent. While a transparent leader may not be able to share all of the details with the team, they are clear about what they can and cannot disclose (Carvalho et al.,2022).

When a project is effectively finished, the leader feels personally fulfilled. The alignment of their motivation, purpose, and desire to accomplish their objectives alongside their team is what leads to that personal fulfillment.

In the words of Hallinger, Gu'mu's, and Bellibas,(2020), an effective leader is one who engages in reflection. Reflection enables leaders to review past events, draw lessons from them, and move on to better things. It can occasionally be challenging to seek outside input on your decisions as a leader. So, developing your ability to reflect on yourself and carefully evaluate your past behavior can be fantastic strategies to help yourself grow as a person.

Empathetic leaders are able to understand or feel what another person is experiencing by figuratively putting themselves in that person's position (Hallinger et al.,2020). Being in tune with your team's feelings and concerns can help you adjust expectations, get to the heart of certain issues, and instill trust. To build empathy, step outside your comfort zone and ask "How would I feel if this were happening to me?"

According to Hallinger et al., (2020), for a leader to be effective, he needs to constantly give constructive feedback. The individual members of your team have their own goals just like you. As a leader you should be comfortable giving constructive feedback to your team members to help facilitate their growth and improve performance. Constructive feedback is informative, issue-specific, based on observation, and is delivered in a way that is not meant to offend or deter. Instead, constructive feedback is delivered to encourage a positive outcome.

Empowering your team means delegating specific tasks to team members and giving them authority over those tasks. This shows that you believe in your team's capabilities and trust them

to take charge of projects when necessary. This form of empowerment can also help team members broaden their skills and boost efficiency.

Not all, being interactive is essential effective instructional leadership behavior. Leadership isn't just about keeping to yourself and making decisions solely on your own. It also means working with your team. An interactive leader keeps open lines of communication with their team, connects individuals to their teams via team building, and embraces new perspectives with enthusiasm.

In order to lead, an effective leader must exhibit high-influence behaviors that have an effect on the character, beliefs, actions, and development of their team. With words and examples, leaders set the tone for how projects are executed and have the power to change direction if need be. With low-influence behaviors, leaders will have to work harder to be heard and to have projects completed to their liking (Hallinger et al.,2020).

Emotional intelligence includes the skills of compassion, empathy, self-awareness, reflection, and reflection. Any emotionally competent leader is conscious of and in control of their emotional expression. A competent leader may manage their relationship with their team with tact and respect if they have control over their emotions. Everyone feels listened, appreciated, and validated at work when there is emotional intelligence present (Dewit, 2020).

Don't worry if you don't exhibit every one of the traits mentioned above. These are skills that may be developed with time, effort, and practice.

Being sincere contributes to a work climate that is fair and open, says the Indeed Editorial Team (2022). If your employees believe you are being honest with them, they may be more inclined to trust your judgment and come to you with their difficulties. Keeping your promises and commitments is another crucial aspect of leadership. One of your main responsibilities as a leader

is to be capable of making decisions quickly and confidently. Your team can gain confidence in your ability to make decisions by putting this behavior into practice. When time is a precious resource, this can also help you become more effective.

Attempting to keep lines of communication open and being approachable so that your team feels comfortable approaching you. Engage in active listening to promote communication by, for instance, listening intently as the employee speaks and posing open-ended questions. Keep your staff up to date on choices and events inside the team and organization by interacting with them frequently. Osei, Oti and Twumasi (2024) opined that such leadership practices go a long way to enhance teachers' instructional practices.

Delivering frank feedback, communicating expectations with your team, and suggesting ways they may improve. With an emphasis on teaching staff members rather than pressuring them, you can approach this positively. To avoid embarrassing your teammates, you carry out corrections in private. By pointing out the employee's strengths and offering improvements, you can build a positive, trustworthy connection. By setting an example, you can inspire others to do the same. Be there for your team if they need to remain late. You can think about setting a goal that you can also achieve if your team has a specific objective. Although delegation is a crucial talent that leaders frequently possess, your team might value it more if you can collaborate with them to achieve a common goal (Hallinger et al.,2020).

Create a rewards program for employees and publicly acknowledge each team member's accomplishments and milestones. Employees are more motivated to work for new objectives and successes when they believe that their accomplishments are appreciated. A reward system in place

encourages workers to accomplish both individual and group goals. Employees can be appreciated and inspired to keep giving their best work by simply saying thank you for their efforts.

You can focus on improving your leadership abilities and your work methodology every day. Changing your way of thinking is one approach to begin the process of becoming a leader and being regarded as someone with great leadership traits. People might modify their employment responsibilities if they want to become leaders. Think about any additional duties you could perform to support your team, division, or organization. Your work should be fruitful, and you should look for opportunities to make significant contributions. Start with only two leadership-demonstrating activities you can take to start putting these new behaviors into practice. For instance, you could observe and acknowledge the accomplishments of your coworkers or any other staff members you manage, and then offer constructive criticism on how to advance. Work on two leadership tenets until they are second nature to you. Then, choose two more leadership traits, and work them into your everyday routine so that they become second nature to your leadership approach (Hallinger et al.,2020).

Address possible problems before they arise by closely monitoring your team. This will help you identify any areas that could provide a problem in the future. You might be able to identify the problem and take appropriate action if there is a lag in production, for instance, before it worsens. This can increase your team's overall productivity and keep you in continual contact with them regarding their performance (Osei et al.,2024).

Pay attention to the needs of each individual employee and make an effort to address them: In addition to keeping an eye out for any possible problems, you may also keep track of the specific needs of each team member (Agyemang, 2017). Some people could find they perform better with

little supervision, while others might discover they perform best when given a hard range of jobs. Knowing what each person needs allows you to make an effort to satisfy those requirements, earning the respect of your team. Motivation and job satisfaction may increase as a result. Maintaining open channels of communication and allowing and encouraging others to approach you with their ideas will foster creativity. You are more likely to hear original solutions from your team when they feel comfortable approaching you with concerns about upcoming difficulties and suggestions for enhancing the working environment. For instance, someone might have ideas on how to improve the effectiveness of an activity. For educational institutions to succeed, leadership behaviors are crucial. A component of structural and program transformation is good administrative leadership, or strong instructional leadership (Camburn, Rowan, & Taylor, 2003).

The actions of school administrators that have a direct or indirect impact on teaching and learning conditions are referred to as instructional leadership, according to Jamali, Bhutto, Khaskhely, and Sethar (2022). According to Kalman and Arslan (2016), instructional leadership refers to the actions administrators take or encourage others to take to improve student achievement.

Bellibas et al. (2016) defined instructional leadership behaviors as behaviors that administrators display for themselves and that others display by following their lead. The development of instructional leadership was linked to the administration of the school and its emphasis on instruction (Allan & Haiyan, 2020). The school can efficiently develop its goal with the assistance of this kind of leadership. The quality of education can be raised in schools by highlighting instructional leadership and giving such responsibilities priority (Zheng et al., 2018). Throughout order to move schools from their current position to their ideal status, decisions must be made throughout this process. The instructional leadership responsibilities that school administrators assume during this process can aid in the success of the schools. Making the idea of instructional

leadership more obvious is therefore the first action to be taken. Later, it will be necessary to identify the leadership traits and behaviors needed to carry out these leadership positions (Zdemir, 2019).

Following is a summary of several instructional leadership behaviors and functions: Formal classroom observations are conducted, conferences with teachers are held, feedback is given, visibility is maintained, instructional tactics are discussed with teachers, resources are made available to instructors, student progress is tracked, and collaborations between teachers are encouraged. the coordination, supervision, and evaluation of the curriculum; setting and communicating school goals; encouraging teacher professional development; and expressing high standards for academic attainment for students are the remaining tasks.

Ozdemir et al., (2020) assert that school administrators have a significant impact on the culture, attitudes, and reputation of their institutions. The majority of effective school leaders share the above characteristics.

They Recognize the Value of Community Building Effective school leaders create and maintain mutually beneficial relationships with the families in their communities and use those relationships to foster inclusive, compassionate, and culturally sensitive school communities. It is crucial for school leaders to be present in their communities and schools, to foster trust, to foster a sense of openness and shared purpose with parents, employees, community members, and students in order to construct these community networks. The author and professor of educational leadership at the College of William & Mary, Megan Tschannen-Moran, explores the role that trust plays in forming communities in her book, "Trust Matters: Leadership for Successful Schools."

In schools with high levels of trust, according to Tschannen-Moran, "teachers are motivated and willing to try new strategies because they trust leaders to support those, students are motivated and connected to the school because they trust their teachers, and families are supportive because the principal and teachers have built trusting relationships with them."

They develop leadership abilities and empower teachers. Great school administrators are aware that they cannot run their institution as a one-man operation. In addition to fully supporting teachers and staff by encouraging them to continuously learn, develop, and—perhaps most importantly—become leaders themselves, they are aware of the need to surround themselves with excellent instructors and coworkers.

It goes without saying that happy people are more effective in every way when given the chance to advance their professions, as well as autonomy and control over those careers. According to a recent Gallup survey, only 33% of American teachers are actively engaged in their work, while 51% are not and 16% are not at all. To put it mildly, these data are shocking.

Principals may establish a healthy atmosphere for educators that will have beneficial effects for students by providing professional development opportunities and support services to teachers as well as by fostering an environment where instructors are free to experiment, innovate, and lead. In accordance with a different Gallup survey, "highly talented principals on Gallup's Principal Insight assessment were 2.6 times more likely to have above average employee engagement at the schools they lead three years later." The problem has been thoroughly investigated by Gallup, who even published a report titled "Six Things the Most Engaged Schools Do Differently."

Todd Whitaker, an education author and researcher, stated in his book "What Great Principals Do Differently," "Great principals focus on enhancing the quality of the teachers within their

buildings. Principals have an impact on student accomplishment by carefully selecting the best instructors, encouraging them in their goals, holding all staff to high standards, and striving to carefully support each professional's personal growth.

Successful school leaders make use of data and resources to drive continuous improvement through site-based decision-making with the specific aim of fostering equitable and culturally appropriate opportunities for all children. This includes data from standardized and school-based examinations. The most effective leaders are able to use data to inform strategic decisions that will benefit their students. Data presents a wide range of options. The first of "Six Steps for School Leaders to Use Data Effectively," according to educational technology startup Illuminate Education, is "building a foundation for data-driven decision making."

According to a report from the Wallace Foundation, "effective principals try to draw the most from statistics and evidence when it comes to data because they have "learned to ask useful questions" of the information, to display it in ways that tell "compelling stories," and to use it to encourage "collaborative inquiry among teachers." They see data as a way to identify problems as well as comprehend its nature and causes.

They have a goal and a strategy. The most effective leaders also have vision. They have a target that they can rally their team behind and a strategy to get there. They can also communicate the vision and objectives of the school clearly.

One of the most crucial traits a leader may possess is vision because it gives the team as a whole—not just the team leader—motion and direction. Naturally, leaders must combine their vision with unwavering enthusiasm in order to be effective in following their goal and putting their strategy

into action. A strong leader's vision and passion should inspire, motivate, and ignite excitement among all members of the school community.

Effective head teachers give the school a clear vision and sense of direction, according to the UK-based Education Development Trust's "Successful School Leadership" report. They give priority. They direct staff attention toward what is crucial, refusing to let them become distracted by efforts that won't significantly affect kids' academic performance.

In order to give all students access to various learning options and efficient pathways for accomplishing educational goals in settings where they feel a sense of belonging, they develop collaborative, inclusive learning environments. Knowing this, the finest teachers make inclusivity a priority while building secure learning spaces that support each kid. Leaders that place a high priority on inclusive learning often also think that everyone has something to offer the larger learning community, thus they promote cooperation between teachers and students.

The Inclusive Schools Network(pg.11) stated that the principal's position is possibly the most crucial role in successful inclusive schools. The single most significant indicator of success in implementing change, enhancing services, or charting a new route is the active participation of the school administrator. The school's administrator plays a crucial role in encouraging staff to adopt new behaviors and attitudes and in facilitating systemic change.

They are passionate about what they do, which is a necessary quality for almost anyone who wants to succeed and enjoy their profession. But since they frequently have a significant impact on the culture and climate of their schools, school leaders need to be passionate about what they do.

People with passion radiate a contagious energy that has a significant impact on both teacher motivation and satisfaction as well as student achievement. "All the knowledge in the world can't

make a good leader: It's the care for the work and the people who collaborate with you that makes the difference," Forbes (2019) said, "This is largely a result of individuals wanting to follow an enthusiastic leader". Someone who is invested in the other participants in the effort as well as the cause they are attempting to advance. Successful leadership is based on a person's passion for the work being done, the organization, and the people involved.

They promote taking chances despite the fact that the majority of educators already know that failure can be the best instructor. True effective leaders encourage risk-taking among their subordinates and colleagues by creating a supportive environment that rewards not only successful ideas or initiatives but also effort, regardless of the outcome, just as teachers should encourage risk-taking among their students to foster growth.

Failure is necessary for learning, but our constant focus on results might deter workers from taking risks. Leaders must establish a culture that encourages taking risks in order addressing this contradiction, according to a Harvard Review of Business (2017) "Controlled trials, like A/B testing, that allow for minor failures and demand quick input and correction are one method to achieve this. This gives a foundation for developing collective intelligence so that workers can also learn from one another's failures.

They set a good example. Everyone has heard the proverb "Do as I say, not as I do." Of course, it's ironic that deeds speak louder than words. Leaders who provide a great example for others set a great example not just for the pupils in their school or district but also for their coworkers and parents. Without respect and adoration, a leader will have limited success in leadership. A leader who sets an example for others will nearly always obtain these things. Albert Schweitzer (2018),

a philosopher and physician, famously observed, "Example is not the main thing in influencing others; it is the only thing."(pg.8)

They persist, remaining at a school for at least five years. While change can be beneficial, it can also become disruptive when it happens too frequently. It has been established that in the case of school leadership, frequent turnover leads to a bad school atmosphere, which in turn has a detrimental impact on student performance. "Improved school-wide student achievement is linked to committed and successful principals who stay in their schools," the study found (Dewit,2020). Therefore, lesser increases in student achievement are linked to principal turnover, according to Dewit (2020). "High-poverty, low-achieving schools, where kids most rely on their education for future success, are more negatively impacted by principal change''. The detrimental impact of principal turnover indicates that principals require time to implement significant changes in their schools. According to one study, it usually takes a school's performance 5 years under a new administrator to reach its pre-turnover level.

Therefore, the best leaders are prepared to dedicate themselves to a school and persist despite the difficulties or problems. After all, meaningful transformation requires time; it doesn't happen instantly to realize a vision. The dedication and passion exhibited by a leader's commitment can have a profoundly positive impact on school culture.

They are constantly learning. Being insatiably curious is one of the attributes that a school leader can possess, and it's possibly the most crucial. According to John F. Kennedy, "leadership and learning are indispensable to each other." No matter what business they are in, the finest leaders are aware that they will never know everything. Despite their confidence in their skills, they are

modest about their expertise. They are insatiably curious people who never stop learning and asking questions.

When they wrote: "It requires a real sense of personal commitment, especially after you've arrived at a position of authority and responsibility, to push yourself to grow and challenge conventional knowledge, The Harvard Business Review couldn't have said it better. Because of this, the two most crucial questions that leaders must answer are both straightforward and profound.

In conclusion, managers must first identify their staff members' strengths. They need to understand that although though it requires a lot of thought, effort, and dedication, they can all work together to change the world.

2.3 Instructional Leadership Behaviors

According to the Indeed Editorial team (2022), adopting a positive leadership style can inspire your team to work more and accomplish more. Because team members may cherish the chance to work with you, these behaviors can also help you keep top talent in your field. Your capacity to bring in money for your employer and run an effective organization can be directly impacted by learning how to act like a leader. Every organization needs positive leadership behaviors to accomplish its objectives. The characteristics and behaviors that make a person a good leader are referred to as leadership behavior. Through this behavior, a person can lead, coordinate, and influence the activity of others in order to achieve particular objectives. These techniques and activities can be learned by leaders to improve the productivity of individuals around them. When someone has a vision for a company, a product, or a group of individuals, they use these behaviors to compel others to action. (Editorial Staff of Indeed, 2022)

To inspire and guide others to improve efficiency and accomplish the objectives of the organization, one must exhibit effective leadership behaviors (McNeill, Lowenhaupt, Katsh-Singer, 2018). The following leadership behaviors are crucial to raising the team's productivity: Consistent leadership can inspire a group to perform better and keep employees around. If they are given excellent leadership and mentoring in their current positions, employees are less likely to leave. Nurture future leaders: Leadership behaviors are essential to developing and nurturing future leaders within an organization.

In most institutions, the headmaster is responsible for overseeing the daily management of school activities. The principal's role, according to Ozdemir (2019), is to support the school in achieving a high level of performance by making effective use of both its human and material resources. In other words, the principal's responsibility is to use others to accomplish goals. In this sense, he contended, principals are essential to schools of all shapes and sizes, whether they be huge or little, wealthy or impoverished, rural or urban. The responsibilities of the principal are numerous, intricate, and difficult, particularly those related to instructional leadership and addressing the needs and issues of schools that are constantly changing.

(Bellibas et al., 2022; Park et al., 2016) indicated that instructional leadership has an impact on instruction, which in turn has an impact on student learning, and that leadership can influence student learning by creating conditions that enable more effective teaching among all stakeholders. These practices include relationship building, communication, mediation, and the foundation of principals' practices. According to research, school administrators can significantly influence how instructors educate by promoting collaborative work environments and providing assistance (Piyaman, Hallinger, and Viseshsiri, 2017). School administrators must be creative and implement evidence-based practices in their institutions. According to Carvalho, Alves, and Leito (2022),

principals have been recognized for taking on leadership tasks like redesigning schools, coaching teachers, and problem-solving at the school level. Leadership issues go beyond recognizing leaders who are dependent on orders. Three types consequently emerge: a social justice-inspiring principal; an entrepreneurial principal who depends on data and a thorough action plan; and an international, adaptable instructional leader without defined aims or direction (Beytekin, Toprakç, & Chipala, 2016). A principal who excels in each of those areas will enhance the climate in the institution they oversee and ultimately raise student achievement.

The notion by academics that leadership is exercised by many people inside a school is known as shared instructional leadership, sometimes known as parallel leadership (Alsaleh, 2019; Glickman, Gordon, & Ross-Gordon, 2017). The potential that exists in teachers' propensity to hybridize reforms can be understood by well-trained instructional leaders by reading the local context to understand the waves of reform, the nature of teachers' resistance to change, and the potential (McNeill, Lowenhaupt, Katsh-Singer, 2018). These are all closely related to the difficulties principals have in managing their schools.

Thus, effective school leadership can combine a variety of leadership styles with various duties and responsibilities (Bellibas et al., 2019). Many different people can exercise leadership in the areas of policy, professional, system, school, and practice. According to Bellibas et al. (2016), leadership is "the key of mobilizing and influencing others to articulate and achieve the school's shared goals and intentions." This is in line with what Bellibas et al. (2016) proposed. Collaborative instructional leadership has shown to be one of the most significant aspects of principals' work among the various duties and obligations they carry out on a daily basis (Ozdemir, 2019).

One of the difficulties some principals encounter is providing chances for teacher collaboration in the classroom and gathering data to ultimately raise student accomplishment. Principals and other leaders who participate in collaborative goal formulation, distributed leadership, and essential facilitation to advance schools are now applying the qualities of instructional leaders (Ozdemir, 2019). The difficulties that headmasters confront in their schools can be overcome through shared leadership and collaborative leadership. The effectiveness of the partnerships between the schools and the school district are directly correlated. In partnership with other principals in their districts, principals that have several close relationships with the teachers at their school might also have more knowledge to share with them (Moolenaar & Slegers, 2015).

Additionally, the principle is encouraging continual growth by purposefully concentrating on the caliber of the personnel to increase professional capability (Park et al., 2016). This increases the professional mentality to work through the problems. Direct, constructive approaches from school leaders can strengthen the practice and generate capacity for improvement across the entire institution. To overcome obstacles and navigate transitions successfully, school leaders must be creative and implement evidence-based methods in their institutions. Knowing how to teach effectively, being able to communicate clearly, and having the ability to develop respect and trust among colleagues are all skills that can be required for leadership tasks. The principal's role in influencing school culture for instructional improvement is demonstrated by how the principal shapes the culture with regard to school change and reform (Carvalho et al., 2022). According to Alsaleh (2019), highly effective principals maintain ordered environments, foster pleasant school climates, and set high standards for both staff and students. Teachers are hesitant to trust leaders that either shy away from or handle challenging situations ineffectively (Abonyi & Sofu, 2019). This is a challenge for headmasters in terms of their instructional leadership behaviors.

Hallinger (2018) said that managing an instructional program involves leadership that is intensely involved in overseeing curriculum, monitoring student progress, and organizing instruction. Promoting professional growth is another duty of instructional leadership. In addition to engaging in instructional coaching, offering opportunities for professional learning and growth, and taking part in collaborative inquiry, principals may perform instructional leadership (Leithwood et al., 2019). The instructional leader works with staff to develop short- and long-term goals, explain them, and ensure that they are realistic and attainable (Hallinger et al., 2020).

The school's principal must assist the teachers in segmenting their learning so that they can finally achieve the goal of raising student achievement. Most headmasters of senior high schools find it challenging to complete this mammoth responsibility. The ability to adapt to pressure and respond to it will be a skill for instructional leaders (Luyten et al., 2019). The management and interpersonal components of a principal's role in school leadership should converge. For principals, the merger becomes a significant problem. As a result, juggling management and the leadership role while successfully transitioning is a problem. Principals do a variety of overlapping managerial and instructional tasks (Glickman et al., 2017). Principals frequently express the desire to spend more time on instructional leadership (LeFevre & Robison, 2015). In order to meet the current standards for school performance and ensure that all students receive at least minimally satisfactory outcomes on state exams, principals must assist in enhancing teaching and learning (Brazer & Bauer, 2013). According to Allan et al. (2020), becoming a principal is mostly done to advance one's career, have the opportunity to carry out one's own vision, and provide prospects for school improvement. Effective programs, according to Sebastian et al. (2016), put instructional leadership at the center of school transformation. However, they also discovered how difficult it is to really put instructional leadership into reality. According to Kalman et al. (2016), the four

most challenging responsibilities of an instructional leader are: finding time to visit classes to assist instructors in improving instruction, enhancing the school's instructional program, promoting the application of modern educational research, and encouraging instructors to deliver instruction tailored to the needs of individual students.

Nelson, de la Colina, and Boone (2008) claim that principals notice a lack of knowledge in one or more discrete knowledge and skill areas, such as special education, law, or curriculum. Principals also notice problems with time management, policy ignorance, timely completion of paperwork, knowledge of curriculum, student misbehavior, and budget management (Alsaleh, 2019). According to Beytekin et al. (2016), today's principals must constantly deal with disjointed demands, expectations of a very varied character linked to various facets of the school's daily operations, and contradictory demands from a number of external constituencies. Senior high school headmasters struggle to perform to the standards of the school due to the vast volume of administrative tasks they must do. Other studies have shown that among the many demands and difficulties related to instructional leadership practices include a hazy understanding of the job of the instructor, sentiments of curriculum and expertise inadequacy, work load, and time restraints. Many school leaders are unsure of what behaviors constitute good instructional leadership in their institutions and how to go about implementing it. Principals allow ambiguity that favors good intentions over effective practices since there are no uniform criteria for professional practice of instructional leadership (Fink & Markholt, 2013).

Therefore, poor instructional performance is caused by a lack of clarity in instructional leadership. Shaked (2020) noted that principals who saw instructional leadership as their main role often struggled with feelings of inadequacy. This kind of thinking led principals to mistake instructional leadership for curriculum knowledge.

However, many principals find it unpleasant to think of themselves as curriculum experts because they haven't taught in a while. Similar research explains why principals believe they are less knowledgeable and skilled than the teachers they oversee and grade in various subject areas (Hallinger, 2018; Hallinger et al., 2020). In many schools, the principals' escalating task expectations are another obstacle to effective instructional leadership. Similar to teachers, principals have seen their workload grow more intense over the past few decades, adding to their daily duties. According to Neumerski, Grissom, Goldring, Rubin, Cannata, Schuermann, and Drake (2018), this intensification has included new managerial duties, administrative work, student issues, personnel management, dealing with outside agencies, conflict resolution, resource management, and working with parents. Due to the nature of these responsibilities, duties involving instructional leadership are sometimes put off until after work hours, which make it more challenging to share this position. Some of the aforementioned difficulties are lessened by shared instructional leadership, which also lessens the load on principals who seek to handle this duty alone. For instance, it can be challenging to get everyone on board with shared leadership. The benefits of shared instructional leadership, however, outweigh the drawbacks.

2.4 Measures to Improve Instructional Leadership Behaviors

Eren (2020) asserts that a school administrator must be a master of none and a jack of all trades. Because of this, many leaders neglect to focus on the most crucial responsibility of their position: instructional leadership. In order to enhance teaching and learning both within and outside the classroom, it is crucial to often visit classrooms and provide feedback using a variety of methods, including narrative reports. Leaders must concentrate the most on tasks that have an impact on students' learning if improvement is the ultimate goal. Instructional leaders are aware that while

management is a necessary evil of the job, it shouldn't get in the way of enhancing the learning environment and raising achievement.

Although it is simple to just state that instructional leadership needs to be improved, the National Association of Secondary School Principals (NASSP) provided the following concrete recommendations that school administrators should start implementing. Even though it appears so simple, this is still a daily effort. Increase the number of formal observations carried out annually to start, and establish a timeline to complete them all. Regardless of experience, formally observe each of your teachers three times a year. Making a loose schedule for casual walkthroughs with your leadership team is another effective tactic. It is advised that each team member take five daily walks and provide each teacher specific feedback on how they may improve (Eren, 2020).

Create a shared vision and expectations for all teachers to start. Give teachers specific areas to concentrate on while creating classes to help them. Get rid of the publicized observations ritual from dog and pony shows. Ask them to show what will be done two weeks from now if lesson plans are still kept. Think about putting more emphasis on assessment and less on lesson preparations. Gather and review teachings two weeks from now. No matter how accurate the observation, offer at least one suggestion for improvement. There isn't a flawless lesson. Always include clear, applicable examples and techniques in suggestions for development so that a teacher can start using them right away.

Additionally, important is timely feedback. Being a Scholar puts you in a better position to better discuss your instructors' own progress with them while also assisting you as a leader in enhancing professional practice. Post observation conferences now have a whole new level of credibility as a result of this. Keep track of research that supports the pedagogical approaches you want to see

used in your classrooms in a document that you may use as a reference when documenting your observations. As the instructional leader, it not only saves time when it comes to recording observations, but it also significantly strengthens your bond with your team. Don't request anything from your teachers that you wouldn't be willing to accomplish yourself. Regarding the use of technology in the classroom and professional development to advance procedures, this is crucial. Don't just claim you need to focus on creating better assessments if a teacher is having trouble with yours. Either give an example of your own creation or collaborate to build an assessment. This can be done on a regular basis during the school year or by co-teaching with both competent and struggling teachers. At best, this is setting an example. An instructional leader who "walks the walk" has stronger relationships with employees and is therefore better able to involve staff in discussions about how to enhance instruction (Glickman, Gordon, & Ross-Gordon, 2017).

Attend at least one conference or workshop every year that is related to a significant project or area of concentration in your district or school. Try to read a book on education and a book on a different topic, like leadership, self-help, or business. We can gain so much wisdom once we step outside the boundaries of traditional education. Work on developing a professional learning network to supplement current professional learning methods. In the digital age, social media offers a constant conduit to ideas, methods, feedback, resources, and support, which every educator should take advantage of. Writing helps you process your thoughts, like many other connected educators, which leads to a more critical reflection of your job in relation to teaching, learning, and leadership. Your reflections can help your team and others reflect on their own practices and further their careers in addition to assisting you in your own professional development. A wonderful way to encourage a discourse about improvement that is not one-sided is to have teachers write a brief reflection before the post-observation meeting. Portfolios are necessary and

go well with your observational method. They give additional information about instruction over the full academic year in greater clarity and detail. To increase the effectiveness of instruction, portfolios might contain learning activities, assessments, unit plans, samples of student work, and other types of proof. They can also be employed to support ethical behavior. Together with your administrative staff, observe lessons. This has several benefits and is quite useful. First, it allows you to benefit from two sets of eyes during observations because, no matter how much experience you have, some things will always be overlooked when done alone. This gives you the chance to assist your team in enhancing their own instructional leadership. Additionally, it aids in your development because each dialogue allows you to think more deeply about what you witnessed (Glickman et al.,2017)

Nothing is more crucial than ensuring that students are learning effectively in your classrooms. You may quickly improve your instructional leadership by using these ten tactics. This is not to argue that these ten ways are the only ones available to headmasters to enhance their instructional leadership techniques.

The Wallace Foundation (2012) identified five techniques that principals might use to enhance teaching and learning in their schools. These include developing a high-standards-based vision for academic success for all students, fostering an environment that is safe, cooperative, and conducive to fruitful interaction, cultivating leadership in others so that teachers and other adults assume their roles in realizing the school's vision, enhancing instruction so that teachers can teach at their best and students can learn at their highest levels, and managing people, data, and procedures. Principals have a lot of work to undertake to support the success of their pupils. Principals, however, can have "a fighting chance of making a real difference for students" by using these five strategies. According to this foundation, the topics of interest include the following: Effective

leadership starts with the creation of a school-wide vision of dedication to high standards and the achievement of all students. The principle aids in articulating that vision and winning everyone over to it. The better it is for student learning, the more receptive a principal is to distributing leadership. Better student performance on math and reading tests is linked to effective leadership from a range of sources, including principals, teachers, staff teams, and others.

Effective leaders give their schools' instruction a laser-like focus. They provide an emphasis on evidence-based teaching and learning practices and start conversations about instructional tactics with teams of teachers and with individual instructors. Others include being a positive and fair leader to gain trust, planning efficiently through research, good communication, exhibiting competency and dependability, and trying to bring together faculty and students for a tranquil academic environment.

Strategies to promote principal retention were examined in a study of five sizable districts with greater principal retention rates (taking into account student demographics). Building and sustaining supportive connections between principals and their district-level supervisors, as well as encouraging a collaborative culture among principals, were among the successful measures identified by the study (Cieminski, 2018).

Great leaders require great teams to back them, but many education leaders struggle to foster an environment that fosters productive teamwork.

Leaders had to assist teachers and families in utilizing entirely new teaching platforms as schools went virtual in the spring of 2020 (Sterret & Richardson, 2020). While attempting to understand these forms and maintain everyone's safety, the leaders themselves. They had to make decisions

and deal with situations they had never thought about before. Numerous principals' plans to leave the profession probably advanced because of the stress and pressure of this scenario.

It is understandable that many leaders have found it difficult to adapt their vision for education to hybrid and distance learning forms. At this point more than ever, school leaders require a community of practice and specialized resources.

Professional learning communities have benefited numerous districts. One significant urban district, for instance, organized 44 school leadership teams into 12 communities of practice around a common practice challenge. Leaders were provided with "the tools, the time, and a defined process that clarified steps toward achieving their goals" by these communities of practice. One principal stated, "Using the strengths of each administrator to address a common issue has been incredibly impactful. Rarely are campus principals given the chance to collaborate with and learn from their peers (Ebell et al., 2017).

Leaders are given "the tools, the time, and a defined process that clarifies steps toward achieving their goals" via communities of practice.

Communities of practice are also advantageous to principal supervisors. According to a study of a separate significant urban school system, principal performance increased when the district established a principal supervisor professional learning community. Principal supervisors reported that defining shared principal expectations, using principal coaching strategies, sharing practice issues, and receiving peer feedback were all very useful (Baker & Bloom, 2017).

Leadership teams can adjust to sudden developments that are beyond their control and keep their schools moving forward when they have a support system with access to expertise in place. A school or district must be unified around its instructional vision for core education and possess a

collective growth attitude in order to have a culture of continual development. A continuous improvement process is led by leading indicator data on core instruction, with the instructional leadership team at its center.

Because it directs leaders to define targets, gauge progress toward the goals, and determine next action steps in a weekly cadence of small victories and continual development, leading indicator data on core teaching connects the work of the leadership team.

The following six tactics can be applied at the district and school levels. These techniques were developed to establish a continuous improvement culture and develop strong instructional leadership teams that can endure even the most trying circumstances.

Strategy 1: Create the optimal conditions for team effectiveness in your instructional leadership teams.

What factors contribute to the effectiveness of a team? Richard Hackman (2011), a Harvard researcher, discovered that specific factors greatly predicted team effectiveness, accounting for 74% of the variation.

Teams that were well-designed under these conditions produced greater results, enhanced their team's capacity over time, and advanced the talents of each individual member, laying the groundwork for a culture of continuous improvement.

According to Hackman's research, the following conditions exist for highly effective teams:

Everyone on the squad is aware of who is on it. The team creates social relationships and collaborates toward a common goal. The team's objective and instructional vision are clear, challenging, and impactful (Richard Hackman, 2011).

Team members have strong teamwork skills and a wide range of perspectives and abilities. The team has the right size, uses norms successfully, and works on well-designed interdependent tasks.

Contextual support: The team has the structures, systems, and materials needed to execute effective job. Team coaching is readily available from the team leader, a team member, or an expert consultant.

Strategy 2: Create an educational vision and a shared language.

Once a leadership team has established the necessary conditions for team effectiveness, it is critical to focus on the instructional vision.

The vision will guide the school's and district's progress goals, as well as the team's daily work. This guarantees that the team's effort is always connected with its objective, and improvements in core instruction leading indicators result in enhanced student accomplishment on tests.

An instructional vision of core instruction, as described above, is the interaction between student, teacher, and subject. Leaders should clearly articulate the instructional vision and ensure that all stakeholders understand and use a single language and set of KPIs to establish a culture of continuous improvement (Richard Hackman, 2011). For example, leaders may want to include the following concepts in their instructional vision:

Students employing standards-based learning targets, students demonstrating agency over their own learning, academic challenges that engage students in productive struggle and a continuous assessment of student evidence are all part of the vision.

Keep in mind that all of these themes can apply to in-person, virtual, or hybrid training, so the vision can remain consistent regardless of the circumstances. Methods and procedures in the classroom must be tailored to the learning environment.

Implementing a clear instructional vision with a shared language increases the motivation of the instructional team, allows for self-direction, and activates the team's aggregate knowledge and abilities.

Strategy 3: Use a statistic to objectively track progress toward objectives.

Following that, instructional leaders should use a leading indicator metric to objectively monitor progress toward their targets.

Metrics are crucial because data objectively identifies strengths and possibilities for growth, leadership teams can be proactive by promptly addressing root cause concerns, leadership teams can track school and district wide improvement over time, and progress becomes concrete (Richard Hackman, 2011). It is more satisfying to celebrate victories and keep everyone engaged in a culture of ongoing progress.

Strategy 4: Implement the vision through a plan and action board approach.

After gathering relevant data and developing a baseline metric for their school's core instruction, it is essential to develop an agile continuous improvement plan and procedure to improve that data and measure progress toward attaining the instructional vision. The agile plan can be broken down into an action board to keep the team focused on the vision and moving forward in small increments of continuous improvement.

The "agile" business concept has inspired the use of action boards as a project management tool. Action boards divide goals into activities and track whether those tasks are completed. Tasks can only be marked as "done" if there is proof that they were completed to the stated standard.

By operationalizing school improvement plans for in-person, virtual, or hybrid learning, creating small wins that generate momentum and translate into larger gains, demonstrating continuous, gradual growth in schools, promoting self- and peer-accountability for team members, spelling out clear goals and tasks to empower self-direction of team members, action boards help create a culture of continuous improvement (Richard Hackman, 2011).

Strategy 5: Monitor vision development and provide formative comments. When the action board method is used on a daily basis, leadership teams will have a tool to constantly monitor their own progress toward the instructional vision. Teams should continue to use a trustworthy metric on a frequent basis to acquire evidence of whether their objectives are being reached. Leadership teams now have all they need to assess trend data and provide formative input. Consider sharing school wide and grade-level trends with PLCs and empowering them to set improvement activities. The following are some suggestions for delivering feedback to foster a culture of continuous improvement: Be truthful - Stick to the facts and provide objective observations. Remember that this input should not be evaluative. Concentrate on the instruction rather than the teacher. Be practical - Provide concrete improvement methods. Relate feedback to the instructional vision - In order to help the school or district accomplish its collective goal, emphasize the need of improving your individual practice. Celebrate your accomplishments - Recognizing progress motivates continuing effort (Richard Hackman, 2011).

Strategy 6: Establish a leadership community of practice with other leaders and benefit from professional and peer coaching. Finally, engaging in a community of practice for school leadership teams is one of the most critical parts of building a culture of continuous improvement. Districts may consider scheduling sessions when school leadership teams and district officials meet with procedures in a structured style with facilitation for a productive, results-driven community of practice. Aspects of a strong community of practice for instructional leadership: Support within the communities of practice of leadership teams should include scheduled time for school leadership teams, including teacher leaders and district officials, to come together at strategic periods. A community of practice's organized approach provides for data progress monitoring toward the vision for education as well as progress monitoring of school development goals matched with district priorities. School leadership teams place a great importance on time away from the distractions and emergencies of school to think, assess, and adapt their improvement strategy throughout the year. Leadership teams should be able to exchange best practices and celebrate their accomplishments with other teams through communities of practice that involve professional facilitation. Teams should also share issues and receive peer support from other teams. This is one of the most valuable aspects of a community of practice, since it contributes to the development of a culture of trust and collaboration (Richard Hackman, 2011).

District leaders should attend communities of practice at opportune times to assist their leadership teams, obtain quality information about the challenges that schools are facing in real time, and define the instructional vision and goals. As communities of practice evolve, the entire district begins to feel the coherence and cadence of continuous improvement, which translates into incremental progress toward shared goals. The shared momentum of increasing leading and lagging data indicators adds to district priorities being met with progressively larger successes.

Shared learning increases the district's overall competencies and fosters better leadership over time.

When communities of practice interact with experts, they obtain an objective outside perspective as well as a reliable accountability partner. This is useful for amplifying learning and identifying root causes. Expert facilitators may provide examples of just-in-time learning, support and coach teams, highlight best practices and emerging trends, and expedite development.

These six strategies for fostering a culture of continuous improvement are applicable to any school or district and may be customized for in-person, virtual, or hybrid learning environments.

2.5 Summary of Literature

As a result, instructional leadership can be defined as a conscious process that aids in the improvement of teachers' instructional practices. It is also considered that instructors who receive adequate assistance from their principals would do better than those who receive less help and encouragement from their principals. Collaboration between principals and teachers is critical. Heads and teachers must be continually oriented with new ideas to better their work, and such ideas should be problem-solving in nature.

CHAPTER THREE

RESEARCH METHODS

3.0 Introduction

The approach used to conduct the study is presented in this chapter. It consists of the research strategy, the population, sampling procedures and sample size, instrument development, data collection procedure, and data analysis plan.

3.1 Research Design

In this study, a descriptive survey design was employed. McCombes (2022) asserts that the goal of descriptive research is to precisely and methodically describe a population, circumstance, or event. A descriptive research strategy can study one or more variables using a wide range of research techniques.

The people who are the focus of the study objective are engaged using descriptive survey design (Salve, 2022).

When the goal of the research is to discover traits, frequencies, trends, and classifications, descriptive research is the best option. It is helpful when the subject or issue is one about which little is currently understood.

In descriptive research, participants are questioned or observed in situations that are naturally occurring, like their homes or places of learning. The study can also be used to determine the frequency of specific issues and the necessity for brand-new or extra services to deal with these issues.

The drawbacks of descriptive studies include the fact that they cannot be used to prove causation, that respondents may not be truthful when responding to survey questions or may give socially acceptable responses, and that the selection and arrangement of survey questions may have an impact on the descriptive results.

3.2 Population of the Study

Population was defined by (Kusi, 2012) as the group of people or people who share similar traits and in whom the researcher is interested. All of the instructors in the Builsa North Municipality were the target group. Teachers from the three senior high schools in the Builsa North Municipality made up the accessible population, which totaled 261 teachers. According to the Builsa North Municipal Directorate's (Planning & Statistics Unit, 2022) accessible population, which included instructors at the municipality's three senior high schools, there were 219 men and 42 women.

3.3 Sample and Sampling Technique

According to Creswell (2017), sampling is the act of choosing units from a population of interest, allowing researchers to reasonably extrapolate findings from the sample back to the original population. Using the census technique, the three senior high schools were chosen. In accordance with Surbhi (2017), a census includes every person and object that is included in the data gathering. Simple random selection was the sampling strategy used to choose respondents for the study. Adam (2022) claims that a simple random sample is intended to provide a fair representation of a group. Each person in the big population set has an equal chance of being chosen. Most often, this results in a balanced subset that has the best chance of accurately representing the broader group as a whole. The study included 78 teachers as a sample.

3.4 Data Collection Instrument

Questionnaires were used as the primary data collection tool in the study. According to McLeod (2018), a questionnaire is a research tool made up of a number of questions designed to collect data from respondents. A questionnaire is a reliable way to measure a reasonably large number of individuals' behavior, attitudes, preferences, views, and intentions more quickly and affordably than using other techniques. Four components made up the questionnaire. The respondents' personal information was included in Section A. Section B asked respondents to comment on the instructional leadership behaviors of their headmasters, Section C asked respondents to comment on the effectiveness of their heads' instructional leadership behaviors, and Section D asked respondents to comment on potential improvements to their heads' instructional leadership behaviors. For the instructional leadership behaviors of headmasters, sixteen items were constructed. Additionally, six questions were created for measures that might be used to enhance heads' instructional leadership behaviors, and ten items were created to assess the effectiveness of heads' instructional leadership behaviors. The things were based on a likert scale with five points. Strongly agree scored a 5, Agree rated a 4, Neutral rated a 3, Disagree rated a 2, and strongly disagree rated a 1. The level of agreement, if any, with each rating was calculated using the overall response for each rating.

3.5 Pre Testing of the instrument

These instruments were pilot-tested among students and teachers from the Mankranso Senior High School. This school was chosen because it has almost the similar characteristics (like infrastructure and student and teacher populations) as the schools in the municipality. Based on the responses, the instruments were revised for clarity.

In order to ensure the validity of the instrument, copies of the questionnaires were made available to the supervisor for his perusal.

The supervisor made his inputs, and this helped to identify ambiguities and other inadequacies in them after which they were refined again.

The data collected from the pilot-testing were entered into the SPSS and Cronbach's Alpha coefficient of reliability test was run. Reliability coefficients of 0.7264 and 0.811 were obtained for the teachers'. These indicated that the questionnaires were very reliable (Pfadt, Bergh, Sijtsma, & Wagenmakers, 2023).

3.6 Data Collection Procedure.

The school administrators were asked for their permission. One after the other, the researcher went to each of the three senior high schools. The researcher met with the heads and gave them an explanation of the aim of the study; the heads then told the teachers. Respondents received the questionnaire individually. The researcher clarified any questions that the respondents had about certain items. All 78 of the given questionnaires were collected. Within a week, the respondents returned their questionnaire responses.

3.7 Data Analysis Procedure

Aimed at uniformity, the questionnaire's data were revised. The data were processed using statistical software called Statistical Product and Service Solutions (SPSS). Descriptive statistics like frequencies and percentages were used to analyze the data.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter offers the study's findings and discusses them in connection to the research topics. This was accomplished by first locating the questionnaire summary data, the statistics on the school chosen, the gender statistics, and finally the descriptive statistics on the numerous study issues.

4.1 Distribution of Respondents by Gender.

Table 4.1 Distribution of Respondents by Gender

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

Source: Field Survey (2022)

According to the survey data in table 4.1, the majority of respondents were males (80.8% (63) with female teachers accounting for 19.2% (15). These statistics show that male teachers were more represented than their female counterparts.

Table 4.2 Distribution of Respondents by Number of Years in the School

Year	Frequency	Percentage
1-3	9	11.5
4-6	20	25.6
7-9	18	23.1
10-12	22	28.2
13 above	9	11.5
Total	78	100

Source: Field Survey (2022)

Table 4.2's data show that 11.5% (9) of respondents had been in school for 1-3 years, 23.1% had been there for 7-9 years, and 28.2% had been there for 10-12 years. 11.5% of responders in the school were in the 13 and over age range, while 25.6% were in the 4-6 age range.

Table 4.3: Distribution of the Respondents According Position

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

Source: Field Survey (2022)

According to Table 4.3 above, 30 respondents, or 38.5% of those who responded, were form masters; 8 respondents (10.3%) were also dining hall masters; 10 respondents (12.8%) were house masters; 10 additional respondents (12.8%) were assistant house masters; 10 respondents (12.8%) were heads of department; 6 respondents (7.7%) were senior house masters/mistresses; and 4 respondents (5.1%) were assistant headmasters.

Table 4.4 Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Motivation of staff	78	1.00	4.00	2.9103	3.16425
Problem solving skills	78	1.00	4.00	3.2308	5.10398
Goal oriented	78	1.00	4.00	3.2051	3.94469
Resilient and perseveres	78	2.00	4.00	3.0769	3.59803
Operates a transparent adm	78	1.00	4.00	2.7564	3.70593
Is good planner through reflection	78	1.00	4.00	3.4615	3.84810
Shows empathy to teachers	78	1.00	3.00	2.3718	4.79133
Gives constructive feedback to teachers	78	3.00	4.00	3.2179	3.41552
Empowering teachers	78	1.00	4.00	2.5000	2.86415
Displays emotional intelligence	78	1.00	4.00	2.0000	3.64466
Valid N (listwise)	78				

Source: SPSS construct (2022)

Here, descriptive statistics are analyzed to determine the characteristics of the data. Data features are shown in Table 4.4, including the total number of observations (N), averages, standard deviation, and the minimum and maximum values for each of the ten (10) variables used to measure successful instructional leadership techniques. From the table 4.4 above, it can be seen

that the mean values of the ten variables—staff motivation, problem-solving abilities, goal orientation, resilience and perseverance, transparent administration, good planning through reflection, empathy, providing helpful criticism, teacher empowerment, and emotional intelligence—were, respectively, 2.9103, 3.2308, 3.2051, 3.0769, 2.7564, 3.4615, 2.3718, 3.2179, 2.5000, and 2.0000.

Since the standard deviation values are greater than the mean, the variability in the distributions as recorded by the standard deviation shows that the variables were skewed from their mean.

Research question 1: What instructional leadership behaviours do heads of senior high schools at Mankraso SHS mostly use?

The majority of the senior high school administrators at Mankraso SHS adopt the instructional leadership behaviors that are analyzed and discussed in this section. The instructional leadership styles that the head(s) of senior high schools at Mankraso SHS most frequently employ are listed in Table 4.4.

Table 4.4 Instructional leader’s behaviors of heads of senior high schools at Mankraso SHS.

Table 4.4.1 Frame the School Goals

ITEM	S		D		N		A		SA		T	%
	N	%	N	%	N	%	N	%	N	%		
Develop School goals.	12	15.4	31	39.7	19	24.4	9	11.5	7	9	78	100
Frame the school goals	14	17.9	29	37.2	13	16.7	16	20.5	6	7.7	78	100
Use need assessments or other formal and informal methods to secure staff input on goal development.	16	20.5	19	24.4	20	25.6	12	15.4	11	14.1	78	100
Use data on students’ performance when developing schools academic goals.	8	10.3	34	43.6	15	19.2	7	9	14	17.9	78	100

The analysis is based on four instructional leadership characteristics used by heads, as shown in table 4.4.1. According to the graph above, 20.5% of respondents believed that school officials set educational goals, while 55.1% disagreed. Another example of instructional leadership action is framing the school's goals. According to the data, 55.1% of respondents either strongly disagreed

or disputed that heads frame school objectives in terms of staff responsibilities, while 28.2% said that heads frame school goals in terms of staff responsibilities. According to the survey results, 44.9% of respondents disagreed or strongly disagreed that leaders use needs assessments or other formal and informal ways to get staff participation on goal creation, while 29.5% agreed or strongly agreed that leaders should do so. Furthermore, 10.3% strongly disagreed, 43.6% disagreed, 19.2% were neutral, 9% agreed, and 17.9% strongly agreed that data on student performance should be used when creating academic goals for schools. According to the preceding, 26.9% of respondents agreed that heads use data on student performance while determining schools' academic goals, whilst 53.9% were either opposed to or highly opposed to this. According to the data, headmasters do not often engage in this instructional leadership practice of generating school goals, which contrasts with Bellibas et al.'s findings from two years earlier, which found that most principals established goals to effectively manage their schools.

Table 4.4.2 Supervise & Evaluate Instruction

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

According to the results in table 4.4.2 above, 59% of respondents were either strongly in agreement with or agreed that heads should ensure that teachers' classroom priorities are consistent with the goals and direction of the school, while 29.5% were either strongly opposed to or disagreed with this statement. How much do you agree or disagree that your head should review students' work products while evaluating classroom instruction is a further question the researcher explored under whether heads supervise and evaluate instructions. According to the survey's findings, 51.3% of respondents believed that heads should check students' work products when assessing classroom instruction, while 35.9% disagreed. Another matter under supervision and assessment as instructional leadership behaviors that the researcher looked at was whether heads conducted informal observations in classrooms on a regular basis. The results showed that 54.9% of respondents thought heads should often perform informal observations in classrooms, while 28.2% disagreed. Identifying particular areas of weakness in teachers' instructional practices in post-observation feedback is the final but not least aspect of monitoring and evaluation of instructions as an instructional leadership behavior that the researcher investigated. The findings showed that 51.3% of respondents said that heads should specifically identify areas of teacher instructional practice inadequacy in post-observation comments. In the meantime, 38.4% of the survey participants disagreed that heads specifically identify instructional practice weaknesses in post-observation feedback from teachers. The study's findings corroborated those of Almarshad (2017), whose study examined the behaviors and functions of instructional leadership, and demonstrated that senior high school heads in the Mankraso SHS oversee and evaluate lessons as instructional leadership behaviors.

Table 4.4.3 Coordinate the Curriculum

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

Four of the items within the school curriculum are coordinated in table 4.4.3 above. First, respondents were asked if they agreed or disagreed that school leaders should coordinate the curriculum. According to the results, 61.6% of respondents either strongly agreed or agreed that heads should coordinate the curriculum for their schools, whereas 23% of respondents opposed or strongly disagreed. The researcher wanted to know whether or not heads consider the results of school-wide testing when making curricular decisions. This was the second important issue under coordinating the curriculum. According to the findings, 25.7% of respondents disagreed that heads should consider the results of school-wide testing when deciding on the curriculum, while 56.4% of respondents agreed that heads should do so. The researcher also considered whether or not heads oversee the application of the curriculum. The findings confirmed that while 24.3% of respondents stated heads do not check curriculum utilization, 60.3% of respondents said heads do. Whether or not they believed that heads should evaluate the overlap between the school's curriculum objectives and its accomplishment exams was the final question under the heading of coordinating the curriculum. The findings revealed that, while 29.3% of respondents disagreed, 57.7% of respondents agreed that heads should consider if the school's curriculum objectives and achievement exams match. The findings thus indicate that the majority of respondents concur that one instructional leadership behavior used by heads of senior high schools in the Mankraso SHS is curriculum coordination.

Table 4.4.4 Provide Incentives for Teachers

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

Source: field survey (2022)

As seen in table 4.4.4 above, the first topic covered under giving instructors incentives was praising their excellent work in staff meetings. According to the results, 43.6% of respondents thought that heads should compliment instructors on their excellent work during staff meetings, while the same number disagreed. Additionally, it was investigated whether or whether heads privately congratulated instructors on their efforts or success in the context of giving teachers rewards. The findings revealed that while 46.2% of respondents disagree, 41% of respondents either agreed or strongly agreed that heads commend instructors privately for their efforts or performance. Furthermore, under the heading of proving incentives for instructors, it was studied to reward particular efforts made by teachers with chances for professional recognition. It was discovered that 41% of the respondents either strongly disagreed or disagreed that heads reward specific efforts by teachers with opportunities for professional recognition, while 43.6% either strongly agreed or agreed. Finally, the researcher examined whether or not heads give teachers opportunities for professional advancement as compensation for particular contributions they have made to the school. According to the findings, 44.8% of the respondents disagreed that heads should provide possibilities for teachers to further their careers as a reward for particular contributions to the school. Although 46.2% of respondents also believed that heads should give teachers opportunities for professional advancement as a reward for particular contributions to the school. The analysis's findings showed that respondents concurred that administrators in the senior high schools in the Mankraso SHS do reward teachers for their instructional leadership behaviors, which is in line with Bellibas et al.'s findings from 2022.

According to the research's findings, the majority of instructional leadership behaviors used by the senior high school administrators at the Mankraso SHS were curriculum coordination (61.6%) and

curriculum monitoring (60.3%). The results of this study are in line with those of Allan et al. (2020), who discovered that instructional leaders conduct formal classroom observations, hold conferences with teachers and provide feedback, discuss instructional behaviors with teachers, act as an instructional resource for teachers, monitor student progress, and support and foster collaborations between teachers. They also found that instructional leaders communicate school goals, use data when making curricular decisions, coordinate, supervise, and evaluate instruction.

Research question 2: What are the effective Leadership Practices of heads in senior high schools at Mankraso SHS?

This section analyzes and discusses replies on effective leadership practices of senior high school heads at Mankraso SHS.

Table 4.5 contains information on the effective Leadership Practices of Senior High School Principals at Mankraso SHS.

Table 4.5. Effective Leadership Practices of Heads in Senior High Schools At Mankraso SHS?

ITEM	S D		D		A		S A		Total Freq	TOTAL %
	N	%	N	%	N	%	N	%		
Motivating teachers	12	15.4	7	9	36	46.1	23	29.5	78	100
Being a problem solver	17	21.8	38	49.2	16	20.5	7	9	78	100
Being Goal-oriented	14	17.9	17	21.8	32	41.0	15	19.2	78	100
Is resilient and perseveres	30	38.5	15	19.2	16	20.5	17	21.8	78	100
Operates a transport administration	18	23.1	14	17.9	40	51.3	6	7.7	78	100
Is good planner through reflection	6	7.7	9	11.5	39	50.1	24	30.8	78	100
Shows empathy to teachers	11	14.1	9	11.5	28	35.9	30	38.5	78	100
Gives constructive feedback to teachers	8	10.3	12	5.4	38	49.1	20	25.6	78	100
Empowering teachers	12	15.4	15	19.2	34	43.6	17	21.8	78	100
Displays emotional intelligence	10	12.8	12	15.4	38	48.7	18	23.1	78	100

Source: Field Survey (2022)

The findings of the researchers' search for solutions to the study question are shown in Table 4.5 above, which demonstrates that 62.8% of respondents agreed or strongly agreed that heads employ incentive as an effective type of leadership.

According to the table, 29.5% of respondents agreed or strongly agreed that handling problems effectively is a leadership practice, while 59% disagreed or strongly disagreed. The results do not agree with Leithwood et al.'s (2019) research.

Being goal-oriented was also investigated, and it was shown that 39.7% of respondents didn't think it was a good way for heads to lead. Conclusion: The majority of respondents (43.6%) agreed that goal-oriented behavior is a successful leadership style for senior high school administrators at Mankraso SHS.

Additionally, the researcher looked into leadership with resilience. According to the data, 44.9% of the respondents thought that resilience is a good leadership technique for heads, while 39.7% disagreed. It was determined that resilience is best achieved through the use of heads.

The researcher also looked into the use of transparency in leadership. According to the findings, 46.2% of respondents felt that heads are effective while 41.0% disagreed. 70.5 percent of respondents agreed or strongly agreed that heads are effectiveness in terms of reflection.

Studying empathy as a useful leadership skill revealed that 59% of participants agreed or strongly agreed that heads are useful. This is consistent with Anushna and Mehrin's (2019) claim.

was also providing helpful criticism. In general, 58.9% of respondents agreed or strongly agreed that heads provide helpful criticism. Empowerment is a further leadership technique that needs explanation. 52.6% of respondents agreed that heads effectively exercise empowerment.

The last topic was emotional intelligence. 60.3% of those surveyed agreed that Mankraso SHS's senior high school administrators are successful.

The researcher can infer from table 4.5's findings that senior high school heads use successful leadership techniques. evaluating the Builsa North municipality's heads' instructional leadership practices for effectiveness.

Research question 3: What measures could be adopted to improve instructional leadership behaviours of heads in senior high schools at Mankraso SHS?

The analysis and discussion of potential solutions to enhance instructional leadership behaviors of heads of senior high schools at Mankraso SHS are covered in this section.

The steps that could be taken to enhance the instructional leadership behaviors of heads of senior high schools at Mankraso SHS are detailed in Table 4.6.

Table 4.6 Measures to Improve Heads' Instructional Leadership Behaviours in Senior High Schools at Mankraso SHS

ITEM	S D		D		N		A		S A		Total	TOTA
	N	%	N	%	N	%	N	%	N	%	Freq	L %
Design instructional leadership teams	19	24.4	10	12.8	6	7.7	23	29.5	20	25.6	78	100
Develop an instructional vision	12	15.4	14	17.9	7	9	24	30.8	21	26.9	78	100
Measure progress of goals.	12	15.4	8	10.3	9	11.5	23	29.5	26	33.3	78	100
Take actions on the vision with a plan	10	12.8	12	15.4	10	12.8	30	38.5	16	20.5	78	100
Monitor progress of vision and provide formative feedback.	6	7.7	10	12.8	10	12.8	28	35.9	24	30.8	78	100
Form a leadership community of practice with other leaders	9	11.5	15	19.2	6	7.7	23	29.5	25	32.1	78	100

Source: Field Survey (2022)

Table 4.6's results show that 24.4% of respondents strongly disagree that improving instructional leadership behavior will come from building instructional leadership teams with the ideal circumstances for optimum team performance. 12.% of respondents disagreed, 7.7% were neutral, while 29.5% and 25.6%, respectively, said they agreed and strongly agreed. This suggested that the majority of respondents were in agreement that improving heads' instructional leadership behaviors would need creating instructional leadership teams with the ideal working environment.

The creation of an educational vision and a shared language is a further consideration. 15.4% and 19.7% strongly disagreed, 9% were neutral, 30.8% agreed, and 26.8% strongly agreed out of the total replies. 57.6% of respondents, according to the results, agreed or strongly agreed that developing leadership in others might enhance heads' instructional leadership behaviors.

Utilizing metrics to impartially assess target progress is the next aspect that, if utilized, might enhance instructional leadership behaviors. According to the results, 15.4% said they severely disagreed, 10.3% said they disagreed, 11.5% said they answered neutrally, 29.5% said they agreed, and 33.3% said they strongly agreed. In light of the aforementioned, 62.8% of respondents agreed or strongly agreed that utilizing metrics to objectively monitor progress toward goals might enhance instructional leadership behaviors of heads in Senior High Schools at Mankraso SHS.

Taking steps toward the goal via a plan and action board approach was also investigated in addition to the aforementioned variables. According to the findings, 12.8% of respondents severely disagreed, 15.4% disagreed, 12.8% stayed neutral, 38.5% said they agreed, and 20.5% said they strongly agreed. According to the survey results, 59% of respondents felt that implementing a plan and action board approach to move toward the goal might enhance the instructional leadership behaviors of heads of senior high schools.

The researcher also looks at whether providing formative feedback and tracking progress toward a vision may assist develop instructional leadership behaviors. In contrast, 12.8% of respondents said they disagreed, 12.8% said they stayed neutral, 35.9% said they agreed, and 30.8% strongly agreed, according to the data. However, 7.7% of respondents said they severely disagreed. This indicates that 66.7% of respondents also concurred that providing formative feedback and tracking progress toward a vision might help heads improve their instructional leadership behaviors.

Finally, it was worthwhile investigating if creating a leadership community of practice with other leaders and taking use of expert and peer coaching may assist enhance instructional leadership behaviors. The results showed that 19.2% of respondents disagreed, 11.5% of respondents strongly disagreed, 7.7% of respondents were indifferent, 29.5% of respondents agreed, and 32.1% of respondents strongly agreed. Based on the findings, the researcher came to the conclusion that heads might enhance instructional leadership behaviors at the senior high schools at the Mankraso SHS if they formed a leadership community of practice with other leaders and utilized expert and peer coaching. The researcher came to the conclusion that if heads in the Mankraso SHS could create instructional leadership teams with the ideal conditions for maximum team effectiveness, develop an instructional vision and common language, use metrics to objectively measure progress to goals, take actions toward the vision with a plan and action board process, monitor progress to vision and provide formative feedback, and form a leadership community of practice with other leaders and teachers, they would be able to achieve their goals. The research results support Wallace's (2012) findings that creating a vision of academic success for all students, one based on high standards, cultivating leadership in others so teachers and other adults assume their role in realizing the school vision, and improving instruction to allow teachers to teach at their best and students to achieve their potential.

CHAPTER FIVE
SUMMARY, CONCLUSION, RECOMMENDATIONS, AND SUGGESTION FOR
FURTHER STUDIES

5.0 Introduction

This chapter aims to summarize the study's findings, reach conclusions, and offer suggestions. The summary discusses the study's goals, and the conclusions are based on the data gathered. In this chapter, other suggestions are also offered.

5.1 Summary of Findings

According to the survey, the key instructional leadership behaviors performed by principals included organizing the school curriculum and monitoring the application of the school curriculum, with response rates of 61.6% and 60.3%, respectively.

In terms of the efficacy of instructional leadership behaviors, the survey discovered that empathy and constructive feedback ranked first and second, with 59% each.

In terms of ways to harness instructional leadership traits in heads, the study discovered that monitoring progress toward vision and offering formative feedback might aid in enhancing instructional leadership behaviors in heads, with a response rate of 66.7%.

5.2 Conclusion

In light of the foregoing findings, the conclusion is that heads coordinated the school curriculum and monitored its use as part of their instructional leadership attributes, while incorporating empathy and constructive feedback as ways to be effective instructional leaders.

5.3 Recommendation

The following suggestions are provided for policy direction and school administration in light of the study's findings:

1. That seminars on curriculum design, monitoring, and implementation should be organized by the regional director for heads of schools.
2. That heads' instructional leadership qualities for fostering a calm academic environment be subjected to a rigorous examination.

5.4 Suggestion for further studies

The research was carried out in the Builsa North Municipality. It is proposed that the same experiment be repeated at senior high schools in the northern areas to confirm or contradict the findings.

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APPENDICES
UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to conduct a survey on heads instructional leadership behaviours at Mankraso SHS.

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

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

Section A: Personal information

1. Gender:

a) Male [] b) Female []

2. Number of years

1-3 [] 4-6 [] 7-9 [] 10-12 [] 13above []

3. Position:.....

SECTION B

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

Frame the School Goals

S/N	Item	SD	D	N	A	SA
4.	Develop School goals.					
5.	Frame the school goals Goal-oriented					
6.	Use need assessments or other formal and informal methods to secure staff input on goal development.					
8.	Use data on students' performance when developing schools academic goals.					

Supervise & Evaluate Instruction

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

Coordinate the Curriculum

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

Provide Incentives for Teachers

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

SECTION C

This part aims at assessing the effectiveness of heads instructional leadership behaviours in senior high schools.

Please indicate your opinion by ticking.

S/N	Statement	SD	D	N	A	SA
20.	Being a problem solver					
21.	Being Goal-oriented					
22.	Is resilient and perseveres					
23.	Operates a transport administration					
24.	Is good planner through reflection					
25.	Shows empathy to teachers					
26.	Gives constructive feedback to teachers					
27.	Empowering teachers					
28.	Displays emotional intelligence					

SECTION D

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

S/N	Statement	SD	D	N	A	SA
30.	Design instructional leadership teams with the right conditions for maximum team effectiveness.					
31.	Develop an instructional vision and common language.					
32.	Use metric to objectively measure progress to goals.					
33.	Take actions towards the vision with a plan and action board process					
34.	Monitor progress to vision and provide formative feedback.					
35.	Form a leadership community of practice with other leaders and take advantage of expert and peer coaching.					