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ASSESSING SCHOOL LEADERSHIP CHALLENGES IN GHANA USING LEADERSHIP PRACTICES INVENTORY

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ABSTRACT

The Ghana Education Service (GES) is facing challenges in school leadership and hence a lot of criticisms on basic school performances. The issue is whether school leadership relates to school performances and that there is the need for transformation leadership. The purpose of this study was to discuss self-reported leadership practices inventories (LPI) of graduate students to highlight their transformational school leadership potentials. The study participants were conveniently sampled from two Ghanaian public universities. Data from the self-reported LPI scores indicated a strong sense of self belief and the leadership potentials (M=48.93, sd=6.47). Gender differences in transformational abilities showed no statistical significance (t=-0.93, df=198, p=0.07), and the same with institutions (t=-0.99, df=198, p=0.38). However, the only statistical differences came from gender groups' report on "Enable Others to Act" (t=-1.72, df=198, p=0.01). Discussions focused on the need for a more futuristic thinking, people-focused skills, the practices of enablement, and the avoidance of discrimination against women in school leadership within GES. Five recommendations were made for transformational leadership in GES including INSET leadership contents, a research and development of school leadership mode, and a national certification policy.

Keywords: School leadership, Leadership challenges, LPI, Ghana education service (GES).

Contribution/ Originality

This study is one of very few studies which have investigated the use of Leadership Practices Inventories in assessing leadership potentials among educators, in this case school leadership, in Ghana. The study relates empirical research to actual practice in schools for further development.

1. INTRODUCTION

School leadership is a complex constellation of behaviours and cultures in an educational system that influence both pupils' and staffs' performances. It drives innovations, charisma, and relations. Leadership is about relationships universal differences or 'otherness' (Edwards, 2015); leadership is what leaders do to influence different people in order to do extraordinary things that becomes the hub of transformation, values creation and transfer, and the realization of collective dreams (Kouzes and Posner, 2002). Hence, school leadership in Ghana should be effective to bring about efficiency and results. School leadership can influence resource management, administrative controls, school culture, team efforts, and a myriad of transformative ideas for both pupils' and staffs' performances.

What school leadership entails may depend on who is asking and answering the question of "what is school leadership?" Because there are so many practices going on in schools that may not necessarily be termed leadership practices. Bush and Glover (2014) explain that the meaning of school leadership has gone through changes from educational administration to educational management and now associated with educational leadership. There are differences in the operations of such terminologies: administration, management, and leadership. There is a big difference between educational leadership and school leadership (Afful-Broni, 2004); (Bush and Glover, 2014). All these authors agree that there is great interest in leadership in all fronts in this century. In the Ghana Educational Service (GES) school leadership is important. It is supposed to be effective, strategic and transformative in our schools (Afful-Broni, 2004). It stems from the fact that many public schools in Ghana are failing to achieve credible results at the basic levels (Kadingdi, 2006). Kadingdi studied the results from West African Examination Council's (WAEC) Basic Education Certificate Examination (BECE) and raised an alarming concern for school leadership. For example, according to a Ministry of Education commissioned report by Prof. Anamuah-Mensah and colleagues in 2014 (MoE Report, 2014) in 2014 BECE results some schools in the Western region were scored zero percent (0%) pass rate, The report mentioned some public schools have pupils who can not read and write at their age level, and some have "less than 20% of P3 and P6 pupils attained proficiency in mathematics … there is disparity in performance due to geographical location, gender, and poverty" (MoE Report, 2014). Some of these failures in school can also be attributed to school leadership. School leadership is suppose to delivery results, solve 'people issues' in any given society, and run a system through multi-domains of competencies (Bush and Glover, 2014). The school leader, or the principal, or the head teacher runs a busy schedule; he or she is suppose to demonstrate multi-leadership in the event of scarcity and space (Alston, 2002). So in an attempt to transform school in Ghana, leaders ought to have certain leadership abilities such as be able to think strategically, become action-oriented, and get others to support any planned vision and mission in the school system. This calls for innovative strategies, focus, motivating teachers, staffs, and stakeholder towards shared vision and mission. The purpose of this study was to examine self-reported leadership practices inventories (LPI) of graduate students in order to highlight their transformational school

leadership potentials. Two research questions are addressed: (i) Are the respondents' LPI scores indicative of their transformational school leadership potentials? (ii) Which of the demographic groups (gender and institutions) are more likely to be transformational in GES? And as a significant contribution, this study is meant to discuss school leadership in the Ghana education system. Unlike previous research that focused on theoretical aspects of educational leadership in Ghana (Afful-Broni, 2004), the leadership styles categorization (Owusu-Mensah *et al.*, 2014), and this study is focused on leadership practices inventory. Especially, the researchers intend to add to the discussion on the contextual practices within the framework of the typology of effective school leadership (Snowden and Gorton, 2002; Bush and Glover, 2014). It is an attempt to re-think about transformational leadership in GES and to underscore the full utilization of strategic human capital in schools by harnessed potentials.

2. REVIEW OF RELATED LITERATURE

2.1. School Leadership Defined

Defining school leadership is like defining leadership in general; it depends on who is defining it (Achua and Lussier, 2010; Hackman, 2010). School leadership may be focused on skills, styles, behaviours, relationships, and so forth. Glynn and Defordy (2010) state "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p. 121). School leadership may be based on competencies, skills, attitudes, behaviours, and importantly be based on performance. Bush and Glover (2014) suggest a typology of school leadership in eight domains: (i) instructional, (ii) managerial, (iii) transformational, (iv) moral and authenticity, (v) distributed, (vi) teacher, (vii) system, and (viii) contingent leadership. The authors described school leadership domains in educational administration, educational management, educational leadership, and concluded that school leadership connotes influence on instructions, school culture, values, visions, management of resources, and several compositions of what constitute leadership in any social organization.

Hence in an attempt to define school leadership one can fall on the perspective of leadership practices. Kouzes and Posner (2012) opine that exemplary leadership is the influence of desirable result from a relationship with people, accomplishments in any situation, and the reliance of good practices for success (Leithwood *et al.*, 2006). School leadership should focus on moving people, teachers, parents, and staffs through practical influence (Leithwood *et al.*, 2006). In a broader sense, the results of leadership have effect on people, school culture, and educational attainments of children. Hence, school leadership is all about 'people issues', transformation, visionary ideas, and practical solutions in situations (Yukl, 2010; Moors, 2012). Hargreaves (2004) insists that school leadership should include inclusivity, a paradigm shift to initiate reasonability in teachers' emotions, and a driving force towards a common vision and moral purpose.

Additionally, it is the researchers' opinion that school leadership in Ghana will benefit from Kouzes and Posner (2012) leadership challenges propounded after decades of studies. These leadership challenges are simplified in five practices that are demonstrable in ten (10)

commitments (see Table 1 for details). These practices compliment the way to deal with people, to share vision, to enlist others, and to encourage performances that will ensure high level of passion in the business of education (Leithwood *et al.*, 2006; Bush and Glover, 2014). As part of their model, Bush and Glover suggest school leaders must be able to engage others, relate with stakeholders, and practice participative ways as repertoires of exemplary leadership.

2.2. The Leadership Practices

Apart from the seven claims by Leithwood *et al.* (2006) most exemplary leaders are identified with certain common practices that have traits in their abilities to get extraordinary things done (Kouzes and Posner, 2002; Floyd, 2003). Kouzes and Posner classified these as (i) *Model the Way*, *(ii) Inspire a shared vision*, *(iii) Challenge the process*, *(iv) Enable others to act*, and *(v) Encourage the hearts* (further details are provided in Table 1). Many studies have confirmed their findings empirically (Floyd, 2003). Floyd suggests using the Leadership Practice Inventories in education just as much as in businesses. Albeit, the five practices are still applicable to assess school/educational leadership behaviours, practically and empirically (Hersey *et al.*, 2008; Yukl, 2010; Northouse, 2013).

These leadership practices area summary of leadership behaviours in leading people with a focus, creating value, vision and mission, taking risks, and collaborating with others in a teams spirit, and making sure that people are encourage to put in their best. These are tested leadership practices (Northouse, 2013).

Table-1. Summary of the Five (5) Practices and 10 Commitments

No	Leadership Practice	Commitment
1.	Model the Way	Clarify values by finding your voice and affirming shared values
		Set the example by aligning actions with shared values
2.	Inspire a Shared Vision	Envision the future by imagining exciting and ennobling possibilities
		Enlist others in a common vision by appealing to shared aspirations
3.	Challenge the Process	Search for opportunities by seeking innovative ways to change, grow, and improve
		Experiment and take risks by constantly generating small wins and learning from mistakes
4.	Enable Others to Act	Foster collaboration by promoting cooperative goals and building trust
		Strengthen others by sharing power and discretion
5	Encourage the Heart	Recognize contributions by showing appreciation for individual excellence
		Celebrate the values and victories by creating a spirit of community

Source: Kouzes and Posner (2002)

2.3. Gender and School Leadership

The road to school leadership positions is becoming more competitive and professional demanding among genders. The path to school leadership is evolving and becoming more complex as cultures become more and more pluralistic and gender sensitive. Studies have shown that women lead differently (Owusu-Mensah et al. (2014).. To distinguish gender roles when it comes to transformational and transactional leadership, Grogan and Shakeshaft (2011) opine that female leaders are more likely to be transformational than male counterpart.

Various opinions are put forward to explain gender differences from natural to psychological. One of such is the attribution of such distinction to masculinity and femininity. The feminism thinking is considered tender, caring, intuitive, and so forth that is shaped by traditionalism, discrimination, and stereotyping. The male is considered robust, justice oriented, dominant, and so forth. Morally, the female is considered caring and mercy, whilst the male is daring and just. Yet, Grogan and Shakeshaft (2011) look beyond the differences and opine that if there is going to be any greater social justice and change, then women educational leadership must be taken seriously. Grogan and Shakeshaft espouse that women lead from five ways: (i) relational, (ii) social justice, (iii) spirituality, (iv) learning, and (v) balanced leadership.

Whilst we cry equality, researchers are always bias in their representations. Many authors state that intuitively women are naturally distinct from men, and that women lead by the soul (citing Crystal L. Hoyt in Northouse (2013). But Northouse (2013) opines that these days the 'glass ceiling' has turned to labyrinth (p. 352), attributing the reasons to natural tendencies and intuitive differences. Researchers perhaps have to rethink their naturalistic stereotyping that affects perceptions of abilities. Globally, this concern is equally shared by many researchers (Grogan and Shakeshaft, 2011).

Importantly, according to Attom (2010), gender issues in Ghana educational/school leadership have to be addressed through policies and practices. Discrimination and stereotyping challenges are documented in research. It is also evident that there are more female teachers in the GES, for example, than there are those in leadership. Another attempt to study male-female leadership differences in Ghana was undertaken by Owusu-Mensah et al. (2014). However, their study examines perceived leadership styles rather than leadership behaviours in situations of school importance. The authors did not probe into gender practices in school leadership. But their recommendations are valid in terms of GES; leadership must combine styles, shared powers, resources, and design processes for school efficiency (Owusu-Mensah et al., 2014).

2.4. Transformation in Ghana Education System

Change is what brings transformation in any organization (Balogun and Hailey, 2008). Change is usually led by leaders who are visionary, ready to take risks, and move people. In Ghana, the Ghana education system has mostly been 'transformed' by political changes, incoming of new government, ministers who come with new educational reforms, and policy reviews (Kadingdi, 2006). Much of these have almost always been with political undertones (World Bank,

1998; World Bank OED, 2004). The World Bank OED report states that on school transformations, infrastructural development, and the Millennium Development Goals (MDG) Ghana is in need of major educational reform. The report indicates that educational policies such as the FCUBE (Free Compulsory Universal Basic Education) and the School feeding programmes are important milestones in the Ghanaian education. But there is the need to get implementation leadership, particularly at the school level throughout the country. According to Balogun and Hailey (2008), such transformation needs strategic thinking, sustainable resourcing, and personal competencies based on leadership skills. These skills are demonstrated in good judgments and analytical approaches. School transformation in Ghana is possible through school/educational leadership which is in both technical and soft skills. It is possible to combine both technical and soft skills (Hargreaves, 2004). Afful-Broni (2004) suggests that GES can benefit very well with educational leadership, curriculum leadership, and teachers who can share the vision of change. In GES this is desirable for development in Ghana (Afful-Broni, 2004). Leadership is about having a vision, behaviour, knowledge, and methods (i.e., the process or design) of changing things (Balogun and Hailey, 2008). In summary, literature shows the importance of school leadership in pupils' academic performances. Reviews also indicate global acceptable practices regarding school leadership that do not discriminate among groups. Such productive practices are summed up by Kouzes and Posner as five leadership challenges and 10 commitments. However, when it comes to change in schools then it is the transformational abilities that resonate exemplary school leadership.

3. METHODS

The research design is a cross-sectional survey, which involves asking the same set of questions with predetermined individuals to describe an existing situation or issue (Fraenkel and Wallen, 2006). This design is appropriate because of the self-reporting nature of what already exist as potential leadership skills. Participants (N=213) were conveniently sampled from two public universities, University of Education, Winneba (UEW) and University of Cape Coast (UCC). These institutions are statutory mandated to lead in teacher education. They are graduate students within the education set up and from similar characteristics. Data collection was helped by two research assistants who supervised the participants to self-report voluntarily their leadership characteristics with LPI instrument. They were asked to volunteer their responses on the survey items at one sitting, which lasted between 20–30 minutes. The data collection instrument, Leadership Practice Inventory (LPI), had been tested by Jim Kouzes and colleagues after decades of research *(www.leadershipchallenge.com)*. The LPI instrument consists of 30 items with a 10-pointscale (i.e., 1=*Almost Never*, 2=Rarely, 3=Seldom, 4=Once in a While, 5=Occasionally, 6=Sometimes, 7=Fairly Often, 8=Usually, 9=Very Frequently, to 10 = *Almost Always)*, with six behavioural statements for each of the five leadership practices. Data were transformed and analysed based on the developers' guidelines.

4. RESULTS DISCUSSIONS

Table 2 shows the demographic information of respondents. Majority (65.5%) were female, from UEW (72.5%), and working in the secondary sector (39.0%). These students are experienced school teachers, leaders, and educators working within the Ghana education system. Majority (33.0%) of them have working experiences between 8–12 years, and are at the graduate studies level (i.e., UEW, 72.5%, and UCC, 27.5%). They also come from the various sectors of GES (i.e., Basic level, 25.5%, Secondary level, 39.0%, and administration offices, 19.0%).

Table-2. Demographic Data of Respondents

		n	%
Gender	Female	131	65.5
	Male	69	34.5
Institutions	UEW	145	72.5
	UCC	55	27.5
Areas of specialization			
	Basic education (Primary JHS &)	51	25.5
	Secondary education (SHS)	78	39.0
	Colleges of Education and Tertiary	30	15.0
	Administration (GES Office)	38	19.0
	Other area (i.e., Police, etc.)	3	1.5
Years of experience			
	< 3	25	12.5
	3 − 7	62	31.0
	8 − 12	66	33.0
	13 − 17	33	16.5
	18 +	14	7.0
Exposure Contents	Have some exposure to contents	134	66.0
	Have no exposure to contents	65	32.5
	Not sure	1	0.5
Interested in Contents	Yes, interested in contents	155	77.5
	Not interested in contents	26	13.0
	Not sure	19	9.5

N=200. **Source:** field data (2014).

Again, Table 2 shows majority (66.0%) of the respondents have had some kind of exposure to leadership contents in the course of their education. When they were asked to indicate whether they will be interested in learning more leadership contents, 77.5% of them answered positively.

First, based on the research question: *Are respondents' LPI scores indicative of their transformational school leadership potentials?* Appendix A shows the detail report from the 30 LPI items and their respective leadership practices. All indications show the respondents self-reported high scores in all the five leadership practices (ranging from M=6.70, sd=2.19 to M=9.19, sd=1.23). In this regard, according to the literature, the data give hope to transformative abilities. Respondents are able to *Model the way*, for example, by *"Sets a personal example of what he/she expects of others"* (M=7.97, sd=2.17), and *"Build consensus around a common set of values for running our organization"* (M=9.96, sd=1.71). (Appendix A gives details).

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With regards to other practices such as *Inspire a Shared Vision* respondents indicated higher than average scores for the various items (range from M=6.70, sd=2.19 to M=7.76, sd=1.82). Data for *Challenge the Process* (range from M=7.45, sd=2.00 to M=8.37, sd=1.62), *Enable Others to Act* (range M=6.94, sd=2.48 to M=9.19, sd=1.23), and *Encourage the Hearts* (range from M=7.47, sd=2.10 to M=8.96, sd=1.39). These are good scores for transformational thinking and leadership practices.

In addition, Table 3indicates significant Means scores for good practices in transformational leadership. For example, respondents scored themselves high on *Enable Others to Act* (M=49.33, sd=8.77) but low in *Inspiring a Shared Vision* (M=44.29, sd=9.26). However these are all above averages for the confident needed to excel in school leadership. The aggregate mean score for transformational ability is equally high (M=47.55, sd=6.00).

Table-3. Means of the Various Leadership Practices

Practices	Min	Max	Mean*	sd
Model the Way	17.00	60.00	48.35	6.98
Inspire a Shared Vision	19.00	58.00	43.89	7.70
Challenge the Process	25.00	60.00	47.82	6.82
Enable Others to Act	23.00	60.00	48.93	6.46
Encourage the Hearts	12.00	59.00	48.75	7.23
Transformational Ability*	26.00	58.20	47.55	6.00

N= 200, **Source:** field data (2014)

These LPI items scores (as seen in Appendix A and Table 3) can be discussed in four area with regards to transformational leadership. First, the respondents are self-aware and assumed readiness to practice the five leadership challenges. They can *model the way* for others to follow, *inspire a shared vision* for collective responsibility, enable others to act by willingly allowing and resourcing others to function, and so forth. This awareness is a recipe for transformative thinking (according to (Kouzes and Posner, 2012) to bring school transformation.

Second, the means score affirms the potential of the respondents to practice transformational school leadership (M=47.55, sd=6.00) is above the average. This means the students have the potentials to bring about transformation through leadership in GES (Krishnan, 2005; Ilies *et al.*, 2006; Moors, 2012). By scoring themselves high, the students are demonstrating a self-awareness of their believability, integrity, and values. These are what keep school as an organization and to remain focused for transformation.

Third, most respondents scored significantly high on *Challenging the Process* (M=47.64, sd= 6.82), which means they believe in risks and going against the grain. In other words, the students are ready to "*search for opportunities by seeking innovative ways to change, grow, and improve*" in their respective roles in the schools. By implication it also means they are ready to sustain changes in

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difficult times. Research supports this characteristics for transformation (Yukl, 2010; Kouzes and Posner, 2012; Northouse, 2013).

Fourth, the findings indicate comparatively high scores in both *Enabling Others to Act* (M=49.33, sd = 8.77) and *Encouraging the Hearts* (M=48.75, sd= 7.23). These are soft skills related to people-focused, relationship building, and encouraging people to do exploits. School leadership is more about people (Leithwood *et al.*, 2006); a sustainable change, which is transformational, depends on leader-follower relationship not just technical skills (Balogun and Hailey, 2008). Teachers, administration staffs, and school leaders should be concerned about moving people from mediocrity through motivational leadership practices in every situation (Hersey *et al.*, 2008). People should be moved along. Transformation should come from stakeholders' full participations (Kadingdi, 2006).

The second research question addressed was: *Which of the demographic groups (i.e., gender, institutions) is more likely to be transformational in GES?* This question was answered by looking at the gender group and institutional group differences when it comes to transformational abilities.

Findings presented in Table 4 suggests there are differences in leadership approach among the gender groups as suggested by Grogan and Shakeshaft (2011). In this case the data mostly show the differences are not statistically significant except when it comes to *Enable Others to Act* (t=-1.72, df=198, p=0.01< 0.05). Also, there is a slightly significant differences in the gender groups when it comes to transformational abilities (t=-0.93, df=198, p=0.07>0.05) but not statistically significant at p=0.05 level. The mean scores of the women group are comparatively higher (see Table 4). Women leadership have five ways they demonstrate high level capacity and development in leadership (Grogan and Shakeshaft, 2011). Ideally, women leadership in schools will impact significantly on the culture and performance of the schools. Despite the differences, women school leadership is indirectly affected by the old-school practices, traditional thinking, and expectations among sexes (Ely and Rhode, 2010). The female group may have rated themselves high on the LPI scales, yet in reality situations may dictate leadership behaviours and styles (Hersey *et al.*, 2008).

Table-4. Test of Variances in LPI scores among Gender Groups

	GEN	N	Mean	sd	t	df	Sig
T-test for equality of Means							
Model the Way	1	131	48.01	7.48	-.70	198	.10
	2	69	48.83	5.93			
Inspire a Shared Vision	1	131	43.65	7.87	-.62	198	.66
	2	69	44.36	7.39			
Challenge the Process	1	131	47.64	7.05	-.51	198	.45
	2	69	48.16	6.46			
Enable Others to Act	1	131	48.39	7.14	-1.72	198	.01*
	2	69	50.00	4.78			
Encourage the Hearts	1	131	48.55	7.50	-.53	198	.81
	2	69	49.12	6.72			
Transformational Ability	1	131	47.26	6.44	-.93	198	.07*
	2	69	48.09	5.07			

P =0.05 level. Gender 1 = Female, 2=Male **Source:** field data (2014)

When the two institutional groups were analysed there was no statistical differences between them when it comes to transformational abilities (t=-0.99, df=198, p=0.38>0.05). This means the data suggest both institutions are at par when it comes to school leadership capacities. The only significant difference was recorded on *Enable Others to Act* (t=-1.20, df=198, p=0.23>0.05). There are differences in approaches to how followers are enlisted to act and how they are allowed to collaborate with leaders but the difference is not statistically significant.

Table-5. Test of Variances in LPI scores among Institutional Groups

	INST	N	Mean	sd	t	df	Sig
	T-test for equality						
	of Means						
Model the Way	1	55	46.96	6.74	-.17	198	.87
	2	145	48.88	7.02			
Inspire a Shared Vision	1	55	43.80	7.99	-.01*	198	.70
	2	145	43.93	7.62			
Challenge the Process	1	55	47.62	7.51	-.26	198	.62
	2	145	47.90	6.57			
Enable Others to Act	1	55	48.04	7.47	-1.20	198	.23
	2	145	49.26	6.02			
Encourage the Hearts	1	55	47.91	8.50	-1.01	198	.38
	2	145	49.06	6.69			
Transformational Ability	1	55	46.87	6.64	-.99	198	.38
	2	145	47.81	5.75			

P=0.05 level. Institutions 1 = UCC, 2= UEW **Source:** field data (2014)

Finally, it is to be noted that other demographic differences such as the experience levels, educational qualifications, and the INSET exposure to leadership contents may impact school leadership behaviours, styles, and culture. But a limitation was set for this study because of lack of statistical significance in demographic differences. However Table 2 shows that some respondents are interested in further leadership contents (77.5%), others not interested (13.0%), and some 'Not Sure' (9.5%). This difference in opinion was interesting to the researchers because it shows the content areas that GES' INSET programme has to look at.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The study participants are graduate students mostly working with the GES. These are potential leaders who ought to be encouraged to transform public schools in Ghana. Many schools are failing, however we need transformational school leadership. Based on the self-reported LPI the potentials to demonstrate leadership practices are there. Practical leadership may involve working with teachers, parents, and pupils calls for extraordinary results. Though there are many factors that contribute to school failures, studies have shown that school leadership is a significant factor. Transformational school leadership will lead to *Inspire a Shared* vision, *Challenge the process*, *Enable others to act* and *Encourage the hearts* of others. In Ghana, GES

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must act to develop leadership potentials among its human capital. Agenda and policies have to be practical in school achievements. GES has been criticized by the media for some school scoring 'Zero percent' in BECE examination this year (2014). The situation can be transformed by exemplary leadership.

Nonetheless, the data showed there are many potential school leaders who see themselves as ready to bring transformation. Part of such transformational leadership involves uncovering potentials that can bring vision in practice, and to realign visions and values with transformative ideas (Krishnan, 2005). School leaders are to collaborate with people and entrust resources to others; this is *Enable Others to Act*. Those potential leaders in this study are graduate students who rated themselves high in strengthening others in order to share power and discretions (Kouzes and Posner, 2012). Again, their responses to *Encourage the hearts* is an indication that they are willing to touch the hearts before asking for the hands of others Floyd (2003). Data show that these school leaders believe in their ability to be an example, enabling other people to act, encourage others, and they are willing to allow others to contribute to their collective victories. These are ingredients for a culture of excellence, people-centeredness, and effective school leadership in all domains (Bush and Glover, 2014).

5.2. Recommendations

First, it is recommended that school leadership particularly among graduate students should be encouraged and developed in the Ghanaian higher education system. Graduate students are matured, experienced, and potential leaders. Institutions should be harnessed these potentials. Second, GES should engage the female teachers/educators in positions of influence. Female teachers in particular should be encouraged to share power, ideas, and vision for a collective gain. GES should have an affirmative action, policy in place, and practices on gender balance at all levels – i.e., district, regional, and national. Currently, the practice has been women dominating the supporting staffs rather than top leadership.

Third, GES should encourage leadership contents in its in-service training (INSET). GES has an INSET programme that focuses more on administration and management. There should be a balance of technical and relational skills. Administration and management deal with planning, organizing, motivating, and controlling tasks and resources. Yet, there is a huge gap in leadership competencies except for the potentials which are there. School leaders need a balance of technical, human, and conceptual skills.

Fourth, GES should institute a national policy on school leadership certification programme. This will level the plain field for all school leadership appointments. Just as in most developed countries such as in USA and UK, there should be in place a school leadership development, professional enhancement, and recruitment strategies leading to certification. Currently, school leaders are appointed based on long services and interviews, after which they are trained to handle leadership issues. Abilities to implement vital strategies that brings transformation and results may be lacking, hence, heads of schools should be certified leaders. Finally, more work

should be undertaken into a model for school leadership in Ghana. There is the need for contextual models for the nation. A Ghanaian school leadership model should be of necessity that will examine the context of competencies, a typology of skills, for a national school development. The government should encourage multi-institution research and innovations that focus on effective school administration, management, and leadership. Valuable competencies must be underlined alongside the usual instructional supervision skills to bridge theory and practice in Ghana education system.

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APPENDIX-A. Mean of Practices and Question Items

Leadership Practice	Question Items	N	Min	Max	Mean	sd
Model the way	Sets a personal example of what he/she expects of others	200	2.00	10.00	7.97	2.17
	Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on	200	1.00	10.00	7.87	2.00

	Follows through on promises and commitments he/she makes	200	2.00	10.00	8.09	1.68
	Asks for feedback on how his/her actions affect other people's performance	200	1.00	10.00	8.50	1.50
	Builds consensus around a common set of values for running our organization	200	2.00	10.00	7.96	1.71
	Is clear about his/her philosophy of leadership	200	1.00	10.00	8.14	1.80
Inspire a shared vision	Talks about future trends that will influence how our work gets done	200	1.00	10.00	7.55	2.13
	Describes a compelling image of what our future can be like	200	1.00	10.00	6.70	2.19
	Appeals to others to share an exciting dream of the future	200	1.00	10.00	7.21	2.07
	Shows others how their long-term interests can be realized by enlisting in a common vision	200	2.00	10.00	7.55	1.86
	Paints the "big picture" of what we aspire to accomplish	200	1.00	10.00	7.45	2.05
	Speaks with genuine conviction about the higher meaning and purpose of our work	200	1.00	10.00	7.76	1.82
Challenge the process	Seeks out challenging opportunities that test his/her own skills and abilities	200	2.00	10.00	8.36	1.72
	Challenges people to try out new and innovative ways to do their work	200	1.00	10.00	8.14	1.86
	Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	200	2.00	13.00	8.37	1.62
	Asks "What can we learn?" when things don't go as expected	200	1.00	18.00	8.10	1.85
	Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs we work on	200	1.00	10.00	7.45	2.00
	Experiments and takes risks, even when there is a chance of failure	200	1.00	10.00	7.68	1.91
Enable others to act	Develops cooperative relationships among the people he/she works with	200	1.00	10.00	6.94	2.48
	Actively listens to diverse points of view	200	2.00	10.00	8.40	1.79
	Treats others with dignity and respect	200	2.00	10.00	8.63	1.42
	Supports the decisions that people make on their own	200	2.00	10.00	9.19	1.23
	Gives people a great deal of freedom and choice in deciding how to do their work	200	1.00	10.00	8.16	1.64
	Ensures that people grow in their jobs by learning new skills and developing themselves	200	3.00	10.00	7.93	1.68
Encourage the hearts	Praises people for a job well done	200	1.00	10.00	7.90	1.82
	Makes it a point to let people know about his/her confidence in their abilities	200	2.00	10.00	8.96	1.39
	Makes sure that people are creatively rewarded for their contributions to the success of projects	200	1.00	10.00	8.28	1.68
	Publicly recognizes people who exemplify commitment to shared values	200	2.00	10.00	8.32	1.60
	Finds ways to celebrate accomplishments	200	1.00	10.00	7.47	2.10
	Gives the members of the team lots of appreciation and support for their contributions	200	1.00	10.00	8.16	1.82