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Influence of Principals' Instructional Leadership Behaviours on Continuous Professional Development of Tutors in Colleges of Education in Ghana

[1]Phyllis AgyemanNyarko, PhD ,[2]Yayra Dzakadzie, PhD
[1]Abetifi Presbyterian College of Education, Abetifi-Kwahu
[2]Faculty of Educational studies, University of Education, Winneba

ABSTRACT: The study investigated the influence of principals' instructional leadership behaviours on professional development of college of education tutors in Ghana. The survey design was used to randomly sample 480college tutors.Self-constructed questionnaire was used as the data collection tool and the data was analysed using descriptive and inferential statistics. The study revealed that principals in colleges of education promote collaboration among tutors, promote in-service training and supervise college tutors' work. It was also found that there is a statistically significant influence of principals' instructional leadership behaviours on professional development of college tutors in Ghana. The study concluded that instructional leadership behaviours of principals in colleges of education is a vital tool for college tutors' professional development. It was recommended that principals should be given regular training by GTEC and mentoring universities, to have up-to-date knowledge in instructional leadership, and, to improve upon their capacity to assume the roles as instructional leaders effectively in colleges of education in Ghana.
KEYWORDS:Instructional Leadership Behaviours; Continuous Professional Development; Principals, Tutors

I.   INTRODUCTION

The college principal's role over the years has changed tremendously in response to an ever changing society (Leithwood&Jantzi, 2008). Today, principals are charged with ensuring that teachers are effectively teaching and students are effectively learning. Now, the focus of school leadership has shifted from supervisorial to instructional leadership. Inthe supervisorial regime, much attention is given to teachers' output with little or no emphasis on teacher professional development. However, instructional leaders promote growth in student learning, supervise and evaluate teachers, coordinate staff development programmes and create collegial relationships among teachers (Greenfield, 1987). The college principal, according to Blasé & Blasé (2002), is encouraged to model effective instruction by ensuring that instructional time is uninterrupted, supporting collaboration, and providing professional development opportunities for tutors. Obi (2001) encouraged school principals to promote enthusiasm of tutors'attendance toprofessional conferences, seminars and workshops to enhance effective learning among students.

Steyn and Van Niekerk (2002) observe that it is the duty of college principals toinitiate the creation of a positive climate for the professional development of teachers. Among the key domains of the instructional leadership behaviours of principals, Cotton (2003) singled out the promotion of school-wide continuous professional development for tutors. These include the creation of a stimulating, supportive and professionally challenging environment for tutors. These behaviours may attract tutors' commitment and general satisfaction as well as establish a culture of mutual trust, risk taking, reflective thinking, and mutual collaboration. Esia-Donkoh (2004) found that tutors in colleges of education in the Central region of Ghana are generally satisfied with the leadership behaviours of principals in the areas of recognition, interpersonal relationship, and opportunity for professional advancement, work environment and students' performance.

However, little is known about the influence of instructional leadership behaviours of principals on continuous professional development of college of education tutors in Ghana. The question then is what is the perception of tutors on instructional leadership behaviours of their principals in colleges of education in Ghana? But will these instructional leadership behaviours of college principals influence the continuous professional development of their tutors? Answers to these perplexing questions are not readily available in the current literature. This study is therefore undertaken to examine the influence of principals' instructional leadership behaviours on continuous professional development of tutors of the colleges of education in Ghana.

RESEARCH OBJECTIVES

The study sought to:

1. examine the perception of tutors on instructional leadership behaviours of principals of colleges of education in Ghana;
2. assesswhether instructional leadership behaviours of principals influence continuous professional development of their tutors in colleges of education in Ghana.

RESEARCH QUESTION

What is the perception of tutors on instructional leadership behaviours of principals in colleges of education in Ghana?

RESEARCH HYPOTHESIS

H_0: Instructional leadership behaviours of principals are not statistically significant predictors of tutors' continuous professional development in colleges of education in Ghana.

H_1: Instructional leadership behaviours of principals are statistically significant predictors of tutors' continuous professional development in colleges of education in Ghana.

II.   LITERATURE REVIEW

Instructional Leadership Behaviours of School Principals

The legacy of effective schools movement during the 1980s drew scholarly attention to the role of the principal in school effectiveness (Bossert, Dwyer, Rowan & Lee, 1982; Purkey& Smith, 1983). The concept of instructional leadership emerged from the growing body of knowledge that support the role of the school principal in educational reforms (Hallinger& Heck, 1998; Marzano, 2003).In most cases, instructional leadership is mainly seen as a goal-directed action that facilitate change. Greenfield (1987) opined that instructional leadership as purposive actions undertaken by school heads, seeks to develop a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children. In the early 2000s, instructional leadership was seen as a broad set of school leadership roles and responsibilities designed to address the workplace needs of successful teachers and to foster improved achievement among students (DiPaola&Tschannen-Moran, 2003). Similarly, Van de Grift and Houtveen (2006) perceived instructional leadership as an ability trait of principals. This internalised trait enables a principal to initiate school improvement strategies by creating a positive learning oriented educational climate. Brazer and Bauer (2013) perceived instructional leadership as any effort aimed at improving teaching and learning for students by managing effectively, addressing the challenges of diversity, guiding teacher learning, and fostering entire organizational learning.

Instructional leadership behaviour is also seen as a set expectations and goals for tracking student performance and teacher professionalism (Murphy, 1990; Blasé & Blasé, 2002). Such behaviours include classroom visitation, observations, ensuring uninterrupted instructional time, supporting collaboration, and providing professional development opportunities for teachers (Blasé & Blasé, 2002). School principals provide professional development opportunities for teachers by promoting teacher attendance to conferences, seminars and workshops, professional associations and in-service educational programmes (Obi, 2002). Instructional leaders again,focus on building a community of learners, sharing decision making, sustaining the basics, leveraging and protecting instructional time as well as supporting ongoing professional development of staff (King, 2002; Brewer, 2001). However,Roudebush (1996) indicates that, the principal's role as an instructional leader is rarely practiced. The reason being that many principals focus majority of their time, energy, and resources on managerial activities rather than acting as instructional leaders. Berlin, Kavanagh and Jensen (1998) argued that, if schools are to progress, principalsshould not allow their daily duties to interfere with the leadership role in the curriculum.

Wanzare and Dacosta (2001) also observe that, "although the literature suggests that principals have many instructional leadership roles, numerous barriers exist which present difficulties to principals as they attempt full execution of these roles" (p. 276). Wanzare and Dacosta, further assert that, among the reasons adduced to the above are some major barriers confronting principals, such as time fragmentation, the principal's role complexity and ambiguity, poor preparation of principals as instructional leaders, and intra-organisational constraints. In the direction of this, Buchan (2004) observes that, 'the first obstacle is the most challenging: freeing up enough time for the principal to function as an instructional leader' (p. 42). He adds that, if a principal chose to do so, he/she could spend all day in the office dealing with the many managerial duties most principals are assigned.

Continuous Professional Development of Teachers

The provision of a systematic means for development of skills, knowledge, problem-solving abilities and attitudes of teachers has been a cardinal tenet of the teaching profession for centuries (Castetter, 1981).

Castetter continues that the quest for more effective development plans and programmes, continues today perhaps at a greater pace and in more diverse directions to provide opportunities for personnel to become and to remain professionally competent. Castetter adds that it is generally accepted that the school personnel do not enter the profession as finished practitioners. He continues that there are differences in the pre-service programmes and the actual demands of the teaching profession. Musaazi (1984) also reiterates that no teachercan be considered fully competent without taking periodic continuous professional development programmes. Since teachers are part of the dynamic profession, they are required to keep abreast with improvements in teaching methods, students' learning and assessmentof students at the classroom level.

Guskey (2000), described continuous professional development as activities designed to enhance the professional knowledge, skills and attitudes of teachers. It is implied that teacher participation in continuous professional development workshops will help in improving students' learning. Steyn and Van Niekerk (2002) added that the knowledge, skills and attitudes obtained by teachers through their participations in continuous professional development programmes will help them educate students effectively. This implies that students will inherently benefit from continuous professional development of teachers. Steyn, (2011) on his part also observed that continuous professional developmentprogrammesshould focus on both present and anticipated needs of teachers. Workshops, seminars, inductions, training and support, webinarsand others, arethus subjected to either the present or anticipated needs of teachers. Steyn (2011) concluded that the overriding aim for teacher continuous professional development is to further teacher job satisfaction and career prospects.

Campbell, McNamara and Gilroy (2005) indicated that teachers are expected to meet high standards of teaching to raise the levels of achievement in schools and colleges. King and Newman (2000) retorted since teachers have the most sustained and direct contact with students, it is worthwhile improving teachers' knowledge, skills and dispositions to teaching philosophies and learning theories to enhance quality control and performance of students in schools. This justifies the need for continuous professional development of college tutors in Ghana. The continuous professional development of tutors aims at informing and changing teacher behaviour as a result of new information(Whitehurst, 2002). Through continuous professional development programmes, college tutors are becoming more knowledgeable and skilful regarding new developments and changes in their specialised fields of experience. Being exposed to new information and approaches emerging from research and developments, tutors will obtain new orientation to teaching and learning for improvement in students' learning outcomes (Knapp, 2003; Day &Sachs, 2004). Robinson, Lloyd and Rowe (2008) concluded that continuous professional development is one of the critical components of the nation's efforts to improve schools and students' achievement.

This notwithstanding, Avalos (1991) asserts that reforms within teacher education programmes will meet serious challenges if attention is not paid to improving the quality of tutors frequently. Beeby (1980) concludes that it thus seems important to consider what can be done to improve the qualifications of tutors in training colleges to enable them keep abreast with developments in their fields of specialisation. However, Stuart, Kunje and Lefoka (2000), in a case study of career and perspectives of tutors in teacher training colleges in Malawi and Lesotho, found that there were no staff development programmes even though many tutors wanted to upgrade their academic qualifications for both intrinsic and instrumental reasons. Stuart et al. (2000) recommended that there is the need for professional development programmes for college tutors which should include induction, in-service training, supported instruction and also provide for academic upgrading, both in the relevant subject areas and in their understanding of professional values, theory and practice.

Instructional Leadership and Continuous Professional Development of Tutors

Blasé and Blasé (2002) examined leadership behaviours that have direct effects on teachers and classroom instruction. The study found two themes; talking with teachers to promote reflection and promoting professional growth. Effective instructional leadersthey explained, talk with teachers to promote reflection by making suggestions, giving feedback, modelling, using inquiry, soliciting advice and opinions, and praising their teachers. On the promotion of professional growth and development, it was established that instructional leaders support collaboration among teachers, develop coaching relationships and implementing action research to inform instructional decision making. Based on the strength of the association, Blasé and Blasé (2002) concluded that instructional leaders who are passionate about staff development encourage their staff to attendworkshops, seminars, and conferences to appraise themselves with modern trends and happenings with respect of educational policies and systems. Such leaders build strong culture of collaboration, promote coaching, and use inquiry based approach to drive staff development (Larson-Knight, 2000). In addition, Blasé and Blasé (2002) reported that teachers' participation in workshops, seminars, and conferences positively affected their self-esteem and sense of being supported; and thattheir current motivational level, classroom reflective philosophies, and reflectively informed behaviour were positively affected. McEwan (2003) emphasised that effective instructional leaders provide opportunities for staff to share ideas through professional conversations, collaboration, and collegiality for staff professional development. From the foregoing, there seem to existanassociation between instructional leadership behaviours and professional development of teachers.

III.   METHODOLOGY

This study used quantitative research strategy by employing cross-sectional survey design. Data for the study was collected at a particular point in time, through questionnaire to test hypotheses or answer questions(Cohen, Manion& Morrison, 2011). Principal instructional leadership behaviours and continuous professional development of college tutors align itself to the survey design which analyses quantitative data using several variables, where the relationship includes a criterion variable and more than one predictor variables.

Population

The study targeted all tutors of colleges of education in Ghana. Ghana had a total of thirty-eight (38) public CsOE until 2016 when four (4) private ones were adopted by the government to become public colleges raising the number of public colleges of education to forty-two (42).Currently, Ghana has forty-six (46) public colleges of education. The study, however, used the initial thirty-eight (38) public colleges. This consideration was made because these colleges were the earliest colleges established in the country and have their systems and structures well established.

Sample and sampling techniques

The sample size for the study was four hundred and eighty (480). The sample was obtained from the twelve (12) CsOE selected from three (3) out of the five (5) clusters used. In determining the sample size, multiple sampling techniques including cluster sampling and simple random sampling were employed.

Instrumentation

Self-constructed structured questionnaire was used to collect data from the respondents. The items in Section A of the questionnaire were used to elicit information on five constructs that were conceptualised as principal instructional leadership behaviours (PILB). The items in Section B elicited responses on the influence of the five PILB on the continuous professional development of tutors (indicators of continuous professional development). The researcher used a 4–point Likerttype scale for the study. The scoring format was as follows: Very Often = 4, Often = 3, Sometimes = 2, and Never = 1.

The instrument sufficed content and face validation by measurement and evaluation expert. The Cronbach's alpha coefficient was used to ascertain the internal consistency of the instrument. The results of the reliability alpha for all the scales were above .70, with the overall Cronbach's alpha value of 0.835. The overall reliability coefficient value of 0.835 indicated that the instrument met the threshold to be used for the study.

Data Analysis

Descriptive statistics was used to analyse the research question which sought to examine the perception of tutors on instructional leadership behaviours of principals of colleges of education in Ghana. The multiple linear regression analysis was used to test for the hypothesiswhich assessed whether instructional leadership behaviours of principals influence continuous professional development of their tutors in colleges of education in Ghana.

IV.   RESULTS

Tutors Perception on Instructional Leadership Behaviours of Principals

The research question: 'what is the perception of tutors on instructional leadership behaviours of principals in colleges of education in Ghana?' sought to examine the perception of tutors on instructional leadership behaviours of principals of colleges of education in Ghana. In all, forty-three (43) statements were used to examine the perception of tutors on instructional leadership behaviours of principals of colleges of education in Ghana. The instructional leadership behaviour practices of principals of CsOE were collapsed into five main domains; promotion of in-service training, supervision of instruction, provision of support for tutors' work, promoting collaboration among tutors and provision of induction. These five domains of principal instructional leadership behaviours (PILBs) were presented to tutors to indicate which of them were mostly practiced by principals. Table 1 presents respondents' views on the instructional leadership behaviours mostly practiced by principals.

Table 1: Tutors Perception on Instructional Leadership Behaviours Principals

Instructional Leadership Behaviours Exhibited by Principals	Mean	Std. Dev.
Promotion of in-service training	2.96	.42
Supervision of instruction	2.16	.27
Provision of support for tutors' work	3.20	.32
Promoting collaboration among tutors	2.70	.40
Provision of induction	2.89	.54
Mean of Means and Standard Deviations	2.78	.39

The results in Table 1 indicate various perceptions held by tutors regarding the instructional leadership behaviours exhibited by principals in colleges of education in Ghana. The mean of means of 2.78 and standard deviations of .39 were computed for the five items representing principal instructional leadership behaviours. Comparing the mean of means of 2.78 to the individual means of each item, it was observed that the means for the statements "support for tutors' work" (M = 3.20, SD = .32), "promotion of in-service training" (M = 2.96, SD = .42), and "provision of induction or induction" (M = 2.89, SD = .54) were higher than the calculated mean of means of 2.78. The results suggest that college principals often exhibit these instructional leadership behaviours in the colleges. The least reported instructional leadership behaviour exhibited by principals as reported by tutors was the supervision of instruction (M = 2.16, SD = .27) which appeared to be exhibited by principals sometimes.

Influence of Principals' Instructional Leadership Behaviours on Continuous Professional Development of College Tutors

The hypothesis was tested using multiple linear regression (enter method). First the significance of the contributions of the predictors to continuous professional development of tutors were tested and the result is presented in Table 2.

Table 2: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.184	5	7.237	54.735	.000[b]
	Residual	62.670	474	.132		
	Total	98.854	479			

a.   *Dependent Variable: Continuous Professional Development of Tutors*
b.   *Predictors (Constant): In-service training, Supervision, Support, Collaboration and Induction*

The variance analysis for the regression model yielded F(r=54.735, p = 0.001). This implies that the relationship between the predictors and dependent variable is significant. To test for the predictive strength of the predicting variables on the dependent variable, model coefficient statistics was carried and the result is summarised in Table 3.

Table 3: Coefficient of Model Regression

Model	B	T	Sig.
(Constant)		2.648	.008
In-service training	.317	6.248	.000
Supervision of instruction	.137	3.297	.001
Support for tutors' work	-.083	-1.785	.075
Collaboration among tutors	.371	6.703	.000
Induction	.117	2.778	.006

a. Dependent Variable: Continuous Professional Development of Tutors

The standardised regression coefficient in Table 3 revealsa positive relationship between the predicting variables; collaboration among tutors ((β = .371, t = 6.703, p = .000); in-service training (β = .317, t = 6.248, p = .000); supervision of instruction (β = .137, t = 3.297, p = .001) and induction (β = .117, t = 2.778, p = .006). The only variable not supported by the model was support for tutors' work (β = -.083, t = -1.785, p = .075). The null hypothesis is subsequently rejected while the alternative hypothesis is supported by the hypothetical results.

V.   DISCUSSION

The most perceived instructional leadership behaviour of principals of colleges of education as reported by the tutors is provision of support for tutors' work at various colleges. Obi (2002) affirms among other things that school leaders support teaching staff with their daily instructional and research and development needs. The finding is also in line with Blasé & Blasé (2002) assertion that the principal's instructional leadership behaviours include classroom observations, making suggestions, giving feedback, modelling effective instruction, supporting collaboration, providing continuous professional development opportunities, and giving praise for effective teaching. The finding is particularly important because the result of all these instructional leadership behaviours when demonstrated by the principal is a collaborative learning environment where learning is not only confined to the classroom but to meet vision of the respective colleges. These behaviours attract more commitment and satisfaction from teachers as well as establish a climate that encourages mutual trust, risk taking, experimentation, reflective thinking and collaboration, all in a stimulating, supportive and professionally challenging environment.

The standardised regression coefficient in Table 3 shows that there is positive relationship between the predictor variables; collaboration among tutors, in-service training, supervision of instruction and induction. The only variable not supported by the model was support for tutors' work. Though supervision of instruction was highly reported by the tutors as indicated in Table 1, statistically, this behaviour of principals does not significantly influence continuous professional development of college tutors. The findings confirm Blasé and Blasé' (2002) assertion thatprincipals provide formal and informal opportunities for tutor collaboration, induction, in-service training and supervision of instruction. The authors found strong influence of these behaviours on teachers' motivation, self-esteem, confidence, ownership of decisions, teacher reflection and reflectively informed instructional behaviours and, teacher-teacher collaborative interaction itself. The finding further agrees with McEwan (2003) who emphasised that effective instructional leaders provide opportunities for staff to share ideas through professional conversations, collaboration, collegiality, cooperation and creative problem solving opportunities. College principals provide support and opportunities for tutors to work in a collaborative manner as tertiary education is now regarded as a shared knowledge economy. By letting go of complete control and moving to collaboration and collegiality, tutors are moreempowered and perhaps, have developed positiveattitudes towards teaching and learning at the colleges of education in Ghana.

VI.   CONCLUSIONS

Evidence drawn from this study shows that tutors are benefiting from principals' instructional leadership behaviours in the colleges of education in Ghana. Principalsareestablishing conditions to support tutors and ultimately, helping students succeed. Principals also take delight in coordinating staff development programmes, build collegial/collaborative and empowering relationships with and among tutors, and inspire them. Principals' instructional leadership behaviours are thus vital for the continuous professional development of college tutors. Indeed, it has been observed that continuous professional development can succeed only in settings or contexts that support it.

RECOMMENDATIONS

1.   Principals of colleges of education should be encouraged and given the needed support and resources by the Ghana Tertiary Education Commission, College Councils, and mentoring institutions (universities to which colleges of education are affiliated) to continue performing these roles which will result in empowering tutors not only to succeed in the present but enable them to also grow over time.

2.   Principals in colleges of education should take a high interest in, and concern for the continuous professional development of tutors in their colleges, playing their roles as instructional leaders and ensuring that continuous professional development opportunities are available and accessible for all tutors. Such activities should focus on how tutors can learn and develop their knowledge, skills and expertise in a world of unbounded information, giving tutors time to reflect on their practices and interact within learning communities.

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