



The impact of school heads' leadership styles on students' learning in the Sunyani and Sunyani West municipalities

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Abstract: The purpose of the research study is to determine the impact of school heads' leadership styles on students' learning in the Sunyani and Sunyani West municipalities. The study has shown that the age and academic credentials, as well as the work experience of school heads, however, the crucial factors shaping the style of leadership that they display is likely to infer that senior high school heads become more democratic with age, professional maturity and experience. The study has shown that students have a high degree of regard for democratic leadership. This was the product of the answers received from the respondents. They argued that teachers and students are encouraged to exchange ideas and views even though the school head has the final say on decisions; teachers and students feel free to participate more in the process; creativity is promoted and rewarded in their schools; heads seek different views and do not attempt to suppress dissident voices or others who give a less common point of view; heads inspire confidence and respect amongst the school community; teachers and students easily address any school issues with their heads; The study also proves that democratic school heads' leadership style has some influence. The independent samples t-test analysis demonstrates that there is significant difference in the views of the male and female teachers' on the views that school heads' leadership style has effects on students' learning. To effectively conduct an in-depth review of the leadership styles used by the different heads in the selected schools, the researcher chose a descriptive research approach in order to collect quantifiable information for statistical analysis of the population sample. The study recommend that efforts should be made to hold meetings with the schools' rank and file, including the School Management Committee and Parent-Teacher Association, to address specific issues and discuss ideas that can improve academic achievement.

Keywords: learning, school heads, leadership styles, Sunyani, Ghana

1. INTRODUCTION

Leadership is important to direct and encourage the institution towards its goals. Leadership importance is not that which the leader aims to accomplish for him, but what he can do to allow his organisation to achieve his mission (Pardo-Garcia & Barac, 2020) opine that education is the key to a country's development, and the most effective way of achieving social stability. From these statements, it seems that, education would continue to be the most effective strategy in the development of society. (Anasori et al., 2021) In educational delivery in Ghana, students' learning is the main concern area that requires effective school's leadership to attain it. Every player in the school setting such as parents, teachers, students, policy-makers and

community, is eager to see students outstanding in their academic work. This affirms what (Cole et al., 2007) that, everyone believes that while performance levels are still high without the required support and resources, the school's head is generally accountable for poor academic performance. (Hidayat et al., 2022)

(McQuaid & Lindsay, 2005) avers that the well-defined structure of primary, secondary and post-secondary (tertiary) education is the primary institutional framework for the development of human capital. This assertion is ably backed by Boampong et al., (2016) who observed that training promotes a conducive path to a man's productive nature, not only from a social and economic point of view but from a

point of view of the values, attitudes and expectations essential to natural development. It is essential to note that, school heads are the school administrators for teaching and learning for which academic and disciplinary work of the school are carried out. (Tatipang et al., 2022) shares the view that school heads ensure clear moral values, which are generally enrolled in and upheld in schools. In view of this, school heads are required to fulfill their professional duties, which would bring positive results to the learning process of students.

(Tatipang et al., 2022) further suggests that, "school heads are expected to conduct activities in a professional manner, which may include the identification of educational objectives, utilisation of new opportunities and change management, the retention of committed staff, efficient team management, the creation of an effective communication system, an effective allocation and management of resources, effective engagement, effective management of staff, and the management of resources". (Iqbal et al., 2022) argues, in recent academic events, that the effect of leadership on the learning of students was widely discussed and observed that just a small fraction of the research on the way schools are run has an impact on student achievement. Affirms to the assertion that, schools definitely need effective and productive school heads in order to provide their learners with the best possible education standard. (Gonzalez et al., 2022)

Many studies on leadership styles have been conducted in respect of students' learning. Others consider leaders as having unique personal characteristics that distinguish them from others and that enable them to be highly talented. In reality, other leaders believe that managerial types contribute to the effective learning of students. (Hailikari et al., 2022) On the other school of thinking, some people claim that accomplishment in management is decided by the management panache. The researcher observed that similar studies in Sunyani are required to assist educational stakeholders, including school heads, in efficiently adjusting their leadership styles of management (Martin, 2019)

2. MATERIALS AND METHODS

Study Area

The research was conducted in five Senior High Schools in Sunyani and Sunyani West Municipalities, which are two of the twelve administrative districts within the Bono region of Ghana. The key reason for choosing these areas was the fact that they were accessible on the basis of the study budget and the sampling weight that could be adequately handled. The researcher has also worked in these for the past twelve (12) years, making it easy to gather relevant data on leadership styles in relation to student academic success in the senior high schools. Apparently, the researcher has found that no related research has previously been conducted on the same topic in the selected areas.

Research Design

To effectively conduct an in-depth review of the leadership styles used by the different heads in the selected schools, the researcher chose a descriptive research approach in order to collect quantifiable information for statistical analysis of the population sample. Furthermore, using a descriptive research approach allows for versatility and flexibility, enabling the researcher to use a variety of methods to achieve the desired results in the study. The researcher used a quantitative research method to ascertain systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques to complete the study. This was necessary in order for the researcher to collect the types of data needed to complete the thesis successfully. Quantitative analysis is focused on numerical data or quantity or volume estimation. As a result, it can be applied to phenomena that can be quantified. The researcher used questionnaires to collect data from the study participants.

Data collection procedure

The researcher received an introductory letter for data collection from the Dean, Faculty of Education, Catholic University College of Ghana, and Fiapre. The letter was used to request permission to conduct research in the selected senior high schools in Sunyani and Sunyani West Municipalities in the Bono Region of Ghana. The data collection started in the second term of the 2019/2020

academic year, but due to the COVID-19 pandemic, there was an indefinite break until the final year students' reported for their examination to exit their SHS studies in July 2020 and subsequently the continuous students resumed.

The researcher then made periodic visits to the selected schools to notify the head and to request the appointment with the expected research. Respondents who anonymously came up to support the researcher were taken through the prepared questionnaires and how to administer them. The questionnaires administered in the absence of the researcher were been obtained and tracked from all their five assistant school heads (academic).

Data Analysis

After collecting all the necessary data, the researcher reviewed the questionnaires for completeness, accuracy and quality of the information collected. Upon compiling the collected data, the aggregated response data was statistically computed using SPSS software version 28. Both

descriptive and inferential statistics (T-test) were used for the study. Frequency distribution tables were used to provide demographic information to all respondents in Section A of each questionnaire. Sections B, C, D and E were analysed based on the Likert-rating scale to assess the impact of leadership styles on student academic success by looking at the relationship between categories and trends that would imply generalizations and conclusions (Best & Kahn, 2006) based on the goals and research questions of the study. The processed data was carefully discussed using descriptive statistics of Mean and Standard Deviation. Other processed data provided were in the form of percentages and tables on which the results of the data were easily interpreted without difficulty. All this has been achieved along the basic objectives of this report. All data obtained were quantitatively reported. A range of steps was taken to analyse quantitative data, including data clearing, data coding, data presentation and interpretation and discussion.

3. RESULTS AND DISCUSSION

Table 1: Summary of Population

School	Total No. of Heads	Total No. of Teachers	Total No. of Students	Total
A	1	57	331	389
B	1	156	860	1017
C	1	116	449	566
D	1	120	539	660
E	1	78	409	488
TOTAL	5	527	2,588	3,120

Table 2: Sampled population

School	Total No. of Heads	Sample size	%	Total No. of Teachers	Sample size	%	Total No. of Students	Sample size	%
A	1	1	100	57	10	17.5	331	52	15.7
B	1	1	100	156	15	9.6	860	60	7.0
C	1	1	100	116	15	12.9	449	65	14.5
D	1	1	100	120	15	12.5	539	53	9.8
E	1	1	100	78	15	19.2	409	50	12.2

TOTAL	5	5	100	527	70	13.3	2,588	280	10.8
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Table 3: Distribution of students and teachers by background and academic profile

Variable	Students		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Sex of respondents				
Male	151	57.4	51	83.6
Female	112	42.6	10	16.4
Age of respondents				
15-20	240	91.3	-	-
21+	23	8.7	-	-
25 – 30	-	-	10	16.4
31 – 40	-	-	33	54.1
41 – 49	-	-	16	26.2
50 +	-	-	2	3.3
Academic Qualification				
Cert A	-	-	1	1.6
B.A/B.sc	-	-	22	36.1
B.Ed	-	-	23	37.7
Masters	-	-	15	24.6
Current years spent in the school				
2 years	27	10.3	-	-
3 years +	236	89.7	-	-
1 – 5 years	-	-	31	50.8
6 – 10 years	-	-	19	31.1
11 – 15 years	-	-	10	16.4
16 years +	-	-	1	1.6
Years of Teaching service				
1 – 5 years	-	-	11	18.0
6 – 10 years	-	-	24	39.3
11 – 15 years	-	-	13	21.3
16 – 20 years	-	-	9	14.8
21 – 25 years	-	-	4	6.6
Total	263	100.0	61	100.0

Source: Field survey, 2021

From table 3, 263 students were assessed among the five (5) senior high schools that were sampled in Sunyani and Sunyani West Municipalities for the study. The students' composition consists of 151 (57.4%) males and 112 (42.6%) females. The majority of students were between 15-20 years of age (91.3 percent), with the majority (89.7 percent) spending a maximum of 3 years at each school. Consequently, they contribute to validating the leadership style as it affects their success.

Overall, 61 teachers from the five (5) senior high schools sampled were assessed for the study. The composition of the teachers indicates that there were 51 (83.6 per cent) male teachers and 10 (16.4 per cent) female teachers in the sampled schools. The majority of these teachers were 33 (54.1%) aged 31 years and 40 years. Of all the 61 teachers, 22 (36.1 per cent) had a Bachelor of Arts and Science degree. 23 (37.7%) had obtained a

Bachelor degree in Education, while 15 (24.6%) were Master degree holders, with only 1 (1.6%) certificate holder. Teachers within 6 – 10 years of active service had more than 24 (39.3 per cent) years of work than others, while on average teachers had spent not less than 5 years at their current place of work. This suggests that the majority of the teachers must have spent some tangible years with their school heads, so that they could determine the leadership style of the heads.

Respondents' perception about school heads leadership style

In table 4, the researcher presents the perception of respondents regarding their heads' leadership

styles. Here, 30 items were adopted to assess the predominated leadership style among school heads. These 30 items were categorised into a group of 3 with 10 items each for the leadership styles; autocratic, democratic and laissez faire. These items were evaluated using a Likert scale coded 1-5, where 1 depicted Strongly Disagree, 2 depicted Disagree, 3 depicted Uncertain, 4, depicted Agree and 5 depicted Strongly Agree. A summary of the results of the analysis can be seen as follows;

Table 5: Distribution of respondents' perception about school heads leadership style

Statement	N	Mean	Standard Deviation
Democratic Leadership Style			
Teachers/students are encouraged to share ideas and opinions even though the head retains the final say over decisions.	324	3.61	1.37
Teachers/students of the school feel more engaged in the process.	324	4.00	1.10
Creativity is encouraged and rewarded in the schools.	324	3.40	1.44
The head seeks diverse opinions and do not try to silence dissenting voices or those who offer a less popular point of view.	324	3.27	1.32
The headmaster inspires trust and respect among students.	324	3.94	1.07
Teachers easily discuss any school problem with the head.	324	3.05	1.42
The head invites teachers to participate in the decision-making process.	324	3.04	1.49
The head delegates some of his responsibilities to his teachers.	324	3.24	1.42
The head builds team relationships in the school.	324	3.50	1.18
The head builds a strong and clear vision for the school.	324	4.03	1.16
Total		3.51	1.29
Autocratic Leadership Style			
The school head allows little or no input from the teachers.	324	2.52	1.30
The school head retains all power, authority, and control, and reserves the right to make all decisions of the school.	324	2.78	1.39
The school head dictates work methods and processes.	324	2.95	1.32
The school head distrusts the ability of teachers, closely supervise and control people under him.	324	2.60	1.41
The school head tends to create highly structured and very rigid school environments.	324	3.19	1.39
The school head discourages creativity and out-of-the box thinking	324	2.16	1.30
The school head establishes rules and tends to be clearly outlined and communicated	324	3.71	1.16
The school head involves himself in detailed day-to-day activities, and rarely delegates or empowers subordinates.	324	3.54	1.33

The school head gets work done by issuing threats and punishments and evoking fear.	324	2.52	1.48
The school head assumes full responsibility and takes full credit for the work.	324	2.95	1.38
Total		2.89	1.34
Laissez Faire Leadership Style			
The school head provides students with very little guidance.	324	2.28	1.29
The school head gives students the freedom to make their own decisions.	324	2.59	1.39
The school head takes full responsibility of students' decision.	324	2.94	1.27
The school head leaves a lot of responsibility in the hands of his teachers.	324	2.41	1.28
The school head establishes an environment of creativity where it is alright for teachers and students to make mistakes in the pursuit of innovation.	324	2.99	1.30
The school head is confident and thoughtful person.	324	4.18	1.11
The school head has a hands-off approach to leadership.	324	3.16	1.20
The school head provides all training and support.	324	3.66	1.27
The school head encourages personal growth.	324	3.71	1.16
The school head has a high level of passion and intrinsic motivation to work.	324	3.95	1.23
Total		3.18	1.25

Regarding democratic leadership style, the majority of the respondents were of the opinion that, the school head builds a strong and clear vision for the school. This was inferred from a mean of 4.03 and a standard deviation of 1.16. It can be deduced from this that, the majority of the respondents agreed or strongly agreed to this statement.

Also, the majority of the respondents agreed substantially that, they felt involved in the processes of the school. This was observed from a mean of 4.00 and a standard deviation of 1.10. It can be inferred from these figures that the majority of the responses agreed and strongly agreed to the statement.

The results further revealed that, the respondents felt the school heads inspired trust and respect among students. This was observed from a mean of 3.94 and a standard deviation of 1.07. It can be inferred from these figures that, the majority of the respondents either agreed or strongly agreed to this assertion. However, a section of the respondents were uncertain, strongly disagreed and disagreed as well.

It was observed from the results that, the respondents felt they were encouraged to share ideas and opinions even though the head retained the final say over decisions. This inferred from a

mean of 3.61 and standard deviation of 1.37. With standard deviation of 1.37, it means that, the responses were quite varied. Thus, some respondents agreed, strongly agreed, were uncertain, disagreed and strongly disagreed. Irrespective of this variation, it can be asserted that, the majority of the respondents had a considerable level of agreement.

It was further observed from the findings of the study that, the heads build team relationships in the school. This was inferred from a mean of 3.50 and standard deviation of 1.18. With a relatively lower standard deviation, it implies that, the level of variation in responses existed but only marginally. Thus, the mean of 3.50 confirms that, the agreement level to this statement was considerable.

The findings revealed that, creativity is encouraged and rewarded in the schools. This was observed from a mean of 3.40 and standard deviation of 1.44. With a standard deviation of 1.44, it implies there were variations in the responses. Thus, majority of the respondents considerably agreed to the statement, some respondents had other views. These views were shared on the Likert scale with some respondents being uncertain, disagreeing and strongly disagreeing.

It was revealed the respondents were of the opinion that the heads sought diverse opinions and did not try to silence dissenting voices or those who offered a less popular point of view. This was observed from mean of 3.27 and a standard deviation of 1.32. It can be inferred from this that, there was a variation in the responses from respondents. Nonetheless, the majority of the responses were to agree or strongly agree to this statement.

Other responses that were gathered from the study included the heads delegated some of their responsibilities to their teachers; the heads invited teachers to participate in the decision-making process and teachers easily discussed any school problem with the head. These assertions had a mean range of 3.05 - 3.27. On the hand, the responses had a standard deviation range of 1.32-1.49. It can be inferred from this that, though there were some level of variation in the responses, the majority of the respondents agreed to the statement.

Regarding autocratic leadership style, the majority of the respondents revealed that, the headmaster established rules which were clearly outlined and communicated. This was observed from a mean of 3.71 and standard deviation of 1.16. It can be inferred from this that, the majority of the respondents considerably agreed that the school head established rule which were clearly outlined and communicated.

The results of the study further revealed that, the heads involved themselves in detailed day-to-day activities and rarely delegated or empowered subordinates. This was observed from a mean of 3.54 and a standard deviation of 1.33. Based on this, it can be inferred that, the responses were varied. However, a majority of the respondents agreed considerably that, the heads involved themselves in the detailed day-to-day activities and rarely delegated or empowered employees.

More so, it was observed from the findings of the study that, the heads tend to create highly structured and very rigid school environments. This was inferred from a mean of 3.19 and a standard deviation of 1.39. With this comparatively high standard deviation, it can be deduced that, the responses were considerably varied though there

was considerable level of agreement to the statement.

The findings of the study revealed that, the heads assumed full responsibility and took full credit for work. This was inferred from mean of 2.95 and standard deviation of 1.38. It can be deduced from this that, the responses were varied though a considerable level of agreement was achieved regarding this statement.

The findings of the study of revealed that, the heads dictated work methods and processes. This was inferred from a mean of 2.95 and standard deviation of 1.32. It can be deduced from this that, though there was considerable level of consent by respondent regarding this statement there were other discordant views.

However, there were other issues such as the heads allow little or no input from the teachers, distrust the ability of teachers; closely supervise and control people under them; discourage creativity and out-of-box thinking and get work done by issuing threats, punishments and evoking fear. The mean range for these issues was 2.16 – 2.60. On the other hand, the standard deviation range was 1.30-1.48. These ranges imply that, for these issues the respondents had varying responses. Thus, there was some level of consent and discord. However, the agreement level was slightly higher than the disagreement level.

Regarding laissez-faire, the findings of the study revealed that, the heads were confident and thoughtful people. This was observed from a mean of 4.18 and standard deviation of 1.11. It can be inferred from this that the level of agreement among respondents was very high.

The findings of the study further revealed that the school head has a high level of passion and intrinsic motivation to work. This was inferred from a mean of 3.95 and standard deviation of 1.23. It can be inferred from this finding that, the majority of the respondents agreed to the statement.

It was observed from the findings of the study that, the heads encourage personal growth. This was inferred from a mean of 3.71 and standard deviation

of 1.16. It can be deduced from this finding that, the majority of the respondents agreed to this statement. In addition, the study revealed that, the heads provide all training and support. This can be inferred from a mean of 3.66 and a standard deviation of 1.20. Thus, the majority of the respondents agreed to this assertion.

However, other issues such as the heads provide students with very little guidance, the heads give students the freedom to make their own decisions, the heads take full responsibility of students' decision; the heads leave a lot of responsibility in the hands of their teachers and the heads establish an environment of creativity where students and teachers can pursue innovation had a comparably

low mean. The mean range for these statements was 2.41-2.99. The standard deviation range was 1.27-1.39. It can be inferred from these ranges that, the responses were quite varied. This implies that, some respondents agreed, strongly agreed, uncertain, disagreed and strongly disagreed.

Table 6 presents a summary of the responses regarding the respondents' perception on headmasters' leadership style. The table is an extension of table 2, however, this table presents specifically the summary of the total means and standard deviations of the respective leadership styles. A summary of the results can be seen in the table below;

Table 6: Summary of respondents' perception about headmasters' leadership style

Statement	Mean	Standard Deviation
Democratic leadership style	3.51	1.29
Autocratic leadership style	2.89	1.34
Laissez-faire leadership style	3.18	1.25

From table 7, an assessment of total means revealed that, democratic leadership style recorded a mean of 3.51 and standard deviation of 1.29. The mean of 3.51 implied the majority of the respondents were in strong support of democratic leadership as the prevailing leadership style among heads. Also, the standard deviation implied that, there were some level of variation in the responses. However, based on the mean figures, it can be inferred that, these variations were predominately within agree and strongly agree.

On the other hand, the autocratic leadership style recorded a mean of 2.89 and standard deviation of 1.34. It can be inferred from the mean that, the majority of the respondents were not in support of autocratic leadership style as the prevailing leadership style among heads. The standard deviation further buttress the response by revealing that, there was a comparatively high variation in the responses. Thus, in as much as some respondents might have agreed to some items regarding autocratic leadership style, in general the agreement level was comparatively low.

In addition, laissez-faire leadership style recorded a mean of 3.18 and standard deviation of 1.25. The

mean of 3.18 reveals that respondents were merely in support of laissez-faire as the prevailing leadership style among heads. The standard deviation of 1.25 further explains this support by revealing that, the responses were varied. Thus, though some respondents were in support, there was a considerable number of respondents who had contrasting views.

Comparing the three leadership styles, it can be asserted that, the predominated leadership style adopted by most heads is democratic leadership style. More of the respondents considered their heads to be demonstrating the democratic leadership more than the others. (Thornberg et al., 2022) supported stating that, democratic leadership, is one of the leadership styles that allows all people to participate fairly in decision-making. Here, the leader, has one or more workers involved in the decision-making process, but the leader will typically have the final say. Thus, democratic leaders often encourage their members to be well-trained, implying that they are committed to the organisation's goals (Adinkrah-Appiah et al., 2021). Democratic leadership, according to (Oesch & Vigna, 2021), "promotes team member control and

encourages cooperation." According to (Papadima, 2021), democratic leadership has the benefit of allowing members or followers to contribute their views and put their expertise and talents to use (Pardo-Garcia & Barac, 2020). Added on that, in as much as other leadership styles exist, it is common for leaders of institutions to adopt democratic leadership. However, these leaders

often employ other leadership style on brief stints if the need be.

Although the predominated leadership is democratic style, the next table displays the preferred leadership style of teachers and students of the sampled schools who work under the heads. The essence of the question was to ascertain whether their expectations are same as what happen.

Table 7: Distribution of most preferred leadership style by respondents

Leadership Style	Students		Teachers		Total
	Frequency	Percent (%)	Frequency	Percent (%)	
Democratic	210	79.8	43	70.5	253 (78.1)
Autocratic	11	4.2	0	0	11 (3.4)
Laissez-faire	2	0.8	0	0	2 (0.6)
Both (Demographic and Autocratic)	40	15.2	18	29.5	58 (17.9)
Total	263	100.0	61	100.0	324 (100.0)

In contrast with other kinds, most respondents favoured the form of democratic leadership 254 (78.1%). However, 58 (17.9%) of the respondents say that they prefer a democratic and an authoritative style of leadership, 11 (3.4%) claim to support the authoritarian style of leadership, while 2 (0.6%) prefer a laissez-faire style of leadership. Considering previous evidence that respondents who say their headmasters are operating in a democratic style, their preferred style of leadership reflects their view of leadership, especially in improving their learning. The study by Gyasi et al. (2016) had similar results.

4. CONCLUSION

The goal of the study was to determine the impact of school heads' leadership styles on students' learning in the Sunyani and Sunyani West municipalities. The study's goal and explanation were presented, as well as detailed reviews of related material by numerous writers and authority. The study found that these leadership styles are not mutually exclusive, and that leaders can choose from a variety of styles depending on the scenario, or, better yet, that a holistic approach to Path-Goal leadership will be the most effective strategy to improve academic achievement in schools. It also revealed that most teachers and students believe

that school heads' leadership is least supportive and less practiced by school heads; PTA is not considered as a moderating situational element, but infrastructure and policies that fall under government are. That is to say, improved government policies implemented through Ghana Education Service can significantly increase academic achievement. The information gathered in the field was also shared and discussed. The study's findings may be valuable to Ghana Education Service head teachers and management, as there is very little research material available to guide leadership in good student learning management.

A detailed research analysis of this work has led the researcher to recognise that there is no monopoly on a specific style of leadership of a senior high school head, which could be said to be the optimal one leading to enhanced school success and student learning achievements. It is worth remembering that when school heads use a democratic form of leadership, both teachers and students take part in school decision-making. A number of factors, including their personality characteristics, their level of control and their level of management experience, has affected the leadership styles employed by the school heads.

The study also shared some of the impacts that the leadership style of school heads may have on learning students.

5. RECOMMENDATIONS

Based on the analysis made in this study the following recommendations should be taken into account, in particular if the headmasters of the chosen schools wish to take a second look at how their leadership affects the learning of their students.

1. To achieve strong academic success, school heads should combine all of the different types of leadership styles.
2. When utilising the achievement oriented style in their schools, the school heads must solicit input from teachers and students.
3. Efforts should be made to hold meetings with the schools' rank and file, including the School Management Committee and Parent-Teacher Association, to address specific issues and discuss ideas that can improve academic achievement.
4. Relevant courses should be organised for headmasters by the Ghana Education Service and other stakeholders occasionally to expose them to the impact leadership styles have on students' learning in the schools as well as regular in-service training for staff development to encourage staff participation in school activities and decision making.
5. School heads in the senior high schools should endeavour to identify what drives their schools towards success and adopt principles in that direction.
6. In future, any person who assumes office as a headmaster of any of the senior high school should be made to go through a leadership training or course. It is believed that other headmasters across Ghana shall learn to adopt various leadership styles that will improve students' learning.

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