University of Cape Coast https://ir.ucc.edu.gh/xmlui

UNIVERSITY OF CAPE COAST

SCHOOL HEADS' LEADERSHIP QUALITIES AS CORRELATES OF RESOURCE MOBILISATION IN SENIOR HIGH SCHOOLS IN GHANA

ISAAC MEPENEDO

2025

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

© Isaac Mepenedo
University of Cape Coast

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

UNIVERSITY OF CAPE COAST

SCHOOL HEADS' LEADERSHIP QUALITIES AS CORRELATES OF RESOURCE MOBILISATION IN SENIOR HIGH SCHOOLS IN GHANA

BY

ISAAC MEPENEDO

Thesis submitted to the Institute for Educational Planning and Administration, University of Cape Coast, in partial fulfillment of the requirements for the award of Doctor of Philosophy Degree in Educational Leadership.

APRIL 2025

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

Name: ……...

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: ..... Date: .....

Name: ……..

Co-Supervisor's Signature: ..... Date: .....

Name: …….

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

ABSTRACT

The research underscores the significance of resources in achieving success, especially in education, emphasizing the mobilisation of educational resources through acquisition, utilisation, management, maintenance, and accountability. Literature reveals that leadership qualities such as communication, integrity, knowledge, innovation, and creativity in isolation are crucial in resource mobilisation exploration. There is, however, limited research that integrates these leadership qualities as variables in a nationwide study in Ghana. This research aimed at investigating and deepening the understanding of the relative strength of each leadership quality and their combined impact on resource mobilisation prospects in Senior High Schools in Ghana. Employing quantitative method with a descriptive correlation research design, a self-developed questionnaire was used to collect data from a stratified and random sample of 630 Senior High Schools teachers in leadership positions. A valid data set of 557 was processed using SPSS version 24 statistical software. The study, while correlational and not establishing causation, found that a significant portion (R^2 = 71.7) of the variance in resource mobilisation gains across schools could be ascribed to the leadership attributes of school heads. Consequently, it is concluded that the collective leadership qualities of school heads play a crucial role in resource mobilisation prospects. The study recommends that the Ghana Education Services should assess the leadership qualities of prospective heads prior to their appointment, and implement regular leadership capacity-building programmes for both novice and experienced heads on effective resource mobilisation and quality education delivery, particularly in Senior High Schools.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

KEYWORDS

Educational resources

Ghana

Leadership qualities

Quality education

Resource mobilisation

School heads

Senior High School

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

ACKNOWLEDGEMENTS

I extend sincere appreciation to Professor Martins Fabunmi, my Principal Supervisor, and Professor Alfred Ampah-Mensah, my Co-supervisor, both of the Institute for Educational Planning and Administration at the University of Cape Coast. I unequivocally state that without your professional and technical expertise and goodwill, this work would not have been successful. May God richly bless you for your invaluable contributions towards the value of this piece. My appreciation also goes to all lecturers at IEPA for the diverse assistance offered in the course of my study.

I want to express my gratitude to my beloved wife, Rhodalyn Obeng, and my entire family for their unwavering support in bringing this work to fruition. In the same vein, I must extend my thankfulness to Mrs. Naomi Ackah Blay (Headmistress of Kiddies Paradis School, Sunyani). Naomi, you are not just a sister and friend but a critical companion in every sense.

My final appreciation to these distinguished individuals: Ms. Cecilia Aboagye (former Municipal Director of Education, KEEA), Prof. Edward Sosu (University of Strathclyde, Glasgow), Dr. Maxwell Nyatsikor (University for Development Studies), Dr. Nana Yaa Nyako (University of Ghana), Ms. Diane Fleischer-Djoleto (University of Ghana), Dr. Nicholas Andoh, Mr. William Obeng of University of Cape Coast main library, Mr. James Benjamin Arthur (Central Regional Education Office) and Ms. Eva Nana Lawal (Headmistress, Bronyibima M/A Basic School). The distinct and immense support you provided gives me ample reason to be grateful to each one of you.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

DEDICATION

To my entire Family.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xv
CHAPTER ONE	1
INTRODUCTION	1
Background to the Study	1
Statement of the Problem	14
Purpose of the Study	16
Research Questions	16
Research Hypotheses	17
Significance of the Study	18
Delimitations	19
Limitations	19
Definition of Terms	20
Organisation of the Study	23
CHAPTER TWO	25
LITERATURE REVIEW	25
Introduction	25

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Theoretical Framework 25

Resource Mobilisation Theory 26

Strengths of the Theory 32

Weaknesses of the Theory 32

The Relevance of the Theory to the Study 33

Theoretical Review 34

The Contingency Theory 34

The Theory of Action 37

Asset-based Approach 39

Leadership in Schools 40

Leadership Qualities 45

Leadership Communication 50

Leadership Democracy 56

Leadership Creativity 59

Leadership Knowledge 62

Leadership Integrity 64

Leadership Innovation 66

The Concept of School Leadership 69

The Concept of Resources and Educational/School Resources 75

School Resources Mobilisation 84

School Leadership Qualities and Resource Mobilisation 90

Leadership Communication and Resource Mobilisation 92

Leadership Democracy and Resource Mobilisation 96

Leadership Creativity and Resource Mobilisation 100

Leadership Knowledge and Resource Mobilisation 105

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Problem-solving skills 111

Leadership Integrity and Resource Mobilisation 114

Leadership Innovation and Resource Mobilisation 117

Stakeholders' Involvement in Educational Resource Mobilisation 125

Resource Mobilisation Challenges in Schools 131

Quality Education 135

Empirical Review 144

Communication and Resource Mobilisation 145

Creativity and Resource Mobilisation 146

Knowledge and Resource Mobilisation 148

Integrity and Resource Mobilisation 150

Innovation and Resource Mobilisation 152

Summary of Reviewed Literature 153

CHAPTER THREE 156

RESEARCH METHODS 156

Introduction 156

Research Paradigm 156

Research Design 160

Study Area 162

Population 163

Sample and Sampling Technique 164

Sampling Procedure 166

Data Collection Instrument 169

Strengths of the Instrument 171

Weaknesses of the Instrument 172

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Pilot Testing 172
Validity of the Instrument 173
Reliability 174
Positionality Statement 175
Data Collection Procedures 178
Administration of the questionnaire 178
Ethical Issues 179
Informed consent 180
Data Processing and Analysis 182
Model specification 183
Chapter Summary 184
CHAPTER FOUR 185
RESULTS AND DISCUSSION 185
Introduction 185
Descriptive Analysis 185
Research Question 1: 187
Research question 2: 191
Research question 3: 195
Research question 4 199
Inferential Analysis 202
Hypothesis Testing 203
Hypothesis 1 203
Hypothesis 2 204
Hypothesis 3 205
Hypothesis 4 206

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Hypothesis 5 207

Hypothesis 6 208

Research question 5 211

Regression Analysis 213

Normality test 213

Multiple Linear Regression Analysis 217

Research Question 6 220

Additional Findings 223

Analysis of Demographic Information of Respondents 223

Gender Distribution of Participants 225

Age Distribution of Participants 225

Educational Background of Participants 225

GES Ranks of Participants 226

Participants' Number of Years in their Position 226

Location and Category of Schools 228

Discussion of Findings 228

Chapter Summary 246

CHAPTER FIVE 248

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 248

Introduction 248

Summary of Study Procedure 248

Research Questions 249

Research Hypotheses 249

Summary of Key Findings 252

Conclusions 253

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Recommendations 255

Recommendations for Practice 255

Recommendation for Policy 258

Suggestions for Further Research 259

REFERENCES 260

APPENDICES 298

APPENDIX A 299

INTRODUCTORY LETTER FROM MY DEPARTMENT

(IEPA) TO GES HEADQUARTERS 299

APPENDIX B 300

APPROVAL LETTER FROM GES HEADQUARTERS TO

SCHOOLS THROUGH REGIONAL DIRECTORS OF EDUCATION 300

APPENDIX C 301

SAMPLE OF APPROVAL LETTER FROM REGIONAL

DIRECTORS OF EDUCATION TO SELECTED SCHOOLS 301

APPENDIX D 302

ETHICAL CLEARANCE LETTER FROM INSTITUTIONAL

REVIEW BOARD OF UNIVERSITY OF CAPE COAST 302

APPENDIX E 303

QUESTIONNAIRE 303

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

LIST OF TABLES

Table		Page
1	Selected Regions by Zones	166
2	Reliability Analysis	174
3	Categorisation of Respondents	186
4	Decision Rule on Level of Agreement/ Involvement	186
5a	Resource Mobilisation and Quality Education	187
5b	School Leaders' Position on Resource Mobilisation and Quality Education	189
6a	The Level of Agreement to the Existence of Resource Challenges in the Schools	191
6b	Resource Challenges in Senior High Schools in Ghana	193
7a	Challenges Senior High School Leaders Encounter in Resource Mobilisation Efforts in Ghana	195
7b	Challenges Senior High School Leaders Encounter in Resource Mobilisation Efforts in Ghana	197
8a	Other Stakeholder Level of Involvement in the School's Management	200
8b	Other Stakeholders' Involvement in the School's Management	201
9a	Pearson Correlations between Communication and Resource Mobilisation	204
9b	Pearson Correlations between Creativity and Resource Mobilisation	205
9c	Pearson Correlations between Knowledge and Resource Mobilisation	206
9d	Pearson Correlations between Integrity and Resource Mobilisation	207
9e	Pearson Correlations between Innovation and Resource Mobilisation	208

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

10	Pearson Correlations between the Leadership Qualities and Resource Mobilisation	209
11	Summary of Research Hypotheses	210
12	Correlations between the Dependent and Independent Variables	211
13	Test for Autocorrelation between Study Variables	215
14a	Multicollinearity Test 1	216
14b	Multicollinearity Test 2	217
15	Model Summary [b]	218
16	ANOVA[b]	219
17	Regression Coefficients[a]	220
18	Demographic Information of Respondents	223

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

LIST OF FIGURES

Figure		Page
1	Model of Leadership Qualities and Resource Mobilisation	30
2	Map of Ghana Showing the Sampled Regions by Zones	165
3	Sample and Sampling Flow Diagram	164
4	Observed Cum Prob	214
5	Regression Standardised Residual	215

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER ONE

INTRODUCTION

Background to the Study

In many countries across the globe, resource mobilisation by school leadership is considered an important aspect of quality education delivery by major educational stakeholders (Dang, 2015). Educational resource mobilisation which encompasses its acquisition, utilization, management or maintenance and accountability is considered central because it enables the school management to harness the needed resources to undertake various activities to achieve set goals in the school. This is usually done by school heads in collaboration with teachers, students, parents, and community members for the school's accomplishments.

Over the years, educational resource mobilisation has been adopted in many countries since the national budgets do not provide for all the activities in schools. According to Manky (2018), the investment of many states in education fluctuates and spending on school resources is often inadequate so mobilisation of resources is necessary for the leadership of schools to enable them to carry out essential activities for better teaching and learning to be sustained. Moreover, the Education Goal of the United Nations 2030 Agenda for Sustainable Development, set forth in 2015 by the UN General Assembly, pledges to facilitate quality education in member countries and promote lifelong learning for all. Achieving this goal necessitates the implementation of resource mobilisation strategies at various educational levels, of which Senior High Schools in both rural and urban settings are no exception.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Al-Samarrai et al. (2019) observed that mobilisation of resources by the leadership of schools from parents and within communities reduces the financial pressure on national budgets allocated to schools. Generally, some governments establish principles, policies, and procedures to raise funds as well as encourage families and local communities to advocate for school resources in accordance with the law. This is because schools are organisations that require human, financial, and material resources for the purposes of achieving their goals and objectives. Every government owes its citizens quality education as one of the avenues for their development. However, the majority of governments in both developed and developing countries have not been able to meet the rising cost of education, hence the need for the leadership of schools to seek alternative and appropriate resource means to run the schools (Patz & Goetz, 2017).

Meanwhile, there has been a global realisation that school leaderships need to ensure that there are sufficient educational resources for smooth operations and, most importantly, to meet their goals of positively impacting the economy by producing the required human resources for the nation (Almagtomea et al., 2019). For this reason, the availability of resources for the running of schools cannot be underrated. It is practically impossible to deliver quality education without the availability of relevant educational resources. This implies that the difference that availability and use of resources bring to schools is critical to improving the internal efficiency of the leadership and for educational delivery (Cernostana, 2017). Financial resources, for example, play a crucial role in the development of education as they can be used to undertake a variety of activities and make purchases of a wide range of items (Bloomfield & Nguyen, 2015). On this basis, governments that are sufficiently determined

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

to improve education have devised strategies for shifting some of the financial burdens of education to community members through self-help programmes to help with operation costs (Perkins et al., 2017). In addition, they may devise taxes that are earmarked for improving education. All these are realisations of the fact that central government funding is the most desirable way to finance resources in schools (Berhanu, 2018).

Generally, there are a number of means and ways for the school head to mobilise educational resources for teaching and learning. Such strategies encompass the prudent use of existing school financial resources and the acquisition of more resources for sustainability (Kiarie et al., 2019). The use of such strategies is important because resources are the most important implements in any educational system, since no educational goal can be achieved without having enough resources. Cebekhulu (2015) believed that tangible assets, including school buildings, classrooms, libraries, laboratories, restroom facilities, offices, and other materials, serve as stimuli for teachers to instruct effectively and for students to engage in learning. Chikoko (2018) suggested that the mobilisation of resources from external donor funding, local fundraising activities, and community participation can be employed to improve the delivery of better education for students. Moreover, schools can raise funds through local fundraising to acquire physical resources for curriculum implementation. In this regard, resource mobilisation is found to be a key instrument for organisational sustainability and is the core part for the running of a school (Almagtomea et al., 2019).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Pan et al. (2015) showed in a study in Taiwan that the government had put in place a programme to make sure that all public secondary schools had the needed physical facilities, instructional materials, and other essential resources that were important for sound teaching and learning practices. Likewise, Smith and Smith (2015) revealed that in developed countries like the United Kingdom, the United States of America, Germany, and France, it is the government that provides physical resources for their education sectors. These governments undertake this task because physical and other educational resources play a vital role in ensuring that the curriculum is effectively implemented at all levels of education. The outcome of these initiatives is the provision of quality education through effective leadership of educational institutions. In all its effectiveness, it is the school leadership that makes use of the required strategies to obtain, effectively utilises and manages resources for the purpose of attaining the stated educational goals at the local level.

In African countries, resource mobilisation by school leadership is usually limited (Maringe et al., 2015). However, in most of these countries, school heads are usually appointed on the basis of their past teaching experience rather than their leadership potentials (Myende, 2018). Naicker et al. (2016) revealed that although teaching experience is necessary, it should not be the only factor for a teacher to be appointed as the head of the school. Resource mobilisation is therefore a key instrument for organisational success and the leadership needs to have some qualities that can enable him or her to obtain the necessary resources for the organisation. Eric and Roseline (2019) observed that resource mobilisation is a component of great value that makes leadership stronger and the organisation successful. Eric and Roseline further argued that

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

mobilisation strategies in schools ensure the availability and management of crucial resources that inspire teachers to teach and students to learn effectively. Maringe and Moletsane (2015) maintained that in the fulfilment of educational objectives, vital resources are central for the school staff to enjoy their stay and have a sense of belonging, which, in turn, stimulates student performance. This draws a line of correlation between educational resources and students' achievements.

Regionally, schools in most African countries have been compelled to establish financial resource mobilisation strategies to acquire relevant materials for their teaching and learning processes. The reason for the implementation of these strategies is that most governments in Sub-Saharan Africa spend far less on education than governments in developed nations (Bush & Glover, 2016). In some countries, like South Africa and Zambia, tuition in public schools is free, although students buy uniforms and other items. In other schools, most supplies are free and some students receive government scholarships (Kisige & Neema-Abooki, 2017). However, Mbunde (2017) indicated that school heads in these regions face increasing administrative difficulties and a lack of resources for the operation of their institutions. These difficulties with resources include lack of proper school furniture, insufficient and poorly constructed buildings, and scarcity of books and equipment. Other necessities that are usually perturbing in schools include poor or sometimes non-existence of maintenance and repairs of existing resources, untrained and half-trained teachers who seldom stay long in the profession, overcrowded classrooms, and few supporting services such as health services. By virtue of this, the running of schools has become one of the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

most difficult jobs in the whole educational system for school heads (Wayua, 2015).

In relation to the existence of physical facilities in the school, Waweru and Muturi (2015) indicated that the development efforts of school leadership have sometimes been frustrated because of inadequate space for extension of the school, lack of accommodation for teachers, and insufficient facilities like office equipment and textbooks, among others. In Kenya, for example, an analysis of government funding in the education sector revealed that in the secondary schools' category, there were still large financial gaps that had not been met through government funding (Awuor, 2015).

A study by Muhangi (2019) on secondary education in Uganda on resource mobilisation and efficiency showed that resources had not been mobilised to allow secondary schools in the country to fully operate according to the government's existing plans for secondary education. In Tanzania, Lyimo et al. (2017) found that there were deficiencies in physical resources like classrooms, desks, and chairs in most public secondary schools in the country. Lyimo et al. observed that while the shortage of physical resources was among the challenges that were faced by school leadership, other challenges included poorly constructed school buildings with scarce spacing.

This implies that the leadership of schools needs to put in place proper strategies to mobilise resources in order to avoid the challenges that inhibit curriculum implementation in their institutions. According to Myende (2015), the ability of the government to adequately fund the public schools needs to be done through acquisition for extra resources away from the general tax revenues of the country. Consequently, Nzikako and Warue (2018) recommended that

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

schools should establish localised mechanisms and income-generating activities to support the operations of the schools. This situation puts the leadership of secondary schools in a dilemma. It is in this context that school heads will have to be proactive in designing resource mobilisation strategies that would enable them to cover the shortfalls needed to ensure that school operations continue smoothly. This resource mobilisation pursuit can be achieved through acquisition of new and extra resources, effective utlisation of available resources, proper management and maintenance and accountability on available resources to stakeholders

In many situations, the absence of educational resources hampers the effective implementation of secondary education curricula since it is difficult to conduct teaching and learning more efficiently in an environment where there is a scarcity of educational resources (Muhangi, 2019). This has become persistent in many African countries because governments fail to invest enough in the provision of adequate resources for schools. In response to this problem, this study seeks to examine the requisite qualities and strategies needed by the leadership of schools in the mobilisation of resources. Against this backdrop, Bhengu and Myende (2015) contended that teaching is a multifaceted and challenging endeavour that demands highly specialised skills, knowledge, and resources to effectively impact teacher commitment and student learning. This assertion stems from the recognition that adequate and appropriate management of school resources significantly influences both teacher commitment and student learning outcomes. However, where there are not enough resources for teaching and learning, it is key for the heads to make use of their leadership

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

qualities to ensure that there are enough resources for educational delivery (Muhangi, 2019).

Additionally, Amos (2018) observed that the academic achievements of students in schools heavily hinge on the presence and effective handling of educational resources. This is attributed to the fact that students acquire essential skills through the utilisation of such resources. Amos emphasised that these resources encompass physical facilities like well-ventilated and spacious classrooms, fully equipped laboratories, counselling rooms, staff offices, sick bays, farming lands, recreational facilities, and comprehensively stocked libraries. The significance of such additional resources, such as funds and human resources, comprising teachers, students, and parents, cannot be overlooked in this context. The school's ability to acquire these resources plays a crucial role in achieving goals and objectives by addressing the physical and emotional needs of both staff and students, as emphasised by Amos. It is from this perspective that Chepkwony (2018) asserted that educational resources are materials that provide assistance, support, or aid to the teaching and learning processes within educational institutions.

According to Mwendwa (2015), the efficacy or inefficacy of any educational system is contingent on the quality and quantity of available resources and how they are appropriately utilised. Ojwang (2015) posited that the availability of educational resources enables teachers to give their best for students to perform better in their examinations. In this regard, the leadership of the school needs to possess the necessary qualities such as communication, democracy, creativity, knowledge, integrity, and innovation in order to attain the needed educational goals. Esongo (2017) observed that the success or failure

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

of any organisation, business, or enterprise depends highly on the appropriate management of human, financial, and material resources.

In the school setting, it is the head who makes use of his or her leadership qualities to assess the resources that are in short supply and mobilise for funds or support from stakeholders to acquire these resources to enhance the achievement of the educational goals. Esongo (2017) noted that the primary reasons for the apparent flop of a school system stem from the absence of genuine qualities and/or insufficient management skills among school leadership. Resources for education are consistently scarce, coupled with a lack of leadership training for many school heads, leading to potential constraints in the effective mobilisation of resources, as noted by Ndjebakal and Genevarius (2017). This is further exacerbated by policy implementation challenges, thereby hindering the achievement of school goals. Al-Samarrai et al. (2019) argued that most countries in the third world allocate few resources to secondary education and fail to use resources as efficiently as they could to improve coverage and quality. This failure comes as a result of low accountability for service delivery, poor leadership qualities of school heads, and costly curricular structures, which also contribute to the challenges that schools face in the provision of quality education.

In Ghana, the challenges of school leadership in the mobilisation of resources for the attainment of school goals are not different from what prevails in many African countries (Brion & Cordeiro, 2018). Even though various governments have put a lot of emphasis on the sufficiency of educational resources in public schools, it is still inadequate and the need for resource mobilisation has become critical. As a result of this, the Ministry of Education,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

in collaboration with the Ghana Education Service, has undertaken major transformations in the last three decades through the establishment of special commissions and working parties to ensure that educational resources are provided to public schools within specific times and in adequate quantities (MOE/GES/NEAU, 2016). This means that various governments have endeavoured to address the challenges that the education sector face through a wide range of policy initiatives. Addo (2019) and Afriyie (2015) believed that these initiatives were undertaken by governments in order that greater participation in the running of the schools would be achieved through the provision of adequate teaching and learning resources.

Under the Ghana Free Senior High School Policy for example, it was outlined that its broad objectives are to remove cost barriers in Senior High Schools through the absorption of fees approved by the Ghana Education Service Council, expand physical school infrastructure and facilities in order to accommodate the expected increases in enrolment, and improve quality education through the provision of educational resources such as core textbooks and supplementary readers, among others (Ministry of Education, 2020). However, these broad objectives had not been accomplished, and in a recent interview with the president of the Ghana National Association of Teachers (GNAT), it was revealed that the supply of educational resources such as textbooks had been lacking in the past years and calls on the government to rectify the situation had not been heeded. The president of GNAT indicated that this lack of supply of educational resources had widened the gap between the rich and the poor, where parents with sound financial backgrounds were able to

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

purchase the approved textbooks for their children while students from poor homes were not able to afford the books (Otoo, 2020).

Amedome (2018) stated that the increasing number of students in schools have stretched the government budget to the extent that partnerships between parents, communities, individuals, and civil society have intensified. This partnership is a system that has been adopted by communities to raise funds for schools (Donkor & Asante, 2016). Furthermore, partnership between government and other educational stakeholders has been obvious where the government largely funds educational administration and professional services, whereas communities, parents, and other sponsors are encouraged to contribute towards the provision of physical facilities, stationery, and other educational consumables. In other situations, donor assistance through financial support has also helped in the provision of teaching and learning materials in public schools through the provision of instructional materials, capacity building of teachers and school administrators, the construction of school blocks, and overall policy formulation in secondary schools (Oduro et al., 2008).

Additionally, financing of education in Ghana is also outlined in the Free Senior High School Policy, which was launched in August 2017, where Senior High School education was to be financed through the Free Senior High School programme by the government. Meanwhile, private sector participants such as Faith-Based Organisations (FBOs), Non-Governmental Organisation (NGOs), and Community Based Organisations (CBOs) invest in second-cycle education to complement the financial provision of governments and parents (MOE/GES/NEAU, 2016). As enshrined in the Ministry of Education (MoE) guidelines, school leadership, particularly school heads, are required to uphold

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

honesty and integrity in the utilisation of school funds. They are also expected to comply with the financial regulations outlined in the Financial Management Instructions Handbook provided by the Ministry (Ministry of Education, 2017).

Consequently, an investigation by Addo (2019) revealed that proper resource mobilisation by the leadership of schools becomes successful as a result of good leadership qualities; however, the overall operative networking and competence-building of the school head have not been effectively undertaken by most of the heads. Gyansah (2000) opined that the leadership quality of school heads makes the difference between the success and failure of resource mobilisation for any school. Oduro et al. (2008) also described the school head as the one who directs, coordinates, and devices key functions, including the mobilisation of resources for the school. For this reason, the leadership role of the school head cannot be taken for granted, as he or she is expected to give the right kind of direction to the staff for teaching and learning to be undertaken appropriately.

In an attempt to address resource challenges in schools, some heads adopt a variety of resource mobilisation measures as a way of supplementing government allocated resources. The leadership qualities that propel the accomplishments and practicability of the implementation of resource mobilisation activities remain to be verified in many regions and localities in Ghana (Bush & Glover, 2016). Again, there is a lack of information about the combined strength of leadership qualities for the acquisition, utilization, management, maintenance and accountability of educational resources for schools and no institutional framework has been cited for guiding the resource mobilisation activities in schools.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

From the aforesaid, it is well-established in scholarly discourse that organisational efficacy is fundamentally contingent upon resource adequacy, a paradigm that holds particular salience for educational systems. Empirical evidence from global contexts, including Ghanaian case studies, documents persistent systemic inadequacies in public-sector education resourcing, particularly governmental funding allocations. Such resource constraints stimulate a pressing imperative for diversifying resource mobilisation mechanisms, with institutional leadership emerging as a critical determinant in orchestrating these strategies. Within this framework, school heads occupy a central role in bridging resource gaps, positioning their leadership capabilities as both a theoretical and pragmatic fulcrum for sustainable educational development.

While Senior High School heads are increasingly recognised as central to institutional resource mobilisation, limited empirical research within the Ghanaian context explores the link between their leadership competencies and the effectiveness of these initiatives. This gap underscores the need for further investigation into how school heads leadership attributes explain resource acquisition and management, providing the foundation for this study, that is, investigating the correlation of the leadership qualities (communication, creativity, knowledge, integrity, and innovation) of school heads and educational resource mobilisation. This is because it is the school head who sets the pace by leading and motivating the staff and other stakeholders to perform their tasks including resource mobilisation towards set goals.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Statement of the Problem

The ongoing initiatives by successive governments in Ghana to ensure free secondary education for all citizens, coupled with the resource constrictions faced by the central government, highlight the crucial role of school leadership in providing support in this direction particularly in Senior High Schools (Adjei, 2021; Ministry of Education, 2020; Otoo, 2020; Amedome, 2018).This has become a course for concern when mobilisation of educational resources has been observed as a major factor in the attainment of goals and objectives in all educational institutions (Donkor & Asante, 2016). Review of literature further suggest that the appropriate use of leadership qualities for the mobilisation of educational resources to achieve educational goals is paramount in school administration (Kamanzi & Neema-Abooki, 2018). Consequently, the leadership attributes of school heads in particular have gained significant importance in facilitating resource mobilisation for this commendable endeavor.

Despite the revelations in studies that suggest a correlation between quality leadership for effective resource mobilisation and quality education delivery (Esongo, 2017; Mwendwa, 2015; Ojwang, 2015), the studies conducted were, however, of non-Ghanaian setting, (Caldwell & Anderson, 2017; Arar et al., 2016; Bhau,2015). According to Afriyie (2015), a nationwide study about the correlation of leadership qualities of school heads towards resource mobilisation for proper administration of Senior High Schools in Ghana is inadequate. Additionally, and undoubtedly, the leadership qualities that constitute the independent variables for this study (communication, knowledge, integrity, innovativeness, and creativity) have been distinctly studied in their relation to resource mobilisation (Ayoti et al., 2016; Chepkwony, 2018; Harris

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

et al., 2019; Kiarie et al., 2019; Nyamwega, 2016; Patz & Goetz, 2017; Tijani et al., 2016).

The notion of integrating these identified variables into one single study to deepen understanding of the relative strength of each variable and to tell how each variable kindles resource mobilisation prospects in the schools is limited, particularly in the Ghanaian context. These contextual, knowledge and methodological limitations serve as the impetus for this exploration. Thus, there remains a gap in nationwide research focusing on the individual and collective leadership qualities necessary to foster resource mobilisation gains in Senior High Schools in Ghana. Therefore, the imperative to investigate leadership qualities that correlate with resource acquisition, utilisation, management, maintenance, and accountability for effective educational delivery underscores the necessity of this research agenda.

This study aimed at investigating the relationship between leadership qualities and resource mobilisation prospects in schools. Specifically, it sought to investigate how various leadership attributes, such as communication, integrity, creativity, knowledge and innovation, correlate with the effectiveness of mobilising resources within Senior High Schools context. By understanding this relationship, the research intends to shed light on how effective leadership can contribute to the acquisition, utilisation, management, maintenance and accountability of educational resources. This exploration does not only contribute to the theoretical understanding of leadership dynamics but also holds practical implications for organisational management and strategic decision-making, potentially offering insights into how leaders can optimise

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

resource mobilisation strategies to enhance performance and achieve strategic objectives in Senior High Schools in Ghana and beyond.

Purpose of the Study

The study sought to investigate the correlation between the leadership qualities of school heads and resource mobilisation prospects in Senior High Schools in Ghana. Consequently, the study was expected to reveal the leadership elements necessary to promote resource mobilisation so as to inform policy and practice for school heads to ensure that adequate resources are in schools and well utilised and managed for effective academic work and general educational success in the schools.

Research Questions

The following research questions were raised to guide the study:

1. What are the school leaders' (Top, Middle and Low-level leaders) positions on the relationship between resource mobilisation and quality education delivery in Senior High Schools in Ghana?
2. What are the resource constraints in Senior High Schools in Ghana?
3. What challenges do Senior High School leaders encounter in resource mobilisation efforts in Ghana?
4. Which educational stakeholder is most involved in school resource mobilisation efforts in Senior High Schools in Ghana?
5. Which school heads' leadership quality significantly correlates with resource mobilisation prospects in Senior High Schools in Ghana?
6. To what extent do school heads leadership qualities explain resource mobilisation prospects in Senior High School in Ghana?

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Research Hypotheses

1. H_0: School heads' level of communication does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

   H_A: School heads' level of communication correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

2. H_0: School heads' creativity does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

   H_A: School heads' creativity correlates significantly with resource mobilisation prospects in Senior High Schools in Ghana.

3. H_0: School heads' knowledge does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

   H_A: School heads' knowledge correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

4. H_0: School heads' integrity does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

   H_A: School heads' integrity correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

5. H_0: School heads' innovativeness does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

   H_A: School heads' innovativeness correlates significantly with resource mobilisation prospects in Senior High Schools in Ghana.

6. H_0: School heads' leadership qualities, when taken together, do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

H_A: School heads' leadership qualities, when taken together, correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Significance of the Study

This study is hoped to add to the existing body of knowledge concerning leadership qualities and how they relate to educational resource mobilisation in Ghana and beyond. In addition, it is anticipated to contribute to the existing literature in developing countries, including Ghana, on the roles of heads of schools in resource acquisition and management. This is particularly crucial, as it appears that there are few studies conducted on the topic in the context of the developing world, including Ghana. This survey is expected to provide beneficial information to policymakers, educational administrators, heads of pre-tertiary educational institutions in particular, and other educational stakeholders on what heads of schools can do in the quest to bridge the gap between well-endowed and less-endowed schools to promote quality and equity in educational delivery and achievements.

Furthermore, this study was supposed to create a good framework for the government and policymakers to develop empirical and well-informed guidelines for novice and practicing school heads as leaders regarding their effective strategies for resource mobilisation in schools. In this vein, it will inform plans for the appointment and preparation of headmasters and headmistresses in Senior High Schools with regards to resource mobilisation.

Finally, the findings will be disseminated through publications, presentations at conferences, and seminars. This will drive home the research findings to educational policymakers, practitioners, and those in the world of

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

academia about educational resource mobilisation towards improved educational achievement.

Delimitations

The central focus of this study was to assess the correlation that exists between such leadership qualities as communication, creativity, knowledge, integrity, and innovation of school heads and resource mobilisation in schools in Ghana. The study involved teachers in Senior High Schools in the country. Geographically, this study targeted all Senior High Schools in the 16 regions of the country. Despite the nationwide nature of the study, only a few sampled schools across Ghana were used for the study due to time and resource constraints. Again, this study is delimited to public Senior High Schools in Ghana. Notwithstanding these delimitations, the study has served its purpose of establishing whether or not there is a correlation between school heads' leadership qualities and resource mobilisation possibilities in schools.

Limitations

A key limitation of this study is its emphasis on identifying correlations rather than establishing causation. While it explores the relationship between leadership qualities and resource mobilisation prospects in Senior High Schools, the findings do not confirm that one variable directly influences the other. The observational nature of the data and the absence of controlled experimental conditions leave room for potential confounding factors or external influences on the observed relationships. Consequently, the conclusions are restricted to associations and cannot be used to infer causal mechanisms. To establish

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

causality and validate these findings, future research should incorporate experimental designs or longitudinal studies.

Moreover, the instrument for the study (questionnaire) was a self-developed one which raises potential response bias and validity concerns. Since the questionnaire was created without standardised validation processes, there may be issues with content validity, construct validity, and reliability. Social desirability bias may also affect the accuracy of data, as participants might provide answers they perceive as favorable rather than truthful. To mitigate these limitations, pilot testing and expert validation were, however, carried out before the full deployment.

Definition of Terms

Leadership qualities

These are the characteristics that school heads possess that propel them to carry out their duties as leaders in a distinct manner to the satisfaction of the staff, the community, and other stakeholders.

Mobilisation

Mobilisation is the ability to work together with other partners in order to achieve particular objectives as well as address the shortfalls in a particular institution. Mobilisation in this study context involves, acquisition, utilisation, management, maintenance and accountability.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Public Senior High Schools

This refers to the Senior High and Senior High Technical Schools which get their teaching and non-teaching staff from the Ministry of Education and the Ghana Education Service. Public Senior High Schools obtain their resources mainly from the central government of Ghana.

Resource mobilisation

Resource mobilisation refers to all activities that are involved in harnessing new and additional resources for an educational institution. It also refers to any endeavour by the school leadership to make better use of existing resources as well as obtain extra funds or materials for school development. Thus, resource mobilisation refers to conscious efforts by leadership to acquire, utilise, manage, maintain, and account for assets to achieve organisational goals.

School resources

These are teaching and learning facilities that are used by an educational institution to improve educational delivery. It also includes all financial, human and material facilities needed to achieve educational goals in the school.

Communication

Communication refers to the exchange of information, ideas, beliefs, and a common agenda between two parties (the school head and other stakeholders) towards the school's set goals. The exchange between the parties could be verbal, non-verbal, or written, which demands feedback or responses that are greatly dependent on the extent of understanding.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Creativity

Creativity involves the introduction of new techniques, strategies, and programmes by school leadership to achieve better outcomes.

Knowledge

Knowledge is the acquired or learned experiences and skills required to be able to lead and manage the school to its desired goals. The knowledge could be professional, technical, or content regarding the existence of an educational institution and how it operates.

Integrity

It is the demonstration of sound moral and ethical principles by school heads at the workplace. School leaders with a high sense of integrity are trustworthy, honest, reliable, and gratifying to work with.

Innovation

It is the act of being creative and adoptive of new paths and strategies to maximise school outcomes. It is the ability of the school head as a leader to apply knowledge, experience, competence, and creativity to optimise output. It is about studying past and current trends of events to solve or avert present and future anticipated challenges to maximise organisational success. These are the characteristics that the school heads possess and assist them to carry out their duties as leaders of the school.

School leaders

School leaders in this context are the teaching staff in Senior Highs Schools with leadership positions. The staff with leadership positions include headmasters and mistresses, assistant headmasters and mistresses in charge of

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

academics, administration and domestic. Others include; heads of department, senior house tutors, house tutors, and form tutors. Others are scheduled tutors who are assigned special leadership schedules, such as counsellors, chaplains, entertainment tutors, and dining hall tutors. The leadership positions are further categorised into Top-level leaders (headmasters/mistresses and assistant headmasters/mistresses), Middle-level leaders (heads of departments and senior house tutors), and Low-level leaders (house tutors, schedule tutors, and form tutors). The focus of this study is on the headmasters or headmistresses as school leaders.

Organisation of the Study

This study is organised into five chapters. Chapter one covers the introduction with background knowledge on the leadership qualities of school heads and how these qualities influence resource mobilisation for schools. This chapter also outlines the statement of the problem, the purpose, and the significance of the study. It also covers the delimitations and limitations, as well as the definition of terms and the organisation of the rest of the chapters.

Chapter two constitutes a review of related literature on resource mobilisation as an outcome of the exhibition of leadership qualities by school heads. This is done to cover the theoretical framework and the discussion of such qualities as communication, creativity, knowledge, integrity, and innovation of the school heads and their influence on resource mobilisation. An empirical review of studies on these leadership qualities identified as independent variables in relation to the dependent variable are also covered in this chapter. Chapter three focuses on data collection methodology. It describes the types of data that were used and how they were collected. These include the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

research design, the population, sample and sampling techniques, as well as the procedure for collection and analysis of the data. Chapter four presents the findings and analysis of the study. Discussions on the major findings were also covered in this section. Chapter five summarises the main findings and offers pertinent conclusions and recommendations based on the outcomes of the study.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER TWO

LITERATURE REVIEW

Introduction

The study is basically about the heads' leadership qualities and how they correlate with resource mobilisation prospects in Senior High Schools in Ghana. However, it has been observed that a number of empirical studies related to this topic have been conducted. In view of this, it was deemed expedient to review related literature to inform and direct the study. This chapter therefore presents a review of related literature organised into four major areas. These include a theoretical framework, a theoretical review, conceptual review, and an empirical review. The conceptual review is further organised under such subheadings as leadership in schools, leadership qualities, the concept of school leadership, the concept of resources and educational/school resources, and school resource mobilisation. Others included school leadership qualities and resource mobilisation, stakeholders' involvement in educational resource mobilisation, resource mobilisation challenges in schools, and quality education. The chapter ends with a summary of the review.

Theoretical Framework

Theories serve a great deal of purpose in research. Theories inform practice, much in the same way as they inform and guide research. The theoretical framework comprises distinct theoretical principles, constructs, and concepts pertaining to various facets of human activities, offering valuable insights for the examination of events or phenomena (Northouse, 2018). The theoretical framework serves as the basis upon which quality research is

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

conducted. Hassan (2018) asserted that the primary objective of a theoretical framework is to enhance the significance of research findings, align them with theoretical constructs in the research field, and ensure generalisability. Additionally, Hassan emphasised that a theoretical framework plays a vital role in catalysing research, offering both guidance and a mechanism for expanding knowledge through the research inquiry process. This study, which is purposed to investigate the leadership qualities of school heads as correlates of resource mobilisation in Senior High schools was therefore underpinned by resource mobilisation theory. The resource mobilisation theory was chosen because it reinforces the ways in which resources are mobilised in an organisation and how these resources help in the development of the organisation. This theory is further supported by a model of leadership qualities and resource mobilisation developed by the author.

Resource Mobilisation Theory

This study is underpinned by the resource mobilisation theory propounded by McCarthy and Zald, as cited by Edwards and Gillham (2021). According to Edwards and Gillham, resource mobilisation theory has evolved to meet the test of time in relation to resource mobilisation in social movements and organisations across diverse sectors of life. Resource mobilisation theory is a sociological standpoint that focuses on how social movements and organisations acquire and deploy resources to achieve their goals. It emphasises the importance of resources such as money, human capital, organisational infrastructure, and social networks in enabling collective action and facilitating social change. Resource mobilisation theory employs concepts from economics and organisational theories to examine strategies for establishing links related

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

to resource competitiveness, social entrepreneurship, product uniqueness, and organisational contributions to social movements (Ojwang, 2015). According to McCarthy and Zald (1987), the primary concern of this theory is ensuring the organisation's survival, which is followed by efforts to retain or expand its membership base, and subsequently, to secure and manage the flow of resources. This implies that an organization must strategically allocate its resources across three key areas which include; attracting new members, sustaining its existing community, and advancing actions aligned with its core goals.

McCarthy and Zald's resource mobilisation theory, introduced in the 1970s, focused on social movements and their organisation, emphasising the formation of networks and connections among individuals. Harris et al. (2017) proposed that analysing the collective behavioural actions of individuals provides a means to explore group protests by gaining insights into the individuals participating in social movements. McCarthy and Zald (1987) introduced this theoretical foundation to highlight the critical role of resource utilisation in determining the success or failure of a social movement. Since its inception, the theory has served as a valuable framework for examining how organisations acquire and deploy resources, and how these processes contribute to organisational growth and effectiveness.

In the interim, the resource mobilisation theory is grounded in circumstantial processes, encompassing decisions related to resource management, organisational adaptations, and shifts in the social setting (Hassan, 2018). According to the theory, realistic actors formulate approaches and engage with their surroundings to advance their common pursuits. In the process

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

of interacting with the environment, two main approaches are found in this resource mobilisation theory (Ojwang, 2015). The initial approach involves examining interactions within social movements from a political perspective, taking into account aspects such as group power, resources, harmony, and aspirations. The second approach, as outlined by McCarthy and Zald (1987), concentrates on organisational and entrepreneurial models, emphasising organisational dynamics, resource management, and headship within the organisation.

In essence, Cress and Snow (1996) proposed that resource mobilisation theory revolves around how groups structure themselves to meet their objectives by marshaling and managing resources. In this context, resource management is perceived as a continuous process involving the creation, consumption, transfer, and loss of resources. Consequently, resources are constantly contested, with new ones being generated. In the school setting, the development of Senior High Schools can be considered an action that is geared towards change. While financial and other resources are received from the government for the schools, it is important for the school leadership to identify other avenues to raise human and material resources that are needed by the school.

Consequently, the resources that this theory describes range from material to non-material. The material resources include money, buildings, people, and equipment, while the non-material resources include time, skills, leadership, and solidarity, among others (Edwards, 2007). Furthermore, this theory elucidates the effectiveness of social movements and delves into the ways in which they mobilise, associates and handle resources. The perspective

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

on the theory, as extended by theorists like Hanspeter (2004), emphasised that the resources outlined by the theory are in a perpetual state of contention, undergoing continuous processes of creation, consumption, transfer, and loss.

The alternate focal point of the theory involves the mobilisation component. Thus, mobilisation occurs when a specific group or social movement assembles the accessible assets with the explicit aim of utilising them to achieve a shared goal, effect change, or convey a message through collective action. The relationship that exists between the two main aspects of the theory is that, as the first aspect is involved in the gathering of resources, this process is not considered mobilisation until the gathered resources have been collectively committed towards a common desirable agenda (Edwards & McCarthy, 2004).

It could be inferred that the main features of the resource mobilisation theory are contextual, institutional dynamics, contingency leadership rationality, social and interpersonal relationships, resource acquisition and utilisation, and organisational goals. Thus, the theory focuses on how leadership qualities are harnessed based on the organisational conditions to mobilise resources to achieve desired goals. Leadership qualities such as knowledge, communication, democracy, integrity, creativity, and innovation are applied to acquire the requisite resources for effective management to achieve results. The ideas embedded in the resource mobilisation theory in relation to some identified elements of leadership can further be conceptualised in the model developed by the author, as indicated in Figure 1.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

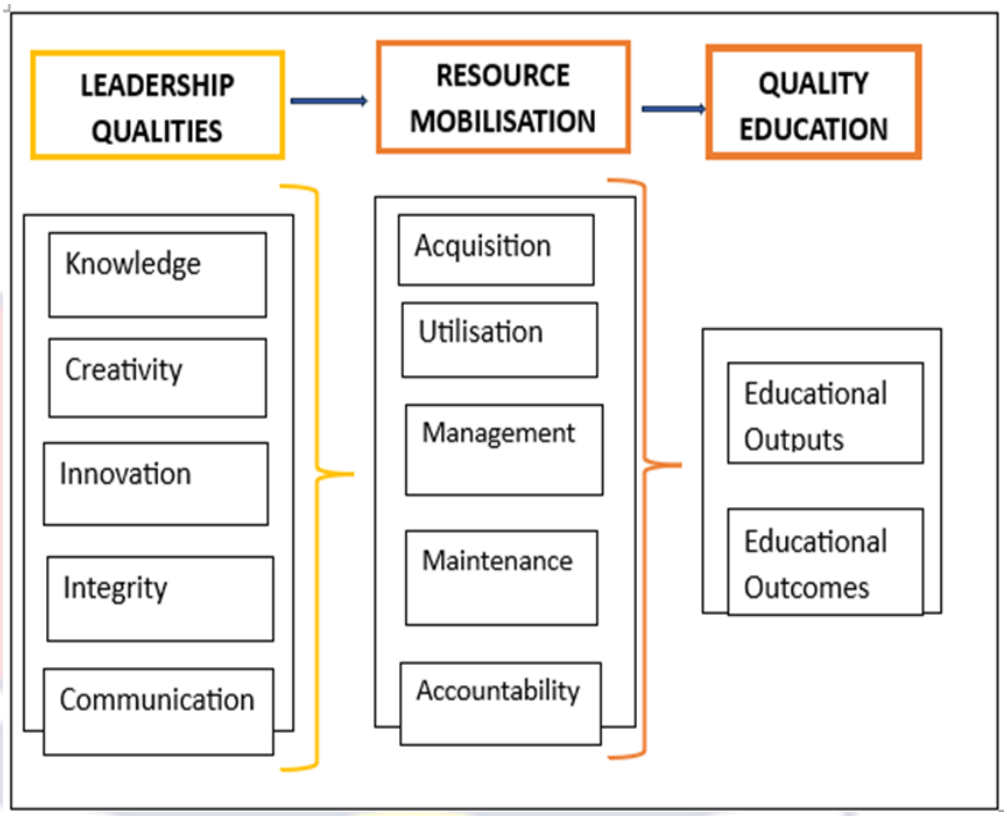


Figure 1: Model of Leadership Qualities and Resource Mobilisation
(Source: Author's construct)

As could be observed in Figure 1, heads in Senior High Schools are expected to be knowledgeable, communicative, creative, innovative, and people of integrity to be able to mobilise resources to achieve quality educational outcomes. The heads are to possess knowledge on how resources can be acquired and utilised in the school. The school head should be able to communicate with both internal and external stakeholders in education on how adequate resources can be organised. Again, they need to apply communication skills to be able to work with teachers and other staff members regarding the management and maintenance of resources in the school. In an attempt to communicate the ideas based on knowledge regarding resource mobilisation, the head needs to be very democratic so as to be able to harness the buy-in and support of all stakeholders. The integrity or trustworthiness, coupled with the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

democratic tendencies of the school head allow for cooperation and support from all stakeholders in the quest to acquire, utilise, and account for the resources of the school. For example, an individual or entity will be more motivated to support a leader who is open and truthful in utilising and accounting for an acquired resource. Again, teachers and other staff members enjoy working with heads or leaders who can be trusted and depended on. On this backdrop, staff members feel enthused to offer readily available and reliable sources and suggestions on resource mobilisation.

Another quality highlighted by the model and closely linked to the resource mobilisation theory is creativity and innovativeness. There are some circumstances where the head as a leader needs to be creative and innovative enough to be able to acquire and manage resources for the smooth running of the school to achieve results. These leadership qualities support the contingency leadership rationality aspect of the resource mobilisation theory which underpins this study. This is to propose that, contingent on the circumstances in the school, the head is anticipated to employ his or her creative and innovative attributes in obtaining and prudently utilising resources to attain desired outcomes.

It is crucial to highlight that the utilisation of all the aforementioned leadership qualities should be directed towards mobilising sufficient resources to enhance the delivery of quality education, aligning with the desired educational output that serves as another foundation and element of the resource mobilisation theory. This establishes a connection between the resource mobilisation theory and the self-developed model guiding the study.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Strengths of the Theory

One of the notable strengths of Resource Mobilisation Theory lies in its capacity to elucidate the complex dynamics underpinning mobilisation processes. These dynamics encompass the identification and mobilisation of essential resources, the organisational structures and capacities required for effective collective action, and the intricate relationships between social movements and the political environment in which they operate (Fox & Cloward, 1991). The theory further underscores the significance of strategic decision-making by social movements, positing that the choices of key actors can substantially shape the outcomes of the contest between movements and prevailing institutional systems (Golhasani & Hosseinirad, 2017).

Moreover, Resource Mobilisation Theory foregrounds the interplay among collective action, social networks, and group identity. Gawlik (2018) demonstrates how these interconnected elements can affect both the intensity and character of social mobilisation, particularly within educational leadership contexts and the pursuit of resource acquisition. The theory broadly underscores the critical significance of resource availability and efficient utilisation, which is contingent upon the collaborative involvement of the organisation's human capital and key external stakeholders, anchored on strong and effective leadership toward the achievement of established targets and goals.

Weaknesses of the Theory

According to Jenkins (1983), the resource mobilisation theory is flawed in its assumption that the costs and common participants are rational. This theory relies on economic rationality, but it overlooks two fundamental flaws.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Firstly, it assumes that social actors always employ a narrowly instrumental rationality, whereby they view their actions as mere means to an end. However, this approach falls short as it does not encompass the complete range of collective action, since sometimes action can be taken without weighing costs and benefits extensively.

Klandermans (1984), on the other hand, argues that the social action of resource mobilisation theory goes beyond instrumental rationality. It also includes habitual, affective, and expressive aspects of action. This means that the theory fails to consider the various forms of rationality that actors may employ. Thus, it lacks a comprehensive understanding of what rationality truly means when it comes to achieving a goal.

The Relevance of the Theory to the Study

The theory of resource mobilisation is highly applicable to this study because it emphasises the importance of movement members acquiring financial and material resources to reconvene people towards achieving organisational or community goals. In the field of education, numerous challenges arise, which include shortage of teachers, lack of necessary teaching and learning materials, and inadequate infrastructure. Additionally, issues of low enrollment rates at different educational levels, low transition rates, gender disparities, and outdated curriculum further compound the challenges. To illustrate, Ghana has experienced a surge in enrollment in Senior High Schools due to the government's free education policy. Consequently, there is a pressing need to construct additional facilities and mobilise more resources to accommodate the increased student population. This situation necessitates the implementation of effective strategies for resource mobilisation to address these

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

school-related challenges. In this regard, school leaders are anticipated to put into practice their learned skills and experiences to either communicate known ideas, create, or uphold integrity and innovative qualities for the mobilisation of resources to address the challenges of the school. These qualities and strategies are embedded in this theory to guide this study, hence its relevance.

Theoretical Review

A number of theories are related to the topic under consideration (school heads' leadership qualities as correlates of resource mobilisation). A review of closely related theories was deemed expedient to deepen my understanding of the topic and the whole research process. Thus, I found these three theories; the contingency theory, the theory of action and the asset-based approach, worthy of consideration. In addition to the research underpinning theory (resource mobilisation), these theories therefore offered augmenting insight to the study. This section therefore discusses these theories in relation to the study

The Contingency Theory

According to Fiedler (1964), a leader of an organisation should adapt its behaviour based on a rational understanding of the pending situation and adopt a leadership style that suits the occasion. Contingency theory suggests that there is no one-size-fits-all approach to leadership, as different situations call for different styles. It emphasises that the solution to a managerial situation depends on the specific factors influencing that situation.

The theory states that certain situational factors can impact the direct relationships between independent and dependent variables in the study of organisational behaviour. Independent variables are the causes of changes in

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

dependent variables, which are the responses to those influenced by the independent variables (Zaker, Nawaz, & Khan, 2016). For example, motivation and leadership are a couple of independent variables in the contingency theory, while productivity, turnover, and absenteeism are some examples of dependent variables (Northouse, 2018). Therefore, there is no universally optimal way to structure a corporation or solve employee issues. It all hinges on the circumstances at hand. This is why company leaders strive to understand and manipulate various variables that impact their employees. By employing varied approaches, they can identify the variables that yield desirable outcomes and incorporate them effectively.

Further to this, the contingency theory has the support of an abundance of empirical research, as it proves that it is reliable based on various trials and research (Northouse, 2018). The contingency theory widens the understanding of leadership through the persuasion of individuals to consider the various impacts of situations. This theory also provides a realistic view of management and organisation while discarding the universal validity of principles. The claim of the theory that managers are situation-oriented and not stereotyped enables leaders to adjust themselves to innovative and creative management styles in relation to the situations that may crop up.

Fiedler (1964) argued that there is no single way to organise and manage a unit in an organisation and the two things that are important in this context are the personality of the leader and the context of the situation. This means that when there happens to be a crisis, the leader is expected to lead and manage his or her unit through analysis and evaluation of the situation at hand and act accordingly. From this perspective, Fiedler claimed that there are two types of

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

leadership. These are task-oriented and relationship-oriented leadership styles. Task-oriented leadership deals with the achievement and handling of the unit through the handing out of tasks. Relationship-oriented leadership, on the other hand, deals with the interpersonal skills and relationships of the leader with his subordinates (Fiedler, 1964).

Fiedler (1964) posited that a leader's orientation is largely influenced by the extent of control they possess over a given situation, which is determined by three interrelated factors. The first factor, leader-member relations, pertains to the quality of interpersonal dynamics between the leader and subordinates. This includes the degree of mutual trust, confidence, loyalty, and cooperation, as well as the overall organisational climate and effectiveness of communication. The second factor, task structure, concerns the degree to which tasks are clearly defined, systematically organised, and accompanied by explicit procedures for their execution. It reflects the extent to which responsibilities are articulated and aligned with expected outcomes. The third factor is the leader's positional power, referring to the authority vested in the leader to administer rewards or sanctions in accordance with institutional norms and expectations. When these three situational variables are optimally aligned and effectively leveraged, school leaders are more likely to mobilise collaborative efforts among teachers and staff to realise institutional objectives.

In the school context, the school head, as the leader of the institution, has to help pave the way for the staff, including the teachers, to clarify the ways to achieve success as a group. In most situations, the success of the school can be achieved through the specific set of leadership behaviours of the school head, such as achievement orientation and participative leadership, where they can

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

work in collaboration with teachers and other resources that are available to accomplish specific goals.

This therefore implies that in order to achieve success in the school, the school head has to create better leader-staff relations, delegate tasks to teachers in a manner that will not spark mistrust and misgivings, and deal appropriately with the teachers and staff with the power and authority that is vested in him or her at a level that will not inflame passions. The exhibition of this kind of behaviour by the school head can enable him or her to achieve the best for the school at most times. It is important to state that this theory, in addition to the theory of action and assert-based approach discussed in the subsequent sections, is aimed at deepening the understanding of the topic under study: school heads' leadership qualities as correlates of resource mobilisation, so as to contribute to the available related body of knowledge.

The Theory of Action

The theory of action, developed by Argyris and Schon in 1978 and modified in 2010, suggests that action is needed if any development in a human being or an organisation is to be achieved. This theory asserts that all individuals hold maps in their heads that dictate how their actions are planned, implemented, and reviewed (Musaazi, 1982). The theory maintains that only a few individuals are aware of the existence of these mental plans and so they do not explicitly espouse these faculties in their minds. However, there are those who actually recognise these mental maps and plans and use them. The main assumption of this theory is the science of human action. This starts with an understanding of the present level of development and the formulation of the strategies that can lead to the achievement of the desired future level of

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

development. In this regard, this theory links the thoughts of individuals with their actions towards the achievement of a desired future goal. In the educational setting for example, this theory provides various concepts and philosophies that guide school improvements and institutional development (Argyris & Schon, 1978).

The theory of action presents a cognitive or mental structure and processes in which problems are solved through the engagement of all people and not focusing only on professional practitioners (Argyris & Schon, 1978). The contextual nature of the theory describes the specific actions or activities that are used to deal with the difficulties that are found in the environment of a particular organisation or community. In the views of Argyris and Schon, most times, the actions are taken in a successive manner, in a said repetitive order but seen as unique. This theory therefore describes how a project or a programme is designed and set up. It articulates the mechanisms by which activities are implemented and financed, including the delivery of technical assistance, engagement in advocacy efforts, and the formation of strategic partnerships to achieve project objectives.

This theory has contributed to the understanding of leadership qualities that are required by leaders to improve the delivery of their services, such as resource mobilisation. According to Bass and Bass (2008), leadership goes beyond just making decisions and taking action. They argue that leadership also involves intellectual and moral transactions, as leaders analyse situations and determine the necessary actions. This theory highlights the critical issue of responsible leadership, emphasizing the need for leaders to acknowledge their limitations and proactively formulate strategic plans for future development.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The discussion further highlights the significance of partnerships in leadership. Leaders cannot operate in isolation; they rely on the collective efforts of a team members to collaboratively pursue and achieve shared goals. Consequently, this theory links to the topic under consideration since it places emphasis on the very leadership elements that characterised the study. Thus, the theory encompasses communication, creativity, integrity, innovativeness, and technical know-how, as in the knowledge of school heads to plan, implement, and review their actions towards the mobilisation of resources to accomplish their goals.

Asset-based Approach

In 1993, Kretzmann and McKnight introduced the asset-based approach, which centres on the capabilities, talents, and social assets inherent in individuals and their surroundings. This model, unlike the resource mobilisation theory, enjoins the school leadership to concentrate on its immediate strengths rather than its weaknesses. The model encourages school leaders to make efforts within their capabilities to mobilise resources instead of overly relying on external support to achieve goals. Ebersöhn and Eloff (2002) reinterpreted the asset-based approach as a "bottom-up strategy," highlighting its shift from a focus on delivering services to one centered on empowering individuals and communities. Thus, Ebersöhn and Eloff are of the view that leaders are to be empowered to be self-reliant rather than being served. Mkhize, (2018) appear to agree with Eloff and Ebersöhn, (2001) and Myende and Chikoko, (2014) in the application of assert-based model by educational leaders in the mobilisation of resources. In their view, effective management of central or external

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

resources is achievable only when organisations have activated their internal resources and formulated a well-defined implementation plan connected to the utilisation of the external resources mobilised. This gives the school leadership some sense of ownership and responsibilities towards available resources.

The three theories; contingency theory, theory of action, and assert-based approach as discussed under this section highlight and guide the study topic since they synthesise all the independent variables towards the dependent variable. That is to say that the contingency theory explains how school leadership should be dynamic in the application of experiences and leadership elements in solving problems to achieve results. The theory of action also places emphasis on the expected rational nature of individual leaders to plan, act, and review their endeavours to arrive at set organisational goals. Finally, the assert-based approach looks at the ability of the leader to effectively mobilise and manage available local or immediate resources to achieve results while clear plans and procedures are instituted for effective use of external support. It is important to emphasise that these theories, in various ways, depend on core leadership elements such as; communication, knowledge, creativity, integrity, and innovation as examined in this study for their effective application and operation. It could therefore be inferred that the three theories relate closely to each other and link the variables of the study for better comprehension, hence their significance to the study.

Leadership in Schools

School leadership is the authority that the school head wields in the operations of the school and in the delivery of quality education for students. It centres on the impact of a leader on student achievement, wherein the leader

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

positively influences teachers, teaching and learning outcomes, and enhances student performance (Bhengu & Myende, 2015). As outlined by Tijani, Gbadeyan, and Eimuhi (2016), leadership entails the role of the site-based leader in establishing directions, fostering the development of individuals, and ensuring the effective functioning of the institution. The school head may collaborate with other educational leaders by providing resources and guidance for teachers, communicating a vision and expectations, fostering a positive organisational culture and professional learning communities, and maintaining a visible presence in the school on a regular basis (Caldwell & Anderson, 2017). When these are adequately exhibited by the school leader, there is a tendency of achieving the best out of the use of existing resources.

Kouzes et al. (2017) proposed a leadership model comprising five core practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Drawing on more than two decades of research involving successful leaders, they argued that leadership is not defined by formal position or title, but rather by a set of behaviours and practices that individuals engage in. Their findings underscore that effective leadership involves the application of specific, learnable skills accessible to anyone. The operational contexts of these five leadership practices are elaborated as follows:

Challenging the process

Challenging the process refers to a leadership approach in which conventional organizational practices are questioned and reimagined. Instead of maintaining the existing narrative, the leader fosters a culture that encourages critical thinking, risk-taking, and continuous learning; particularly in the face of

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

adversity and complex challenges. This implies that leaders are risk-takers who regard failure as a useful chance to learn and innovate if the failure was not caused by poor performance. Additionally, Kouzes et al. (2017) proposed that successful leaders are quick to embrace innovation. They actively search for strategies that demonstrate efficacy and subsequently advocate for continuous improvement of those strategies. Kouzes et. al. described the challenge of the process of leadership practice as being the leader who searches for opportunities to change the status quo. This is because effective leaders always look for innovative ways to improve the operations of the organisation. Through this process, the leader experiments and takes appropriate risks. Kouzes et. al. reiterated that by virtue of leaders generating innovative concepts or endorsing novel ideas, they demonstrate readiness to challenge the existing system. This proactive approach aims to translate these ideas into tangible actions, resulting in the implementation of new products, processes, and services. Similarly, when school heads create new ideas to challenge the teaching and learning processes and turn the ideas into action to improve student performance, it goes a long way towards accomplishing the goals of the school and educational outcomes.

Inspiring a shared vision

In order to make a difference and persuade people to embrace organisational vision, leaders must have a passionate outlook on the future in order to inspire a shared vision. This assertion is valid because leaders are supposed to establish and clearly convey the direction of the organisation to their subordinates, thereby projecting a common vision as an essential component of effective leadership (Kisige et al., 2017). By creating a distinctive and ideal vision of what the organisation can become in the near future, leaders

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

who effectively leverage this common vision are of the conviction that they can make a difference. Effective utilisation of a common vision allows leaders to inspire others and expose followers to exciting possibilities through persuasion and influence.

In order to create a sense of cohesion within an institution and encourage a dedication to the mutually beneficial future they aim to build, leaders must cultivate the habit of inspiring a shared vision. These leaders give their people hope and a positive outlook by inspiring such a vision in them. Through the deft application of encouraging language and their own energy, they also motivate others to share their passion and commitment to the shared vision (Kouzes et al., 2017). Likewise, school heads who make good use of shared vision with teachers and staff are able to influence and persuade the teachers to work hard and attain the best performance for the students.

Enabling others to act

Encouraging people to take action involves empowering and collaborating with teammates as well. It describes how leaders give people the freedom to prepare and participate in the decision-making process. When leaders give individuals the opportunity to take action, they are able to carry out their responsibilities and reach their highest possible achievement. Effective school administrators work to foster a culture of respect for humanity and trust, which gives staff members the confidence to perform to the best of their abilities. These administrators give teachers the impression that they are in charge of the school and take into account their demands and interests. According to Gawlik (2018), engaging in this kind of exercise can help foster teamwork and a collaborative mindset among the group. Encouraging others to

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

act is a leadership style that recognises that mutual respect is the foundation for outstanding performance. Gawlik further indicated that these leaders work to create a culture of trust and human dignity in the educational setting by empowering each person with strength and capability.

Modeling the way

Modelling the way is a means for leaders to lead, make the first move and exhibit the behaviours that they want others to espouse before asking them to embrace those behaviours. This usually happens because people believe in what they see and what their leaders do consistently, rather than what they hear them say. By doing this, it makes the leader an ethical role model for the followers.

In a similar vein, school heads must not just motivate staff members but also utilise their positions to contribute positively to institutional objectives rather than their personal aspirations. Teachers can learn from, appreciate, and be dedicated to these leaders by looking up to them (Hallinger et al., 2018). When school administrators demonstrate the modelling of best practices, they are establishing rules about how staff members and teachers should be handled and how goals should be pursued. School leaders who model the way establish high expectations and serve as role models for their staff (Harris et al., 2019).

Encouraging the heart

In an effort for individuals to accomplish the group's established objectives, Kouzes et al. (2017) asserted that they frequently require the support and inspiration of their leaders. This stems from the fact that in order for team members to work hard intrinsically, successful leaders set high standards for both themselves and their staff. Their credibility is typically predicated on their

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

track record of accomplishments, commitment, and consistent application of their beliefs and methods of accomplishing tasks. Leaders tie job performance to rewards and recognition by influencing employee motivation, and they ensure that these are administered fairly and openly.

Celebrating accomplishments in one accord fosters a sense of belonging among staff members and gives them a voice in important elements of the work. In a similar manner, school administrators who support their teachers by praising and acknowledging their accomplishments motivate them to work harder. School leaders must applaud teachers' successes, acknowledge their contributions, and participate in the benefits of their labour if they are to maintain teachers' determination and sense of hope. In order to accomplish the goals of the school, school administrators must mobilise all available resources and motivate teachers to make effective use of them.

Leadership Qualities

While the basic functions of a school head have remained unchanged over the years, the vital roles of the head have shifted remarkably (Neumerski et al., 2018). They are no longer expected to function simply by carrying out tasks, adhering to strict rules and regulations and avoiding mistakes. Currently, school heads need to be instructional leaders who are capable of making good use of their leadership qualities and developing a team of teachers who deliver effective instruction to all the students (Harris et al., 2017). This is important in the school setting because the leadership qualities of school heads influence a variety of school outcomes, including student achievement, the identification of appropriate school vision and goals, and the effective allocation and use of resources (Alvaro & Maria, 2017).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Appoline (2015), leadership qualities enable school heads to develop significant organisational structures that support teaching and learning. Ardichvili et al. (2016) suggested that the success of any leader who exhibits better leadership qualities is based on five key responsibilities. These duties include developing a high-standard vision for academic success for all students and fostering an environment that is conducive to learning where safety, cooperation, and other foundations of productive interaction can prevail. Others include building leadership skills in staff members so that they can take on their roles in carrying out the school's vision. In this case, instructors can perform to the highest standards while students make the most of their learning processes. Finally, staff can actively participate in managing information, personnel, other resources, and procedures to help with overall school improvement.

In the view of Arar et al. (2016), there are a variety of connections between service delivery in organisations throughout the public and commercial departments and leadership attributes. Studies on leadership styles, such as that of Benoliel et al. (2019), suggest a shift on the emphasis of leadership from merely task completion to inspiring others through the application of key leadership attributes. These attributes play a crucial role in shaping how tasks are executed and, ultimately, in enhancing the quality and effectiveness of service delivery. Hallinger and Wang (2016) asserted that leadership qualities enable leaders to add value to their performances as they think conceptually and strategically, as well as articulate a vision and purpose for their followers through the provision of a vision and hope for their workers. Jyoti and Bhau

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

(2015) also found that transformative leaders are very effective in the execution of their duties, and they exhibit such leadership qualities as confidence, vigour, and open-mindedness at most times.

Hartog and Koopman (2015), on the other hand, contended that the competencies of individual employees and teams, combined with the leader's effective leadership qualities and managerial strategies, are essential to ensuring the long-term success and sustainability of any organisation. Hitt et. al. (2015) noted that strategic leadership qualities enable organisational heads to promote greater productivity than those who do not add value by making use of varieties of leadership qualities.

Effective school heads are responsible for the establishment of a school-wide vision of commitment to high standards among teachers and the success of all students ((Amos & Koda, 2018; Wayua, 2015). An effective school head makes sure that academic success becomes the driver of teaching and learning as the entire school adopts a school-wide improvement in teaching and learning that focuses on goals for student progress (Feng et al., 2016). The development of a shared vision around standards and success for all students is therefore an indispensable leadership quality of school leadership.

Moreover, an effective school head with better leadership qualities is the one who focuses on motivation and the improvement of the morale of their teachers (Bloomfield & Nguyen, 2015). To be an effective school leader in this regard, the head spends much more time in classrooms and concerns himself or herself with the teaching and learning activities than in the office. In other words, they make use of the collective efforts of students, teachers, and the community to achieve the goals of the school. School success also occurs when

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

the school head is capable of creating a healthy school environment, safety, and orderliness. This is further facilitated when the school head makes use of such qualities as supportive and responsive attitudes towards students, with the notion that teachers are part of a community of professionals who are focused on good instruction.

Effective school leaders, according to Tijani et al. (2016), ensure that learning is the centre of teachers' and students' daily activities in their schools. In addition, for a school head to be effective, they must not only possess well-known leadership skills but also exhibit ethics and accountability towards various stakeholders in the services they provide. According to Caldwell and Anderson (2017), this means that in order for leaders to provide services, they must possess both intellectual and moral substance. This allows them to assess what needs to be done and take appropriate action.

Accountability is also linked to an organisation's capacity to produce the intended outcomes and the calibre of its leadership. The capacity and readiness to defend one's opinions, emotions, and behaviour towards others in the light of stated or unstated standards is a sign of accountable leadership. The exhibition of leadership accountability refers to the acceptance of responsibility, voluntary transparency, and being answerable to superiors and stakeholders, which are important for result-oriented organisations (Hitt et al., 2015). According to Gawlik (2018), modern leadership is characterised by equity, accountability for procedures, and accessibility to inputs, outputs, and outcomes. According to Hartog and Koopman (2015), relationship management in schools today revolves around service delivery, which they believe is the foundation of all organisations, both public and private. In an effort to obtain the best possible

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

care and trust from the personnel while they carry out responsibilities, the school head's service delivery has an impact on the design and organisational structure of the institution.

Additionally, the development of an ideal learning climate in the school involves the head's strong leadership abilities, which include respect for each and every member of the school community, professionalism, a solution-focused, and no-blame environment, as well as initiatives to involve staff and students in a range of school-wide activities (Hallinger & Wang, 2016). To guarantee that learners receive the necessary education in a high-quality manner, numerous school administrators are entreated to collaborate with stakeholders outside of the school, such as parents and local business owners. Organisations are becoming more and more interested in this facet of leadership quality, and highly effective leaders are those who have demonstrated this style of leadership (Neumerski et al., 2018).

A school head with strong leadership characteristics, according to Pan et al. (2015), is one who understands the objectives of the curriculum, visits classrooms without threatening, conducts informal teacher assessments, and provides comments thereafter. The head of the school establishes a structure that grants instructors independence and assistance in achieving the school's objectives. In this sense, the head of the school has a significant influence on the growth of a community of educators who support one another in enhancing the quality of instruction. One crucial component of school leadership is having a common vision about standards and achievement for all students, which is ensured by an effective school head with outstanding leadership skills (Shaked et al., 2018).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Moreover, the provision of safety and order by the school head characterises the development of an ideal learning climate in a healthy school environment. Once more, intangible leadership traits like being receptive and encouraging teachers guarantee that all educators and students in the school prioritise learning as the primary means of achieving their academic objectives (Al-Samarrai et al., 2019). This is due to the fact that all types of organisations, including schools, depend on strong leadership to survive and succeed. Patz and Goetz (2017) contended that leaders who have visionary qualities are able to steer the affairs of the school towards great success. This means that leadership effectiveness through the exhibition of good qualities brings quality results. Accordingly, Almagtomea et al. added that the coordination of the human element in achieving set goals and objectives, getting results through others, and the ability to build cohesive, goal-oriented teams are critical for every good leader and the essence of every good school head. This suggest that heads with good leadership qualities are preoccupied by the achievement of desired results in the day-to-day activities in the school (Cernostana, 2017). Such leadership qualities include the ability to make use of communication, democracy, creativity, knowledge, integrity, innovation and others.

Leadership Communication

Most companies value effective communication among their leaders as a crucial leadership trait (Prasad & Junni, 2016). It is the transfer of knowledge and concepts from one individual to another. In this type of communication; ideas, information, or knowledge recipients receive feedback (Avissar et al., 2017). Effective communication, in the opinion of Neumerski et al. (2018), occurs when both parties are aware of the precise message they send. On the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

other hand, poor communication can frequently result in misunderstandings and the inability of an organisation's well-laid plans, goals, and objectives to be accomplished (Bhengu & Myende, 2015). To a larger extent, the nature of communication determines the success or otherwise of an organisation.

According to Manky (2018), speaking, hearing, understanding, and taking action constitute the majority of an organisation's leaders' time. The amount of time for task execution by the communication leader highlights how crucial communication skills are for leaders, particularly those who aspire to advance. According to Beck (2016), effective leadership communication is crucial for managing an organisation and establishing connections with external parties like the media, suppliers, consumers, and other stakeholders.

According to Ayoti et al. (2016), there are five components to communication processes: the communicator, the message, the medium, the recipient, and the feedback. In other words, these elements refer to; who, what, where, how, and with what effects the communication processes are bringing on board. Communication is therefore a vital process for every organisation, such as the school. This implies that communication can provide the appropriate organisational structure for the school head to carry out his or her duties and make the right decisions. In this situation, the effectiveness of the communication system, the information at hand, and the willingness of followers to participate in the communication system are all important factors in determining the worth of leadership decisions.

Scholars like Caldwell and Anderson (2017) concurred that leaders are people who manage, inspire, encourage, and guide others. These individuals, who work in organisations or communities, are both men and women who have

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

an impact on others. This indicates that in order to accomplish the goals established by the institution, leaders must be able to convince others to follow them. In order to attain the desired outcomes, they simultaneously maintain control over the entire issue and enhance the organisation's performance (Hartog & Koopman, 2015). Through effective communication, heads can lead the staff to perform their duties to accomplish the objectives of the school. Good communication skills of the school head allow, nurture, and create trust and understanding, which are necessary to encourage teachers to follow the instructions of the school head. Without effective communication, heads of Senior High Schools cannot become effective leaders and achieve much (Jyoti & Bhau, 2015).

According to Kouzes et al. (2017), stressing the value of communication is one of the essential components needed to attain success. A leader's ability to communicate, make critical decisions, and work with and through people is essential for advancement in the workplace (Gawlik, 2018). This suggests that the capacity and potential to be an effective communicator are prerequisites for any successful leader. As a result, the most crucial quality for leaders and those who aspire to be strong leaders is communication skills.

Without the ability to communicate, school leadership can find it very difficult to transmit their own visions to the teachers and the staff. This is because effective communication develops elements like trust and mutual understanding between the school head and the staff. According to Hallinger et al. (2018), school heads spend about 70 percent of their time communicating with others. In this regard, good communication is capable of providing

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

significant advantages to the school head through the expression of their views and the empowerment of their subordinates.

According to Neumerski et al. (2018), school heads' precise communication plays a crucial role in their development as effective and successful leaders. This suggests that school administrators must be skilled and persuasive communicators in order to succeed professionally. It is critical that leaders and their staff members develop excellent communication skills because doing so will not only help them finish school assignments on time but also help the school succeed and expand. According to Harris et al. (2019), the school leader is one who has the ability to take charge, direct, encourage, or stimulate the teachers and the staff. In this vein, an attitude to convince others and to make them follow the goals or principles that have been defined by them is important for them to adopt.

Effective communication helps school heads communicate what they have and what they expect from their staff and teachers. Therefore, effective communication is what makes heads successful leaders (Pan et al., 2015). Conversely, good communication skills inspire teachers to uphold the values and principles that the head wishes to instill in them. Without good communication skills, the head may not meet the objectives set by the community and himself, which could render him or her an ineffective leader. Again, when the school head interacts more efficiently with teachers and staff, he or she can increase the possibility of getting all the staff involved in achieving results. (Bhengu et al., 2015).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

For the achievement of school objectives, effective use of communication by the school head can enable him to formulate the best forms of opinions and emotions, reach the knowledge level of the receivers, and prepare action to make them understand the message that he or she wants to deliver. They have the ability to connect to their passions and ambitions while communicating their ideas with others (Bhengu et al., 2015). It has been established that individuals who can communicate extraordinarily, are capable of taking significant decisions, and are able to get the work done by others are recommended more frequently for leadership positions (Shaked et al., 2018). This stems from the fact that teammates will follow their leader and consequently create an environment that allows for excellent comprehension of instructions. In order for managers to achieve excellence and significant advancement in their professional careers, communication skills are essential and should be prioritised in order to become experts in leadership. Thus, the head of the school must guarantee that there is constant communication in the day-to-day operations of the institution through the proper application of both informal and formal techniques (Al-Samarrai et al., 2019).

Bloomfield and Nguyen (2015) noted that the school head can effectively communicate with other members of the school community by utilising a blend of formal and informal approaches. While informal interaction during staff meetings has always been effective and helpful for discussing and finding solutions to various difficulties in the school, formal channels of communication aid in receiving accurate and more regular evaluations to report concerns more quickly (Shaked et al., 2018). As a result, effective leadership communication is a complicated process that calls for formal methods, careful

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

planning, and execution. It begins with the creation of strategies for speaking clearly, writing clearly, and controlling challenging circumstances through appropriate communication.

According to Northouse (2018), leadership communication has three major aspects, and these include the core, managerial, and corporate. The core aspect includes the ability to write and speak, which are individualised skills that are required to be expanded to manage larger groups or teams. The managerial aspect of communication is where the leader acquires expressive cultural understandings, listens patiently, manages team meetings, provides training facilities, and mentors the skills that aid in managing the subordinates. Then the corporate aspect of communication is the skills that are required at much higher levels of leadership and where there is a need to interact with external stakeholders. The upkeep of employee relations, communication during transitions and emergencies, relationships with the media, and image building all require these kinds of communication skills. In an educational environment, leaders must constantly gain the respect of all personnel, including teachers. Leaders who possess the ability to communicate effectively and empathetically are those who gain the trust of the school's staff and teachers. Thus, providing workers with vital information will enable the school to grow quickly and maintain this kind of trust.

According to Miskel and Hoy (2007), a well-communicated school head can efficiently distribute and retrieve information, plan and execute tasks, and ultimately reduce or resolve conflicts within the school. This means that effective communication is the foundation for understanding almost every human process in the school, including cooperation, decision-making, conflict

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

resolution, the use of power and authority, morale and cohesion, and the development and maintenance of relationships (Karen et al., 2016). In the meantime, Ishak (2016) defined communication as the act of acting on information. It is also a process that involves sending and receiving messages simultaneously. It provides the best chance to clarify meaning and resolve ambiguities and miscommunications. Researchers like Ekpoh and Okpa (2017) have found that the way group members communicate with each other is crucial in determining what happens when people collaborate and this is what school heads need to facilitate better educational delivery.

Leadership Democracy

Democracy's central concern is how much value it places on human personality. It presumes that people are capable of being citizens, which requires the demonstration of intellect, restraint, and morality. Its guiding premise is everyone's right to participate and follow in the organisation's decision-making processes (Igbaekemen & Odivwri, 2015). This right is essential to democracy since it allows for open discourse and ongoing individual involvement in the group. This suggests that the fundamental tenets of being a leader with democratic ideals are the need to respect others, to hear what they have to say, and to consider their points of view (Sougui et al., 2016). From this perspective, Al-Momani and Ajlouni (2018) observed that through participation in the school leadership, subordinates like teachers and staff can contribute ideas towards the solution of problems that affect the school.

This suggests that democratic leadership practices allow the participation of subordinates and when this happens, it becomes an asset where necessary orders are given and people respond cooperatively just because they

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

participate in the affairs of the organisation (Avissar et al., 2017). Thus, when democratic school leaders set up the procedures for getting input from staff members during planning and decision-making, they notify them that they seek and value their assistance and that it has a positive impact on student success and school climate. The headteacher, teachers, other staff members, and any other relevant stakeholders share decision-making responsibilities, which is why Mbera (2015) characterised democratic leadership as one in which decision-making is decentralised and collaborative.

The fundamental premise of democratic leadership, according to Terzi and Derin (2016), is that all parties have a similar degree of knowledge when it comes to making decisions and an equal stake in the outcome. This is the main issue with democratic leadership. This makes democratic leadership seem ideal in theory, but in practice, it generally results in lengthy decision-making processes. Wai-Yan et al. (2017) are of the view that democratic leadership in the school setting focuses more on the teachers and the staff and there is greater interaction among them for the taking of appropriate decisions that can improve teaching and learning. In this context, the leadership functions are shared with the teachers and staff and the school head becomes more of a part of the team than an individual figure (Wai-Yan et al.).

Furthermore, the values of democratic leadership are friendliness, helpfulness, and encouraging involvement, according to Lowery (2019) and Cherkowski et al. (2015). Nucci (2015) characterised this leadership style as kind, inclusive, and person-centred in a similar manner. Democratic leadership practice is based on the rational assumption that everyone engaged in organisational activities is inherently trustworthy, self-motivated, and enjoys

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

challenging work. As a result, organisational conditions that promote cooperation, excellence, and satisfaction are encouraged (Oduol & Cornforth, 2019).

Democratic school heads, according to Shapiro and Stefkovich (2016), provide advice to educators, take part in school events, and welcome suggestions from staff members. Given this context, democratic leadership in schools is associated with higher levels of teacher engagement, involvement, and productivity (Tamir & Arar, 2019). In this instance, school administrators assign authority to teachers while simultaneously offering continuous assistance and direction for the demanding work. This kind of approach frequently gives school administrators the insight to recognise what teachers require and make sure they receive it. In the process, the leaders of the schools provide more effective and long-lasting instruction as well as improved academic achievement all around.

Teacher satisfaction is greater under democratic leadership and they happen to have more confidence and trust in their heads. When issues arise and decisions need to be made, relevant and varied participants are involved to discuss the situation and the view of the majority is taken as the final decision. However, Wen-Shun et al. (2016) indicated that the barriers to democratic leadership are time-consuming processes in the taking of decisions, though participation in the process enhances productivity.

Generally, Sougui et al. (2016) found that democratic leadership in schools enhances high levels of engagement and skill sharing, teacher involvement, decision-making, and idea input. Above all, democratic school administrators make an effort to comprehend the issues that their teachers face

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

and collaborate with them to pinpoint the issues and propose solutions. In addition, they serve as coaches, helping the teachers cultivate a sense of camaraderie and optimism. This type of democratic school head prefers to offer constructive criticism and act as a mediator for others. In the majority of cases, the head and staff concur that the head frequently mediates and provides them with clear feedback so that they can perform better and succeed in the school (Al-Momani & Ajlouni, 2018).

Leadership Creativity

The head of the organisation must be creative in order to implement novel strategies and get greater results. To put it another way, intra-individual cognitive processes that centre on idea production are involved in creativity (Paulus et al., 2015). Moreover, creativity is all-encompassing and includes the capacity for original thought as well as problem-solving throughout the organisation. The creativity of the school head is therefore important because it contributes to school innovation, growth, survival, and teacher job satisfaction, among others (Cekmecelioğlua & Ozbag, 2016). Arguably, Karwowski and Tang (2016) maintained that creative school heads possess both physical and mental energies that are result-oriented. This is because these heads engage in creativity, which constitutes such processes as problem identification, information searching and encoding, as well as idea and alternative solution generation. According to Karwowski and Tang (2016), creative school heads hold a high regard for educators in their profession and acknowledge the influence of past breakthroughs on their work.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Meanwhile, leaders stimulate creativity for two very important reasons: the prevention of undesirable behaviour and the increase in productivity. When the organisation fails to get a steady stream of ideas, a focus on the undesirables or old ideas runs the risk of ongoing work becoming obsolete before it is even completed (Northouse, 2015). Today's demanding and dynamic educational environment necessitates innovative school leadership and cooperation between many stakeholders. As a result, the leadership environment in schools is always hectic and intricate. Accordingly, the capacity to deliberately use one's imagination to influence and direct staff members and instructors towards a new objective and course is referred to as creative school leadership (Nwachukwu & Vu, 2020). Alternatively, creative school leaders have a good impact on the community, the family, and their place of employment. In order to bring out the best in change for the good of others, they actively investigate and seize chances. By combining new ideas learned on the job with their past knowledge, they are able to reshape and reformulate difficult problems (Nwachukwu & Chladkova, 2019). Therefore, every school head needs to be creative in both their thinking and in addressing problems in order to deal with complex challenges.

The fierce competitiveness of today's technological world necessitates a rise in organisational inventiveness. Creative leaders in this kind of age learn how to generate fresh, practical ideas that support organisational sustainability (Paulus et al., 2015). According to Paulus et al., creativity originates from individuals or groups within an organisation and is centred on the absolute. Rae (2016) noted that in order to succeed, creative school leadership depends on using both practical and creative intelligence and emphasizing one's talents.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Leaders with practical intelligence are able to successfully adjust their surroundings to fit both their own needs and the success of the company.

In order to foster growth and development for the organisation, creative leaders seek to persuade people to embrace their unconventional ideas (Siddiqi & Qureshi, 2016). According to Tang (2019), the ability to solve problems creatively enhances leadership effectiveness, and creativity is a crucial component of leadership competency. In this sense, minimising the fear of self-judgement and displaying an overwhelming confidence in one's ability to carry out the actions required to accomplish a particular performance are ways to develop creative competence.

Bett (2016) identified various acts of creative leadership among school heads and reiterated that creative school heads employ diverse skills to foster a good working environment at the school and they see every teacher and every member of staff as a team member and as unique. These types of creative school heads engage teachers and are willing to improve the atmosphere within which teachers can communicate freely without being afraid of criticism or attacks. Nwachukwu and Vu (2020) are also of the view that creative school heads have a mindset that improves over time and their ideas can come from unexpected sources. For these creative school heads, better outcomes for the school and better performance of students matter more than the spending of long hours during school days (Tang et al., 2018), and they address school problems early before they cause disruptions (Rae, 2016). They also make use of self- and teacher-evaluation tools to assess the level of their output and they turn negativity into positive energy for school development (Karwowski & Tang, 2016).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

It could therefore be inferred that the school head is expected to be creative in every sphere of his or her school administrative endeavour, including resource mobilisation, to be able to achieve desirable results. The creative quality of the school leader is a necessary leadership element that can be learned and enhanced by the head through conscious effort over time. Creativity cannot be fulfilled by the head in isolation; rather, it requires careful collaboration among the school head, the staff, and other stakeholders, particularly in the effort of resource acquisition, management, and utilisation in schools.

Leadership Knowledge

Leaders benefit from having knowledge about what matters in a given scenario and how to behave to achieve the best results possible. It directs their thinking and develops continuously over time as leaders gain experience and exposure to various circumstances (Dayan et al., 2017). According to Donate and de Pablo (2015), effective leaders must be flexible, critically aware of how conditions are changing, and able to show that they can adapt to new circumstances. A fresh strategy based on experience and deep insights to swiftly handle the significance of risks is part of a leader's knowledge. In order to achieve the greatest result for an organisation, knowledgeable leaders explore a number of possibilities before prioritising and critically analysing them (Ferraris et al., 2017a).

Expertise can arise not only at the top of the leadership hierarchy but from any sphere of the organisation. This implies that knowledge from virtually any area of the company can be used to lead others, and that true knowledge leaders frequently work deep inside the organisation (Imran et al., 2016). This suggests that through respect-giving and earning, as well as through

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

demonstrated adaptive performance, knowledge leaders stimulate receptive followers. Instead of relying on an established position, this kind of performance adaptation creates an atmosphere of respect for one another by using influence and trust (Vrontis et al., 2017).

However, according to Rusly et al. (2015), a knowing leader fosters a balanced workplace where people's behavioural styles are modified to fit the situation rather than being forced to adopt a survival mindset. Effective and knowledgeable leadership is very uncommon in today's workplaces, including educational institutions (Vrontis et al., 2017). This indicates that there are too many intricate problems for many leaders to handle them all, which is why leadership teams are becoming more and more popular in many sectors. The school is one of many modern organisations faced with a variety of complications that call for various approaches to decision-making. For this reason, Ferraris et al. (2017b) revealed that knowledge as a foundation for effective leadership provides people with the ability to make better decisions and thereby provides the potential to achieve desired outcomes.

In the school setting, the acquisition of relevant knowledge enables school heads to approach situations in a more informed manner and consider a wider range of options to increase their chances of improving teaching and learning. The acquisition of more leadership insights from the mix of knowledge, experiences, and perspectives makes instructional leaders able to provide a richer foundation to decide and act within the school environment (Scuotto et al., 2017).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Effective knowledge leadership is a function of vision, according to Vrontis et al. (2017), and leaders create the framework that allows a crucial group of organisational stakeholders to create the vision. Accordingly, the leader is in charge of overseeing the innovation infrastructure that facilitates the creation and application of ideas (Mohanty & Chatterjee, 2017). As a result, it becomes a matter of listening, directing thinking, and combining insights. The goal of increased productivity and development can be widely communicated both inside and outside the organisation once knowledge has been created.

School heads must be able to assist teachers in maintaining a sense of balance and focus in the teaching and learning environment while establishing priorities. They must also be able to inspire teachers' passion for their work and ensure that teachers are stable enough to handle the high-frequency burst of information and complex demands on decision-making at the leadership level (Caldwell & Anderson, 2017). Generally speaking, school heads lead by example; they walk the talk, and they understand the fundamentals of knowledge as the cornerstone of school leadership. This means they can communicate context and meaning in a way that allows teachers to utilise their own talents to accomplish educational goals (Hartog & Koopman, 2015).

Leadership Integrity

Integrity is an essential quality that every leader needs to have. This is because no organisation can be run successfully if the leader lacks integrity. Leaders with integrity inspire principles without compromising; they refrain from making false promises or taking shortcuts; and they choose their thoughts and actions for the betterment of their organisations over their personal gains (Banks et al., 2016). In current circumstances where organisations are facing

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

various levels of challenges that are associated with economic meltdowns due to numerous corporate scandals and failures, integrity of the leaders at the forefront has been questionable (Focht & Ponton, 2015). In this circumstance, the public is losing trust in leaders who are not putting their words into practice.

Integrity in general is considered one of the values that has become most important to the practice of leadership in organisations (Engelbrecht et al., 2017). A break in trust can create various levels of damage to the leader's integrity, from which it is almost impossible to recover. This implies that when people begin to lose trust in their leaders due to the recognition of shortfalls in their integrity, they are prone to become disengaged, detached, and/or defunct towards the organisation of which they are a part (Lawton & Páez, 2015). Liden et al. (2015) contended that the loss of faith in the integrity of the leadership has a negative effect on the integrity and objectives of the organisation as a whole. Yahaya and Ebrahim (2016) argued that schools need to create a culture of frankness and that the most effective means to achieve this is through the personal transformation of the school head. Yahaya and Ebrahim recommended that school heads need to practice honesty, create an atmosphere that encourages teachers to be honest with the school head, and acknowledge their mistakes at the right time (Whittington, 2017). The exhibition of integrity is an exhibition of honesty and a lack of it in the leadership of a school begins a crumbling effect on the usefulness of the educational system. In reality, a lack of integrity in the school leadership can show up in many ways, which include deceitfulness and corruption (Adeleye, 2017).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Personal integrity is fundamentally characterised by the internal courage to uphold moral and ethical standards, even in the face of external pressures that may encourage deviation from these values (Ahmet, 2016). In the context of educational leadership, particularly at the highest administrative levels, school leaders often confront intricate financial challenges. These are frequently exacerbated by systemic pressures and the allure of unethical practices, such as bribery and inducements that may present seemingly expedient and financially rewarding solutions. However, such temptations pose significant risks to institutional credibility and ethical governance (Aline & Ramkumar, 2018). The lack of integrity by the school head is often accompanied by rationalisations of wrong deeds and the reframing of the wrong deeds with a language that makes the corruption seem acceptable (Alkarni, 2015). This means that a lack of integrity as a quality among school leadership is likely to yield corruption, which could further exacerbate the lack of interest among well-meaning stakeholders in supporting the school. The school head is therefore expected to exhibit some level of integrity in dealing with the staff and other stakeholders in the quest to mobilise resources to run the school.

Leadership Innovation

Aguinis (2019) posited that innovative leadership is not characterised by a leader acting solely as a creative visionary, but rather by their ability to empower others to generate and explore their own ideas. Such leaders foster a culture of openness, actively engage in dialogue, and encourage diverse perspectives. They listen attentively and inspire colleagues to think beyond conventional boundaries. Cascio and Aguinis (2019) further define innovative leadership as the cultivation of a supportive and inclusive environment that

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

promotes novelty through strategic guidance, the establishment of trust, and the encouragement of collaboration among teachers and school staff. This quality gives leaders an edge over others since they always hunt for creativity and innovation. Moreover, innovation in leadership is a modern viewpoint in the management of human resources in recent organisational practices (Chen & Hou, 2016). Innovation leadership, therefore, entails the integration of diverse leadership styles within an organisation to effectively inspire and guide employees toward the generation of novel ideas, products, services, and solutions. In today's rapidly evolving and complex global landscape, a leader's capacity to foster innovation and sustain a competitive advantage has become a critical determinant of organisational growth and long-term success (Choi et al., 2016).

According to Wahab et al. (2015), the innovative leader has a strong desire to succeed and a willingness to experiment. Robbins and Timothy (2015) stated that in order to adapt to new changes in the school system, there is a need for innovative school heads to shape the nature and success of the school through the creative efforts of the teachers and staff. Innovative school heads engage in roles that stimulate enthusiasm and energy in the teachers and the staff, which may result in innovation. They spark change processes in the staff and create networks to seek the best for their schools (Orlitzky & Manjit, 2017). Christiansen and Harish (2017) revealed that innovative leaders know the past, see the present, and predict the future, and they establish a vision to change the conditions to solve present and anticipated future problems. This helps leaders satisfy the needs of people in organisations. They shape the future with a shared vision and act courageously in the taking of risks in order to achieve tasks

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

successfully (Bruce, 2017). The shared visions are reflections of the leader's fundamental beliefs and expressions of their strong desires, aspirations, and dreams to achieve something great for their organisations. In this context, shared visions create focus, identify direction, inspire and unite people in a common effort, and align the core values of people for the successful implementation of organisational goals (Alkahtani, 2015).

Similarly, Ishak et al. (2016) observed that innovative school heads have additional qualities that include knowledge, values, talents, and leadership desires that play a major role in the success of their innovative leadership practices. According to Allen et al. (2015), innovative school leaders establish the effort for teachers to create purposeful and focused change with ideas that are relevant to the time, needs, and purpose of the school. In the view of Aguinis (2019), the principles that are needed for school heads to become successful innovators are the ability to become focused, diligent, persistent, and committed, and he or she needs to have knowledge about the school and the educational system dynamics in order to make the innovation successful (Chen & Hou, 2016).

Care of Others

According to Feng et al. (2016), effective school leaders realise the need to strike a balance between work and life. For instance, they are aware that their own health and that of their colleagues are direct results of their work in the classroom and are crucial to the school's success. Heads of schools that demonstrate compassion for others uplift their staff, students, and community members and ensure that they feel trustworthy. These heads are aware of the significance of showing teachers appreciation and acknowledgment as well as

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

fostering an atmosphere of mutual respect and understanding in the classroom. Their goal is to provide a climate that allows all teachers and staff to thrive (Prasad & Junni, 2016).

The Concept of School Leadership

A school's attitude towards promoting and enhancing the teaching and learning process in connection with the actions of teachers, students, parents, school planning, and facility management is known as school leadership (Alvaro & Maria, 2017). According to Appoline (2015), school leadership practice entails establishing specific objectives, allocating funds for instruction, managing the curriculum, keeping an eye on lesson plans, and assessing teachers. It also includes the tasks that the leader of the school either completes themselves or assigns to others in order to advance instruction. Here, prioritisation is placed on curriculum alignment, data examination, instruction and assessment standards, building school culture and climate, and the establishment of a community of continuous learning. These and other school management-related factors are some of the essential components that define school leadership and set it apart from the management and administration of other organisations.

According to Ardichvili et al. (2016), school administrators have a dual responsibility for overseeing the school and serving as instructional leaders. In the opinion of Benoliel et al. (2019), the school head can implement some concepts to ensure efficient teaching and learning. It is anticipated that these guidelines will be essential to improving the value of instruction and learning in classrooms. According to Bhengu and Myende (2015), school leadership should concentrate on establishing and sharing common objectives with the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

main parties involved in the school, such as parents and teachers. This implies that the school head is responsible for establishing collaboration with staff and parents about the goals that they are aspiring to accomplish.

For the purpose and process of delivering quality education, observation and feedback on instruction are crucial (Manky, 2018). This means that the school head must be present at all times, keep everyone informed about expectations and successes, and encourage professional growth for the entire student body. Additionally, the school must cultivate a culture of learning at all levels. This entails gathering data for better education and student accomplishment, in addition to giving teachers and staff members chances for professional development (Bett, 2016). It was observed by Manky that the factors that affect school leadership and their performance are generally based on two components. The first of these components is the competence of the school head, and the second is the external factors from teachers, staff, the school environment, educational policy, and educational reforms. Thus, the competence of the school head and supportive external factors are important aspects of school leadership (Ayoti et al., 2016).

The head of the school must also demonstrate leadership by distributing the appropriate plans to move the institution in the right direction. In order to effectively run a school, the head must possess these skills as proposed by Caldwell & Anderson (2017). Thus, the ability to design development programmes, set development goals, communicate effectively, share and cooperate, and foster democracy, creativity, innovation, knowledge, and integrity. Related to these skills is the capacity to assign tasks in accordance with the nature of teaching and learning to attain high efficiency.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Hartog and Koopman (2015), the school head's ability to lead is crucial to the school's instructional activities and serves as a source of motivation for them. Considering the fact that the abilities and credentials of school administrators directly affect the outcomes of instructional activities, the head of the school must constantly prioritise the promotion of staff and teacher professional development (Hartog & Koopman, 2015). Effective school leaders, according to Wieczorek and Manard (2018), place a strong emphasis on the growth of the relationships and trust that exist between their teachers, students, and parents. In a school setting, instructional development is created and encouraged substantially by effective school leaders.

As reported by Karen et al. (2016), principals at schools with a good academic background were 3.3 times more likely to choose, hire, and retain teachers who shared their academic qualities and to help children perform better. This is crucial, as noted by Ishak (2016), because students do better under instructors with excellent academic credentials. Cernostana (2017) established that the educational background of school administrators has a significant influence on key academic outcomes, including student attendance rates and performance on standardised assessments. Furthermore, evidence suggests that the preceding teaching experience of educational leaders meaningfully contributes to their effectiveness in leadership roles. In a similar vein, Almagtomea et al. (2019) identified a positive correlation between student academic achievement and the length of professional experience possessed by school heads, highlighting the value of seasoned leadership in promoting educational success.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Patz and Goetz (2017), school leaders who possess academic expertise are in a better position to understand the difficulties faced by teachers in executing the curriculum. In light of this, the educational landscape is constantly evolving, and the head of a school must be well-versed in current trends in the field. In the estimation of Smith and Smith (2015), heads of schools with larger student enrollments have more problems to solve than heads with smaller enrollments. As a result, administrators dealing with large enrollments face a multitude of conflicting administrative and managerial duties. This limits their ability to supervise and communicate with instructors regarding instructional matters (Shaked et al., 2018).

As per Kieleko's (2015) findings, school heads' workload has an impact on their efficacy in instructional supervision. When a school head possesses the innate ability to connect, motivate, and encourage creative sharing, both teachers and students will greatly benefit from teaching and learning (Pan et al., 2015). This suggests that the effectiveness of teaching is validated as a fundamental pathway for drawing stakeholders into the mobilisation of resources for the school's development. Furthermore, staff members and teachers can comprehend the purpose of teaching and learning and continue to develop themselves more perfectly as a result of the school head's collective efforts (Manky, 2018).

Effective school heads ensure that there is a strong and cordial relationship between the school and the parents in order to address the expectations of the students. When the school head advocates for the professional development of teachers, it goes a long way towards giving them the opportunity to gain effective skills for curriculum coverage. These teachers

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

will ensure that they cover the curriculum so that the students have the opportunity to meet the contents of the national examinations (Harris et al., 2017). Consequently, the recognition of the achievement of teachers by the school head in collaboration with the parents is another incentive that can motivate teachers to perform better in order to attain outstanding results for students (Toprakcc ı et al., 2016).

Currently, there are major changes in the concept of organisations, which recognise them as places where people live and develop and not just as tools to achieve the intended goals of the organisation. Similarly, the school as an organisation is not only a setting where leaders manage and facilitate teaching and learning activities, but also serves as a foundational platform for nurturing future leaders and fostering the personal and professional growth of students, teachers, and staff. By virtue of this, school heads create friendly environments for the students to prepare for their future as well as for the professional development of teachers and school officials (Hallinger & Wang, 2016). Kouzes et al. (2017) highlighted that effective school leaders prioritise collaboration, creativity, innovation, and foster a culture that enhances teaching and learning activities.

In a study by Hitt et al. (2015), it was revealed that school administrators prioritised pupils' overall development through collaborative decision-making and fulfillment of educators' pledges. According to Hartog and Koopman (2015), the degree to which school administrators assign tasks to staff, particularly teachers, adds another layer to our understanding of how effective these administrators become. Thus, a relationship exists between school leaders' delegation abilities and their effectiveness. According to Zorlu and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Arseven (2016), the head of the school serves as a manager who is involved in the administration of the school and ensures that appropriate teaching resources are available for use. The school head must successfully integrate all educational resources, including instructional technologies and financial and material resources, to meet expected levels of learning results. This means that in order for teachers to properly carry out their instructional duties towards learners' achievements, school administrators must provide the required leadership and the needed tools.

In order to meet the trends of globalisation and modern teaching and learning delivery, Lyimo et al. (2017) found that school heads must take advantage of physical resources like information and communication technology (ICT) or modernis ed school facilities. Schools now have the chance to exploit this advancement in digital technology to enhance Senior High School instruction by giving students and teachers faster access to information. In other words, the quality of teaching activities can be greatly enhanced by modernising school facilities to include the use of digital devices like computers (Hallinger, 2016). The use of some of these contemporary digital tools in classrooms has also altered the role of school administrators in instructional activities. Schools are becoming more selective in terms of the level of awareness of students, parents, and teachers due to the availability of mass media and different information sources (Wieczorek & Manard, 2018). However, in order to meet the expectations of both teachers and pupils, the head of school must also promote the responsible use of digital devices. This is crucial because Caldwell and Anderson (2017) stressed that the availability of these contemporary facilities directly impacts the leadership style of instructional activities.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Contextually, the problems and challenges that exist in the community, educational systems, and political environment all influence responsive school leadership, in addition to the traits and culture of a certain locality (Muhangi, 2019). Ololube's (2015) research has demonstrated that the contexts of school leadership encompass various factors such as geographic location, demographics, socioeconomic status, regulatory environment, and local and surrounding community culture. Major educational resources being withheld from schools hinder both student learning and programme delivery. The ability of Senior High Schools to effectively utilise resources and achieve their objectives for instance, is dependent on their availability (Mohanty & Chatterjee, 2017). This goes to affirm how other prevailing environmental and circumstantial factors affect how responsive the school leader could be.

The Concept of Resources and Educational/School Resources

Resources may be defined in the context of various fields; however, resources can be seen as anything given the circumstances required to accomplish a set target effectively and timely by individuals or organisations. Knecht (2010), cited in Schubert and Knecht (2020), asserted that resources are everything needed for human survival and the accomplishment of set goals. This draws a linkage between resources in any form and human endeavours for their very existence.

Edwards and Kane (2014) and Edwards et al. (2019) identified five distinct types of resources, which include material, human, social-organisational, cultural, and moral resources. Resources could be human or non-human, tangible or intangible, natural or artificial, or technological. The human aspect of resources includes the physical strength and manpower of human

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

beings. It also includes the knowledge and skills of the individual needed to achieve set goals. The tangible resources are the physical materials, such as computers, buildings, and machines to work with. Resources can be natural or man-made, depending on how they came into being. Intangible resources are the socio-cultural environment in the form of human relationships, feelings, and interactions needed to be able to make judicious use of the remaining forms of resources to achieve set goals. Time is another essential, intangible resource needed in every human endeavour. Technological resources are the scientific and software facilities available to accomplish tasks effectively. The nature of resources can be cross-cutting and interrelated; thus, a resource can be tangible, human, or natural in nature, depending on the angle and field from which an individual views it.

Educational resources, often referred to as school resources, encompass the full range of human, material, and non-material assets available within an academic setting that support effective school administration and enhance the teaching and learning process. These resources include essential instructional materials that simplify pedagogical delivery and make learning more engaging and comprehensible for students (Dayan et al., 2017). Ferraris et al. (2017b) defined educational resources as both human and non-human materials, whether manually produced or electronically developed, that are utilised in instructional activities. These resources span from professional educators and community members to tangible objects such as teaching aids, models, specimens, writing materials and infrastructural components like school buildings and layout. Imran et al. (2016) further highlighted that these resources, including

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

chalkboards and the broader community, are fundamental tools required by both teachers and learners to facilitate effective teaching and learning experiences.

Rusly et al. (2015) revealed that school resources include all materials; non-material, human, audio-visual, school environment, and community materials that are available to facilitate school administration and simplify the teaching-learning process. They also include other fundamental items used in the school to make teaching and learning more meaningful and understandable to the students. These school resources are no doubt significant in the development of a conducive teaching and learning environment. The utilisation of these resources can give more valuable and better direction to the teachers than any personal efforts exerted without the educational materials (Scuotto et al., 2017).

The school leadership team's ability to effectively coordinate, organise, harmonise, and control leadership activities is crucial for the successful and efficient management of the limited educational resources that are available in the administration of many schools (Ololube, 2015). A similar view was expressed by Hartog and Koopman (2015) and Vrontis et al. (2017), who stated that adequate and efficient utilisation of these resources, rather than their mere existence, ensures that schools operate effectively. Consequentially, having enough and appropriate resources is crucial to the operation of any school. In addition to boosting the morale of staff members, effective use of these educational resources will guarantee the achievement of learning goals (Banks et al., 2016).

Similarly, a lack or insufficiency of these resources hinders the achievement of the school's objectives. Whittington (2017) thus argued that the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

mobilisation of sufficient educational resources improves the output of educational delivery by making school management effective and efficient. This suggests that efficient instructional processes result in high-quality output as well as effective school administration. Afriyie (2015) noted that the educational resources provided by the government for the implementation of educational projects in Ghana are insufficient and inconsistent.

Again, communities and households have generally made very little contribution to the provision of education. As a result, the best course of action is for the school administration to mobilise extra resources or exercise caution while using the ones that are already available to address the shortfalls (Aline & Ramkumar, 2018).

Meanwhile, in every educational institution, especially those in deprived areas, the school head has many roles in the process of mobilising resources to cater for the teaching needs of the school. In schools where many resources are not available, the potential of the school head is heavily dependent on the mobilisation of useful resources (Allen et al., 2015). Aline and Ramkumar (2018) argued that it is not the availability of these resources alone that guarantees the effective performance of schools or the performance of the school heads; it is the adequacy and effective utilisation of the mobilised resources that matter.

Moreover, regardless of how well-structured a school administration or educational system may be, the ineffective or inefficient utilisation of available resources can hinder its ability to achieve intended outcomes (Bush & Glover, 2016). This underscores the critical importance of not only having adequate educational resources but also ensuring their optimal use in the administration

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

and functioning of schools. The absence or insufficiency of such resources poses a significant obstacle to the attainment of educational and administrative objectives (Lawton & Páez, 2015). Engelbrecht et al. (2017) further asserted that the accessibility and proper deployment of educational resources significantly contribute to the effectiveness and efficiency of school management, thereby improving the overall performance of the education system.

Otoo (2020) highlighted the persistent inadequacy and irregular supply of educational resources by the Government of Ghana, noting that these limitations significantly hinder effective educational delivery. Additionally, in regions affected by high levels of poverty, the contribution of communities and households to the provision of educational resources remains minimal. As a result, school leaders are often compelled to leverage their personal capacities and networks to organise supplementary resources. According to Dayan et al. (2017), tangible school resources such as; classrooms, staff offices, transportation, health facilities, libraries, and laboratories, play both direct and indirect roles in the realisation of educational objectives.

Adeleye (2017) emphasised that the effective management of these resources is crucial, as it directly influences the quality of the learning environment and serves as a critical determinant of educational outcomes. Consequently, it is imperative that the management of physical resources by school heads be strategically aligned with the institution's broader school improvement plan. Educational resources broadly encompass financial, physical, temporal, and human assets essential for achieving optimal educational performance.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Financial resources

In terms of the different operating mechanisms of financial resources for schools, these resources include the state budget, which shows the revenues and expenditures of the nation for the educational sector and non-state financing resources, which constitute all school monetary resources that are legally collected for the development of the school (Muhangi, 2019). Financial resources are the funds required for the smooth operations of the school. They also serve as the backbone of any educational system. It is a more acute aspect on which other factors of administration depend.

In the administration of a school, funds are necessary for the procurement of facilities, equipment, electronics, and communication gadgets needed for effective performance (Awuor, 2015). A formidable financial allocation for the running of a school would not only enhance goal attainment but also its sustainability. The state's plans and policies implementation are contingent upon the availability of finances in public schools. These resources are required for the purchase of both current and fixed assets, as well as for the payment of ongoing liabilities and administrative expenses.

Physical resources

These are the tangible resources that are readily visible and observable in any kind of setting. These physical resources include the buildings that make up the school, as well as equipment like computers, raw materials, cars, and other instruments that help with activities and instructional procedures (Ayoti et al., 2018). It's possible that different schools have different physical resources. Physical resources in certain schools include things like classrooms, faculty and staff offices, cars, health centres, libraries, and labs, among other

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

things that either directly or indirectly help students meet their learning objectives (Tijani et al., 2016).

Al-Samarrai et al. (2019) claimed that the physical resources of schools and their management directly affect the learning environment and are a major factor in determining academic success. Thus, by connecting school assets to the provision of educational services and methods, it is imperative that physical resource management practices in schools are in line with the school improvement plan. For instance, facility maintenance comprises the school principal providing a hygienic and secure atmosphere for instruction and learning (Eric & Roseline, 2019).

Time resources

One of the rarest commodities known to man is time, which makes it a special resource (Ishak, 2016). Given that time is irreversible, it is the most expensive resource of all. The appropriate distribution of time among the several phases and responsibilities of school administration is referred to as time utilisation. Applying hours of duty to organisational tasks guarantees that time is used equally with other resources, and efficient use of time is one criterion for evaluating a school administration's effectiveness (Cernostana, 2017). A timetable in the school system helps to manage time. According to Ishak, time management is therefore a useful skill that is required for the achievement of established objectives and goals. Patz and Goetz (2017) asserted that effective time management at work has several advantages, ranging from developing more valued and focused workers to lowering stress levels associated with job performance.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Setting priorities and goals are highly successful time management techniques that any school head can implement, as reported by Almagtomea et al. (2019). Priority setting contributes to the development of a preference scale that outlines tasks that require maximum attention before lower-priority schedules. Time management, citing Pan et al. (2015), makes it simpler to remember deadlines that are necessary to complete any specific task. By guaranteeing that every task is completed on time, goal-setting and prioritisation in a school system can help the staff become a more productive workforce.

Enhancing work and life balance and relieving employees of job-related stress are two more advantageous outcomes of time management practices. This implies that acquiring and applying abilities at work might also result in improving one's own life (Donkor & Asante, 2016). Setting priorities for daily duties enables school administrators to better organise their schedules and find time for relaxation, ultimately leading to improved professional performance (Neumerski et al., 2018). In the lives of school administrators and teachers, relaxation is crucial because a lack of it can lead to excessive stress. It is proper time management for the school head that can reduce his or her stress through the keeping of work schedules and stay in good shape to meet approaching deadlines (Hallinger & Wang, 2016).

Productivity improves when the school head manages everyone's time effectively within the school setting. According to Jyoti and Bhau (2015), this motivates teachers and staff to develop more effective ways to finish jobs, meet deadlines, and focus more intently on job completion. This means that a good school head works to ensure that staff members, including teachers, are aware that they must finish their assignments on time and without justification. As per

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Kouzes et al. (2017), these can truly instruct and encourage the personnel in effective time management.

Human resources

Any institution's human resources are its lifeblood. Teachers, support staff, students, parents, community members, and a wide range of other interest groups and social groups with direct or indirect ties to school administration make up the human resource in the educational system (Paulus et al., 2015). The planning, organising, coordinating, managing, manipulating, and upkeep of different types of resources are within the purview of human resources in the school. In any business, including the school, human resources are superior to other types of resources due to their administrative and forecasting skills (Vu & Nwachukwu, 2020).

The numerical strength and quality of human resources are necessary to ensure effective and efficient school administration. All institutional operations begin with the individuals who constitute the institution, with a leader in charge (Tamir and Arar, 2019). This indicates that beyond human labour and guidance, all of an institution's inputs, such as offices, computers, automated machinery, and others, are unproductive (Miskel & Hoy, 2007).

Golhasani and Hosseinirad (2017) observed that in the governance of human resources in any organisation, three major trends are typically considered: demographics, diversity, and skills and qualifications. The demographics refer to the characteristics of the workforce, which include age, gender, or social status. These involve the number of males and females, the old and the young teachers and staff, and their marital status, among others (Kisige & Neema-Abooki, 2017). Diversity is about the variations within the workforce,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

which refers to the changes in the present in relation to those in the past and the reflection of the make-up of society in the school in terms of ethnicity, sexual orientation, and gender, among others (Wayua, 2015).

The skills and qualifications of the human resources at the school constitute high- and low-skilled graduates as well as professional and non-professional personnel. Proficiency, drive, and overall efficacy of the human resources department thrive at a school where the proportion of qualified teachers and the head of the institution are both high. It is important to take into account that the calibre of human resources in any educational system greatly influences the quality of the overall system. Professional staff in particular is essential to the development and effective execution of educational policies and initiatives in any nation (Waweru & Muturi, 2015).

School Resources Mobilisation

The term "resource mobilisation" describes all of the actions used to obtain new and additional resources for the company. It also entails better utilisation of resources that are already available. It describes the procedure by which an organisation obtains the resources required to carry out the tasks it has scheduled (Bhengu & Svosve, 2018). According to Gawlik (2018), resource mobilisation entails more than merely fundraising. It involves obtaining a variety of resources via a variety of techniques from a broad range of contributors or resource providers. It is the methodical process of identifying, gathering, and utilising local resources to fulfil the mission and objectives of an organisation (Hallinger et al., 2018).

As stated in Chikoko (2018), the processes of guaranteeing accountability to stakeholders and/or resource providers, upholding

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

relationships, and maintaining the means of resources are all included in resource mobilisation efforts. Additionally, resource mobilisation is the process of identifying the resources needed for the creation, execution, and maintenance of projects aimed at reaching a specific objective. According to Maringe and Moletsane (2015), it refers to the development of relationships with resource providers as well as the acquisition of knowledge, skills, and the ability to use resources appropriately. It refers not only to the utilisation of money or other resources but also the process by which the organisation's objective is fulfilled by utilising resources such as services, equipment, human knowledge, and skills (Maringe et al., 2015). Resource mobilisation also entails finding new resources and making the best and most efficient use of those that are already accessible (Naicker et al., 2016).

Fundraising is one possible method for Senior High Schools to acquire the necessary physical resources. In the context of a school, fundraising efforts succeed by planning unique activities like parent days, cultural days, or flyer distribution (Lyimo et al., 2017). Physical resource availability is crucial for academic success in Ghana's Senior High School system, according to a study by Amedome (2018). This is because many schools lack sufficient physical resources to support curriculum implementation. This is due to the fact that in order for teachers and students to carry out their duties in teaching and learning effectively, they both require these resources. Some schools, particularly those in rural regions, lack a variety of instructional resources. As a result, the head of the school must use the funds raised to purchase the necessary supplies and provide additional facilities.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Makore and Shukuru (2017), one effective tactic in resource mobilisation could be for the head of the school to discuss the lack of necessary resources with higher authorities. The mobilisation of funds for the construction of classrooms in public schools is another way to address the classroom deficit. Gyansah (2000) asserted that school administrators must communicate with government representatives to make sure the government is providing the necessary funding for their institutions. Gyansah reiterated his suggestion that, in order to lessen the severity of their problems, schools should use the money they have raised to buy the supplies they need. Additionally, parents can help reduce the shortage of resources that the schools require (Wayua, 2015). These recommendations suggest that in order to close the resource gap in schools, different school stakeholders must work together to obtain the necessary resources.

In the opinion of Mbunde (2017), mobilising resources is a team effort rather than the sole responsibility of the head of the school or one individual. Conversely, African nations fail to establish the necessary connection between different fund-raising stakeholders. For instance, due to the schools' reliance on government funding, there is insufficient community involvement in the growth of certain schools in Ghana (Donkor & Asante, 2016). As a result of this, some community members assume that the school head should be in charge of raising any additional resources the school needs (Harris et al., 2017). This study therefore aims to determine the attributes that can help school administrators in Senior High Schools across the nation mobilise the necessary instructional resources.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Furthermore, the community where the school is located must be involved in order for school resources to be mobilised effectively. The goal of community members' involvement is to generate both monetary and non-monetary contributions for school development. Regarding this, the financial assistance comprises levies, taxes, and programmes designed to raise money for schools in order to augment teacher incentives, renovate classrooms, and build classroom blocks (Neumerski et al., 2018). Non-financial means of community involvement encompass a variety of pursuits, from showing up for school functions to actively engaging in all stages of decision-making (Harris et al., 2017). According to research by Hallinger and Wang (2016), parents were frequently expected to contribute financially and in kind to support school operations and facilities, as well as to help pay teachers' and other staff members' salaries.

Nevertheless, there is debate surrounding community financing of education, especially in light of individuals' limited capacity to make considerable contributions to schools. One way to increase resources for assisting government efforts in providing education is for the head of the school to mobilise financial resources at the community level. According to Gawlik (2018), most of the time, the mobilisation of school resources among people from low-income communities is insufficient to pay for the necessary resources.

In principle, it has been observed that community involvement in the mobilisation of educational resources is largely voluntary. Ishak (2016) clarified, however, that this should not be confused with mandatory forms of education support from some parent-teacher associations, which negatively impact some low-income parents. This typically occurs when the government

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

recognises communities as an extra source of funding since it is unable to cover the entire expense of education with its own resources. Al-Momani & Ajlouni (2018) and Karen et al. (2016) stated that increased community legitimacy and responsibility are two more reasons for mobilising resources from the community to exercise authority over their own school. In a couple of localities, user fees or other levies are the only way that households with children enrolled in school pay for the additional funding of education (Mbera, 2015). Community funding, which relies on the support of the larger community, is typically an alternative to the user fees that school administrators impose on students and expect parents to pay (Wai-Yan et al., 2017).

In-kind contributions from community members toward school improvement often take the form of labour for school-related projects such as, the construction of classroom blocks or grounds maintenance as well as donations of building materials and other essential items (Cherkowski et al., 2015). Oduro et al. (2008) outlined three primary avenues through which impoverished communities finance their local schools: parental donations levied through Parent–Teacher Association (PTA) fees, community labour contributions for infrastructure development, and support from voluntary organisations, including faith-based groups. Furthermore, Oduro et al. identified additional, innovative mechanisms for mobilising community financial support, such as participation in school orientation events, parent-focused hobby courses, the production of student performance booklets, and the organisation of parent workshops and meetings.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The provision of quality education in high schools is, on many occasions, dependent on school-based income-generating activities. Amos (2018) asserted that the raising of funds for schools by the school head is important as it helps to motivate the staff, provide incentives for both teaching and non-teaching staff, and provide materials for teaching and learning. Amos affirmed that these resources facilitate the attainment of other resources, including human and other material resources, through fund-raising activities.

Fundraising is therefore the act of undertaking an activity with the purpose of obtaining one's or an organisation's needs at a particular point in time and for a particular development purpose (Rusly et al., 2015). Nwakpa (2016) revealed that in most situations, many school heads engage in resource mobilisation activities, but they do not get enough to meet their budgetary needs. Additionally, Nwakpa suggests that the school head is responsible for writing proposals to persons of interest in raising funds for the school. This can include community and faith-based organisations as well as wealthy individuals in the community. A well-articulated proposal is an essential activity, as it is vital in determining whether the school will get the needed resources or not.

According to Nyamwega (2016), many schools in Kenya receive significant contributions to the cost of education through the help of teachers, parents, and the students themselves, and the school head's ability to mobilise resources. The mobilisation of resources includes such activities as agricultural projects where the proceeds from the rearing of livestock and the farming of crops are sold and the funds are used in the development of the schools, such as classroom construction and the buying of school equipment. Chepkwony (2018) is of the view that the decision of school heads for the establishment of school

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

projects can lead to the purchase of a school bus or towards generating other incomes for greater and bigger projects. Moreover, the income-generating projects can educate the students on the way the entrepreneurial environment operates as well as how to combine academic knowledge with business management and practices (Harris et al., 2017). It is therefore sufficient to emphasise that the school head needs a number of qualities, competencies, and expertise to be able to lead in the resource mobilisation agenda for the effective running of the school towards its goals.

School Leadership Qualities and Resource Mobilisation

The heads of high schools have several tasks that they execute, and among them is the mobilisation of resources. These heads conduct these measures to ensure that their schools operate efficiently (Benoliel et al., 2019). Without the essential leadership characteristics and resource mobilisation skills, most school heads might not be able to deliver (Arar et al., 2016). Arar et al., Addo (2019) and Afriyie (2015) noted that apart from the fact that many school heads have no prior training in resource mobilisation, most of them have rarely received any formal managerial and leadership training. School heads regularly consult with the Board of Governors and financial personnel such as bursars, accounting clerks, and storekeepers, who possess formal training in accounting and financial management (Appoline, 2015). While bursars and account clerks are typically credentialed professionals, many accounting clerks lack specialised training in resource mobilisation. Consequently, the insufficient capacities of both school heads and finance staff in effective resource mobilisation and management represent a significant challenge for numerous Ghanaian schools (Afriyie).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Apart from poorly equipped schools, heads are confronted with, inadequate managerial and leadership training opportunities. In the view of Donkor and Asante (2016), the major challenges faced by most heads are a lack of resource mobilisation skills, poor capacity, and poor financial management. On this basis, the Ghana Education Service has been organising workshops for the training of school heads on school management, even though such programmes are irregular (Ministry of Education, 2020). This implies that, in most cases, work experience helps some school heads acquire skills in resource mobilisation for teaching and learning. The skills in resource mobilisation are very important for school heads because they enable them to be successful in the financing of school activities (Lawton & Páez, 2015).

Liden et al. (2015) stressed that the school head is the one who has to provide teachers with the required learning resources so as to enable them to perform their duties effectively. Consequently, the qualities of the school heads embedded in the level of education and exposure or experiences are imperative issues as they determine to a greater extent the level at which resources can be mobilised.

Conversely, in a study conducted by Mwendwa (2015) on factors influencing principals' mobilisation of resources in public secondary schools in Kenya, it was found that apart from the principal's personal characteristics, other factors have a strong correlation with school resource mobilisation fortunes. Thus, other factors, such as school-based factors, parent-based factors, and the role of the sponsor, were identified as being correlated with the mobilisation of resources in public secondary schools. Leadership attributes like communication, democracy, creativity, integrity, knowledge, and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

innovativeness, along with their relationship with resource mobilisation inclinations, are explored in the following sessions for the purposes of this study, which is focused on examining the leadership qualities of school heads and how they correlate with resource mobilisation.

Leadership Communication and Resource Mobilisation

Leadership communication is defined as the motivating and encouraging way that a leader or a group conveys information consistently and meaningfully via the use of effective interpersonal abilities (Mohanty & Chatterjee, 2017). Leadership communication is a complex process that starts with the creation of techniques for communicating, writing, and then speaking effectively to control tough situations or connect with people to obtain certain resources (Vrontis et al., 2017).

With an increase in leadership responsibilities in many organisations, including the school system, there is a need to improve communication skills to manage a variety of responsibilities in a much more effective manner in all situations, particularly where there is a lack of resources. The core communication aspects, such as approach, writing, and speaking, are the individualised skills that are required to be improved in order for the leader to collaborate with others to achieve a goal. In the school situation, it is these core aspects that the school head needs to connect with major stakeholders for them to contribute their resources for the development of the school (Scuotto et al., 2017). In this regard, the school head leads and manages the teachers and staff as well as the educational stakeholders with expressive cultural understandings and listening techniques to gain their support for resource mobilisation activities for the school.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Additionally, leadership communication constitutes the skills that are required to interact with external figures for resource mobilisation. In all these interactions, communication serves as the most important aspect for convincing stakeholders to commit some resources to mobilise of resources that are needed by the school (Imran et al., 2016).

Rusly et al. (2015) maintained that school leaders who are skilled enough to communicate responsively and frequently with perfectly planned and dedicated communication policies are able to make use of the planned agenda to mobilise various resources that are required by the school. In this context, the communication skills of the school head help to encourage not only the teachers and staff but also community leaders to contribute various resources for the development of the school. Moreover, Liden et al. (2015) indicated that for a school head to obtain enough resources for the development of the school, much has to be done in building trust between the head and the individuals or groups that the resources will be solicited from. This means communication plays a significant role in building trust and creating an environment that will encourage people to donate substantially to the school.

However, in some situations, it can become very challenging for school heads to stimulate, involve, and hold their educational stakeholders if there is no trust in the messages that are conveyed to them. Nevertheless, when the sharing of essential information through communication is done effectively with educational stakeholders, school heads can win the trust of these stakeholders and facilitate success in the mobilisation of needed resources (Yahaya & Ebrahim, 2016). This implies that the activities that can lead to the building of trust include communication management, sourcing for the right

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

networks, positive conversation about what else is to be done, and feedback on communication (Liden et al., 2015).

According to Lawton and Paez (2015), reliable and effective communication is a vital aspect of growing as an efficient and successful leader and connecting with others to get needed resources for the organisation. To attain professional success, school leaders need to be excellent and convincing communicators towards possible cash donors for the school. It is crucial that school leaders and their teams understand how to communicate perfectly, as this will not only help them to succeed but also enable them to mobilise resources for the management of the school. According to researchers, including Harris et al. (2017), school leaders who have the ability to take charge, direct, motivate, or stimulate others through communication are those who can win the hearts of others to get resources for the school. This suggests that effective communicative school leaders have the attitude to convince others and to make them follow the aims of the school in order to offer resources towards those goals.

Focht and Ponton (2015) asserted that any individual occupying a position of authority may be regarded as a leader; however, even those possessing a diverse repertoire of leadership skills cannot effectively lead without strong communication abilities. Thus, effective communication enables leaders to articulate their vision, convey expectations, and solicit necessary support, particularly in the context of resource mobilisation (Arar et al., 2016). Consequently, proficient communicators are better positioned to foster shared understanding and commitment among stakeholders, thereby facilitating the collective action required to secure educational resources. Conversely,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

inadequate communication skills can impede a school head's capacity to mobilise resources and undermine their overall leadership efficacy (Bett, 2016).

Again, by engaging more efficiently with teachers and staff, a school head can boost his or her potential and will be able to get work done by members of the team in securing the correct sorts of resources they need for the school. Good resource mobilisers are very well aware that productive communication is not a one-way process; rather, there are two critical variables that finalise the communication process for the mobilisation purposes to be achieved (Benoliel et al., 2019). These two crucial components are speaking and listening with understanding. Good resource mobilisers recognise that they cannot make the mobilisation process continuous until and unless they are heard and understood adequately by their team members and by the contributors. To make this process smooth and efficient, a good school head creates well-prepared objectives in his or her mind that are expected to be realised after engaging with potential donors for material and non-material school resources (Manky, 2018).

To achieve resource mobilisation objectives, an effective communicative leader anticipates donors' perspectives, emotional responses, and levels of understanding, and tailors messaging strategies accordingly to ensure clarity and resonance (Oc, 2018). By crafting persuasive, goal-oriented communications that explicitly link calls to action with the school's objectives, the leader enhances stakeholder engagement and support. Anderson (2018) contended that mastery of compelling communication is a defining characteristic of high-impact school heads, enabling them and their teams to attain exceptional leadership outcomes in resource mobilisation.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Leadership Democracy and Resource Mobilisation

Democratic leadership in an organisation entails the redistribution of power and authority between employees and managers to offer employee input in the making of decisions. In this situation, the democratic leader makes decisions by consulting a team while still maintaining the leadership of the group (Caldwell & Anderson, 2017). The democratic leader allows the team to select how and who will undertake which task. A competent democratic leader invites involvement but never loses sight of the fact that they bear the responsibility of leadership (Hartog & Koopman, 2015). The democratic leader supports group discussion and input from the team, as well as motivates the team through empowerment. From this perspective, the leader and group mutually examine the difficulties and decide together on a course of action. In such a case, the leader conducts certain activities while assisting the group in achieving its goals.

Anderson (2018) therefore advised school heads to use democratic leadership practices on important issues, incidents, and problems to introduce new ideas, initiate new programmes, and set up policies and procedures for the school to attain its resources. Meanwhile, school leadership is an essential aspect of management that brings progressive development to schools. The demand for effective leadership for educational reforms in African countries has become a major concern for many stakeholders in the educational sector. In respect of this, formidable exercises are required to enhance local participation and involvement in school development in order to reduce the gap between well-resourced schools and less-resourced ones. In order to fill the gap, the leadership role of the school head is therefore to drive the local community to

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

participate in the resource mobilisation efforts for the betterment of students and the local society as a whole (Waweru & Muturi, 2015).

As part of the democratic practices of school heads, school leadership is obliged to have collective value for people's participation and involvement in school management with a focused vision for school development. For Anderson (2018), democratic practice in the school is quite different from the normal practice of democracy in the political arena. Anderson claimed that there are four approaches that the school head can use for community participation and involvement in resource mobilisation. The first approach is the involvement of volunteers and the second approach is the active involvement of the personnel of the school. The third approach is institutional involvement, which involves drawing in management committees, parent-teacher associations, or non-governmental and community-based organisations to contribute resources for the school. The fourth approach is the involvement of parents, businessmen and women, local political heads, and chiefs of the community.

The drive to make use of democratic tenets for the management of schools has made many school heads make use of dedication and commitment towards developing and enhancing the involvement of teachers, locals, and parents in the attainment of school resources for educational delivery. This feature in school leadership is commonly justified by the weak participation of major stakeholders in the mobilisation of needed resources to facilitate improved teaching and learning and for better student performance (Bruce et al., 2019).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

However, democratic leadership practice leads to the participation and involvement of stakeholders in schools for effective management. The essence of democratic leadership practice is to lead from the bottom towards the top. This entails the engagement of the stakeholders to be supportive and participative with task orientation and building collaboration with the teachers to obtain what the school needs to fill its resource gaps (Sniazhko, 2019). This initiates the leadership behaviour more towards relation-oriented or democratic practice through the knowledge and understanding of the potentialities of the stakeholders.

With support from democratic school leadership qualities, Kouzes et al. (2017) stated that being the front-line administrator who manages the scarce resources of the school, school heads hold the keys to the maintenance of the school and the increase in their effectiveness. In addition, school heads play a key role in the maintenance of morale, and it is up to them to rally teachers, other staff, and the community around to achieve common goals. School leadership therefore remains the major player in the building of collaborations for resource mobilisation with parents, teachers, and the local community as a whole.

Hitt et al. (2015) identify democratic leadership as a style in which leaders actively encourage the exchange of ideas, information, and expertise among individuals and groups. This participative approach fosters a secured and supportive environment, enabling team members to both influence decision-making and feel heard. Similarly, Caldwell and Anderson (2017) noted that democratic practices stimulate intrinsic motivation, prompting staff to innovate continuously through open knowledge sharing. Accordingly, the democratic

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

ethos and collaborative structures within a school promote sustained idea exchange between the head and personnel, thereby facilitating the attainment of collective goals.

Consequently, the school head gets the best ideas for resource mobilisation to enhance teaching and learning when he or she practices democratic leadership (Alvaro & Maria, 2017). By virtue of this collaborative effort under democratic school leadership, the processes for resource mobilisation do not slow down until enough resources are mobilised for school development and better performance (Arar et al., 2016). In this democratic environment, the teachers and staff give great attention to their jobs because the school head motivates them to put their focus on the results and goals as they all work to achieve those goals.

Additionally, grounded in the use of democratic leadership by school heads is the fact that the success of the school is the responsibility of all, even though the school head has the major role of guiding the rest of the staff in arriving at collective decisions. This makes the school head encourage delegation of duties, coach teachers and staff, accept responsibility, and recognise the ability and potential of all stakeholders. In this type of school environment with democratic leadership practice, the school head considers himself or herself as first among equals (Benoliel et al., 2019), and this is what facilitates cooperation for the mobilisation of needed resources for the improvement of the school.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Leadership Creativity and Resource Mobilisation

Creativity refers to the introduction of innovative ways by individuals or a group of people in an establishment to produce better outcomes. Creativity generally involves intra-individual cognitive processes that focus on idea development (Karwowski & Tang, 2016). Moreover, creativity is a broad term, and it indicates the opportunity to address challenges and engage in groundbreaking thinking throughout the organisation (Çekmecelioğlua & Ozbag, 2016). The creativity of a leader is that of an individual who has talents and new ideas about the task and working style. Prior research has demonstrated that creativity contributes to organisational innovation, growth, survival, and the superior performance of employees (Northouse, 2015).

Creative school heads seek to do everything to raise the talents of teachers and staff by influencing them to set up a corporate community that reduces barriers to relationships and pushes them to collaborate and exchange ideas for personal and institutional growth. Moreover, creative school heads develop a friendly and social organisational structure where teachers and staff feel secured and accepted (Nwachukwu & Vu, 2020). These leaders motivate the teachers and staff and make them feel fully integrated so they can achieve their personal and professional growth. The fostering of creativity in this manner enables the sharing of the same visions and missions for resource mobilisation. This means creative leaders can ensure that everybody feels involved in the creation of organisational processes (Nwachukwu & Chladkova, 2019). The role of a creative leader is to be willing to learn and engage others in the process of generating, evaluating, and applying new ideas in order to successfully move schools in new directions. Creative school leaders are

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

therefore capable of questioning the teachers and staff and making them think about new alternatives and learn to think differently (Paulus et al., 2015).

Rae (2016) was of the belief that creative problem-solving skills are crucial for school heads to succeed. It might be argued that innovative school administrators are more successful in motivating their staff and pupils to work hard because they are endowed with both physical and mental vigour. In general, creative processes highlight the extent to which individuals engage in creativity, including problem identification, information searching and encoding, and idea generation, as well as the production of alternatives (Siddiqi & Qureshi, 2016).

Generally speaking, creative leaders value their team members highly and acknowledge how earlier discoveries have influenced their work (Tang, 2019). According to this principle, resource mobilisation tactics will function provided schools are structured in such a way that the conditions allow resources to be recognised and mobilised. The assessments of literature like that of Vu and Nwachukwu (2020) show that the way the school is constructed is one of the variables to consider in ensuring the mobilisation of resources. However, this study believes that to ensure the success of the mobilisation of resources with the proper kind of tactics, there need to be specific conditions in the school that will allow this process to grow. These prerequisites include training and development, foresight on resource mobilisation, managing and nurturing current and new relations, and marketing the institution through its successes.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Training and development

School administrators are responsible for managing their budget to the extent necessary to support instruction and learning in the school. Nonetheless, it is possible that a large number of school administrators lack the expertise needed to carry out the necessary resource mobilisation tasks. According to Karwowski and Tang (2016), the head of the school and other stakeholders are essential to the smooth operation of the school and its leadership in the mobilisation of resources. In light of this crucial significance, Northouse (2015) contended that school administrators have an obligation to leverage stakeholders' potential in order to ensure their efficacy in carrying out their responsibilities, which includes mobilising resources.

In practice, inefficient resource mobilisation for schools is a result of school heads' lack of advocacy skills training and leadership development opportunities, according to research by Cekmecelioğlua and Ozbag (2016). This means that in order to identify and mobilise resources in schools, empowerment and capacity building continue to be essential prerequisites. However, not all school heads have had the training and capacity building in the area of resource mobilisation and this requires that school heads become innovative to add more knowledge to what they already have through training to acquire resource mobilisation skills in order to enhance their resource acquisition and management for the schools.

Foresight on resource mobilisation

Perkins et al. (2017) emphasised the importance of having foresight and explained that this acts as a tool for the leadership to convey their future ambitions through the development of a roadmap for school stakeholders.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Bett (2016), organisational foresight helps the leader channel difficulties towards a constructive path despite the hurdles that are associated with opposing forces and budgetary restrictions. When skillful communication takes place, the vision or foresight of the business can present itself as a force that will inspire and bind all stakeholders, as well as encourage personnel to move towards the established goals.

Manky (2018) regarded foresight as the direction for school leaders to engage educational stakeholders and convey to them the strategies to accomplish the intended objective for the school. In regards to educational improvements, Manky opines that foresight is the starting point for educational improvement, and this entails the mobilisation of all needed resources to support successful teaching and learning. Similarly, Hallinger and Wang (2016) argued that as school leadership focuses on attaining educational goals, foresight is crucial. In their work on schools performing against the odds, Naicker et al. (2016) also highlighted the significance of clear foresight. They noted that the key to the need for clear foresight is the idea of applying all tactics to fill the resource demands of the school to accomplish great outcomes. Therefore, the formation of foresight for resource mobilisation is considered a vital condition for success that would facilitate greater school performance. This element of building a roadmap for the identification and mobilisation of resources in schools with limited resources demands the attention of the school head to accomplish success.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Managing and nurturing existing and new partnerships

Partnership, in the view of Bloomfield and Nguyen (2015), is defined as equal affiliations, mutuality, reciprocity, and durable connections that are achieved through a process of relationship negotiation based on a shared goal. School administrators can form a variety of partnerships to mobilise resources, but Mbunde (2017) argued that these alliances do not produce positive results on their own unless maintenance is put into the relationship. In addition to highlighting the significance of maintaining partnerships in the educational sector, Bhengu and Myende's (2015) study recognised the critical role that school leadership plays in the formation of these relationships. According to Almagotomea et al. (2019), the primary cause of unsustainability in partnerships is a lack of communication. This suggests that maintaining contact with significant partners fosters both new and current relationships and encourages the ongoing mobilisation of resources with them.

Marketing the school through its successes

The image of the school sets it apart from other educational institutions (Cernostana, 2017). According to Aline and Ramkumar (2018), cultivating a positive image for the school by emphasising its reputation for excellence and successfully marketing these aspects can significantly increase resource attraction and foster an environment that is favourable for resource mobilisation. According to Alkarni (2015), reputation is how external stakeholders assess an organisation's attractiveness. Consequently, the school's standing as an excellent establishment becomes a useful asset that strengthens its edge over competitors in luring funding and creating mutually advantageous alliances (Alkarni, 2015).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Leadership Knowledge and Resource Mobilisation

The knowledge leader refers to the one who has captured the power of specific data, information, or facts and is utilising it to lead people to achieve desired goals. These leaders have the capacity to spot fresh opportunities that can improve results or address issues in the institution (Ololube, 2015). Knowledge leaders, according to Hartog and Koopman (2015), are people who have accumulated a substantial body of both captured and uncaptured information, invest it in the organisation's vision, and take the required steps to incorporate what they know into their job tasks. These leaders are very good at locating informational resources that are useful for determining the most effective procedures to mobilise and use available resources.

Knowledge leaders do not only gain from their experiences but also demonstrate active and effective communication skills. They can impart their knowledge and help create frameworks that help the organisation reach its goals. Knowing that they do not work in isolation, great knowledge leaders use their resources to benefit every member of the team. Regardless of their status or title, they are adept at fostering a culture of information exchange and practical efforts to accomplish desired goals for all parties involved (Vrontis et al., 2017). Strong knowledge leaders in the educational system have a strong ability to pay close attention to details and carry out the right procedures to complete tasks in the school. They excel at forming bonds with instructors and other staff members who might be ignorant about certain facets of their work and at forming cohesive teams (Mohanty & Chatterjee, 2017).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Imran et al. (2016), knowledge leaders are creative problem solvers who can envision the broad picture and put it into practice. They also concentrate on delivering outcomes and come up with novel ideas. This kind of school leader creates plans for disseminating previously undiscovered material and offers policy recommendations and direction on how to institutionalise knowledge management techniques.

Dayan et al. (2017) found that having a combination of three broad skills-technical, conceptual, and human-is necessary to be effective in any leadership role. Despite the fact that these skills are unrelated to one another, they have historically been studied and developed individually. The capacity to gather disparate pieces of knowledge and arrange them in a thorough and systematic manner is one of the conceptual skills. One way to think of conceptual skills is as the capacity to organise chaos into clearer, more streamlined understandings. The technical skill makes it easier to employ the instruments and procedures unique to that discipline by requiring specific knowledge and analytical tools found in those professions. The capacity for effective interpersonal communication, team building, and team membership is the essence of human competence. This ability affects the leader's interactions with peers, superiors, citizens, and outside groups in addition to subordinates (Ferraris et al., 2017a).

The school head's expertise in curriculum, instruction, and assessment arrangements with a practical approach to classroom practices influences the degree to which they are aware of best practices in these areas. Here, the emphasis is on the growth and acquisition of information, whereas participation in curriculum, instruction, and evaluation procedures is duty-driven (Anderson,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

2018). Sniazhko (2019) attested to the significance of this responsibility by stating that in order to guide teachers on the day-to-day tasks of teaching and learning and to mobilise resources to enhance their duties, the school head must be knowledgeable about effective practices in curriculum, instruction, and assessment. According to Choi et al. (2016), school leadership serves as direction and guidance for improving instruction. Being able to mentor teachers effectively requires a broad understanding of best practices, which is one of the duties of the school leader. Choi et al. suggested that in order to build a comprehensive knowledge base, headmasters/headmistresses should get together with other school administrators once a month to exchange ideas and stay up-to-date on the latest developments in curriculum, instruction, and resource evaluation that can enhance their responsibilities.

From the way the responsibilities of leaders appear in the world of work, some researchers like Prasad and Junni (2016) believed that knowledge leadership has received little attention in practice. Prasad and Junni emphasised that instructional knowledge has traditionally received little emphasis in the employment process of school heads. In a study by Aguinis (2019) on interview protocols that were used with heads, these researchers noted that those who did well in the stages of interviewing could not accurately describe the lessons that they had seen other teachers teach. This showed a lack of knowledge of what had been going on in the school, which can set the pace for other improvements efforts.

In effect, knowledge leadership refers to the talents a leader possesses and employs to reach goals and objectives. The capacity to build harmony between the workers and the internal and external settings of the organisation is

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

one of a leader's talents. This shows that in order to accomplish the aims of the setup, the leader must possess a specific set of qualities to be able to influence the behaviour of others around them. The mobilisation of material and financial resources required to meet the demands of teaching and learning in schools is an example of how the behaviour of the surrounding environment can influence teaching and learning. Technical abilities, interpersonal or human skills, and conceptual skills are the three types of personal talents that Robbins and Timothy (2015) proposed to be the cornerstones of effective knowledge leadership.

Technical skills

Technical skills encompass an understanding of an organisation's operations, structure, and regulations; proficiency in specialised tasks; and familiarity with the methods, processes, and equipment employed across its various units. Such skills are typically developed through formal education, on-the-job training, and practical experience. Robbins and Timothy (2015) observed that while technical skills are particularly critical for supervisors and middle managers, their relative importance diminishes at senior and executive levels. Consequently, school heads must deliberately cultivate expertise in school system management, including departmental procedures and instructional technologies through sustained professional development and experiential learning. Mastery of these technical competencies is essential for effective resource mobilisation and, ultimately, for enhancing the quality of educational delivery.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Interpersonal or human skills

Working with people requires knowledge of interpersonal skills. In this regard, leaders need to have information on human behaviour and group processes as well as grasp the feelings, attitudes, and motives of their subordinates (Robbins & Timothy, 2015). This type of talent enables public school leaders to work cooperatively with teachers, administrative personnel, and superiors, as well as with community members and collaborators. One crucial part of interpersonal skills is empathy. Empathy enhances the capacity of leaders to understand the values, motives, and emotions of their subordinates. It also entails the social insight to identify what acts are acceptable in given settings (Orlitzky & Manjit, 2017). So, the capacity of the leader to select an effective influence approach depends on having knowledge about what the subordinates want and how they see a pending circumstance (Christiansen & Harish 2017).

School leaders who regularly monitor themselves better understand their own behaviours and the effects they have on teachers and staff. These school heads can modify their behaviours to accommodate certain situations, such as resource mobilisation in the school. Other interpersonal qualities that are essential for school leadership to influence the process are oral communication ability and persuasiveness (Mbunde, 2017). Likewise, knowledge about what the instructors desire in the teaching and learning processes can assist them in identifying the shortages and plan to mobilise those essential resources for better teaching and learning to take place.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Moreover, Robbins and Timothy (2015) suggested that good school leadership is fundamentally built on interpersonal ability. This means school leaders with excellent interpersonal skills are able to cooperate with others not only during times of decision-making but also in their day-to-day interactions with the instructors. By virtue of this, school heads identify themselves with their colleagues through what they naturally develop, unconsciously express, or exhibit in all their acts (Alkahtani, 2015). For school heads, competence in interpersonal or human skills denotes the capacity to get along with teachers and staff while they go about their own jobs. Such knowledge is vital at all levels and in the harnessing of the efforts of teachers and staff for the mobilisation of needed resources to complement existing ones for better teaching and learning.

Conceptual skills

Conceptual skills refer to working with ideas and concepts. Conceptual skills incorporate such a variety of attributes as judgement, intuition, creativity, and foresight in the execution of duties in an organisation (Robbins & Timothy, 2015). The use of conceptual skills in school is very important. It enables school heads to understand how their schools operate and where they should be heading. From this perspective, effective strategic planning becomes a key responsibility and it is the knowledge that the school head needs to have for shaping the school's future, especially in difficult times.

Robbins and Timothy (2015) noted that leaders with conceptual skills have the ability to predict the future based on current trends. School heads therefore need to have this kind of conceptual knowledge to enable them to deal with a variety of complex relationships in the school setting. This is because school heads with conceptual skills understand how various departments at the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

workplace work together and how a change in one area can affect elements in a number of different areas. This is the reason why school heads need to fill the resource gaps in order to avoid spillovers of the challenges of one department onto other departments. Resource mobilisation is therefore a necessary strategy that can be adopted by the school head, who can use his or her conceptual skills to develop conscious reasoning techniques to address the difficult situations in the school.

Alkahtani (2015) also asserted that there are other skills or knowledge that the leaders will need to become competent within the industry in which they work. In this regard, other skills that the leaders need to become competent include knowledge in decision-making, problem-solving, authority delegation, time management, negotiating and crisis management.

Decision-Making skills

This refers to a leader's capacity to recognise the organisation as a structured system with defined goals, coordinated plans, and clear operational procedures, despite its inherent imperfections (Mbunde, 2017). Within such a system, the leader must possess the ability to guide, organise, and allocate responsibilities effectively in alignment with institutional objectives. According to Robbins and Timothy (2015), the leader should also be capable of harmonising organisational plans with the needs and expectations of employees. For school leaders, this competency translates into the ability to make strategic decisions that positively influence school outcomes. Such decisions may involve designing and implementing programmes such as, resource

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

mobilisation initiatives developed collaboratively with teachers and staff to address identified instructional and infrastructural gaps.

Problem-solving skills

An effective leader needs to have knowledge about the identification of problems, look for suitable solutions for them, and have a complete understanding of addressing those problems. According to Robbins and Timothy (2015), effective leaders do not rush into the solving of problems; they join the subordinates to deliberate on the problems and then find solutions for them. When the problems of a school are based on a lack of resources, the school head can then garner the contributions of the teachers and staff through decision-making processes that are underpinned by the knowledge of the headmaster in decision-making to accomplish the best strategies for the mobilisation of the needed resources.

Authority delegation skills

Delegation of authority refers to a leader's capacity to transfer certain responsibilities or decision-making powers to selected subordinates (Robbins & Timothy, 2015). This practice not only facilitates the efficient execution of tasks but also serves as a developmental tool that enhances the leadership competencies of team members. Through the strategic delegation of responsibilities, leaders can foster motivation, instill a sense of accountability, and cultivate a competitive spirit among employees, thereby preparing them for future leadership roles. In the context of educational leadership, school heads must possess the ability to delegate specific leadership functions to teachers. Doing so can inspire and empower teachers to cultivate essential leadership

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

skills, particularly in areas such as resource mobilisation, which is vital for the effective functioning and advancement of the school.

Time management skills

This skill is the ability of the leader to use the available hours in the day to accomplish the best results that lead to the main goals of the organisation. This is usually accomplished through proper management of time and resources (Robbins & Timothy, 2015). Similarly, school heads need to have knowledge of time management, which can enhance their ability to allocate appropriate times for resource mobilisation and resource utilisation in the school. This kind of knowledge can help school heads apportion adequate times for resource mobilisation at the right times and for the right periods so that it will not affect the instructional hours of the school.

Negotiating skills

Negotiation is the ability of leaders to constructively facilitate agreements between two or more people. Leadership skills in negotiation are the knowledge of the leader to understand the interests of the subordinates and find ways of satisfying those interests in order to achieve organisational goals. The use of negotiation in resource mobilisation is very essential and this is why it is very necessary for school heads to acquire some knowledge in negotiations (Robbins & Timothy, 2015). Negotiating skills are very important because they help school heads understand the needs of teachers and staff, as well as the situation of stakeholders, in order to attain the appropriate resources. The success of the school leader in negotiating is linked to how he or she uses the skills and characteristics he has to argue and discuss with donors,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

philanthropists, and other stakeholders so that he or she can convince them and mobilise resources for the school.

Crisis management skills

A crisis is a very hard circumstance that can occur in organisations, and this is a dangerous situation that can plague an organisation's reputation and prestige (Robbins & Timothy, 2015). This knowledge is related to the capability of the leader in addressing crises and avoiding any possible financial or humanitarian loss by finding suitable solutions, as well as lowering the effect of the crisis on the organisation. The knowledge of crisis management by a school head is necessary for the resolution of misunderstandings that may erupt among the teachers and the staff. An effective resolution of such a crisis by the school head can help to maintain the sanctity of the school, keep teaching and learning at standard levels, and enable all and sundry to join in the mobilisation of resources when the need arises.

Leadership Integrity and Resource Mobilisation

One of the main components of interpersonal trust is personal integrity, which describes an individual's daily activity that reflects their personal values (Banks et al., 2016). Integrity is an unwavering commitment to upholding moral principles and ideals. Integrity, in simple terms, is the idea that a person's behaviour and their beliefs or ideals are somewhat consistent. A study by Liden et al. (2015) has demonstrated that moral aptitude, consistent honesty, and integrity are traits of effective leaders. This suggests that honest leaders are able to resist temptation because they know that breaking their integrity standards will land them into difficulty or make them look awful.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Integrity, then, is the strength of one's individual identity, group identity, and institutional traits that good leaders are able to sense, express, and observe. This is so because, according to Liden et al. (2015), integrity is about the qualities of leaders and organisations that are idealised based on lofty principles like honesty, truthfulness, dependability, accountability, and transparency. Mbunde (2017) also noted that an individual's honesty, dedication, and consistency in the majority of their interactions with others are indicators of a leader's integrity.

According to Adeleye (2017), a person with integrity upholds high moral and ethical standards in the workplace. In general, Adeleye added that leaders with integrity draw others to themselves because they are trustworthy and dependable. Even when no one is around to supervise them, they are moral and trustworthy, and you can rely on them to carry out their responsibilities in a respectable manner. According to Ahmet (2016), integrity also refers to the characteristics of leaders who are understanding, kind, straightforward, honest, and moral. In other words, integrity and trustworthiness go hand in hand, and leaders who exhibit these qualities are the ones that people can rely on to always act morally and responsibly. They are dependable and consistent in their interactions with people and situations, and they stand up for what is reasonable and fair (Adeleye, 2017).

Several factors can support and reinforce the head of school's integrity and make it very successful. This can be realised when every actor is dedicated to self-motivation and drive, moral courage and assertiveness, honesty, consistency, and diligence. Additional responsibilities of the school actors

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

include self-control, accountability, reliability, and equity, all of which can support the integrity of the school head (Aline & Ramkumar, 2018).

In terms of mobilising resources, school administrators with integrity earn the confidence of other educators, students, parents, and other relevant parties for whatever resources are required and make a commitment to assist in the mobilisation. Integrity makes headmasters trustworthy since their words are backed up by their deeds. The school leader's honesty can motivate donors to increase their contributions during resource mobilisation campaigns, helping to meet the demands that have been articulated. Consequently, the school head's honesty is a huge benefit to the successful mobilisation of resources for the institution (Aline & Ramkumar, 2018).

Alkarni (2015) revealed that school heads who demonstrate integrity at all times receive admiration, respect, and loyalty from the teachers, students, parents, community members, and other stakeholders of the school. However, a lack of integrity on the part of the school head makes him or her receive no loyalty from the stakeholders of the school, and relationships with peers and superiors are impossible to maintain. In most situations, effective school heads live by the same rules that they establish for the teachers and the staff (Allen et al., 2015).

In most circumstances, resource mobilisation requires integrity in its planning, implementation, and evaluation. When the school head demonstrates a high level of integrity, teachers and staff, as well as parents and student, will not be worried about the quantity of items that had to be donated as resources for the school or the utilisation of the resources. This helps to promote resource

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

mobilisation in an efficient and effective manner with no room for doubts (Alkahtani, 2015).

Leadership Innovation and Resource Mobilisation

The creation and application of a novel leadership practice, procedure, structure, or technique that is intended to improve the achievement of organisational goals is referred to as leadership innovation (Choi et al., 2016). It discusses how and what leaders do differently, which is extremely complex and difficult to duplicate. By virtue of this, innovative leadership practice is more likely to contribute to durable competitive advantage and greater competitiveness (Prasad & Junni, 2016). Leadership innovation, then, pertains to changes in how leaders set directions, make decisions, coordinate operations, and encourage subordinates (Chen & Hou, 2016). These changes frequently become part of the organisation as leadership innovation exhibits new leadership practices, procedures, or structures.

In the view of Benoliel et al. (2019), a creative leader is not an individual with thought-provoking ideas; rather, he or she is the one who provides others with the freedom to explore their ideas. Unlike inventive leaders, there are some who happen to have outstanding ideas but lack the willpower, determination, and boldness to take any action. Benoliel et al. underscored the assertion that innovative leaders are always open to new ideas and conversations. They actively listen to everyone and inspire others to think creatively. Moreover, this quality gives leaders an edge over others since they are continually striving for originality and breakthroughs.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

In discussing leadership innovation, Prasad and Junni (2016) offered four different viewpoints on its presentation among leaders. These perspectives include institutional, fashion, cultural, and rational perspectives. Keeping with Prasad and Junni's ideas, consideration of leadership innovation throughout this study relates to a logical approach. This approach assumes that new practices, processes, or structures are purposefully introduced by key individuals within businesses in order to improve the organisation's performance. Subsequently, Prasad and Junni pointed out that there are two unique approaches in relation to leadership innovation. These views involve the introduction of something new to the world, and the second is the introduction of something new to the organisation. The first one relates to the leadership at large or the leadership in the world, as the definition indicates no recognised patterns, and the second one refers to leadership in the organisation. A focus on this level of analysis helps the understanding of leadership innovation at the organisational or school level.

According to Prasad and Junni (2016), there are more uncertainties associated with the production of leadership innovation that is novel to the world than with its introduction into an organisation. Thus, with regard to the latter, there are no uncertainties. School administrators, for example, might be able to utilise strategies that have been used in the past in other settings, but the effectiveness of novel approaches might also depend on how well they are tailored to the particulars of the school or educational system in which they are employed (Choi et al., 2016). In this way, leadership innovation within the educational system represents administrative work. For leadership innovation to occur in this setting, the operations of the school leader need to alter, and this

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

will require a new manner of managing the school by means of new practices, procedures, or structures, including their related techniques (Choi et al., 2016).

Oc (2018) pointed out that one example of school leadership innovation is self-managed teams, which entails the introduction of teams that are accountable for their own internal functioning, the establishment of priorities, and decision-making inside the school. The adoption of self-managed teams in the school refers to modifications in three areas. Within this context, leadership practices pertain to the daily tasks that leaders perform as part of their job descriptions. According to Oc, this encompasses the creation of objectives and accompanying procedures, allocating activities and duties, developing abilities, and meeting varied demands from stakeholders. The introduction of self-managed teams in the school might influence the work of school heads. This stems from the fact that teachers have to be in charge of creating their own goals and selecting when and how to complete their duties. Then the leadership processes relate to the routines that regulate the work of leaders as they draw from abstract concepts and turn them into actionable tools such as the mobilisation of resources. These practical tools include strategic planning, project management, and performance assessment, among others (Oc).

Leadership innovation may not necessarily come from the school head within the top administrative team; nonetheless, their involvement can be crucial in the construction of a school management context that is conducive to the introduction of new procedures, practices, or structures in the school. Hartog and Koopman (2015) explored several ways in which school leaders can promote innovation within the school by means of their position. Similarly, school heads may also affect leadership innovation through the elimination of

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

uncertainties and complex associations with its pursuit. In the same vein, the head must offer communication of a shared vision, support for change, and the development of a certain sort of school culture. In this sense, school leaders may have a vital role to play in the simplification of complicated dynamics within the school. This means school leaders may be able to help teachers make sense of the changes and provide direction and support when changes may appear confusing.

Anderson (2018) suggested that when school heads act as change agents, they become the essential persons who may foster leadership innovation in the school. In this regard, the creative school heads will act as essential personnel within the educational system who will be instrumental in the identification of new trends in the environment and the resources inside the school for which leadership innovation may be desirable. These school heads would also be particularly crucial in supporting efforts that are related to resource mobilisation to fill the resource shortfalls in the school.

Kisige and Neema-Abooki (2017) noticed that with a leadership innovation approach, the school head operates around teams as opposed to departments, which shows a very flat institution consisting of only two layers. These layers include the school head and the teachers on one section and all other staff on the other. This form of leadership innovation technique supports personal development, responsibility, and freedom among subordinates, which boosts innate drive. This sort of leadership by the school head can result in a very dynamic environment within the school where instructors become part of different programmes towards the fight for resources (Mbunde, 2017).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The work of Patz and Goetz (2017) on leadership behaviours showed that leaders that exhibit innovative skills are able to engage their subordinates by instilling in them the organisation's goals or highlighting the rewards that would follow from the realisation of such goals. Expanding upon this perspective, innovation is a tool that the head of the school can utilise to implement fresh concepts, procedures, approaches, and strategies for mobilising resources in order to address resource-related issues within the institution. Smith and Smith (2015) propose that the creation of an effective innovation for resource mobilisation in one area can foster more innovations in related areas and other areas within the school through cascading effects. This means the chain impact of an invention for resource mobilisation difficulty in one area might produce further innovations through its pull and push effects to cover the resource challenges of other areas in the educational system. One way to promote general development for the entire community, other than the students, is to mobilise a resource like a library as a school resource. This can help students and community members acquire favourable reading habits.

School leadership involves the creation of a collective vision, the evaluation of both internal and external environments, and the formulation and execution of strategic approaches to address challenges and meet the needs of the institution. Within this framework, innovative leadership is characterised by the introduction of transformative changes driven by innovation, aimed at overcoming resource constraints, meeting the needs of educators and learners, and enhancing the overall quality of teaching and learning. In this context, a school head who implements significant changes to elevate educational outcomes exemplifies innovative leadership.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to Pan et al. (2015), innovation is a trait that helps leaders understand the past, see the present, and forecast the future. It also helps them to create new conditions and change the status quo in order to solve current issues and foresee future ones, such as meeting stakeholder needs. Innovative school leaders strongly believe that they can and should be able to design the future of the school with a shared vision, act bravely, and take chances to achieve it successfully. Shared visions are reflections of the school head's basic convictions and expressions of his or her strong wants, hopes, and dreams to mobilise the needed resources to achieve superior educational delivery (Neumerskiet et al., 2018). This form of shared vision enables the school head to develop focus, determine direction, inspire and unify the teachers and staff in a common endeavour, and align core values for successful use of the mobilised resources (Pan et al., 2015).

Nwachukwu and Chladkova (2019) posited that successful innovative school leaders typically possess shared characteristics such as knowledge, skills, values, competencies, and a strong motivation to lead. These attributes enable them to effectively implement innovative leadership strategies. Additionally, the qualities of teachers and staff, along with external environmental factors, significantly influence the success of these leaders. In a similar vein, Siddiqi and Qureshi (2016) observed that innovation generally involves two key stages: the generation and conceptualisation of ideas, and the development and implementation of those ideas into tangible products or practices. The initial stage is characterised by uncertainty and requires creativity and visionary thinking, while the latter demands organisational discipline and operational efficiency. Although these stages necessitate different leadership

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

approaches, both are interdependent and crucial to the successful realisation of innovation. On a similar platform, the school head who does not address the concrete ramifications of his or her resource mobilisation plans and the potential uncertainties for the attainment of those resources is likely to wind up with serious challenges at the mobilisation stage. Additionally, when the school head happens to lose sight of the strategic vision and objectives of the new resources, he or she is likely to end up with a failure to improve teaching and learning in the school (Ferraris et al., 2017).

Rusly et al. (2015) pointed out that a good innovative school head is characterised by the ability to excel on the job in giving the finest in educational delivery. These school heads have a good ability to detect opportunities and develop them to the advantage of the school. Vrontis et al. (2017) indicated that strong innovation leadership is not so much about the one who knows the essential aspects that might lead to success, but he or she is the one who handles risks successfully and brings about change for a better system. The leadership of a school with creative traits suggests that the school head embraces the uncertainties that are involved while learning from the failures and building on them to create greater and enhanced improvements in the school (Mohanty & Chatterjee, 2017). The use of innovation in schools signifies the movement from the conventional view of leadership practices, which discouraged the inventive behaviours of teachers and staff, to the concept of appreciating innovative thinking as a potentially significant influence on school performance (Vrontis et al., 2017).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

In a study, Engelbrecht et al. (2017) found that innovation is fundamental to the operation of a school, and it goes on all the time in organisations. They further stressed that only effective school heads use the process of innovation and the subsequent consequences in resource mobilisation. In the use of creative practice, the school head establishes a strong network of value systems and argues for the improvement needs of the school to gain resources for educational delivery. Lawton and Paez (2015) noted that elevating the innovative attributes of the school head is necessary to mobilise sufficient resources for the institution. This entails the head embracing the challenge, promoting change via group creativity and knowledge, molding the school's culture, and deciding on and organising the processes for the mobilisation. In this process, there may be a requirement for the construction of a professional learning system, ensuring digital access, and accounting for all the successes that will be made following the mobilisation of the appropriate resources. In this setting, the innovative leadership qualities of the school head come to bear, and it enables him or her to fill the resource demands of the school (Caldwell & Anderson, 2017).

Whittington (2017) stated that original thinking is not reliant on past experience or known facts. Rather, the school head imagines a desirable future condition for the school and thinks out how to get to that stage. This makes innovative thinking a critical addition to traditional methods of thinking. It allows the school head to bring new ideas and enthusiasm to the work as a leader and to solve the difficulties of the school. In the opinion of Whittington (2017), the effectiveness of school heads in the employment of this characteristic

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

requires such attributes as the paying of attention, personalising, imagination, serious role play, and collaborative investigation with teachers and staff.

Stakeholders' Involvement in Educational Resource Mobilisation

Educational stakeholders comprise individuals and groups of people who are directly or indirectly concerned about the success of education delivery. The stakeholders may include teachers and other staff members, students, the school community, the central government, Old Students Associations, the Board of Governors, Non-Governmental Organisations (NGOs), Faith -Based Organisations, District Assemblies, School Management Committee (SMC), Parent Associate, etc. Cuthbert (2011) stressed the critical role of educational stakeholders in resource identification and mobilisation missions in schools. The involvement and collaboration among educational stakeholders in resource mobilisation initiatives yield the preferred results in supporting students to reach their potentials (Telem, 2003; Davis, 2006; Ouko et al., 2020). In a study, Ouko et al. (2020) observed that there was a substantial positive correlation between stakeholder empowerment and resource mobilisation for an educational programme in science activities.

Apart from the central government being the primary stakeholder, the role of other stakeholders cannot be overlooked when considering resource mobilisation and quality education delivery. For the purposes of this study, literature was reviewed on stakeholder involvement, with particular attention to the Board of Governors, Non-Governmental Organisations (NGOs), Faith-Based Organisations, Old Students Associations, Parent Associations, and District Assemblies. The focus on these stakeholders stems from the fact that

Digitized by Sam Jonah Library

they are known to support schools in resource mobilisation as one of their core mandates, particularly in the Ghanaian context (Alagbela, 2015).

Board of Governors

The role of the Board of Governors as a key oversight body for managerial operations in secondary schools has long been recognised. Established by the Ministry of Education, the Board serves as a governmental administrative authority tasked with ensuring the effective governance and administration of schools, particularly at the second cycle level. Its core responsibilities typically encompass school governance, the management of school property and financial resources, the promotion of student and staff welfare, enforcement of discipline, and other duties as stipulated by the government. According to Bakundana (2017), the board plays a decisive role in determining a school's overall performance. The extent to which the board fulfills its functions such as resource allocation, service delivery, monitoring, and oversight directly influences the school's success or failure. The findings of research conducted by Wanjohi (2015) suggest that the activities and conscious efforts of the Board of Management influence resource mobilisation tendencies and the general academic performance of secondary school students. This indicates that there is a relationship between the effectiveness of the Board of Governors and resource mobilisation for school effectiveness.

Non-Governmental Organisations (NGOs)

Fundamentally, Non-Governmental Organisations (NGOs) in education exist to provide resources to support government efforts in delivering quality education. According to Yambo (2022), NGOs assist in the renovation and building of school structures, the provision of books and furniture, and offering

Digitized by Sam Jonah Library

financial support to schools to augment government efforts to attain quality education for all. In both developed and developing countries like China, South Africa, Ghana, and Kenya, the role of NGOs has been crucial not only in access to education but also in the provision of quality education for the citizenry (Tharoor et al., 2012; Kantanka, 2013; Gul, 2015; Mudis. & Yambo, 2015; Huang, 2016; Lu, 2017). "The role of non-governmental organisations has been more critical because they seek to supplement, complement, and substitute the formal education system in the country and reach out to the excluded, underprivileged, and challenged sections in Taiwan and India" (Huang cited in Yambo, 2022, p. 195). Over the years, NGOs have existed to assist in the provision of quality education in many countries. As suggested by Misokia and Mihayo (2009), governments that neglect NGOs in education delivery risk the tendency of sufficiency in providing quality education for the people. This suggests that the ability of school leadership to explore and harness the contribution of NGOs in resource mobilisation is imperative in ensuring educational success.

Faith-Based Organisation

Another important stakeholder in education is Faith-Based Organisation (FBO). The establishment of the Inter-Agency Task Force on Engaging FBOs for Development (IAT-FBO) and the World Faiths Development Dialogue (WFDD) by the United Nations and the World Bank, respectively, affirms the world's recognition of Faith-Based Organisation in service provision and development (Adamtey et. al., 2020). The positive impacts of Faith-Based Organisations are felt at the local, national, and international levels. This manifests in the provision of education, health, food, and security (Alkire,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

2009). Faith-Based Organisations have been and continue to be major stakeholders in education, particularly in Africa, due to colonisation and its rippling effect on education. Africa experienced formal education through Christian missionaries and the spread of Islamic religion.

Until then, Faith-Based Organisations have been playing significant roles in providing education for many countries across the world. Faith-Based Organisations in Ghana, like any other setting, have been involved in the establishment of schools, the construction and rehabilitation of school buildings, the provision of material supplies, the deployment of teaching and non-teaching personnel, support in capacity building projects for schools and financial assistance.

Old Student Associations

Banka and Bua (2015) described Old Students Associations as former students of educational institutions who graduated and formed a network for mutual benefit. These associations offer a variety of services, such as mentorship, career guidance, and job opportunities. Additionally, the association pulls resources to support their alma-mater programmes. Banka and Bua added that the old students support their former schools in the areas of provision of funds, teachers, infrastructural facilities, instructional materials, and maintenance of discipline. In a related submission, Old Students Associations are encouraged to serve as the hub of infrastructural transformation in their former institutions by supporting the government and parents in meeting school resource demands to an appreciable level (Gbonegun & Owen, 2016). Thus, Old Students Associations have many objectives, which can broadly be categorised into the maintenance of ethical and moral standards

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

to attain high educational standards and investing in educational progress through the provision of resources such as infrastructure and instructional materials for their alma mater.

Parent Associations

It is widely acknowledged that schools and communities share a mutually supportive relationship, each existing in service to the other. Supporting this perspective, Swift-Morgan (2006) and Chemaget (2020) observed a positive association between the involvement of parents, families, and communities in education and improved academic outcomes and overall school development. School-community partnerships are often reflected in parents' active participation in their children's education. Onsomu (2004) noted that community engagement is typically realised through mechanisms such as Parent Associations (PAs), which are instrumental in the financial and administrative support of schools. These associations contribute to the management and operational functions by providing essential teaching and learning materials. Thus, parents play a vital role in fostering academic achievement and driving school improvement through their involvement in Parent Associations.

District Assemblies

The growing concerns for responsive and rapid provision of social services called for governments across the world to roll out decentralisation programmes in the 1980s and 1990s to make room for equitable and swift service delivery to the people at the grassroot level (Crawford, 2003; Kumi-Kyereme, 2005; Boateng, 2022). The decentralisation programme which was

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

operationalised through the District Assemblies offered social services such as education and health to the local people. District Assemblies support for educational delivery for example, is seen as an extension of governments' machinery at the local level to facilitate the delivery of goods and services.

Asante (2000) posited that successive governments in Ghana have embraced decentralisation as a strategic framework aimed at promoting power-sharing, enhancing equitable resource allocation and distribution, and fostering capacity building at the district level to reduce excessive reliance on the central government. In alignment with this objective, the Local Government Act, 2016 (Act 936), and the National Development Planning Systems Act, 1994 (Act 480), formally instituted the District Assemblies as the principal local governance bodies tasked with overseeing and facilitating the comprehensive development of districts across the country. In a study conducted in Ghana by Boateng (2022), it was observed that the District Assemblies studied had made strides in the area of education by expanding classroom blocks and providing school furniture and teacher accommodation. This is to say that District Assemblies are mandated to offer social services by supporting resource mobilisation in the education sector.

Various educational stakeholders contribute in diverse ways to the development of education in general. Stakeholders such as NGOs, Faith Based Organisations, Parent Associations, Board of Governors and District Assemblies, however, exist to collaborate with the government in promoting quality education through resource mobilisation. It therefore rests on educational administrators and leaders to actively engage and involve diverse perspectives of different stakeholders to gain insights into their support and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

foster a sense of ownership and commitment to the educational goals through effective resource mobilisation efforts.

Resource Mobilisation Challenges in Schools

In some situations, the leadership of the school may have the opportunity to mobilise funds for development in the school and this can only take place when there is enough zeal and the capacity to undertake it. Resource challenges in schools manifest in diverse ways and situations. It is generally established that schools in rural areas are the most affected when it comes to school resource challenges. Shikalepo (2020) identified a general resource discrepancy with schools located in rural areas. Howley, Rhodes, and Beall (2009) further found that inadequate funding for schools contributed to rural schools' inability to attract and retain qualified teachers for effective teaching and learning. This is seen in the schools' inability to provide the requisite teaching and learning resources for teachers, thereby making them feel unmotivated to stay and work. When the challenges of funding are combined with teacher attrition, it further worsens the plight of learners in rural areas. Ncube (2013) also reported that schools found in rural locations were largely less-endowed and characterised by a lack of resources with regard to human resources, facilities, and instructional materials. In a study to find out the financial management challenges facing newly appointed head teachers in public day secondary schools in Siaya sub-county, Kenya, Wasiche et al. (2018) revealed, among other challenges, that school debt, inadequate financial resources, and delays in the release of funds were the most pressing.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

In a related investigation, Adjei (2021) explored the challenges faced by double-track Senior High Schools and the strategies adopted by school management to address them. The study identified a critical shortage of both teaching and non-teaching staff as a major impediment to effective school operations. This concern was corroborated by the Public Interest and Accountability Committee (PIAC, 2020), which attributed the staffing deficit to the implementation of the government's Free Senior High School policy. A comparable situation was observed in Kenya following the introduction of free secondary education, which also led to staffing constraints (Kalunda & Otanga, 2015). In response, the Ghanaian government took measures to address the issue, including the recruitment of over 8,000 teachers as part of the rollout of the double-track system (Allotey, 2018). Despite the presence of opportunities for progress, various implementation challenges persist. As noted by Muhangi (2019), school leadership often encounters obstacles in resource mobilisation, such as inadequate training, limited capacity to initiate change, excessive reliance on the school head, and the absence of a unified leadership voice to address institutional challenges effectively.

Lack of requisite training

Training in the mobilisation of resources is believed to be the foundation for effective resource mobilisation to thrive in schools. According to Muhangi (2019), the capacity of the school head to develop knowledge in resource mobilisation is a factor in the success of getting the type of resources that the school needs. This type of training entails capacity building that can be undertaken at the district or regional level for school heads or through private

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

coaching from those who have the skills or practical knowledge in resource mobilisation.

Within the school setting, limitations in essential competencies such as resource mobilisation, marketing, networking, and proposal writing can significantly hinder the effectiveness of resource mobilisation efforts (Muhangi, 2019). In many cases, school heads as leaders are expected to collaborate with a broad range of stakeholders, including local businesses, traditional authorities, and various organisations. However, such collaboration is unlikely to be effective if these leaders lack the necessary training and proficiency in resource mobilisation. Supporting this view, Nzikako and Warue (2018) found that inadequate training posed a substantial barrier to school heads in fulfilling their resource mobilisation responsibilities. Similarly, Zald (2017) identified insufficient training as a key constraint affecting the leadership capacity of school heads in mobilising resources.

Inability to act and change undesirable circumstances

According to Muhangi (2019), inaction refers to the failure by people, groups, and organisations to act against a threat or a pending circumstance. Success in resource mobilisation is largely dependent on the ability of the leader to take action to change the conditions that are undesirable. When this capacity is lacking and the leadership of the school becomes inactive to change the undesirable circumstances, resource mobilisation cannot be carried out effectively to acquire the needed resources that can enable them to achieve their goals. It is therefore important that school leaders take the bold step to collectively address the resource challenges of their schools through collective actions.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Over-dependence on the school head

Even though the education system in Ghana encourages school heads to promote the participation of parents and other stakeholders in the development of their schools, the voices of some stakeholders continue to reflect over-reliance on the school head for the development of the school (Afriyie, 2015). In some cases, teachers and parents who happen to be at the bottom of the hierarchy assume that the school head is the one on top of the hierarchy so he or she needs to take the necessary action to resolve issues in the school. When this happens, the collective action of the stakeholders will be lost and the school head alone cannot do much to fill the resource gap that may exist in the school. By virtue of this, the over-dependence of school stakeholders on the school head to undertake all actions for school development can hinder resource mobilisation efforts for schools. This situation according to Ojwang (2015), rather encourages heads to feel inadequate to act thereby maintaining the status quo and leaving everything to the government.

Lack of unifying voice to champion challenges

Wahab et al. (2015) acknowledged that taking action with collective identity is very essential in the mobilisation of resources. The failure to embrace a unified voice to champion a course is something that can characterise resource mobilisation initiatives (Robbins & Timothy, 2015). On the other hand, the harnessing of the social or political capital of the community by school heads is a sure way of using this asset to express their voice and influence political structures to obtain the resources they need for the survival of their schools. Within the school context, school stakeholders own it as a leadership

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

responsibility to collectively mobilise educational resources to help address the challenges that confront the school.

Quality Education

Baum and Riley (2018) contended that quality education lacks a singular definition and that there is no consensus on the most effective approach to achieving and managing it. Given that quality education is a complex concept encompassing multiple dimensions, it can be described in terms of excellence, precision, cost-effectiveness, and suitability for its intended purpose (Akaguri, 2011). Adeleye (2017) conceptualises quality education as the extent to which students acquire knowledge and skills, as measured by their examination results. This perspective is widely accepted, particularly in relation to concerns about student performance. Often, poor academic outcomes are interpreted as indicative of substandard educational quality, and conversely, high performance is seen as a marker of quality. Nonetheless, relying solely on test results is insufficient, as these assessments predominantly address cognitive abilities while overlooking other critical areas such as emotional and psychomotor development, which are essential for holistic individual growth (Adeleye). Furthermore, Arong and Ogbadu (2010) emphasised that educational quality also encompasses how effectively the education system prepares students to be responsible citizens and instills attitudes and values conducive to functioning in contemporary society. Rong and Ogbadu (2010) further observed that educational quality covers how well the educational system is able to integrate current market-oriented skills with traditional, home-based values and demands. From this point, excellent education is concerned with how well students gain knowledge, skills, competencies, and suitable attitudes to help them cope with

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

societal needs. Moreover, education has received attention from nations and worldwide as a necessary aspect of individual and societal existence. In pursuit of this goal, the United Nations (UN) has focused on education and regarded it as a fundamental human right (UN, 2015).

Consequently, quality education is a preferred phenomenon, hence the shift of attention to it in recent times. This means quality education is very crucial in every society. This stems from the fact that the philosophy and general behaviour of people can be greatly influenced by what they learn (Thangeda et al., 2016). The implication is that the quality of education is directly linked to the quality of life experienced by its beneficiaries. This connection has driven the development of various definitions and conceptualisations of quality education. Eze (2017) posited that quality education encompasses healthy learners, a supportive learning environment, relevant curriculum content and materials, effective teaching delivered by trained educators, child-centered instructional methods, and the attainment of desired educational outcomes. Similarly, UNICEF (2015) identified five key components of quality education: learners' external experiences, the learning environment, educational content, learning processes, and educational outcomes. Expanding on these definitions, Sniazhko (2019) highlighted additional elements contributing to quality education, including learning resources, technology integration, enrolled programmes, completed modules, instructional methodologies, practical attachments, teacher qualifications, and co-curricular activities.

Manky (2018) also considered quality education as the provision of resources and direction of policy to ensure access to quality teachers, quality learning tools, and professional development of the teachers, as well as the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

establishment of safe and supportive learning environments. Quality education revolves around human and material resources in the form of quality learners, quality teaching personnel, a quality teaching and learning environment, and the availability of materials and processes that lead to preferred learning outcomes (Benoliel et al., 2019). Thus, quality education can be said to be the provision of the requisite human and material resources to realise educational dreams through well-planned educational content and processes (Alvaro & Maria, 2017). In this regard, school heads find themselves in a critical position to make sure that all educational resources are available for the smooth delivery of quality education. When the possibility of the acquisition of resources happens to be difficult and mobilisation processes are hardly undertaken, the school, the school head, the students, and the whole community are bound to fail in the process of providing quality education for the development of the students. This is the essence of having school heads who have the knowledge and qualities of resource mobilisation so that any shortfalls in the process of educational delivery can be tackled through the astute qualities of the school head.

Contextual variables affect perspectives about quality education. Skender (2014) noted that quality education has to reflect institutional structures because it differs from country to country and from school to school. Thus, Arar et al. (2016) defined quality education as the applicability of the knowledge and skills taught in the classroom in consonance with learners' current and future circumstances. In this context, the term "quality" in education must relate to the substantial changes that are taking place in the educational system and in the makeup of its inputs. These inputs include students, instructors, buildings, tools, and supplies. In addition, Arar et al. proposed that educational goals,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

curriculum, and instructional technologies must align with the socioeconomic, cultural, and political context of the nation in question.

Consequently, Benoliel et al. (2019) asserted that quality education needs to address what is learned and how it is learned. This means that pupils need to learn the appropriate topics and learn them properly. Bruce et al. (2019) discovered that the substance of the curriculum was mostly transferred through textbooks and was overly theoretical and of little relevance in reality to learners. In addition to this, further research like that of Prasad et al. (2016) realised that excellent education with internal and external efficiency in the educational system involves the provision of inputs and outputs. According to Prasad et al., internal efficiency refers to the rate at which students complete school, drop out, and repeat, while external efficiency includes the outcomes of education or the productivity of school leavers after completion of school. This refers to the wages that the school leavers or the community obtain as a result of their education.

In general, quality education focuses on the mental and social-creative growth of the student. Begna (2017) submitted that educators need to know that there are numerous aspects that influence the quality of school facilities and the learning of students, and these could range from educational leadership to community involvement. Begna further argued that none of the elements operate in isolation; rather, they work together for the betterment of all. This implies any mishap in the school environment might harm the quality of teaching and learning, and this can lead to health and safety problems for staff and students as well as low-quality education.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Amina (2015) conducted research in California and found that smaller class sizes and comfortable temperatures increased teacher effectiveness and gave students better opportunities for quality education. These included more individual attention, more questions answered, full participation in discussions, fewer discipline issues, and performance gains of several percentage points against students in schools with substandard buildings. It could therefore be extrapolated that the quality of educational output is substantially affected by its inputs and throughput, as ascribed by systems theory.

In Ghana, just like other locations, it has become difficult to define quality in education when it is explicitly defined in terms of a specific component of educational delivery. This is because all the qualities connected with educational quality are interrelated (Iddi, 2016). According to UNESCO, positive educational outcomes are attributed to a number of factors. These factors include the competence of the teachers, the accessibility of educational resources, the learners' backgrounds, a supportive learning environment, and the assessment system that measures the learners' progress in relation to the stated educational objective (UNESCO, 2015). These aspects are briefly addressed in the subsequent sections.

Availability of educational resources

The provision of essential educational resources such as blackboards, chairs, teaching materials, electricity, running water, and restrooms is crucial for providing high-quality instruction and learning. (UNESCO, 2015). The provision of basic textbooks, furniture, computers, and basic equipment to all public and private schools is the single most significant component (Amos & Koda, 2018) that improves the quality of education delivery in the nation.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Access to core texts is a key indication of the quality of education in Ghana (Iddi 2016). The Ministry of Education policy states that each student should have one of the four government-designated core textbooks (Mathematics, English Language, Integrated Science, and Social Studies). However, a report by Akaguri (2011) indicated that most schools in Ghana lack suitable texts for teaching and learning.

School facilities are vital for the delivery of quality education, as they provide students and teachers with adequate space for extra-curricular activities, cleanliness, clean water, noise management, lighting, and sanitation. School leaders who provide educational resources that consider diverse learning methods are more likely to see their students succeed. (Amos, 2018). Therefore, school leaders who make the effort to provide educational resources and options that take into consideration the diverse ways students learn and communicate knowledge are more likely to see their students succeed (Bret, 2015). The availability of teaching and learning resources such as textbooks, models, visual aids, CDs, flashcards, and games are needed in the educational setting to achieve effective education delivery (Amos). Adeleye (2017) stated that teachers at all levels make use of a variety of instructional materials, such as textbooks, presentations, and handouts, to increase the quality of their classes. The quality of these learning resources therefore helps with better teaching and learning as well as the delivery of excellent education. Thus, understanding how to select the best instructional materials through resource mobilisation is a useful ability for the school head (Byabato & Kisamo, 2014).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Sanitation facilities

School sanitation is the proper management of garbage dumps, which includes their safe confinement, treatment, disposal, and other hygiene-related measures. Students who have access to sanitary restrooms see improvements in their health, well-being, and productivity. It also lowers absenteeism, particularly among girls, and promotes regular attendance at school (Baum & Riley, 2018). As noted by Bett (2016), the first step in creating a healthy physical learning environment that promotes learning and healthy living in schools is the provision of safe water and sanitary facilities.

Byabato and Kisamo (2014), however, argued that in many nations, schools are not safe for learners due to their neglect of the operation and maintenance of facilities. In addition, schools often have issues with insufficient water supply as well as sanitation and hand-washing facilities, which affect the day-to-day effective functioning of the school and the hygiene of the children. Many factors, including sanitation, affect teaching and learning, which in turn affects the delivery of quality education. Akaguri (2011) suggested that effective and hygienic learning spaces promote students' academic achievement and increase enrollment, especially for girls.

Effective teaching workforce

Well-trained teachers are at the core of all educational initiatives in both developed and developing countries. Teachers play a vital role in education since they are the ones who directly execute the national curriculum, fostering relationships with students to guarantee that learning occurs in the classroom. Whatever happens in classrooms between teachers and students is a fundamental aspect of the determination of excellent education (UNICEF,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

2015). Amina (2015) identified several crucial aspects of classroom procedures that have an impact on the provision of high-quality education. These include the standard of instruction, length of learning, students' confidence and engagement, and students' participation in both teaching and learning.

Effective use of instructional time

Enhancing the quality of education occurs when instructional time is effectively utilised for its designated purposes, as highlighted by UNICEF in 2015. Additionally, the frequent attendance of teachers and students to school to engage in teaching and learning also helps the academic excellence of the pupils. Expectantly, teachers instruct and assess their courses by assigning regular class exercises and homework to students. These assignments are required to be graded to offer students timely feedback. In order to track students' progress and make sure they are learning valuable material that will improve their academic performance, Arong and Ogbadu (2010) advised that teachers must use their expertise in formative and summative assessment administration during class. However, the optimal utilisation of instructional hours and the delivery of high-quality education are undermined when teachers experience mistreatment or abuse their authority. Teachers misuse their position in many ways, such as leaving the school before closing time, engaging in intoxication, being absent, failing to prepare lesson plans, mishandling class activities, arriving late, and, most importantly, refusing to teach even when they are present (Bawa-Dauda, 2011).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Effective teaching and class size

The issue of class size and its impact on successful teaching have received frequent debate among teachers and educational stakeholders in the context of ensuring high-quality education. The benefits of small class numbers are frequently emphasised since they facilitate increased instructor focus on the specific educational requirements of each student and enable a broader array of teaching approaches to be implemented in the classroom. According to Bernardo et al. (2014), reducing class sizes is beneficial for students who struggle academically, as it facilitates stronger teacher-student connections. With small class sizes, teachers may efficiently conduct class exercises, grade them, and provide timely corrections. This is not possible for larger class sizes (Begna, 2017). This suggests that larger class sizes lead to reduced academic performance, ineffective teaching and learning, and diminished educational quality.

Supportive learning environment

Baum and Riley (2018) contend that there are two types of learning environments: structured and unstructured. Every school has structures or buildings for teaching and learning. When these facilities provide helpful learning settings, it creates a path for the students to engage in more learning activities and excel in their tests (Adeleye, 2017). As indicated by UNESCO (2012), the growth of every individual student and the student body as a whole depends on the school head and teachers treating the children with kindness in a setting where they feel comfortable and prepared for learning. This means that learning environments need to be safe for learning, with the availability of the required facilities to support the academic and non-academic activities of the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

school (Skender, 2014). Here, the emphasis is on the conducive learning atmosphere and the necessity for school administration to guarantee that learners receive support for successful teaching and learning.

The individual learner's circumstances

The circumstances within which the students live in their homes, as well as the type of parental care that they receive, can influence the way they learn at school (Bret, 2015). To ensure that teachers provide effective and high-quality education, school administrators must consider the community circumstances in which students reside during the delivery process. These factors include the extent and nature of prior knowledge of the students from the communities or from previous education, their socio-economic background, their nutrition intake levels, as well as their health backgrounds. These background factors are important because there are many things that go into making a quality learner. Some of these aspects include good health, life experiences, and home support for family members (Iddi, 2016). The attendance of a good preschool is a good way of building a strong foundation for learning through the provision of quality education and it also helps students move from one level of education to the next without difficulty (UNESCO, 2015).

Empirical Review

Empirical studies pertaining to the discussed topic were reviewed. The empirical review was therefore organised in relation to each of the independent and dependent variables.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Communication and Resource Mobilisation

Research by Amos and Koda (2018) in Tanzania revealed that policies enacted from the 1990s through the 2000s served as instruments for fostering qualitative and economic transformation, especially in the education sector. Key policies included Vision 2025, institutional and civil financial reforms, education development programs, poverty alleviation efforts, and debt relief initiatives. Amos and Koda also identified fundraising events as an effective strategy for schools to generate financial resources. Additional funding sources highlighted in their study involved parental contributions, facilitated through school principals' communication during registration periods, new student enrollment, raffles, and social events such as mixed-music evenings. Supporting this, Berhanu (2018) identified seven funding sources in a study conducted in the Lake Victoria region, including school fees, income from school-based economic activities, parental contributions, funds from local community development groups, and school funding organisations. This study aimed to assess whether similar approaches were utilized for resource mobilisation across educational institutions.

Again, Kiarie et al. (2019) conducted a study on the physical infrastructure development of high schools and found that communities and parents contributed to education by providing labour and land, while other stakeholders offered various educational amenities. This study claims that this resulted from the government realising that the growing demand for education at the time could not be satisfied by limiting the establishment of unassisted secondary schools. The government implemented the cost-sharing plan in its educational policy in response to severe financial constraints. The government

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

paid for administrative expenses, such as teacher wages, while parents and communities shared some of the cost of resources, such as material and physical resources. With the application of the school head's communication tactics, communities and parents have a greater involvement in funding education and providing educational resources as a result of the cost-sharing policy and rising demand for education. This places effective communication on the part of school leadership at the centre of resource mobilisation and advancement in schools.

Creativity and Resource Mobilisation

In order to accurately determine the relative relevance of leadership creativity to the mobilisation of resources for organisational growth, Thatcher and Greer (2008) employed a questionnaire and interview schedule for data collection. The data was then analysed both qualitatively and quantitatively. According to the study, leadership's daily inventiveness positively impacts employees' daily creativity and performance. Higher levels of resource mobilisation and the organisation's overall performance were found to be correlated with these daily creative levels.

Ayoti et al. (2016) conducted research to determine the financial factors influencing the mobilisation of instructional resources to improve students' performance in Vihiga County secondary schools. The study employed a descriptive survey design, comprising 112 head teachers, 1,120 instructors, 4,480 students, and 9 Country Quality Assurance and Standard Officers as the study population. Samples were selected using purposive, stratified, saturated, and simple random sampling methods. Data were collected through the utilisation of questionnaires, in-depth interview guides, observation schedules,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

and document analysis. The relationships between the variables were ascertained using Pearson's product moment correlation coefficient. The study's conclusions showed that a lack of sufficient funding in Vihiga County schools significantly affected students' performance on their final exams as well as their ability to obtain pertinent and sufficient educational resources. This study found that the primary sources of funding for the purchase of educational resources were fees, earnings from income-generating activities, fundraising efforts, bursaries, donations, and government subsidies. Unfortunately, frequent delays in these sources had a detrimental effect on students' academic performance. The study's conclusions advised the county's schools to be resourceful and plan for better ways to raise money so they can purchase sufficient teaching supplies. In order to ensure proper mobilisation of educational resources in high schools, policy officials in the county were required to base their decisions on the study's findings.

Madjar and Shalley (2008) investigated the effects of multiple goals and task variation on employee creativity and concluded that individuals exhibited the highest levels of creativity when leaders provided specific goals for each task and granted autonomy to switch between tasks as needed. Using an experience sampling method, the study examined how creative leadership influences employees' job performance. The findings revealed that managerial creativity, combined with employees' efficient work practices, yielded significant benefits for both customers and the organisation. Ultimately, Madjar and Shalley concluded that the collaboration between managerial creativity and employee effectiveness fosters customer trust and positive feedback, thereby enhancing organisational success.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Knowledge and Resource Mobilisation

In 2020, Al-Osaimi conducted a survey to assess the perceived adequacy of leadership knowledge among faculty members at Taif University in Saudi Arabia, as well as the extent to which they engaged in resource mobilisation practices. The study also examined whether significant differences existed in the level of practice based on various demographic variables. Employing a descriptive-analytical approach, the researcher utilized a 50-item questionnaire divided into five domains. Following validation and reliability testing, the instrument was administered to a randomly selected sample of 210 faculty members, constituting 18 percent of the total population. The findings indicated that faculty members' knowledge of leadership creativity related to educational resource mobilisation was generally moderate, with an overall mean score of 3.35. Additionally, statistically significant differences ($p < 0.01$) were observed concerning both the adequacy of leadership understanding in resource mobilisation and the extent of its practice among respondents.

Similarly, a study in Nyando District by Narwana (2015) intended to find out head teachers' level of knowledge in educational resource mobilisation and its association with academic results in public secondary schools. The research results suggested that the proper knowledge of school heads permitted educational resources to be mobilised effectively and thus led to the formation of a free atmosphere for teaching and learning to take place, therefore influencing academic achievement favorably. Narwana believed that the principal had to ask questions, be truthful, and promote feedback from members of the school community. This researcher outlined that the knowledge of the school head in educational resource mobilisation helped to build fruitful

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

connections with parents and the community and in making decisions that promoted the effective operation of the school as a result of the educational resources that were mobilised. Additionally, Harwin (2012) evaluated the exhibition of suitable knowledge of school heads in resource mobilisation through an analytical study in Kenya utilising a questionnaire. The study results revealed that appropriate support from the educational system for school heads to have adequate expertise in resource mobilisation enabled their schools to run efficiently in circumstances of resource restrictions.

Abdu (2013) investigated the significance of leadership knowledge in resource mobilisation for the development of educational programmes within learning centres in West Java, Indonesia. The study's findings indicated that the school head's expertise in resource mobilisation substantially influenced the effective activation of educational processes in both schools and learning centres. In a related study, Sheldan et al. (2011) examined the extent of knowledge regarding resource mobilisation among school heads and community institutions, aiming to identify strategies for enhancing collaborative efforts in mobilising financial and material resources from local communities. Utilizing a descriptive-analytical research design, their results showed that 61 percent of participants recognized the existing cooperation between schools and local communities in resource mobilisation. The study concluded that fostering the creative knowledge of school heads, in partnership with local communities, presents an opportunity to strengthen school support practices and improve teaching and learning outcomes. Furthermore, it was recommended that training programmes and workshops be conducted for school administrators and teachers to develop essential skills for effective resource

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

mobilisation through parent-teacher associations, thereby facilitating enhanced educational practices.

Haeseler (2011), through a case study, explored the challenges school leaders face in acquiring the appropriate knowledge necessary for effective resource mobilisation. The study also offered targeted recommendations from educational experts on how to assist school heads in obtaining the essential information required to mobilise educational resources within their institutions. To gather data, 20 teachers from two affluent primary schools in the New York metropolitan area participated in a confidential mixed-methods survey. The findings revealed that families, educators, and social service providers could enhance teaching and learning by possessing sufficient awareness of the school's resources. Moreover, the results emphasised the need for school heads to engage more actively with the community, fostering stronger connections to improve the quality of education delivered to students.

Integrity and Resource Mobilisation

The goal of Fitzgerald and Drake's (2015) study on the management and mobilisation of financial resources in secondary schools in the United Kingdom was to investigate the relationship between financial resource management and the school heads' integrity. The researchers employed a case study design to perform the research. Data collection involved utilising an interview guide to gather information from three key stakeholders: the head teacher, a member of the financial subcommittee of the governing board, and a local authority finance official. The study revealed a trend where financial management was becoming more prevalent without clear and defined rules. There was increasing delegation of the integrity of the school head in financial duty to the governing board as

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

part of overall responsibility. Although the researchers highlighted the anticipated integrity of the school head in the financial management responsibilities, they did not involve the teachers in the sample, who were major stakeholders in the design and implementation of school financial plans. Therefore, in this current study, teachers are involved in data collection with regards to the integrity of the school heads in the mobilisation of educational resources for the management of the schools.

The study by Basson and Mestry (2019) looked at the integrity of school heads in the mobilisation of educational resources with the School Governing Boards (SGB) in the operation of their schools. The research adopted a qualitative approach to explore the factors influencing the integrity of school heads in fostering genuine collaboration among the School Management Team (SMT) and School Governing Body (SGB). The findings revealed a lack of established structures and opportunities that could facilitate effective communication and teamwork among stakeholders. As a result, many school heads demonstrated insufficient integrity in their resource mobilisation operations. It was proposed that fostering integrity by school heads and sustaining collaborative ties between members of SMT and SGB will help with effective financial resource mobilisation for the schools.

Bakera (2017) did research on the assessment of financial resource mobilisation and management in secondary schools in Tanzania. The goal of the study was to analyse the integrity of the school heads and stakeholders' involvement in financial resource mobilisation in secondary schools. The research employed a qualitative approach, selecting Kinondoni Municipality as a case study. The selection of schools and participants adopted purposive and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

snowball sampling methods. Data collection involved conducting interviews, facilitating focus group discussions, and reviewing relevant documents. The findings indicated that school boards expressed apprehension about the integrity of school heads in planning and mobilising financial resources. Many school heads lacked clear guidance on the organisation and management of school funds. The researcher indicated that the school heads had to increase and improve their financial management methods and should improve their controlling practices in all areas.

Innovation and Resource Mobilisation

Nakhumicha and Macharia (2017) investigated the factors influencing the completion of development projects in high schools within Imenti North Sub-County, Kenya. Utilising a descriptive survey research design, the study employed a census approach, engaging 60 respondents. The findings emphasised the necessity for school leadership to identify innovative resource sources beyond central government funding. Additionally, it was observed that school projects served as a mechanism for mobilising financial resources to support school development. Similarly, Chepkwony (2018) examined the determinants of project implementation aimed at generating revenue in public high schools in Bomet County, Kenya. Employing a descriptive design and census method, the study included all school heads within the county's high schools. The results indicated that financial resources were insufficient, underscoring the critical role of innovative resource mobilisation strategies. Moreover, participation in income-generating activities was found to be contingent upon the availability of adequate resources.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

In a related investigation, Wayua (2015) examined the impact of teaching and learning material availability on internal efficiency in secondary education within Makueni County, Kenya. Employing a descriptive survey design, the study encompassed 26 secondary schools in the county. Results indicated that the shortage of instructional resources negatively influenced both internal efficiency and the quality of secondary education. These findings implied that school heads needed to engage in innovative resource mobilisation to secure sufficient instructional materials, thereby enhancing internal efficiency and educational outcomes. Building on this, the present study aims to explore whether the resource mobilisation efforts of school heads in Senior High Schools in Ghana align with their leadership competencies and the quality of education provided.

Summary of Reviewed Literature

This review has discussed the various studies and research that are related to school leadership qualities and resource mobilisation that impact quality education. The review has shown that quality education can be attained when school resources are adequate for better teaching and learning activities (Adeleye, 2017). Meanwhile, Patz and Goetz (2017) argued that as school resources are not adequately provided by the central government, there is a need for school heads to carry out resource mobilisation programmes to fill in the resource gaps. Caldwell and Anderson (2017) were of the view that better resource mobilisation can be attained for the acquisition of school resources when the school head possesses such qualities as communication, high expectations, and the creation of a positive organisational culture. Jyoti and Bhau (2015) also contended that leadership qualities that can influence better

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

mobilisation of educational resources are confidence, vigour, and creativity at most times.

The resource mobilisation theory, the theory of action, and the contingency theory were used to explain how the leadership qualities of the school head can be harnessed to achieve quality education through resource mobilisation. These theories were used to explain that the success of the school can be achieved through the specific set of leadership behaviours of school heads, such as commitment, achievement orientation, and creativity, among others, where they can work in collaboration with teachers and other resources that are available to accomplish the goals of the school.

From this perspective, the qualities of the school head that can facilitate resource mobilisation have been reviewed under leadership qualities such as communication, creativity, knowledge, integrity, and innovation. These are the main variables discussed in relation to the qualities of the school heads that can facilitate resource mobilisation for better teaching and learning activities leading to the delivery of quality education. In this regard, the resource mobilisation theory was used as the benchmark for the mobilisation of people to acquire material and non-material resources towards the accomplishment of the goals of the school. Additionally, the theory of action describes the actions that the school head can undertake for the mobilisation of school resources from different sources for the development of the school, while the contingency theory explains the way school heads can work in collaboration with teachers and other resources that are available to accomplish the specific and situational goals of the school. Finally, the assert-based approach also touched on how school heads can mobilise local resources while they wait for external support.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Upon examining the relevant literature, it came to light that previous research had separately investigated leadership qualities such as communication, creativity, knowledge, integrity, and innovation. Nevertheless, none of the studies addressed these variables collectively in a specific research context, revealing a gap in the existing body of knowledge. The idea of integrating these identified leadership elements into one single study is to deepen understanding of the relative strength of each variable and to determine how each variable kindles resource mobilisation tendencies in schools, which were not sufficiently addressed in the literature. This literature gap is being tackled in this study as these variables are scrutinised within one single study to ascertain their correlation with resource mobilisation for good-quality educational delivery in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the general method and procedure for conducting the research. Thus, it looks at the research design and the methodology that characterised this study. These are preceded by the paradigm that undergirded the research. This is followed by other areas that come together under research report writing, as stipulated in the university's guidelines. These include; research design, study area, population, sample size and sampling technique, instrumentation, and pilot testing to ensure the validity and reliability of the instrument. Other areas include; positionality statement, data collection procedure, method of analysis, level of analysis, and ethical considerations.

Research Paradigm

Research paradigm in social research refers to the philosophical assumptions or the basic set of beliefs that guide the actions and define the worldview of the researcher (Parket et al., 2020). Research paradigm serves as the theoretical window through which the researcher examines the research methods and how the data is analysed to draw meaningful conclusions. Creswell and Creswell (2017) argued that paradigms play a crucial role not only in shaping the formulation of research problems, questions, or hypotheses but also, and perhaps more significantly, in determining the processes of sampling, selecting appropriate research tools, and analysing and discussing gathered data. Over time, diverse paradigms have guided research. However, three distinct types have been recognised: positivist, interpretivist, and critical paradigms.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Other academics, such as Saunders et al. (2019), have developed a fourth paradigm known as the pragmatic paradigm, which borrows features from the preceding three.

The underpinning research paradigm for this research work is post-positivism. The post-positivist paradigm evolved from the positivist paradigm, which is based on a scientific and verifiable approach to inquiry. According to Ryan (2006), post-positivism is often associated with positivism. Post-positivism sometimes endorses multiple external realities and make room for the researcher's values, perceptions, theories, and environmental influence while maintaining objective realities (Cohen, 2018; Phillips & Burbules, 2000). This suggests that post-positivism does not only support but seeks to augment for the weaknesses or criticisms raised against positivism.

The adoption of a post-positivist approach in this study stems from its quantitative nature, which involves hypotheses testing. This choice aligns with the goal of maintaining objectivity and detachment from the area of investigation, as emphasised by Jangra (2020). It could be inferred that post-positivism is generally associated with positivism, which is characterised by a single reality ontology, and with objective epistemology, where knowledge is acquired independent of the inquirer or researcher. This section explores the ontology, epistemology, and axiology stances within the post-positivist paradigm in relation to the study.

Ontology

Ontology concerns itself with what is true or real and the nature of reality (Hasa, 2016). Ontology assumes a viewpoint on the nature of reality. In philosophy, ontology studies the premises that underlie the belief that something

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

is true or logical, or that the essence or very character of the social phenomena under study is real (Saunders et al., 2019). It views reality from either a realism or relativism point of view. As indicated by Kivunja and Kuyini (2017), addressing research questions, understanding the investigated problem, and facilitating its resolution necessitate aligning one's thoughts on the research problem, its significance, and potential approaches with philosophical assumptions regarding the nature of reality. This goes to demonstrate that the ontological position of the researcher drives his or her research process in its entirety.

In the view of Cohen (2018), post-positivism relies on both realist and social constructionist ontologies. It is mindful of the limited nature of reality due to biases and environmental factors surrounding data collection and interpretation. It is, however, important to mention that post-positivism is more associated with a single objective reality or truth. It relies on regular patterns and realities that are predictable. Hence, post-positivism being considered to share more of its characteristics with positivism than any other paradigm (Habib, 2020). This study adopted a quantitative methodology to draw conclusions. Patterns were observed to indicate whether or not a correlation exists between Senior High School heads' leadership qualities and resource mobilisation prospects in the schools. It is, however, non-experimental in nature and that none of the variables were manipulated.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Epistemology

Epistemology is simply about knowledge and how to acquire it. As defined by Hasa (2016), epistemology is about the nature of knowledge and different methods of gaining knowledge. The primary aim of the study was to contribute to knowledge within the framework of objectivity, as per both positivism and the post-positivist worldview. According to Habib (2020), positivism and post-positivism share an underpinning of objective epistemology, emphasizing the use of objective means to acquire knowledge, which is expected to exist external to the researcher. Post-positivism, though acknowledges knowledge beyond objective epistemology, as noted by Collis and Hussey (2009), it aligns with positivism in asserting that an objective and independent stance is valid basis for considering phenomena as knowledge, which can be observed and measured.

The study is aimed at identifying the extent to which school heads' leadership qualities relate to resource mobilisation possibilities in schools. Ultimately, an objective reality was established regarding the correlation between the variables based on the statistical interpretation of the available data. Consequently, data were collected independently of the researcher, through a survey approach. Here, close interaction in the form of interviews or focus group discussions were not employed.

Axiology

Another consideration that is worth discussing in relation to post-positivism as a research paradigm is axiology. The axiology of a paradigm looks at the ethical issues and their related behaviours that are attached to the chosen world view. Graffin (2021) identified the ethics that go with the post-positivist

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

paradigm and indicated that privacy should always be valued, informed consent from research participants should accordingly be sought, harm should always be minimised, and there is a need to give equal opportunities to everyone involved in the study. To this end, ethical considerations were duly adhered to, as clearly detailed in the ethical consideration section of this research report. Again, probability sampling techniques were adopted to give equal chances to all the sampled participants to be part of the study.

Research Design

The study generally adopted a quantitative approach with a descriptive-correlational research design. The quantitative research method focuses on objective measurements that are based on numerical or statistical data collection and analysis (Boucaud, 2017). Thus, the study collected statistical data from over 500 school heads, assistant heads, and other teachers in leadership positions for analysis to arrive at conclusions. A descriptive correlational study involves a nonexperimental research design with a survey to collect data on the existing state of a phenomenon to establish a relationship between two or more variables (Panda, 2023; Jeffry et. al., 2023; Olakunle, 2019). Descriptive correlational research can be viewed as a quantitative research design that involves gathering data through surveys to explain the relationship between two or more variables without making any claims about cause and effect. Thus, it employs the amalgamation of both descriptive and correlational research techniques to arrive at scientific research conclusions.

In the perspective of Fowler (2013), descriptive statistics denote statistical methods for analysing and revealing the fundamental characteristics of the study setting based on the collected data in the study. The main objective

Digitized by Sam Jonah Library

of descriptive research is to present the existing state of affairs based on gathered empirical data (McCombes, 2023). Furthermore, Cohen et al. (2018) noted that researchers employ a correlation research design to determine the existence and strength of a relationship between and among variables. Correlational research is frequently performed when it is necessary to study the links between variables in a research endeavour (Correlational Research Overview, 2019). A correlational research design evaluates a link between dependent and independent variables without the researcher influencing any of them. It seeks to determine if variables have a positive, negative, or zero correlation with one another.

Descriptive correlational research methodology was considered acceptable for this study since the purpose of the investigation was to evaluate the association between school heads' leadership qualities and resource mobilisation prospects in schools. Thus, as characterised by descriptive correlational research methodology, the variables were not altered to conclude on causativeness (Boucaud, 2017; Curtis et al., 2016). The study sought to find out resource mobilisation prospects in connection to school heads' leadership qualities by carrying out a survey on a sampled population to acquire information as it pertains to the ground from teachers in leadership position. Empirical and theoretical secondary data from the literature served as the basis for discussions of primary data from participants to achieve research objectives. Eventually, a correlation was established with respect to school heads' leadership qualities and resource mobilisation possibilities towards quality education delivery in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Study Area

The study covered Senior High Schools in Ghana. Ghana is the study area and it is a country in West Africa that has a land area of approximately 238,540 square kilometers. The total population of Ghana is approximately 31.07 million people (Ghana Statistical Service, 2021). The country shares borders to the west with Ivory Coast, to the east with Togo, to the north with Burkina Faso and to the south with the Gulf of Guinea. Ghana lies in the tropical rainforest belt, with forested hills and mountains that cover various portions of the country.

There are more than 100 different cultural and/or tribal groups in Ghana, which makes the country multicultural with no single national local language. The country was colonised by Britain and this has made English the official and common language in the country. This language is used in all formal settings, including all schools, from kindergarten to the University level (Addo, 2019). The cultural setting of Ghana is characterised by the unique ways in which each of the tribal group lives. There are various cultural heritages and lifestyles that have been influenced by foreign cultures to various degrees (Dartey-Baah, 2015).

Over the years, different governments have tried to reform the educational system in the country. The outstanding reforms include those that happened during the colonial period through the declaration of the 1925 Education Ordinance. Another major reform was the introduction of a 10-year Accelerated Development Plan for Education (ADPE) by the first President of Ghana, Dr. Kwame Nkrumah, in 1951 (Dartey-Baah, 2015). Subsequently, Nkrumah's government introduced the 1961 Education Act (Act 87) to replace

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

the 1925 Education Ordinance. This was to redirect the focus of education with all the changes needed to reflect what prevailed at the time.

The educational system underwent other major reforms in 1987, during the PNDC era. The reform resulted in a restructuring of education, which included a reduction in the number of years in second-cycle schools from eleven to six years. These comprised a change from 4-year middle school, 5-year secondary school, and 2-year sixth-form education to 3-year junior high school and 3-year Senior High School. In 2007, the government of the day endorsed the 2008 Education Act (Act 778), which led to some reforms (Dartey-Baah, 2015). The reason for choosing Ghana for the study is my understanding of the country's educational system, as I have lived in the country all my life. This gives me a firm knowledge of the terrain of the country and the structure of the educational system. This knowledge facilitated the selection of schools and the right types of participants for the study.

Population

The population for the study comprised all the 63,151 heads, assistant heads, and subject teachers in public Senior High Schools in Ghana. According to the 2021 Education Management Information System (EMIS) report, there are 682 public Senior High and Senior High Technical Schools in Ghana with a staff strength of 63,151. Dang (2015) stated that a population is a group of well-defined individuals or subjects who are known to possess similar characteristics or traits. All teachers in public Senior High and Senior High Technical Schools in Ghana formed the set of participants of interest for the study.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Sample and Sampling Technique

Sample refers to a smaller, manageable version of a larger group (Saunders et al., 2019). The sample size for the study was 630 teachers (heads, assistant heads, heads of departments, schedule tutors, and form tutors). This consisted of 30 teachers in each of the 21 selected schools (30 x 21 = 630). Using the multistage sampling approach; stratified, simple random sampling (Khan, 2020), and purposive random sampling (Etikan & Bala, 2017) techniques were employed in selecting the study participants.

Firstly, the stratified sampling technique was used to put the Senior High Schools in Ghana into strata of three regional zones (Northern, Middle and Southern). As shown in Figure 2, the Northern zone comprised schools in the Upper West, Upper East, North East, Savanna, and Northern Regions. The Middle zone constituted schools in the Bono, Bono East, Ahafo, Ashanti, Eastern, and Oti Regions, while the Southern zone included schools in the Western-North, Western, Central, Greater Accra, and Volta Regions. Simple random sampling was further employed to select two regions from Northern zone, two from the Southern zone and three regions from Middle zone, giving a total of seven randomly selected regions out of the 16 across the country.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

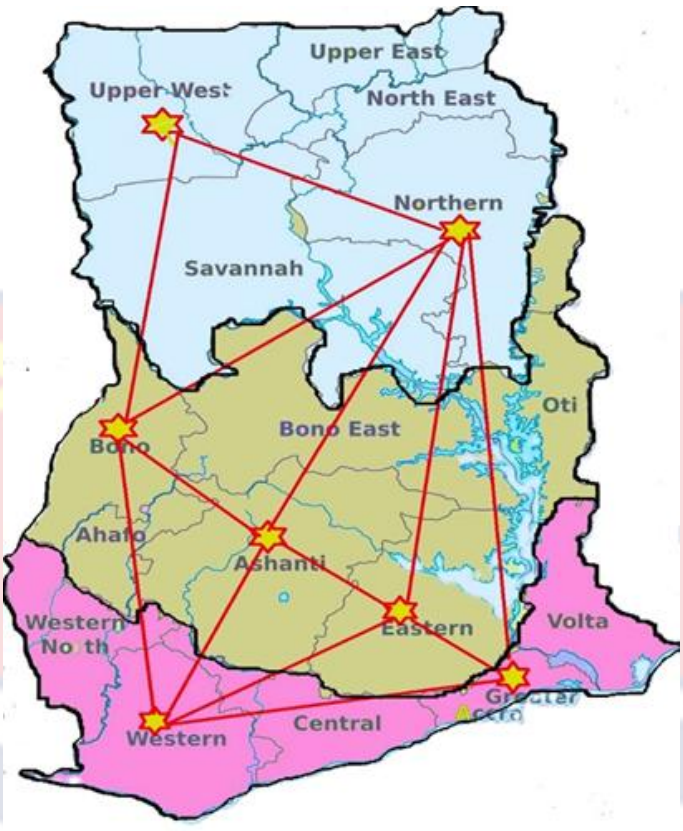


Figure 2: Map of Ghana Showing the Sampled Regions by Zones

Again, the Senior High Schools in the seven selected regions were further stratified within their respective zones into the Computerised School Selection and Placement System (CSSPS) categorisation (A, B and C). Thus, all the schools in each zone were stratified into CSSPS category A, B and C where a school was randomly selected from each of the three categories per region in a zone. Here, six schools each were randomly selected from Northern and Southern zones. Nine schools were, however, randomly selected from the Middle zone due to existence of comparably large number of regions and schools in the zone. Eventually, teachers in leadership position from 21 Senior High Schools were randomly selected based on zonal and school category stratification (Table 1); giving a fair distribution of schools across the country for the study.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 1: Selected Regions by Zones

Zones	Zoned Regions in Ghana	Selected Regions in the Zones	Category of Schools	Total Number of Schools
Northern zone	Upper West, Upper East, North East, Savanna, and Northern	Upper West and Northern	Category A -2 Category B -2 Category C -2	6
Middle zone	Bono, Bono East, Ahafo, Ashanti, Eastern, and Oti	Ashanti, Bono and Eastern	Category A -3 Category B -3 Category C -3	9
Southern Zone	Western-North, Western, Central, Greater Accra, and Volta	Western and Greater Accra	Category A -2 Category B -2 Category C -2	6
Total	16	7	3	21

Sampling Procedure

Sampling is the process of selecting a representative part of a population to determine the parameters or characteristics of the whole population (Dang, 2015). Sampling is a research procedure in which a specific number of elements are drawn from a sampling frame representing the possible set of a given population (Hasa, 2016). The sampling designs may be probability or non-probability sampling, as these are the basic types (Ezebuilo, 2020). The sampling procedure is an important practice that helps to identify participants representing the population in a study (Park et al., 2020). According to Creswell and Creswell (2017), sampling has to do with selecting units from an interested population so that, by studying that sample, the results can be generalised for the population from which they were drawn. Sampling is therefore considered

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

an imperative exercise since it gives researchers a manageable proportion of the study population to work with without compromising the validity and reliability of the research findings.

A minimum sample size of 383 is adequate to represent a population between 50,000 and 100,000 with a 95% confidence level (Cohen, 2018; Krejcie, & Morgan, 1970). Thus, with a population of 63,151, a minimum sample size of 383 was empirically reliable to draw a generalised conclusion. A sample size of 630 teachers was, however, chosen to represent Senior High School teachers in leadership position across the country. The choice of the sample size took into account the idea of numerical representativeness for generalisation with unforeseen possibility of non-response, incomplete or spoiled response and sampling mortality as ascribed by (Khan, 2020; Cohen, 2018). According to a report by the Ghana Education Service (2020), the average number of teachers in each public Senior High School in Ghana was 75. This adduced the target participants from the 21 schools to be 1575 (75 x 21) teachers. Out of the 1575 teachers in the 21 schools across zones and school categorisation and with the aid of purposeful random sampling procedure, 30 teachers in leadership position from each of the sampled schools were selected for the study. As indicated in figure 3, this gave a total sample size of 630 teachers in leadership position to participate in the survey. The teachers in leadership position included; headmasters, headmistress, assistant heads in charge of academics, administration and domestic. Others included; heads of departments, senior house tutors, counsellors, chaplains, dining hall tutors, entertainment tutors, house tutors and form tutors.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The study was generally quantitative in nature and relied on probability sampling techniques (Casteel, & Bridier, 2021). Non-probability random sampling method which is also referred to as purposive random sampling was, however, employed to select specific study participants with right information while ensuring wider coverage for validity and generalisability of research findings (Etikan & Bala, 2017; Fossaluza, et al., 2015). The targeted study participants were basically teachers in Senior High Schools, however, teachers in leadership position were carefully selected for the purposes of collecting specific information regarding school leadership qualities and resource mobilisation. According to Etikan, et al. (2015) and Ames, et al. (2019), purposive random sampling aims at members of the larger study population based on pre-determined qualities or attributes necessary to achieve research objectives. Further, the random attribute of the sampling technique aided in selecting 30 teachers in leadership position to ensure that each member of the targeted teachers is given an equal and independent chance of inclusion in the sample and to attain wider coverage for the study (Hossan, et al., 2023; Casteel & Bridier, 2021).

Digitized by Sam Jonah Library

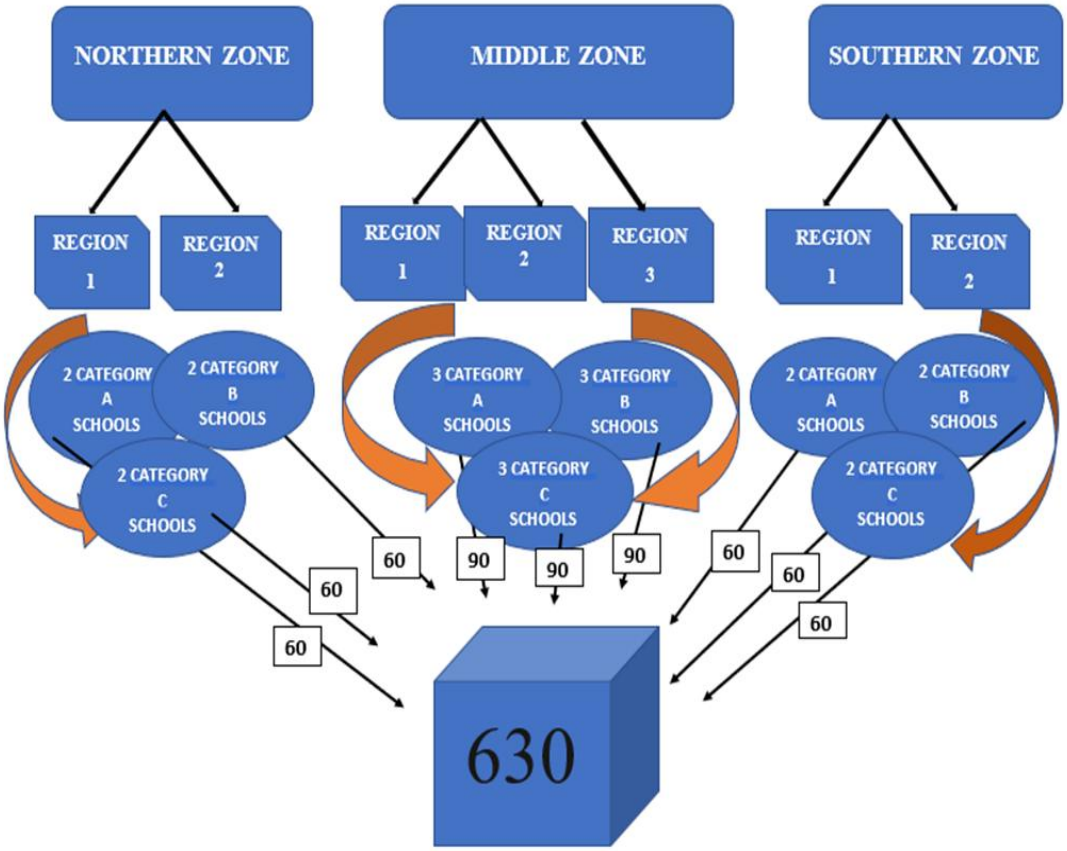


Figure 3: Sample and Sampling Flow Diagram

Data Collection Instrument

Data for the study were collected with the use of a self-developed, structured questionnaire. The questionnaire was titled "School Heads' Leadership Qualities and Resource Mobilisation Questionnaire (SHLQRMQ)". This instrument was utilised because it has the advantages of being versatile, faster, and more affordable in its use (Mazikana, 2023). Questionnaires are preferred instruments for data collection because they enable the researcher to obtain data from a larger number of respondents within a given time frame and are also free from the researcher's bias as stipulated by the chosen research paradigm. The questionnaire was constructed into six sections in accordance with the research goals.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The questionnaire was structured with information gathered from a wide analysis of literature that concerned the factors of school leadership qualities and resource mobilisation. It was done in a manner that helped to accomplish the research objectives. The draft of the questionnaire was given to colleagues for their study and contributions. The final copy was shown to my supervisors for final corrections, followed by pilot testing. The responses obtained from the pilot testing were analysed to determine the validity and reliability of the instrument.

The first section of the questionnaire covered the personal data of the participants. This section aimed at collecting data about respondents' years of teaching experience, their gender, and their rank, among others. The second section was divided into six parts and just like the remaining sections, all of them were measured using a five-point numerical rating scale ranging from 0 = very minimal, 1 = minimal, 2 = fair, 3 = high, 4 = higher to 5 = highest level of agreement. This section of the questionnaire included statements on school heads' communication, creativity, knowledge, integrity, and innovation qualities. These parts of the questionnaire were used to investigate the first five research hypotheses about the leadership qualities of school heads for resource mobilisation. Finally, all six parts of the second section of the questionnaire were put together to answer the six hypotheses and research questions five and six.

The third section assessed the resource mobilisation situation in the schools. It looked at how school heads make use of their knowledge, experiences, and leadership qualities to mobilise resources to run the schools. Further, the fourth section contained questions on resource mobilisation and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

quality education delivery. The fifth part of the questionnaire covered challenges being faced by the schools in general and the head in particular regarding resource mobilisation. The sixth and last section looked at how other key stakeholder bodies are actively involved in the mobilisation of resources in the schools. It is important to state that the sections in the questionnaire informed the analyses and provided answers to the research questions raised in the study.

Strengths of the Instrument

The advantage of using questionnaire is its ability to develop and employ mathematical models for the analysis of the outcomes of the study. The collected numerical data from the participants helped to address the research questions of the study. The strengths of the questionnaire are the ability to cover a wide area during data collection and its economical way of accumulating information (Mazikana, 2023). Thus, it is cheap and makes it one of the most affordable ways to gathering quantitative data especially when the questionnaires are self-administered. According to Cresswell (2018), questionnaire offers a quick way of gathering data over wider coverage. Again, the process of quantifying as well as comparing and contrasting the numerical data is facilitated through the use of the questionnaire.

This means the quantitative nature of the responses in the questionnaire provides easy means for the analysis of the results. The questionnaire is a tool that makes it easy for researchers to analyze the results without deep background knowledge in statistics or scientific aspect of research. The questionnaire also has the ability to offer the respondents some level of privacy

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

and anonymity as they are advised not to indicate their names. This tool also sets the respondents at ease as they answer the questions.

Weaknesses of the Instrument

As much as the questionnaire has various advantages, there are other aspects of it that weaken its use. One of the weaknesses of this tool is its possible lack of clarification of questions for the understanding of the respondents when the researcher is not directly involved with the answering of the questions, especially when it is done through research assistants. Another weakness of the questionnaire is the context in which what the respondents provide as answers may be far from the truth, which the researcher cannot do away with (Mazikana, 2023). This means dishonesty can be a major setback when questionnaires are used, as respondents may not give truthful information as answers. Having these weaknesses in mind, it served as a constant guide in making conscious efforts in minimising the likely of its effect on the study.

Pilot Testing

Pilot testing was necessary to ascertain the reliability and validity of the research instrument. According to Kothari, cited in Ouko et. al. (2020), at least 10% of the sample size for the main study is appropriate and feasible to conduct a pilot test to validate the questionnaire as a scientific research instrument. Consequently, 3 school heads, 9 assistant heads, and 51 other teachers in leadership positions totaling 63 (10% of the 630-sample size) from three Senior High Schools in the Central Region of Ghana were involved in the pilot testing. The three schools did not form part of the selected schools for the main study. The pilot testing helped estimate the time needed to collect data for possible

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

adjustments. The responses obtained were analysed, and the outcomes helped to determine the worthiness of the instrument. The questionnaire's capacity to gather and address all aspects of the research questions was affirmed through the validity of the instrument. Pilot testing was conducted with ethical considerations in mind, ensuring that participant consent was obtained by providing them with necessary information about their involvement in the study.

Validity of the Instrument

The validity of a research instrument is the assessment of the extent to which the instrument measures what it is designated to measure. It is the degree to which the results produced by the instrument are truthful (Almalki, 2016). Consequently, the instrument was developed through a extensive analysis of materials about school leadership qualities and their relation to resource mobilisation for the provision of quality education.

The validity of the research instrument was considered in three main areas: face validity, content validity, and construct validity. During the preparation of the instrument, suggestions were sought from colleague students based on their assessment of the draft. Finally, the questionnaire was given to lecturers in my study department who are experts for review. This is anchored on the fact that face, content and construct validity can be determined by expert judgment (Cohen, 2018). They offered suggestions that informed the recasting of double-barreled items and restructuring of some parts of the questionnaire, which eventually contributed to the modification and validation of the instrument for data collection. Thus, the expert touch of colleagues and that of my supervisors catered for the face, content, and construct validity of the instrument (the questionnaire)

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Reliability

Reliability can be defined as the degree to which the measure of a concept is constant or trustworthy. Thus, the extent to which a measurement of a phenomenon offers a stable and consistent result. As stated by Cohen et al. (2018), Yin (2018), and Drost (2011), reliability refers to the degree to which measurements can be consistently replicated under diverse circumstances, on distinct occasions, and ideally using different instruments that assess the same construct or skill. To measure the reliability of the instrument, the responses from the pilot test were loaded into statistical software named Statistical Package for the Social Sciences (SPSS) version 24.0. The uniformity in the responses to each study question from the numerous participants determined the dependability of the instrument. Thus, the Cronbach's alpha test was employed to test for reliability of the statements (items) under each component of the questionnaire. According to Cohen et al. (2018), a Cronbach's alpha value of 0.7 or above is a sign of the reliability of an instrument. Here, the Cronbach's alpha values for the variable items were above 0.70 with a total score of 0.94 indicating the reliability of the instrument as presented in Table 2.

Table 2: Reliability Analysis

Subscales	No. Items	Cronbach's Alpha
Communication Quality	5	.947
Creativity Quality	5	.957
Knowledge Quality	5	.947
Integrity quality	5	.944
Innovation Quality	5	.941
Resource Mobilisation	5	.941

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 2 continued

Subscales	No. Items	Cronbach's Alpha
Resource Mobilisation and Quality Education	5	.929
Resource Mobilisation	6	.808
Challenges of the School Resource Mobilisation	5	.915
Challenges with Stakeholders Stakeholder Involvement	6	.917
All variables	63	.941

Source: Field survey (2023)

Positionality Statement

Understanding the influence of one's identity and role on the research process is critical to maintaining scholarly integrity (Brown, 2024; Shepherd et al., 2024) as it is inherently tied to researcher positionality. Researcher positionality refers to how a researcher's background, professional role, and epistemological stance shape their engagement with the study, including interactions with participants and interpretation of findings (Holmes, 2020). Researcher positionality reflects to the researcher's influence throughout the entirety of the research process, encompassing study design, data collection, analysis, and interpretation which critically ensures transparency to contextualise potential biases and validate the scholarly rigor of the inquiry.

As an educational supervisor conducting research on teachers in leadership positions, my positionality necessitates careful consideration to mitigate potential biases and ethical complexities (Kennedy et al., 2024). My

Digitized by Sam Jonah Library

professional proximity to the participants; stemming from my role in providing instructional support and guidance informed the research focus, particularly in examining resource mobilisation prospects linked to school leaders' competencies. However, this closeness also introduces ethical and methodological challenges that must be explicitly addressed to ensure research validity. These dynamics necessitated careful navigation of dimensions such as; insider/outsider tension, power dynamics, and methodological biases to assess their potential implications for the study's design, data collection, and interpretive processes, ensuring alignment with principles of methodological rigor and reflexivity (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

Insider-outsider continuum: My role as instructional supervisor situates me uniquely along the insider-outsider spectrum. While my familiarity with the educational system fosters rapport and facilitates nuanced insights (Czerniawski, 2023), my supervisory position may limit my immersion in the specific cultural contexts of individual schools, introducing an etic perspective (Rivers-Moore, 2016). This duality requires deliberate reflexivity to balance empathy with analytical objectivity.

Power dynamics: The inherent hierarchy within educational institutions positions me as an authority figure relative to teacher-participants, which may influence their responses; either through social desirability bias or reluctance to critique leadership (Bukamal, 2022). Proactively addressing these power asymmetries is essential to elicit authentic data and uphold ethical standards.

To respond to potential biases, I employed reflexivity, ethical considerations, fluid positionality in addition to my methodological alignment to ensure that the study was valid.

Digitized by Sam Jonah Library

***Reflexivity*:** Reflexivity has to do with ongoing critical reflection on how my role and assumptions shape data collection and analysis (van Teijlingen et al., 2022; Tufford & Newman, 2012). This practice continuously guided and enhanced methodological rigor and transparency throughout the study processes (Reed, 2022).

***Ethical considerations*:** Adherence to protocols ensuring voluntary participation, informed consent, and confidentiality to safeguard participants' rights and research integrity (Simeon, 2015).

Fluid positionality: Acknowledging the dynamic nature of my role as it pertains to alternating between insider (colleague) and outsider (researcher) to enrich data interpretation (Barnes, 2021).

Methodological alignment: This study adopted a quantitative approach grounded in a post-positivist paradigm, emphasizing objectivist epistemology and realist ontology. While this framework presumes researcher detachment, additional measures were implemented to minimize bias. Thus, the research setting excluded the Central Region, where I operate professionally, to reduce conflicts of interest. Additionally, I presented myself solely as a student researcher during data collection, avoiding references to my supervisory role. A self-developed questionnaire, validated through expert review, served as the primary instrument to standardise responses.

Consequently, reflexivity, fluid positionality, and stringent ethical protocols as detailed in subsequent sections were systematically applied. By transparently addressing positionality, this study aims to uphold scholarly rigor while navigating the complexities of researching within my professional domain.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Data Collection Procedures

Administration of consent forms

The consent of participants is very crucial in every scientific research pursuit for the purpose of satisfying ethical issues. This is usually sought through the administration of consent forms. Following laid-down procedures, primary data were gathered from teachers in leadership positions in Senior High Schools across the country. Initially, a letter of introduction outlining the objectives and aims of the research was acquired from the Director General of the Institute for Educational Planning and Administration at the University of Cape Coast. This letter was appended to my application letter addressed to the Director General of Ghana Education Service, Headquarters, seeking authorisation to tour specific Senior High Schools in Ghana. Upon receiving approval, I obtained agreement from potential respondents through Regional Directors of Education and Heads of the schools to encourage voluntary participation, as indicated in Appendices A and B.

During the visit, the respondents were met and ethical issues were discussed. Again, the reasons for carrying out the study and the basis for selecting the schools were made known to the respondents. Upon deliberations on the nitty-gritty of the study process, the study participants were given an informed consent form for their study and an endorsement to indicate their agreement, willingness, or otherwise to participate in the research.

Administration of the questionnaire

The administration of the consent form to the study respondents prepared the grounds in terms of ethical issues and official permission to start the actual data collection exercise in earnest. In order to seize the opportunity

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

to explain to participants who may not be clear with some items on the questionnaire, the questionnaires were administered in person. That is, I visited all the selected schools across the country to distribute the questionnaire on the scheduled date and returned to the schools on the agreed date to retrieve the answered questionnaires. On average, each school was permitted three days to complete the set of distributed questionnaires. Thus, it took me four months, starting from May to August 2023, to complete my fieldwork. The chosen time frame was considered suitable because of the extensive scope of the study environment and the respondents' work schedules. Overall, the exercise proved highly successful, with a response rate of 90 percent. It is important to indicate that ethical issues were duly followed, as required by any empirical research project, throughout the data collection procedure. These ethical issues are detailed in the next sections.

Ethical Issues

Ethical issues in research are a set of principles that guide the research design and practices. Researchers need to always adhere to a certain code of conduct when collecting data from people for their studies (Kothari & Garg, 2018). Ethical consideration is seen as an important and integral part of research work, particularly when it comes to the protection of human participants in a study (Yin, 2018). Ethical issues, according to Sim & Waterfield (2019), should be considered to cover three broad areas: consent, confidentiality and anonymity, and risk of harm. All these areas were carefully considered before, during, and after the study. In an effort to ensure accurate adherence to ethical considerations, my plans of research action were presented to the Institutional Review Board (IRB) of the University of Cape Coast for formal scrutiny and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

approval. As indicated in Appendix C, due processes to satisfy the IRB requirements were fully followed for approval before embarking on field work.

Informed consent

Informed consent refers to a situation where all potential participants receive and understand all the information they need, to decide whether or not to participate in the study (Sim & Waterfield, 2019). It aims to ask for the permission of participants to take part in the study as informants. These include information about the study's benefits, risks, funding, and institutional approval.

Having obtained institutional approval from the national level through to the school level, I dealt with the informed consent issues regarding the study participants. Here, the heads of the schools were met with the approval letters from the GES headquarters and Regional Education Offices. The school heads, in turn, introduced me to the staff in general and the selected participants. Participants were met to discuss all the relevant information about what the study is about, the risks and benefits of taking part in the study, how long the study was to take and how their self-worth and consent are valued. Participants were assured of their confidentiality, anonymity, autonomy, and safety concerning any possible harm that could arise. During these discussions, participants were made to read and sign their voluntary agreement on the informed consent form.

Confidentiality and anonymity

Confidentiality and anonymity in research involve making a conscious effort to cover and protect the source of information. Thus, guaranteeing that participants' identities, like names, are not identified in relation to the data

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

submitted. Mertens (2015) viewed confidentiality as the private property of persons that must be maintained. That is, the data they submit must be managed and reported in such a way that the data cannot be connected with the personalities of the study participants.

In order to secure and ensure anonymity and confidentiality of participants' data, I did not add an item on the questionnaire that demanded the personal identification of participants, such as names. I also made it apparent to the participants that no one could have access to the generated data apart from my supervisors. I informed the participants of the different ways and processes that could be followed to deal with inevitable access by others to their data and the measures that would be adopted to preserve their confidentiality. Thus, participants were assured of protecting their data with a password on my computer to avoid access by a third person.

Autonomy

The concept of autonomy, often known as voluntary participation, refers to the freedom that study participants have to decide whether or not to engage without any kind of coercion (Bhandari, 2022). This is related to the notion that participants have rights and that deciding to take part in the study is inclusive. Thus, participants are permitted to withdraw from the study at any stage without any ramification. I met the study participants and made it obvious to them that their involvement is entirely optional and that there are no negative consequences or ramifications for refusing to participate. This was an effort to ensure that they felt autonomous about taking part in the research. This means that participants have complete autonomy over their participation decisions and might leave the study at any time without anxiety about negative consequences.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Risk of harm

The risk of harm has to do with all possible sources of harm to participants. According to Sim & Waterfield (2019), harm can come in many different forms, such as psychological harm, social harm, physical harm, economic harm, and legal harm. In order to safeguard participants from the risk of harm, sensitive questions that could trigger negative emotions, such as public embarrassment or stigma, were not asked. Again, questions that could result in legal risks for participants were not included in the items on the questionnaire. To this end, participants were advised to decide to withdraw at any point in time when deemed necessary without fear of intimidation. This served as the basis for participants to avoid any form of harm that might not have been accounted for.

Data Processing and Analysis

The study was largely aimed at exploring the association between school heads' leadership qualities and resource mobilisation chances in Senior High Schools in Ghana. The data acquired was extensively edited to avoid missing values and incomplete data. The inspected data were coded and processed with SPSS version 24 software. The analysis of the data was done using descriptive statistics (percentages, frequencies, means, and standard deviations) and inferential statistics (Pearson Moment correlation and multiple regression).

Descriptive statistics was employed to analyse research questions one to four, which touched on resource mobilisation and quality education, resource challenges in the schools and educational stakeholders' involvement in the schools' management towards resource mobilisation. Further, the research

Digitized by Sam Jonah Library

hypotheses were tested through the use of the Pearson Moment correlation analysis tool to establish the relationship between the various leadership qualities (communication, creativity, knowledge, innovation, and integrity) and resource mobilisation. Finally, the last two research questions were analysed using the multiple linear regression statistical tool. This is stemmed from the fact that multiple regression tool is considered ideal for examining the correlation between a dependent variable and two or more independent variables (Cohen, 2018). The analyses of the findings and discussion are presented in Chapter 4.

Model specification

Considering the focus of the study, a model was developed to determine the extent to which leadership qualities in general explain resource mobilisation fortunes in Senior High Schools in Ghana. Again, the model helped to determine which predictor variable (leadership qualities) contributes most significantly to resource mobilisation efforts in the schools. Ultimately, the model made it more convenient to decide which predictor variables to leave out or add to the regression equation. As such, the study's model was outlined below:

$$RSMB = \beta_0 + \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \mathcal{E}$$

Where:

RSMB= Resource Mobilisation

β_0 = Constant term

X1=Creativity

X2 =Integrity

X3 =Knowledge

$\mathcal{E}$ = Error term

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

β_1= Coefficients of regression for the independent variables X1 (for 1 = 1,2,3).

RSMB= 1.954 + .206(X_1) +.437 (X_2) +.209(X_3)

It could be observed from the regression model that resource mobilisation (a dependent variable) is a function of a constant term, leadership qualities (independent variables) and an error term. Thus, a unit increase in the school heads' leadership qualities, comprising creativity, integrity, and knowledge, is likely to cause a unit rise in the resource mobilisation gains in Senior High Schools in Ghana.

Chapter Summary

This chapter has generally outlined the research methods for the study with respect to the design, the study area, and methods for data collection. The paradigm that underpins the study, with its related epistemology, ontology, and axiology, were discussed. The quantitative and descriptive correlational research design as it relates to the study was looked at. Further, the study participants, the population, and the sample size were highlighted in this chapter. Samples and sampling techniques were deliberated on. The data collection instrument and how it was validated through pilot testing were also presented in this chapter. The questionnaire, which was the tool for data collection from respondents from Senior High Schools across the country, was presented in this chapter. The data collection procedure and how it was guided by researcher positionality and research ethics were discussed. Finally, how the gathered data was processed and analysed was looked at. Thus, a discourse on the use of the SPSS software for the analysis of the data to allow a better presentation of the results has been presented.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of this study was to explore the leadership qualities of school heads as correlates of resource mobilisation in Senior High Schools in Ghana. This chapter presents the study's analyses and results in relation to its objectives. It further discusses the findings in relation to the existing literature. Descriptive and inferential analysis techniques were employed for the data analyses in accordance with the research questions and hypotheses. The first part of the chapter explicitly addresses the main study objectives, which hinge on school heads' leadership qualities and how they associate with resource mobilisation prospects in Senior High Schools in Ghana. The second part of the analyses looked at other findings which has to do with the background details of the participants and the study setting.

Descriptive Analysis

As shown in Table 3, the school leaders were categorised into Top-level, Middle-level and Low-level leaders. Top-Level leaders comprised heads and assistant heads (n = 62), Middle-Level leaders involved, heads of departments, and senior house tutors (n = 254), while Low-Level leaders included counsellors, chaplains, dining hall tutors, entertainment tutors, house tutors, and form tutors (n = 241). The study participants included 557 teachers in leadership positions in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 3: Categorisation of Respondents

Type of leaders	Freq.	%
Top-Level Leaders	62	11.1
Middle-Level Leaders	254	45.6
Low-Level Leaders	241	43.3
Total	557	100

Table 4: Decision Rule on Level of Agreement/ Involvement

Mean score ranges	Level of agreement/involvement
0 -1.67	Low agreement/involvement
1.68 - 3.33	Moderate agreement/ involvement
3.34 - 5	High agreement/involvement

Using a scale that ranged from 0 to 5, the respondents expressed their highest agreement level with the statements on the research instrument as 5. Consequently, I classified the respondents' agreement or involvement levels into three distinct groups: low, moderate, and high. To achieve this, the highest agreement/involvement level of 5 was subdivided into 3, resulting in a mean score of 1.66 within the 0–5 range. This led to mean score ranges of 0–1.67, indicating a low level of agreement; 1.68–3.33, indicating a moderate level of agreement; and 3.34–5, indicating a high level of agreement as depicted in Table 4. These designated mean score ranges were employed in the descriptive analysis for research questions 1–4. With these sets of ranges, the composite number of responses that fell within the three levels of agreements (low,

Digitized by Sam Jonah Library

moderate or high) informed the figures for the frequencies and percentages in the tables for the descriptive analyses.

Research Question 1:

What are the school leaders' (Top, Middle and Low-level leaders) position on the relationship between resource mobilisation and quality education delivery in Senior High Schools in Ghana?

This research question sought to find out how the school leaders (Headmasters, Headmistresses, Assistant heads, Heads of departments, House tutors, Schedule tutors and Form tutors) consider resource mobilisation as a critical element in quality education delivery in their schools. The results in frequencies, percentages, means, and standard deviations are presented in Tables 5a and 5b, with mean score ranges of 0 –1.67 indicating a low level of agreement, 1.68–3.33 indicating a moderate level of agreement, and 3.34–5 indicating a high level of agreement. Again, a lower standard deviation to the average standard deviation was an indication that the respondents were convergent or consistent with their level of agreement and vice versa.

Table 5a: Resource Mobilisation and Quality Education

	School Leaders		**Top-Level Leaders**		**Middle-Level Leaders**		**Low-level leaders**	
Level of agreement	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Low	5	0.9	0	0.0	3	1.2	2	0.8
Moderate	66	11.8	4	6.5	34	13.4	28	11.6
High	486	87.3	58	93.5	217	85.4	211	87.6
Total	557	100.0	62	100.0	254	100.0	241	100.0

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 5a presents the percentage of respondents and their level of agreement with the resource mobilisation and quality education scale. From Table 5a, it could be observed that Senior High School leaders in general (87.3%) consider quality education delivery to be highly associated with effective resource mobilisation efforts in the schools. Thus, with a rate of 93.5% (Top-level leaders), 85.4% (Middle-level leaders) and 87.6% (Low-level leaders), majority of the school leaders as respondents indicated a high level of agreement with the assertion under consideration.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 5b: School Leaders' Position on Resource Mobilisation and Quality Education

Items	School Leaders		Top-Level Leaders		Middle-Level Leaders		Low-level leaders	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
51. The school leadership is expected to make efforts to mobilise resources for quality education delivery.	4.07	1.06	4.19	0.85	3.93	1.12	4.18	1.04
49. The availability of appropriate resources affects quality education delivery.	4.08	1.25	4.29	1.11	4.00	1.25	4.10	1.29
47. Timely accessibility of educational resource leads to quality education.	4.23	0.94	4.48	0.70	4.19	0.95	4.20	0.98
48. Provision of adequate educational resources is prerequisite to quality education delivery in schools.	4.27	0.97	4.50	0.65	4.18	1.02	4.31	0.96
50. Judicious use of resources in the school leads to effective teaching and learning.	4.33	0.94	4.53	0.74	4.20	1.06	4.41	0.82
Average mean/standard deviation	4.20	1.03	4.40	0.81	4.1	1.08	4.24	1.02

Digitized by Sam Jonah Library

From Table 5b, the mean scores and standard deviations of the views of the Top-level leaders ranged from 4.19 to 4.53, indicating a high level of agreement that resource mobilisation stimulates quality education. The Top-level leaders generally ascribed to the position that judicious use of resources leads to effective teaching and learning (M = 4.53, SD =.74), followed by the notion that the provision of adequate educational resources is a prerequisite to quality education delivery (M = 4.50, SD =.65).

For the Middle-level leaders, the mean scores between 3.93 and 4.20 point to their high level of agreement that resource mobilisation leads to quality education provision. The Middle-level leaders indicated that judicious use of resources in schools leads to effective teaching and learning (M = 4.20, SD = 1.06) followed by timely accessibility of educational resources leading to quality education (M = 4.19, SD =.95).

For the Low-level leaders, the mean scores of their positions ranged from 4.10 to 4.41, also indicating high level of agreement with the fact that resource mobilisation contributes immensely to quality education delivery. They indicated that judicious use of resources leads to effective teaching and learning (M = 4.41, SD =.82), followed by the statement that the provision of adequate educational resources is a prerequisite to quality education delivery in schools (M = 4.31, SD =.96). The standard deviations among the three categories of leaders were lower than the average (SD =1.03), which indicate a convergent level of agreement among the respondents. It can therefore be inferred from the school leaders that having acquired the requisite educational resources at the right time, the next most important step is to make judicious use of them to achieve set academic targets. This further implies that resource

Digitized by Sam Jonah Library

mobilisation encompasses its acquisition and how effectively it is utilised to maximise desirable results.

Research question 2:

What are the resource constraints in Senior High Schools in Ghana?

This research question sought to find out the various challenges that hinder the smooth running of Senior High Schools in Ghana. The results of the level of agreement and the scores in frequencies, percentages, means, and standard deviations are presented in Tables 6a and 6b, with mean score ranges of 0–1.67 indicating a low level of agreement, 1.68–3.33 indicating a moderate level of agreement, and 3.34–5 indicating a high level of agreement. A lower standard deviation to the average standard deviation was an indication that the respondents were convergent or consistent with their level of agreement and vice versa.

Table 6a: The Level of Agreement to the Existence of Resource Constraints in the Schools

	School Leaders		**Top-Level Leaders**		**Middle-Level Leaders**		**Low-level leaders**	
Level of agreement	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Low	80	14.4	7	11.3	33	13.0	40	16.6
Moderate	321	57.6	40	64.5	155	61.0	126	52.3
High	156	28.0	15	24.2	66	26.0	75	31.1
Total	557	100.0	62	100.0	254	100.0	241	100.0

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

For the Top-level leaders, 7 (11.3%), 40 (64.5%), and 15 (24.2%) indicated low, moderate, and high levels of agreement, respectively, with respect to resource challenges in the schools. More so, for the Middle-level leaders, majority (61%) indicated a moderate level of agreement, followed by high (26%) and low (13%) levels of agreement with the statements on the resource mobilisation challenges in the schools. For the Low-level leaders, 40 (16.6%), 126 (52.3%), and 75 (31.1%) indicated low, moderate, and high levels of agreement, respectively, with the statements on resource challenges in the school as presented in Table 6a. The results indicate that the school leaders in general, moderately 321 (57.6%), agree that there are some challenges with resource availability in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 6b: Resource Constraints in Senior High Schools in Ghana

Items	School Leaders		Top-Level Leaders		Middle-Level Leaders		Low-level leaders	
	M	SD	M	SD	M	SD	M	SD
52. There are inadequate administrative personnel in the school.	1.89	1.56	1.84	1.60	1.86	1.54	1.94	1.59
53. The professional teachers in the school are inadequate.	1.60	1.67	1.55	1.59	1.60	1.61	1.60	1.76
54. There are inadequate instructional resources in the school.	2.81	1.56	2.69	1.54	2.73	1.46	2.93	1.66
55. Funds are not timely released to run the school.	3.60	1.54	3.71	1.42	3.59	1.53	3.57	1.59
56. There is inadequate infrastructure in the school	3.22	1.56	3.42	1.40	3.08	1.55	3.32	1.61
57. Capacity building programmes on resource mobilisation are not organised for the school leadership.	2.89	1.46	3.15	1.42	2.81	1.38	2.90	1.54
Average mean/standard deviation	2.67	1.56	2.73	1.50	2.61	1.51	2.71	1.63

Digitized by Sam Jonah Library

From Table 6b, the school leaders indicated low agreement to the challenge with respect to inadequate professional teachers in Senior High Schools (M = 1.55, SD = 1.59), (M = 1.60, SD = 1.61), and (M =1.60, SD = 1.76), respectively, for Top-level leaders, Middle -level leaders, and Low-level leaders, respectively. The standard deviations were a bit higher than that of the composite SD, (SD = 1.50, SD = 1.51 and SD =1.63 for Top-level leaders, Middle -level leaders, and Low-level leaders, respectively), which is an indication that the respondents had some level of disparities regarding their level of agreement. Again, all the school leaders involved in the study highly agreed to the view that funds are not timely released to run the schools as a challenge (M = 3.60, SD = 1.54), followed by the challenge regarding inadequate infrastructure in the schools (M = 3.22, SD = 1.56) and a lack of capacity-building programmes on resource mobilisation for school leadership (M = 2.89, SD = 1.46). The general moderate rating of the respondents on the challenges in the schools suggests that they categorised the challenges into two and found one more pressing than the other. The school leaders indicated that the issues of staffing in the schools, on the one hand, are not as much of a challenge compared to matters related to funds, infrastructure, leadership capacity building, and the adequacy of instructional resources. This is evident in their rating, with the means ranging from (M =2.81, SD = 1.56) to (M = 3.60, SD = 1.54), which are above the average mean (M =2.67, SD =1.56). Further, the all the standard deviations were either the same as the average of below (SD =1.56). This also goes to affirm the convergent nature of the level of agreement by the school leaders on the challenges in the schools.

Digitized by Sam Jonah Library

Research question 3:

What challenges do Senior High School leaders encounter in resource mobilisation efforts in Ghana?

This research question sought to investigate the challenges that school heads encounter with other stakeholders in their efforts to mobilise resources for the school. The stakeholders in this context include; school level stakeholders like staff, students on one side and the school community members on the other. The results of the level of agreement and scores in frequencies, percentages, means, and standard deviations are presented in Tables 7a and 7b, with mean score ranges of 0 –1.67 indicating a low level of agreement, 1.68–3.33 indicating a moderate level of agreement, and 3.34–5 indicating a high level of agreement. Further, a lower standard deviation to the average standard deviation was an indication that the respondents were convergent or consistent with their level of agreement and vice versa.

Table 7a: Challenges Senior High School Leaders Encounter in Resource Mobilisation Efforts in Ghana

	School Leaders		**Top-Level Leaders**		**Middle-Level Leaders**		**Low-level leaders**	
Level of agreement	Freq.	Percent	Freq.	Percent	Freq.	Freq.	Percent	Freq.
Low	104	18.7	10	16.1	42	16.5	52	21.6
Moderate	255	45.8	26	41.9	123	48.4	106	44.0
High	198	35.5	26	41.9	89	35.0	83	34.4
Total	557	100.0	62	100.0	254	100.0	241	100.0

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

According to the Top-level leaders, 10 (16.1%), 26 (41.9%), and 26 (41.9%) indicated low, moderate, and high levels of agreement, respectively, with the challenges that befall Senior High Schools in resource mobilisation efforts. More so, for the Middle-level leaders, a majority (48%) indicated a moderate level of agreement, followed by high (35%) and low (16%) levels of agreement to the statements on challenges that befall Senior High Schools in resource mobilisation. For the Low-level leaders, 40 (16.6%), 126 (52.3%), and 75 (31.1%) indicated low, moderate, and high levels of agreement, respectively, to the statements on challenges that confronts Senior High Schools heads in resource mobilisation efforts as presented in Table 7a. The results indicate that the school leaders in general, moderately agree 255 (45.8%) that there are some challenges that befall Senior High School heads when it comes to resource mobilisation endeavours.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 7b: Challenges Senior High School Leaders Encounter in Resource Mobilisation Efforts in Ghana

Items	School Leaders		Top-Level Leaders		Middle-Level Leaders		Low-level leaders	
	M	SD	M	SD	M	SD	M	SD
58. Stakeholders overly depend on the head to champion resource mobilisation activities.	2.96	1.40	3.13	1.48	2.99	1.38	2.89	1.41
59. There is low level of commitment by stakeholders in mobilisation of resource for the school.	2.78	1.46	3.03	1.43	2.75	1.45	2.74	1.49
60. There is no unified voice to champion initiatives for resource mobilisation.	2.69	1.51	2.69	1.41	2.72	1.46	2.65	1.59
61. The community members do not co-operate when it comes to resource mobilisation.	2.97	1.49	3.24	1.40	3.02	1.43	2.84	1.57
62. School level-stakeholders do not maintain school resources at their disposal.	2.53	1.49	2.60	1.41	2.57	1.41	2.46	1.58
Average mean/standard deviation	2.79	1.47	2.94	1.43	2.81	1.43	2.72	1.53

Digitized by Sam Jonah Library

According to the findings in Table 7b, school leaders expressed moderate agreement regarding challenges faced by Senior High Schools in resource mobilisation strides. This pertained to stakeholders' difficulty in maintaining available resources, with mean scores of (*M* = 2.60, *SD* = 1.41), (*M* = 2.57, *SD* = 1.41), and (*M* = 2.46, *SD* = 1.58) for Top-level leaders, Middle-level leaders, and Low-level leaders, respectively. A comparison based on the standard deviations against the composite standard deviation indicate that both the Top and Middle-level leaders (*SD* = 1.41) (*SD* =1.43) were consistent with their response compared to the Low-level leaders (*SD* =1.58) (*SD* =1.51) which was inconsistent. At the highest rating level, all school leaders participating in the study moderately concurred with the perspective that community members exhibit a lack of cooperation with school leadership in resource mobilisation (*M* = 2.97, *SD* = 1.49). This was followed by the notion that stakeholders excessively rely on the head to spearhead resource mobilisation activities (*M* = 2.96, *SD* = 1.40), a low level of commitment by stakeholders in mobilising resources for the school (M = 2.78, SD = 1.46), and finally, the statement that there is no unified voice to champion initiatives for resource mobilisation (*M* = 2.69, *SD* = 1.51). The average standard deviations indicated that the school leaders were consistent with their stand on the views that stakeholders excessively rely on the head to spearhead resource mobilisation activities and a low level of commitment by stakeholders in mobilising resources for the school. The school leaders were, however, inconsistent on the assertion that community members exhibit a lack of cooperation with school leadership in resource mobilisation and the statement that there is no unified voice to champion initiatives for resource mobilisation.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Comparing the means and the standard deviations to the average means and standard deviations and (M = 2.79, SD = 1.47) of the responses, it could be noticed that the school leaders generally found the inability of community members to cooperate with the school as a major challenge in their efforts to mobilise resources. Though the leaders moderately agreed to the fact that school level stakeholders do not maintain school resources at their disposal, their level of agreement was to a lower extent. Though, the standard deviations suggested some level of inconsistency in the level of agreement, the respondents generally have a convergent view since the standard deviations were either below or a little above the average.

Research question 4:

Which educational stakeholder is most involved in school resource mobilisation efforts in Senior High Schools in Ghana?

This research question aimed to investigate the perspectives of school leaders regarding the active involvement of external stakeholders in school administration, towards effective resource mobilisation gains within the schools. The stakeholders in this context included the Board of Governors, Parent Associations, Old Students' Associations, District/Municipal/Metro Assemblies, NGO's and Faith-based organisations. The results in frequencies, percentages, means, and standard deviations are presented in Tables 8a and 8b, with mean score ranges of 0–1.67 indicating a low level of agreement, 1.68–3.33 indicating a moderate level of agreement, and 3.34–5 indicating a high level of agreement. A standard deviation lower than the average standard deviation was an indication that the respondents were convergent or consistent with their level of agreement and vice versa.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 8a: Other Stakeholder Level of Involvement in the School's Resource Mobilisattion Efforts

	School Leaders		Top-Level Leaders		Middle-Level Leaders		Low-level leaders	
Level of involvement	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Low	67	12.0	6	9.7	35	13.8	26	10.8
Moderate	332	59.6	36	58.1	162	63.8	134	55.6
High	158	28.4	20	32.3	57	22.4	81	33.6
Total	557	100.0	62	100.0	254	100.0	241	100.0

From Table 8a, the majority of the school leaders 332 (59.6%) see other stakeholders as being moderately involved in resource mobilisation efforts of the schools, with 36 (58.1%), 162 (63.8%), and 134 (55.6%) being Top-level leaders, Middle-level leaders, and Low-level leaders, respectively. The result indicates that the external stakeholders are generally involved in school resource mobilisation but to a moderate extent.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 8b: Other Stakeholders' Involvement in the School's Resource Mobilisation Efforts

Items	School Leaders		Top-Level Leaders		Middle-Level Leaders		Low-level leaders	
	M	SD	M	SD	M	SD	M	SD
64. Board of Governors	3.68	1.12	3.94	0.87	3.63	1.17	3.68	1.12
65. Parent Association	3.58	1.29	3.87	1.11	3.44	1.29	3.66	1.32
66. Old Students' Association	3.04	1.55	3.06	1.65	2.96	1.51	3.12	1.57
67. District/Municipal/ Metro Assembly	2.68	1.30	2.66	1.32	2.61	1.27	2.75	1.32
68. Non-Governmental Organisations (NGO)	2.03	1.38	1.92	1.25	1.90	1.33	2.20	1.46
69. Faith-Based Organisations	2.24	1.52	2.32	1.67	2.15	1.46	2.32	1.53
Average mean/standard deviation	2.88	1.36	2.96	1.31	2.78	1.34	2.96	1.39

Digitized by Sam Jonah Library

From Table 8b, it is observed that the Senior High School leaders found the Board of Governors (*M* = 3.68, *SD* = 1.12) and Parent Association (*M* = 3.58, *SD* = 1.29) to be highly involved in mobilising resources for the schools. Conversely, it was revealed that Old Students' Association, District/Municipal/ Metro Assembly, Non-Governmental Organisations (NGO) and Faith-Based organisations are moderately involved in resource mobilisation efforts in Senior High Schools in Ghana. The responses were convergent since the standard deviations were below the composite standard deviation (*SD* =1.36). This result suggests that other educational stakeholders in Senior High Schools in Ghana are considerably active when it comes to resource mobilisation endeavours. Though, inconsistent with the level of agreement (*SD* =1.38), the results further revealed that Non-Governmental Organisations are the least involved in the resource mobilisation affairs of Senior High School in Ghana (*M* = 2.03, *SD* =1.38). The study outcome reveals that some stakeholders are not active in Senior High Schools as compared to others. This could be attributed to the fact that either their full strengths are not being tapped or their attention is being directed elsewhere.

Inferential Analysis

This phase of the data analysis sought to establish the individual and combined relationship between all the independent variables (communication, creativity, knowledge, innovation, and integrity) and the dependent variable (resource mobilisation), hence the adoption of inferential analysis (Pearson product moment correlation and multiple linear regression statistical tools) Thus, all the six hypotheses and research question five were analysed with

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Pearson product moment correlation statistical tool while the sixth research question was analysed using the multiple linear regression statistical tool.

Hypothesis Testing

The Pearson product moment correlation technique was used to test the hypothesised relationships between the five key independent variables against the dependent variable in the study. This technique was chosen to make correlational inferences based on the data gathered. In all, six hypotheses were formulated, which involved the independent variable (leadership qualities) and the dependent variable (resource mobilisation). Here, five correlation coefficients were computed within a range of -1 to +1, with a significance level of 0.05 (two-tailed), to assess the hypotheses. This implies that the p-value was expected to be less than 0.05 to be deemed significant since the significance level for each correlation coefficient was set at 0.05. In the event that the p-value is significant (or less than 0.05), the null hypothesis is rejected and vice versa. Consequently, an assessment of the connection between each of the hypothesised predictors and the dependent variable is presented.

Hypothesis 1:

H_0: School heads' communication qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

H_A: School heads' communication qualities correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 9a: Pearson Correlations between Communication and Resource Mobilisation

		Resource Mobilisation
Communication	Pearson Correlation	.730**
	Sig. (2-tailed)	.000
	N	557

**. Correlation is significant at the 0.05 level (2-tailed)

From Table 9a, the correlation coefficient (r) of communication and resource mobilisation was (r = 0.730, n = 557, p < 0.05). The analysis shows that there is a strong and significant relationship between communication and resource mobilisation. The positive coefficient implies that as the head's communication quality increases, the school's resource mobilisation prospects increase in the same direction. As the p-value (0.000) is less than 0.05, it is declared significant, meaning that the null hypothesis, "School heads' communication qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana," is rejected in favour of the alternative hypothesis. This implies that school heads' communication qualities have a significant connection with resource mobilisation fortunes in Senior High Schools in Ghana.

Hypothesis 2:

H_0: School heads' creativity qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

H_A: School heads' creativity qualities correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 9b: Pearson Correlations between Creativity and Resource Mobilisation

		Resource Mobilisation
Creativity	Pearson Correlation	.773**
	Sig. (2-tailed)	.000
	N	557

**. Correlation is significant at the 0.05 level (2-tailed).

From table 9b, the correlation coefficient (*r*) of creativity and resource mobilisation was 0.773, at a significance level of 0.000 where n = 557 (two-tailed). The analysis shows that there is a strong significant relationship between creativity and resource mobilisation. The positive coefficient implies that as the head's creativity quality increases, the school's resource mobilisation possibilities increase in the same direction. As the p-value (0.000) is less than 0.05, it is declared significant, meaning that the null hypothesis; "School heads' creativity qualities does not correlate significantly with their resource mobilisation abilities in Senior High Schools in Ghana" is rejected in favour of the alternative hypothesis. This means that School heads' creativity leadership qualities correlate significantly with their resource mobilisation abilities in Senior High Schools in Ghana.

Hypothesis 3:

H_0: School heads' knowledge as a leadership quality does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana

H_A: School heads' knowledge as a leadership quality correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 9c: Pearson Correlations between Knowledge and Resource Mobilisation

		Resource Mobilisation
Knowledge	Pearson Correlation	.773**
	Sig. (2-tailed)	.000
	N	557

**. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient (*r*) of knowledge and resource mobilisation was 0.773, at a significance level of 0.000, where n = 557 (two-tailed), as indicated in Table 9c. The analysis showed that there is a strong and significant relationship between knowledge and resource mobilisation. The positive coefficient implies that as the head's knowledge quality increases, the school's resource mobilisation tendency increases in the same direction. As the p-value (0.000) is less than 0.05, it is declared significant, meaning that the null hypothesis, "School heads' knowledge as a leadership quality does not correlate significantly with resource mobilisation chances in Senior High Schools in Ghana," is rejected in favour of the alternative hypothesis. This indicates that school heads' knowledge as a leadership quality correlates significantly with their resource mobilisation prospects in Senior High Schools in Ghana.

Hypothesis 4:

H_0: School heads' level of integrity does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

H_A: School heads' level of integrity correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 9d: Pearson Correlations between Integrity and Resource Mobilisation

		Resource Mobilisation
Integrity	Pearson Correlation	.811**
	Sig. (2-tailed)	.000
	N	557

**. Correlation is significant at the 0.05 level (2-tailed).

With reference to Table 9d, it could be observed that the correlation coefficient (*r*) of integrity and resource mobilisation was 0.811, at a significance level of 0.000, where n = 557 (two-tailed). The analysis shows that there is a strong and significant relationship between integrity and resource mobilisation. The positive coefficient implies that as the heads' level of integrity increases, the schools' resource mobilisation tendency increases in the same direction. As the p-value (0.000) is less than 0.05, it is declared significant, meaning that the null hypothesis, "School heads' level of integrity does not correlate significantly with resource mobilisation tendencies in Senior High Schools in Ghana," is rejected in favour of the alternative hypothesis. Thus, Senior High School heads' level of integrity correlates significantly with their resource mobilisation abilities in Ghana.

Hypothesis 5:

H_0: School heads' innovation qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

H_A: School heads' innovation qualities correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 9e: Pearson Correlations between Innovation and Resource Mobilisation

		Resource Mobilisation
Innovation	Pearson Correlation	.826**
	Sig. (2-tailed)	.000
	N	557

**. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient (r) of innovation and resource mobilisation was 0.826, at a significance level of 0.000, where n = 557 (two-tailed), as shown in Table 9e. The analysis shows that there is a strong and significant relationship between innovation and resource mobilisation. The positive coefficient implies that as the heads' innovation quality increases, the school's resource mobilisation chances increase in the same path. As the p-value (0.000) is less than 0.05, it is declared significant, meaning that the null hypothesis, "School heads' innovation qualities do not correlate significantly with resource mobilisation possibilities in Senior High Schools in Ghana," is rejected in favour of the alternative hypothesis. This indicates that school heads' innovation qualities significantly correlate with their resource mobilisation efforts in Senior High Schools in Ghana.

Hypothesis 6:

H_0: School heads' leadership qualities, when taken together, do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

H_A: School heads' leadership qualities, when taken together, correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 10: Pearson Correlations between the Leadership Qualities and Resource Mobilisation

		Leadership Qualities	Resource Mobilisation
Leadership Qualities	Pearson Correlation	1	.859**
	Sig. (1-tailed)		.000
	N	557	557
Resource Mobilisation	Pearson Correlation	.859**	1
	Sig. (1-tailed)	.000	
	N	557	557

**. Correlation is significant at the 0.05 level (2-tailed).

The aim of Hypothesis 6 was to establish whether or not there is a significant relationship between school heads' leadership qualities in general and the possibilities to mobilise resources in the schools. Thus, to find out if school heads' leadership qualities in the areas of communication, integrity, innovation, creativity, and knowledge put together correlate with resource mobilisation prospects in Senior High Schools in Ghana.

The results as present in Table 10 indicate that there is a strong and significant relationship between heads' leadership qualities and resource mobilisation. The positive correlation coefficient (r = 0.859) implies that as the heads' general leadership qualities increase, the school's resource mobilisation possibilities increase in the same path. As the p-value (0.000) is less than 0.05, it is declared significant, meaning that the null hypothesis, "School heads' leadership qualities, when taken together, do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana," is rejected in favour of the alternative hypothesis. This implies that school heads'

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

leadership qualities, when taken together, correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Table 11 presents the summary of the null hypotheses tested and their respective results interpretation.

Table 11: Summary of Research Hypotheses

Null Hypothesis	Hypotheses and p-values	Results Interpretation
School heads' communication qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.	Pearson Correlations ($p < 0.05$)	Rejected
School heads' creativity qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.	Pearson Correlations ($p < 0.05$)	Rejected
School heads' knowledge as a leadership quality do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.	Pearson Correlations ($p < 0.05$)	Rejected
School heads' level of integrity does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.	Pearson Correlations ($p < 0.05$)	Rejected
School heads' innovative qualities do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.	Pearson Correlations ($p < 0.05$)	Rejected
School heads' leadership qualities, when taken together, do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.	Pearson Correlations ($p < 0.05$)	Rejected

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Research question 5:

Which school heads' leadership quality significantly correlates with the schools' resource mobilisation prospects in Senior High Schools in Ghana?

Research question 5 sought to establish whether or not a significant correlation exists between the identified leadership qualities and resource mobilisation possibilities in Senior High Schools in Ghana. These leadership qualities, which formed the predictors, included communication, integrity, knowledge, creativity, and innovation. In order to answer research question 5, a correlational analysis between the dependent (resource mobilisation) and the independent variables was conducted with the overall results of the analysis outlined in Table 12.

Table 12: Correlations between the Dependent and Independent Variables

Leadership Qualities		Resource Mobilisation
Communication	Pearson Correlation	.730**
	Sig. (2-tailed)	.000
	N	557
Creativity	Pearson Correlation	.773**
	Sig. (2-tailed)	.000
	N	557
Knowledge	Pearson Correlation	.773**
	Sig. (2-tailed)	.000
	N	557
Integrity	Pearson Correlation	.811**
	Sig. (2-tailed)	.000
	N	557
Innovation	Pearson Correlation	.826**
	Sig. (2-tailed)	.000
	N	557

**. Correlation is significant at the 0.05 level (2-tailed).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 12 displays the correlation coefficient, p-value, and total number of respondents who filled out the questionnaires. The p-value was expected to be less than 0.05 to be deemed significant since the significance level for each correlation coefficient was set at 0.05. The correlation coefficient was interpreted through the determination of the degree of association between the variables and the statistical significance of the association. The degree of correlation between each pair of variables was determined based on the ranges proposed by Turney (2023) and Akoglu (2018). According to Turney and Akoglu, a correlation coefficient between 0.1 and 0.3 indicates a weak relationship, between 0.4 and 0.6 indicates a moderate relationship, between 0.7 and 0.9 indicates a strong relationship, and a coefficient of 1 indicates a perfect relationship. The sign (- or +) of the correlation coefficient indicates the direction of the link, denoting whether there was a positive or negative correlation between the variables under consideration. If the coefficient (r) is negative, it indicates that the variables have an inverse relationship. Thus, when the values in one variable rise, the values in the other variable decline. Similarly, a positive coefficient (+ r) suggests there is a direct association between the variables being examined.

All five correlations were positively and strongly statistically significant, with coefficients of correlation ranging from 0.730 to 0.820 with p-values less than 0.05. In general, the results of the analysis imply that there is a strong and statistically positive association among the dependent and independent variables for the study. This is further supported by the rejection of all the null hypotheses in favour of the alternative hypotheses at 0.05 significant levels (Table 12). This means that all the identified leadership qualities of Senior

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

High School heads significantly correlate with resource mobilisation prospects in Senior High Schools in Ghana.

Regression Analysis

The sixth research question was analysed using the multiple linear regression statistical tool. This tool was employed in analysing the combined strength of correlation between the leadership qualities and resource mobilisation possibilities in Senior High Schools. To do this, the study tested and followed the principles of assumptions underpinning multiple regression an analyses. These include; sample adequacy, normality of data, multicollinearity, data independence, and autocorrelation, among others. Research typically indicate that data is judged normal if it has a sufficient sample size greater than 100, and that having a suitable sample size limits the necessity for the other assumptions to show data normalcy (Ayintarika, 2021). The normality of the study data was predicted with a large enough sample size ($n > 500$), hence the confidence to offer the findings in tables for discussion**s.** Further, to prevent erroneous interpretation of the data, assumptions about normality, multicollinearity, and autocorrelation, among others, were verified before conducting the regression analysis. The study used a histogram, as depicted in Figure 4, to verify the normalcy assumption.

Normality test

A normality test was carried out to check whether the dataset was normally distributed. The regression model implies that the data was regularly distributed, such that the data was gathered from a normal population. In this study, a histogram and a normal probability plot were applied to examine if the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

data was normally distributed. The histogram from Figure 4 indicated that the data was normally distributed and does not contradict the regression assumption. Again, as indicated in Figure 5, the graph demonstrated that the points spread around the diagonal line and thus follow the direction of the diagonal line, and the points do not travel away from the diagonal line. The results, therefore, showed that the data is normal. This is a sign that the data was regularly distributed, hence fit for the regression model analysis, subject to the other assumptions.

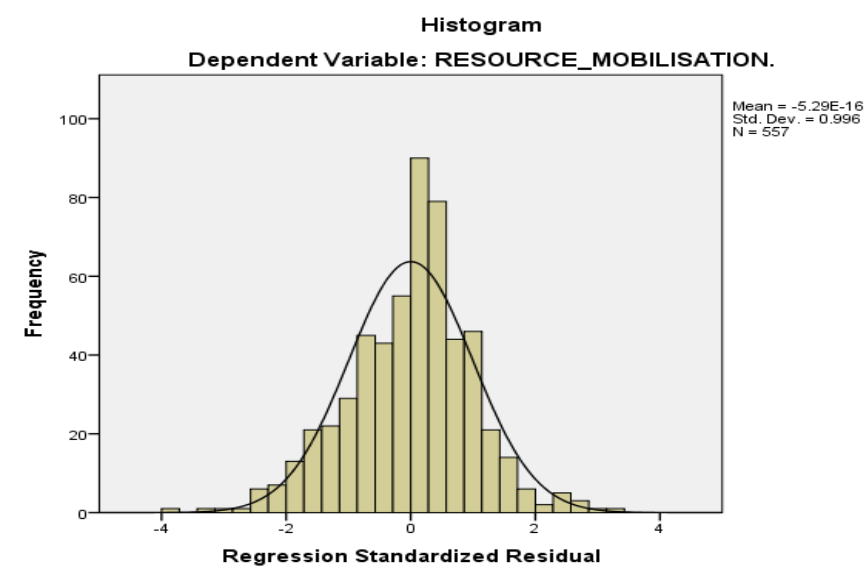


Figure 4: Observed Cum Prob

Source: Field Survey (2023)

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

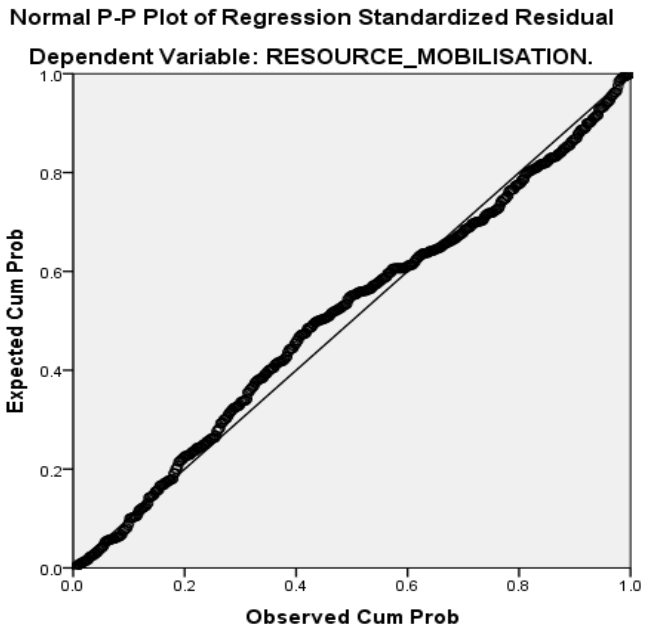


Figure 5: Regression Standardized Residual

Source: Field Survey (2023)

Table 13: Test for Autocorrelation between Study Variables

Model	Durbin-Watson
1	1.825

Durbin-Watson is a test statistic that is used to check and detect whether there is an autocorrelation problem. The Durbin-Watson for all variables as shown in Table 13 is 1.825, which indicates that there was no autocorrelation problem. The Durbin-Watson value should be between 0 and 4, with a value near 2 indicating non-autocorrelation (Gujarat, 2011).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Multicollinearity test

There are a number of techniques that can be used to test for multicollinearity. Among them are the use of correlations among variables, the use of eigenvalues, condition index, tolerance, and variance inflation factor (VIF) values. In this study, the variance inflation factor (VIF) and tolerance values were used to measure the multicollinearity among the variables in the regression model. Multicollinearity Test was conducted to ensure the regression assumption on multicollinearity was not violated, as shown in Tables 14a and 14b.

Table 14a: Multicollinearity Test 1

Variables	Tolerance	VIF
Communication	.275	3.633
Knowledge	.214	4.670
Integrity	.221	4.518
Creativity	.207	4.842
Innovation	.155	6.450

Source: Field Survey, (2023)

The general rule of thumb is that a VIF of less than 10 suggests no collinearity and paves the way for multiple regression analysis. Again, a tolerance value greater than 0.1 is also an indication of no multicollinearity. Thus, the general proposed cut-off points for determining the presence of multicollinearity are at a tolerance value of less than 0.10 or a VIF of above 10 (Raheem et al., 2019; Dhakal, 2018; Dhakal, 2016). Shrestha (2020), Daoud (2017), and Akinwande et al. (2015), however, indicated that VIF values between 5 and 10 suggest a possible correlation that may be problematic. They

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

therefore suggested that the ideal VIF values for regression analysis should fall below 5, with a tolerance value greater than 0.2.

It is worth noticing that an earlier test of collinearity among the independent variables, as indicated in Table 14a, suggested that innovation and creativity were correlated at VIF values of 6.450 and 4.842, respectively. Akinwande et al. (2015) recommended the removal of highly correlated predictors from the model as one of the measures to deal with multicollinearity issues. In this study, innovation and creativity were affected variables; therefore, innovation was removed since it had a VIF value greater than 5, leaving creativity. This reduced the number of independent variables to be included in the model from 5 to 4. Table 14b, therefore, presents the final variables with their respective VIF and tolerance values for the regression analysis.

Table 14b: Multicollinearity Test 2

Variables	Tolerance	VIF
Communication	.278	3.601
Knowledge	.244	4.100
Integrity	.249	4.024
Creativity	.246	4.070

Source: Field Survey, (2023)

Multiple Linear Regression Analysis

Having satisfied the assumptions, multiple linear regression analysis was run to respond to research question 6. The results of the analysis are presented in Tables 15-17 to guide the discussions leading to conclusions.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 15: Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847	.717	.715	2.59045

a. Predictors: (Constant), Communication, Knowledge, Integrity, Creativity.

b. Dependent Variable: Resource Mobilisation

The correlation of heads' leadership qualities on resource mobilisation prospects in Senior High Schools was investigated using multiple regression analysis and the result as depicted in the model summary was presented in Table 15. In determining the strength of a relationship in regression analysis, Cohen cited in Ayintarika, (2021) suggested an interpretation of beta coefficients (B), as R values < 0.29 indicate "very weak"; R scores between 0.30 and 0.49 indicate "weak"; R scores between 0.50 and 0.69 indicate "moderate" and finally, values between 0.70 and 1.0 indicate "strong" effect of one variable on the other.

Giving the analysis, there is a substantial positive connection (R = .847) between the criterion variable (resource mobilisation prospects) and predictor variables (indicators of school heads' leadership qualities). According to the R^2 value, the predictor variables were responsible for 71.7% of the variances in the regression model. The model appears appropriate for explaining the prospects of resource mobilisation in Senior High Schools, based on the high adjusted R^2 value of .715. The R^2 and adjusted R^2 values show that considerable differences in school resource mobilisation prospects can be explained by indicators of the leadership qualities of school heads. The study's findings established that the independent variables (communication, knowledge, integrity, and creativity)

Digitized by Sam Jonah Library

explained 71.7% of the variation in resource mobilisation prospects in the schools, with a coefficient of determination R-Square of .717. This indicates that other factors not included in the study can account for 28.3% of school heads' initiatives and efforts to mobilise resources. The ANOVA findings were displayed at the 95% level of significance in Table 16

Table 16: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9372.641	4	2343.160	349.182	.000
	Residual	3704.160	552	6.710		
	Total	13076.801	556			

a. Dependent Variable: Resource Mobilisation

b. Predictors: (Constant), Communication, Integrity, Innovation, Creativity, Knowledge.

Source: Field survey (2023).

The ANOVA table of the regression analysis indicated goodness of fit of the regression models with a high statistically significance (0.000). That is, the results, $F(4, 552) = 349.182$, $P < 0.05$, showed that the leadership qualities of school heads have a significant relationship with resource mobilisation prospects in Senior High Schools in Ghana. Table 17 also presents the regression coefficient results, which incorporate all the independent variables into the dependent variable.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Research Question 6:

To what extent do school heads leadership qualities explain resource mobilisation prospects in Senior High Schools in Ghana?

Research question six aimed at exploring the extent to which the combined leadership qualities of heads explain resource mobilisation possibilities in Senior High Schools in Ghana. Multiple regression analysis was run to examine the overall strength of the leadership qualities and how they explain resource mobilisation possibilities in Senior High Schools in Ghana. The results indicated that the overall school heads' leadership qualities explain 71.7% variation of Senior High Schools' resource mobilisation prospects, and it was significantly fitting in explaining the schools' resource mobilisation feats, F (5, 551) = 305.769, P< .05, R^2=.717.

Table 17: Regression Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.954	.491		3.978	.000
	Communication	.042	.046	.040	.929	.353
	Knowledge	.209	.045	.214	4.675	.000
	Integrity	.437	.046	.436	9.596	.000
	Creativity	.206	.043	.218	4.766	.000

a. Dependent Variable: Resource Mobilisation

b. Predictors: (Constant), Communication, Knowledge, Integrity, Creativity

Source: Field Survey (2023).

With specific reference to Table 17, the multiple regression model was derived and presented as follows:

$$RSMB = \beta_0 + \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \mathcal{E}$$

Digitized by Sam Jonah Library

Where:

RSMB= Resource Mobilisation

β_0 = Constant term

X1=Creativity

X2 =Integrity

X3 =Knowledge

$\mathcal{E}$ = Error term

β_1 = Coefficients of regression for the independent variables X1 (for 1 = 1,2,3)

RSMB= 1.954 + .206(X_1) +.437 (X_2) +.209(X_3)

It was evident in the results that when all variables are constant, resource mobilisation possibilities would be at 1.954. With the beta value of analysis (β =.206, t = 4.766, p<0.5), the results mean that a percentage improvement in head's creativity quality while holding all other factors constant would lead to a 20.6% increase in resource mobilisation possibilities in Senior High Schools. This was statistically significant at p<0.05. The results imply that creativity as a leadership quality has a statistically significant positive relationship with resource mobilisation prospects in schools.

The results also showed that the beta value of integrity as a leadership quality is (β =.437, t = 9.596, p<0.05). This means a percentage enhancement in heads' integrity quality holding all other factors constant would lead to 43.7% resultant boast in resource mobilisation prospects in schools. This result was statistically significant at P<0.05, indicating that integrity has a statistically significant positive correlation on resource mobilisation efforts.

The results further showed that the beta value of knowledge is (β =.209, t = 4.675, p <0.05). This means a percentage upwards adjustment in the heads'

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

knowledge as a leadership quality, holding all other factors constant, would lead to a 20.9% increase in resource mobilisation possibilities in Senior High Schools in Ghana. This result was statistically significant since P<0.05, meaning that knowledge has a statistically significant positive effect on resource mobilisation chances in Senior High Schools.

It could, however, be observed from Table 17 that though the beta value for communication was positive (.042), it could not be included in the model since the p-value was greater than 0.05 (β =.042, t =.564, p >0.05). This implies that, holding all the variables constant, communication as a leadership quality correlates but does not make a statistically significant difference (p = 0.353) in school heads efforts to mobilise resources for their schools.

From the regression coefficient table, it could be noticed that the beta value under the standardised coefficient indicates the strength of the contribution each predictor makes to the model under consideration. Integrity, with a beta value of.0436 and a corresponding t value of 9.596, indicates the highest contributing independent variable to the model. This is followed by creativity and knowledge, with beta and t values of.218 (4.766) and.214 (4.675), respectively. That indicate that in order of extent; integrity explains most, followed by creativity and knowledge as far as school heads leadership qualities and resource mobilisation prospects in Senior High Schools are concerned.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Additional Findings

Analysis of Demographic Information of Respondents

The background information of the research participants was considered worthy of analysis. It is important to understand the background information of respondents so as to come to terms with their credibility and the basis for their response regarding the topic under study. According to Opoku (2014), the demographic characteristics of study participants are necessary to guide a researcher as to whether respondents have the required level of maturity, objectivity, authority, and independence in providing reliable information for decision-making. The demographic data as indicated in Table 18 covers gender, ages, educational background, current ranks in GES, and the number of years spent by respondents in their current position. Other areas include the location of the school as to whether it is in a rural or urban area and finally the school category based on the Computerised School Placement and Selection System (CSPSS) in Ghana.

Table 18: Demographic Information of Respondents

Items	School Leaders		Top-Level Leaders		Middle-Level Leaders		Low-level leaders	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Gender								
Male	394	70.7	42	67.7	160	63.0	192	79.7
Female	163	29.3	20	32.3	94	37.0	49	20.3
Age (years)								
21-30	18	3.2			6	2.4	12	5.0
31-40	203	36.4			77	30.3	126	52.3
41-50	218	39.1	23	37.1	109	42.9	86	35.7
51-60	118	21.2	39	62.9	62	24.4	17	7.1

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Educational background								
Bachelors	323	58.0	12	19.4	143	56.3	168	69.7
Masters	234	42.0	50	80.6	111	43.7	73	30.3
Current ranks in GES								
Senior Superintendent I	1	0.2					1	0.4
Principal	121	21.7			28	11.0	93	38.6
Superintendent Assistant	165	29.6	1	1.6	84	33.0	80	33.2
Director II Assistant Director I	149	26.8	7	11.3	86	33.9	56	23.2
Deputy Director	120	21.5	53	85.5	56	22.0	11	4.6
Director II	1	0.2	1	1.6				
Number of years in current position								
1-5	355	63.7	42	67.7	154	60.6	159	66.0
6-10	144	25.9	15	24.2	75	29.5	54	22.4
11-15	45	8.1	3	4.8	17	6.7	25	10.4
16 and above	13	2.3	2	3.2	8	3.1	3	1.2
Location of school								
Rural	83	14.9	8	12.9	39	15.4	36	14.9
Peri-urban	29	5.2	5	8.1	12	4.7	12	5.0
Urban	242	43.4	28	45.2	109	42.9	105	43.6
Table 18 continued		36.4	21	33.9	94	37.0	88	36.5
School category								
Category A	180	32.3	20	32.3	79	31.1	81	33.6
Category B	187	33.6	17	27.4	89	35.0	81	33.6
Category C	190	34.1	25	40.3	86	33.9	79	32.8

Top-Level Leaders: Heads, Assistant heads (n = 62)
Middle-Level Leaders: Heads of departments, Senior house tutors, (n = 254)
Low-Level Leaders: Counsellors, Chaplain, Dining hall tutors, Entertainment tutors, House tutors, Form tutors (n = 241).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Gender Distribution of Participants

The distribution of the study participants with respect to their sex indicated that the male participants in the schools, 394 (70.7%) outnumbered their female counterparts with 163 (29.3%). This trend was observed in all the leadership positions in the schools. This goes to support the revelation on gender leadership and managerial disparities in favour of males in society with particular attention to Africa (Ofei, et. al., 2014).

Age Distribution of Participants

The table on the age distribution of the participants points to the fact that the majority of the teachers in leadership positions in the schools fell within the 31–50 years age bracket, 421 (75.5%). This implies that the school leadership positions are evenly distributed among the young and the old. It could, however, be observed that the top leadership position is dominated by those between the ages of 51 and 60, with a downward trend of 62.9 percent, 24.4 percent, and 7.1 percent among the top, middle, and low-level leaders respectively. This further suggests that the top-level positions are for the matured and long-serving personnel.

Educational Background of Participants

Educational background data was gathered from the respondents to understand how educational qualifications operate in Senior High School leadership system in Ghana. The response showed that a greater proportion of teachers in leadership positions 323 (58.0%) hold bachelor's degrees, while quite a sizable proportion have acquired master's degrees 234 (42.0%). It is, however, crucial to note from Table 18 that most of the respondents in Top-level leadership

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

category hold a master's degree (50.6%), compared to those in the middle (43.7%) and low-level leadership groups 73 (30.3%). This, therefore, indicates that those who occupy the highest level of leadership positions have experience through the pursuit of academic courses.

GES Ranks of Participants

The respondents rank in the Ghana Education Service also follows a similar pattern as in the case of their educational background. The Top-level leaders have the highest rank, followed by the Middle and Low-level leaders, 53 (85.5%), 56(22.0%) and 11 (4.6%), respectively. Again, the majority of the school leaders, 435, representing 78%, fall above the rank of Principal Superintendent, ranging from Assistant Director I and II to Deputy Director to Director II. In the Ghana Education Service, the highest rank is Director General. The highest rank among the respondents is Director II, which is only three ranks away from the highest rank in the Ghana Education Service. This shows how the respondents are highly ranked and experienced in school leadership. This is obvious because, in Ghana Education Service, one has to acquire higher academic and professional qualification before he or she is appointed to leadership position such as headship. For instance, a professional teacher is expected to run through the ranks to Deputy Director before qualifying for headship position in a Senior High School in Ghana.

Participants' Number of Years in their Position

In relation to participant experiences with reference to the number of years spent in their current positions, it came up that the majority of the school leaders fell far below the 6 –10 years range. Thus, 355 (63.7%) of the school

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

leaders have spent 1–5 years in their positions. This trend holds for all three levels of leadership positions in the schools. Though the majority of the leaders were found to have spent less than 6 years in their current positions, it is possible they might have rose through the ranks and leadership positions to their current status. For example, before one could become the head of a secondary school, she or he might have occupied at least one of the other junior positions. This still gives them leadership experience. Again, the 1–5 years leadership experience is quite an appreciable period to offer a useful contribution to the discourse.

The demographic data on respondents; covering their ages, educational background, current ranks in GES and number of years spent by respondents in their position can be aligned with the assertions made by Lawton and Páez (2015) and Liden et al. (2015). They are of the opinion that the qualities of the school heads embedded in the level of education and exposure or experiences are imperative issues as they determine, to a greater extent, the level at which they can be effective. Myende (2018) and Naicker et al. (2016) also stressed the importance of experience in the appointment of teachers to leadership positions in Africa. Additionally, Almagtomea et al. (2019) noted that the years of experience of school leaders are necessary to achieve high student achievement. This means that the knowledge and experiences of leaders cannot be isolated when considering leadership qualities that contribute to school management in general and resource mobilisation prospects in particular.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Location and Category of Schools

When it comes to the location of the school, as shown in Table 18, the participants indicated that 79.9% of the schools are located in urban and city areas, while a few of them (20.1%) are found in rural and peri-urban areas. This served as the basis for comparing responses from diverse locations in the country. The distribution of schools by category, however, showed a fair distribution over the three CSPSS school categorizations across the country. That is, the responses indicated that an average of 33% of each of the three categories of schools (32.3% for category A, 33.6% for category B and 34.1% for category C schools) were involved in the study.

Discussion of Findings

This section presents the discussion of the findings with respect to theories and bodies of knowledge from a review of the literature. The discussions were done based on the research questions and hypotheses to inform the conclusions and recommendations.

School leaders' position on the relationship between resource mobilisation and quality education delivery in Senior High Schools in Ghana.

Research question one sought to find out how the school leaders consider resource mobilisation as a critical element in quality education delivery in their schools. The idea of resource mobilisation was considered to encompass its appropriate, adequate and timely acquisition. It also included its effective usage to achieve sets targets. The results relating to this research question showed that Senior High School leaders in general (87.3%) with average mean of 4.20 and standard deviation of 1.03 consider quality education delivery to be

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

highly associated with effective resource mobilisation efforts in the schools. This means that an effective and quality educational delivery with its associated desirable outcomes cannot be achieved when resources are not well mobilised. The results from the schools' leadership confirm the research findings of Muhangi, (2019) and Amos (2018) who believed that adequate resources for teaching and learning, is key to ensure quality educational delivery. They also noted that students learning outcomes in schools are largely dependent on the availability of educational resources. This is because students attain appropriate skills through the use of these resources. In further support of this assertion, Ojwang (2015) posited that the availability of educational resources enables teachers to give their best during teaching and learning and for students to perform better in their examinations.

The study further revealed that quality educational outcomes cannot be fully attained by the mere acquisition of adequate resources but by their effective and judicious use. This further implies that resource mobilisation goes beyond its acquisition and encompasses how it is effectively utilised to maximise desirable results. This finding also supports the observations made by Amos (2018) and Chepkwony (2018), who linked the acquisition, effective utilisation, and appropriate management of educational resources to the fulfilment of the physical and emotional needs of the staff and students towards the realisation of educational objectives and goals. Similarly, Mwendwa (2015) opined that the success or failure of any educational system depends on the quality and quantity of resources that are made available and used appropriately. Moreover, no matter how well a school leadership practice may operate, when there is inadequate and/or inefficient utilisation of the available resources, the

Digitized by Sam Jonah Library

system may fail to accomplish its desired outcomes (Vrontis et al., 2017). This implies that it is incumbent on the leadership of educational institutions, particularly heads of Senior High Schools to ensure adequate and effective use of resources in order to achieve quality educational delivery and outcomes.

Resource Constraints in Senior High Schools in Ghana.

Research question 2 sought to find out the various challenges that hinder the smooth running of Senior High Schools in Ghana. The results indicated that the school leaders in general moderately agree 321(57.6%) with a corresponding average mean of 2.67 and standard deviation of 1.56, that there are some challenges with resource availability in Senior High Schools in Ghana.

The results relating to the general challenges in Senior High Schools as revealed by this study confirm the observation made by Al-Samarrai et al. (2019), who argued that most countries in the third world allocate few resources to secondary education, which also contributes to the challenges that schools face in the provision of quality education.

Additionally, Brion and Cordeiro (2018) noted that even though various governments in Ghana have put a lot of emphasis on the sufficiency of educational resources in public schools, it is still inadequate. Afriyie (2015) also observed that the educational resources that are provided by the government for the execution of educational projects in Ghana are inadequate and irregular. This highlights the widespread resource inadequacies in Senior High Schools across Ghana, underscoring the critical role of school leadership in addressing these challenges through proactive interventions. In conclusion, Mohanty and Chatterjee (2017) reiterated the essence of educational resources and asserted

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

that the availability of resources for Senior High Schools is the factor that enables schools to make good use of them to accomplish goals.

The study results further showed that the most worrying aspect of the schools' resource constraints has to do with matters related to delay in the release of funds, inadequate infrastructure and instructional resources and a lack of leadership capacity building. The revelation is in agreement with Wasiche et al. (2018), who embarked on a study to find out the financial management challenges facing newly appointed head teachers in public secondary schools in Siaya sub-county, Kenya. It was revealed, among other challenges that school debt, inadequate financial resources, and delays in the release of funds were the most pressing. Iddi (2016) and Amos and Koda (2018) linked quality education delivery to access to adequate instructional resources such as textbooks, equipment, furniture, and computers. This makes the findings of the study very worrying when it comes to quality education delivery in Ghana.

The study results further agree with a report by Akaguri (2011), which indicates that most schools in Ghana lack adequate textbooks for teaching and learning. Moreover, the study findings touched on capacity-building programmes for heads. This is in line with the submissions by Afriyie (2015), Donkor and Asante (2016), and the Ministry of Education (2020), who hinted that many school heads face the challenge of having the requisite qualities, lack of resource mobilisation skills, poor capacity, and poor financial management skills to mobilise the right kinds of educational resources to supplement those of the government in their schools. Consequently, the Ghana Education Service has been organising workshops for the training of school heads on school management, which is irregular.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The school leaders, however, signaled that teaching and non-teaching staffing in the schools was not much of a challenge compared to matters related to funds, infrastructure, leadership capacity building, and the adequacy of instructional resources. The findings on the staffing situation contradict the study findings by Adjei (2021) and PIAC (2020). The research findings of Adjei and PIAC indicated that Senior Highs Schools were faced with serious staffing challenges as a result of Free Senior High School policy. The change in staffing situation as discovered by this study can be attributed to the efforts by the government to recruit more staff in response to the challenges caused by the introduction of the double-track system, as indicated by Allotey (2018).

Challenges Senior High School Leaders Encounter in Resource Mobilisation Efforts in Ghana.

Research question 3 sought to investigate the challenges that school heads encounter with other stakeholders in their efforts to mobilise resources for the school. The respondents intimated that the community members do not cooperate with school leadership when it comes to resource mobilisation. They added that stakeholders overly depend on the head to champion resource mobilisation activities, and there is a low level of commitment by stakeholders in the mobilisation of resources for the school. Finally, the school leaders indicated that there is no unified voice when it comes to initiatives to champion resource mobilisation.

Comparing the means to the average means (M = 2.79, SD = 1.47) as indicated in Table 8b, it could be noticed that the school leaders generally found the inability of community members to cooperate with the school to be a moderate challenge in their efforts to mobilise resources. This finding

Digitized by Sam Jonah Library

contradicts research findings by Donkor and Asante (2016) and Harris et al. (2017), who found that in Ghana, there is poor community participation in the development of some schools because of the way the schools depend on the government for their resources. For this reason, some community members believe that it is the sole responsibility of the school head to mobilise all the resources that the school requires. The variance in the findings suggests an improvement in the turn of events as far as community participation in educational development in Senior High Schools in Ghana is concerned.

Closely related to the challenge of community member cooperation is the low level of commitment by stakeholders on matters concerning resource mobilisation. The result indicated that the study participants moderately agreed with the assertion that there is a low level of commitment by stakeholders in resource mobilisation efforts. This affirms the submission by Ishak (2016), who noted that, in principle, stakeholder participation in educational resource mobilisation is voluntary. This defeats the idea proposed by Al-Momani and Ajlouni (2018) and Karen et. al. (2016) that the mobilisation of resources from stakeholders is to promote accountability and increase community legitimacy to exercise control over their own school.

Though the leaders moderately agreed with the fact that internal stakeholders do not maintain school resources at their disposal, their level of agreement was, however, to a lesser extent. The participants agreement to this challenge can be aligned with the claims by Wayua (2015), who opined that the most worrying situations in schools, among others, include poor or sometimes poor maintenance of resources by stakeholders. This has eventually made the running of schools difficult in the whole educational system for school heads.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

This implies that the maintenance of available resources is very critical to the schools' resource mobilisation agenda and failure to adhere to it becomes a major challenge for school authorities.

Another challenge revealed by this study in connection with resource mobilisation in Senior High Schools is that stakeholders overly depend on the head to champion resource mobilisation activities. Thus, stakeholders, including teachers, parents, and the school community, often expect school heads to secure all necessary resources to support effective teaching and learning. This supports the observation of Afriyie (2015), who noticed that the Ghana education system encourages school heads to promote the participation of parents and other stakeholders in the development of their schools; however, the voices of some stakeholders continue to reflect overreliance on the school head for the development of the school. This suggests that heads are overburdened to champion all efforts involving resource mobilisation.

Finally, the school leaders indicated that there is no unified voice when it comes to initiatives to champion resource mobilisation. This also affirms the contribution by Robbins and Timothy (2015) that school stakeholders, as part of school leadership, have a responsibility to mobilise themselves as a collective force to build a strong collective voice that is able to address challenges of resource mobilisation within their context and that failure to experience a unified voice to champion this course is something that can hinder resource mobilisation initiatives.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Educational Stakeholders mostly involved in Resource Mobilisation Efforts in Senior High Schools in Ghana.

Research question 4 sought to find out the views of school leaders about other stakeholders' active involvement in the schools' resource mobilisation efforts. The other stakeholders in this context included the Board of Governors, Parent Associations, Old Students' Associations, the Assemblies (District, Municipal, and Metro), NGOs, and Faith-based organisations. The results indicated that other educational stakeholders such Board of Governors and the Old Students Association, are moderately involved 332 (59.6%) in the schools' resource mobilisation issues. The Board of Governors and Parent Association were found to be highly involved, while the Old Students' Association, District/Municipal/Metro Assembly, Non-Governmental Organisations (NGO) and Faith-Based Organisations were moderately involved in resource mobilisation efforts in Senior High Schools in Ghana. This implies that the stakeholders under consideration are generally operating and supporting schools in Ghana to the best of their abilities.

The results from the analysis on stakeholder involvement in school resource mobilisation efforts are in tune with the contribution by Telem (2003), Davis (2006), and Ouko et al. (2020), who found that involvement and collaboration among educational stakeholders in resource mobilisation initiatives yield the preferred results in supporting students to reach their potential. The result further corroborates the findings of research conducted by Wanjohi (2015), which suggested that the activities and conscious efforts of the Board of Management influence resource mobilisation tendencies and the general academic performance of secondary school students.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The findings also reinforce the concerns raised by Yambo (2022), Adamtey et. al. (2020), Boateng (2022), and Gbonegun and Owen (2016) about the critical roles played by NGOs, Faith-based organisations, Old Students Associations and District Assemblies. According to the authors, these stakeholders in education assist in the renovation and building of school structures, the provision of books and furniture, and offering financial support to schools to augment government efforts to attain quality education for all. In Ghana, like any other setting, these stakeholders have been involved in the establishment of schools, the deployment of teaching and non-teaching personnel and support for capacity-building projects for schools.

The findings, however, contradict the findings of a study by Ouko et al. (2020) to some extent. Ouko et al. observed that there was a substantial positive correlation between stakeholder empowerment and resource mobilisation for an educational programme in science activities, while the findings of this study suggest a weak positive correlation as demonstrated by the moderate level of agreement by the respondents. The point of departure in these findings has to do with the strength of the relationship. The findings by Ouko et al. indicated a stronger relationship than that of this study. In any of the cases, however, there is a positive relationship between stakeholder involvement and resource mobilisation achievements in schools.

School Heads' Leadership Quality that Significantly Correlates with Resource Mobilisation Prospects in Senior High Schools in Ghana.

Research question 5 sought to establish whether or not a significant correlation exists between the identified leadership qualities and resource mobilisation possibilities in Senior High Schools in Ghana. The leadership

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

qualities that formed the predictors include communication, integrity, knowledge, creativity, and innovation. In order to establish the correlation fact, the Pearson Product Moment Correlation technique was used to test the hypothesised relationships between the five key independent variables against the dependent variable in the study. The results showed that all five correlations were positively and strongly statistically significant, with coefficients of correlation ranging between 0.730 and 0.820. Communication ($r = 0.730$, $p < 0.05$), Knowledge ($r = 0.773$, $p < 0.05$), Integrity ($r = 0.7811$, $p < 0.05$), Creativity ($r = 0.773$, $p < 0.05$) and Innovation ($r = 0.826$, $p < 0.05$). In general, the results of the analysis suggest that there is a strong and significantly positive relationship among the dependent and independent variables in the study.

The result of the correlation between communication as a leadership quality and resource mobilisation is in consonance with the findings of Scuotto et al. (2017) and Harris et al. (2017), which suggest that communication is a key leadership quality needed by school heads to connect with major educational stakeholders to contribute towards resource mobilisation for the development of the school. Rusly et al. (2015) added to the contributions and maintained that school leaders who are skilled enough to communicate responsively and frequently with perfectly planned and dedicated communication policies are able to make use of the planned agenda to mobilise resources required by the school. This places much emphasis on the relationship between school heads' communication competencies and the resource mobilisation treasures of schools. This means that school heads with minimal or undesirable communication skills limit the schools' chances of effective and efficient resource mobilisation.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

The study findings, however, contradict the observation by Liden et al. (2015), which placed leadership trust before communication when dealing with resource mobilisation issues. They are of the view that before enough resources can be obtained by the school head, much has to be done in building trust between the head as a leader and the resource mobilisation individuals or parties. A similar view was shared by Yahaya and Ebrahim (2016), who hinted that the application of effective communication skills to share vital information with educational stakeholders can win the trust of stakeholders and help them succeed in their efforts to mobilise needed resources. This suggests that communication that does not build trust among the resource mobilisation actors is not likely to yield the expected results and that communication should be aimed at building trust between the leader and the resource mobalistion partners.

The study findings also showed a strong positive correlation between school heads' leadership knowledge and resource mobilisation, which agrees with Sniazhko (2019). Sniazhko affirmed the essence of the head's leadership knowledge in executing his or her responsibility. Sniazhko indicated that the knowledge of the school head about effective practices in general school administration is necessary to provide guidance for teachers on their daily tasks and for the mobilisation of resources to enhance their commitments and outputs. In a similar revelation in support of this study finding, Vrontis et al. (2017) and Mohanty and Chatterjee (2017) noted that effective leadership knowledge is necessary to actualise the function of vision through internal and external organisational stakeholders for maximum resource mobilisation and improvement. In this respect, it is the leader who applies his or her knowledge

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

based on experiences to create the enabling platform for ideas to be generated and applied within the organisation for higher productivity and progress.

Finally, Robbins and Timothy (2015) contributed to the argument on the cruciality of leadership knowledge in school resource mobilisation. They proposed that school heads require specific knowledge in the areas of technical skills, interpersonal or human skills, and conceptual skills to be able to influence the behaviours of their immediate and remote school environments to achieve resource mobilisation goals. This implies that leadership knowledge is largely a panacea for the effective coordination of school staff and external stakeholders towards resource mobilisation gains in schools.

Again, the study found that integrity as a leadership element has a strong positive relationship with resource mobilisation moves and successes in Senior High Schools in Ghana. The study findings therefore fall in line with the assertion by Aline and Ramkumar (2018), who indicated that the integrity of the school head is a critical asset for success in school resource mobilisation initiatives and ventures. Liden et al. (2015) and Mbunde (2017) described the leader with integrity as the one who is honest, trustworthy, accountable, transparent, committed, and consistent in most of his or her dealings with others. These traits embedded in the school leader's integrity quality serve as the impetus for the school head to gain trust from their fellow teachers, students, parents, and other stakeholders in the planning, implementation, and evaluation of the resource mobilisation exploration.

In a similar observation in support of the study findings on the positive relationship between leadership integrity and resource mobilisation, Alkahtani (2015) noted that leadership integrity renders leaders reliable, thereby

Digitized by Sam Jonah Library

promoting resource mobilisation in an efficient and effective manner with no room for reservations. Leaders with a high sense of integrity encourage resource mobilisation contributors or partners to offer their full support towards the accomplishment of the expressed needs of the school without any uncertainty. An analogy can be made between the relationship between integrity and efforts to mobilise resources and the way investors are attracted by a known and reliable economy. Thus, the relationship between integrity and resource mobilisation efforts is analogous to the way investors tend to flock to stable economies. It could be inferred by this statement that any well-intentioned educational stakeholder would obviously be inclined to support a dependable school head who demonstrates integrity in using, managing, maintaining, or accounting for available resources in an appropriate manner to achieve academic success. In other words, any well-meaning educational stakeholder would apparently support a dependable head who is characterised by integrity in his or her resource mobilisation determinations.

The study findings further indicated that there is a strong positive correlation between heads' creative quality and resource mobilisation gains in Senior High Schools in Ghana. This revelation contradicts the research findings of studies conducted by Cekmeceliolua and Ozbag (2016), which placed more emphasis on capacity building for school heads in resource mobilisation endeavours than the head's creativity quality. Accordingly, they reiterated that a dearth of training related to advocacy skills and leadership development of school heads accounts for the ineffective mobilisation of resources for the schools' smooth operations and progress. In other study findings that contradict this study by Manky (2018), Aline and Ramkumar (2018), Alkarni (2015), and

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Nguyen (2015), it was hinted that critical to the success of the mobilisation of resources with the right kind of strategies, some essential conditions other than the creative leadership quality of the head are worthy of notification. It was evident that conditions such as foresight on resource mobilisation, managing and nurturing existing and new relations, and marketing the school through its successes were necessary circumstances to achieve resource mobilisation goals in schools. This means that no matter how creative the school head may be, if it is not channeled through the establishment and pursuit of these identified conditions, resource mobilisation efforts are likely to face setbacks in the school.

The study outcome, however, supports that of Nwachukwu and Vu (2020) and Nwachukwu and Chladkova (2019). In the view of Nwachukwu and Vu and Nwachukwu and Chladkova, creative school heads strive to harness the talents of all staff and other external stakeholders by eliminating barriers to relationships and urge them to collaborate and exchange ideas for individual and institutional growth. That is to say that creative leaders are ready to learn and engage others in the process of generating, evaluating, and applying new ideas to successfully move schools in new and desirable directions. The ability of the school head to be creative in this manner enables the sharing of common visions and missions for successful resource mobilisation. Northouse (2015) contended that the school head is expected to take advantage of stakeholders' potentials to maximise their effectiveness in executing their activities, including resource mobilisation. This suggests that the creative nature of the school heads propels them to pull all those that matter along in generating new and effective

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

ideas and strategies in their pursuit to acquire, utilise, manage, or give an account of resources in schools.

Finally, based on the study findings, it was clear that a strong positive relationship exists between innovation as a leadership element and resource mobilisation strides in Senior High Schools in the country. Innovative school leaders, according to Pan et al. (2015), focus on the organisational past and present to forestall likely future challenges and proactively formulate a vision for change and create new strategies for solving the present and anticipated future problems that will be helpful to stakeholders and the organisation as a whole. The study finding affirms the separate empirical studies conducted by Kisige et al. (2017), Nakhumicha and Macharia (2017), and Chepkwony (2018) on leadership innovation and effective educational resource mobilisation strategies. The study findings indicated that the school head's innovativeness is a prerequisite for additional resources to be acquired and utilised to achieve school goals.

In furtherance to this study findings, Oc (2018) asserted that innovative leaders develop actionable mechanisms such as strategic planning, project management, and performance assessment in the general management of the organisation as well as the mobilisation of resources. Additionally, the works of Patz and Goetz (2017) and Lawton and Paez (2015) on leadership behaviours showed that leaders who display innovation qualities are able to engage their team members with a common vision to generate creative and new ideas, with regulated processes and techniques for resource mobilisation to solve resource challenges in the school. Moreover, Engelbrecht et al. (2017) contributed to the argument and opined that innovation is vital to the running of a school; however,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

only effective school heads use the process of innovation and the resulting effects in resource mobilisation attempts. This implies that the enhancement of the innovative qualities of school heads in mobilising resources for the school will not only yield the intended results but also inculcate in the followers the skills and strategies for resource mobilisation, thereby ensuring its sustainability.

The Extent to which School Heads Leadership Qualities Explain Resource Mobilisation Prospects in Senior High School in Ghana.

The primary objective of this research was to ascertain how school heads' leadership attributes relate to resource mobilisation prospects in Ghanaian Senior High Schools. Creativity, integrity, communication, and knowledge as leadership attributes for resource mobilisation were the variables of interest. The underlying assumptions were shown to be suitable for regression analysis by the pre-estimation tests on the multicollinearity, autocorrelation, and normality tests. The results showed that the multiple regression correlation coefficient was 0.848. The coefficient verifies a high positive association between the possibilities of resource mobilisation (the criterion variable) and predictor factors that measure the leadership characteristics of school heads. According to the R^2 value, the predictor variables were responsible for 71.7% of the variances in the regression model. The model appears to be appropriate for explaining Senior High Schools' resource mobilisation prospects based on the high adjusted R^2 value of 0.715. The R^2 and adjusted R^2 values showed that considerable differences in school resource mobilisation strides were explained by indicators of the leadership traits of school heads. By inference, when leaders' leadership attributes are improved, Senior High Schools' resource

Digitized by Sam Jonah Library

mobilisation gains can also improve accordingly. Consequently, this study demonstrates that the school leadership attributes of innovation (20.6%), knowledge (20.9%), and integrity (43.7%) are linked to elements that have a significant possibility on the success of school resource mobilisation. It was therefore revealed that integrity, with a beta value of.0436 and a corresponding t value of 9.596, was the highest contributing independent variable to the model. This is followed by creativity and knowledge, with beta and t values of 0.218 (4.766) and.214 (4.675), respectively.

The results support the observation made by Arar et al. (2016), who linked leadership qualities to resource mobilisation skills and school success. According to Arar et al., without the necessary leadership capabilities and resource mobilisation skills, most school heads might not be able to deliver. The importance of school heads' leadership qualities on resource mobilisation, as highlighted by this study, adds to the assertion by Afriyie (2015). In the view of Afriyie, school heads lack the requisite training in various aspects of mobilisation and handling of school resources and this is a major setback for many schools in Ghana. This implies that the school heads' leadership qualities require critical attention in situations where resource acquisition and its effective management towards set educational targets are paramount. Thus, school heads with adequate leadership characteristics such as integrity, creativity, knowledge, and communication can be relied upon to manage schools with resource mobilisation challenges.

In a similar investigation conducted by Addo (2019), it was found that real school resource mobilisation initiatives become successful as a result of good leadership qualities. Additionally, Gyansah (2000) intimated that the

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

leadership quality of school heads accounts for the difference in the accomplished or fiasco resource mobilisation agenda for any school. These observations align with the findings of this study, which showed that school heads' leadership qualities contribute significantly to resource mobilisation efforts in schools.

To a greater extent, this research finding complements the resource mobilisation theory that underlies the study. Though the theory looks at the combined efforts of leadership, environmental and social factors in the resource mobilisation expedition, it projects organisational leadership as a rational actor above all factors. According to Hassan (2018), Ojwang (2015), and McCarthy and Zald (1987), resource mobilisation theory is anchored around contextual processes, including decisions that are tailed on resource management, organisational dynamics, and organisational leadership. The theory considers organisational leaders as rational actors who create strategies and interact with their environment to pursue and accomplish their interests. Consequently, organisational leadership is placed at the centre of resource mobilisation efforts, as revealed by this study.

The study findings, however, contradict the observation made by Mwendwa (2015), who noted that resource mobilisation possibilities in schools are anchored around other equally important factors other than school heads' leadership qualities. These other factors identified by Mwendwa are: school-based factors, parent-based factors, and sponsors. Again, Muhangi (2019) indicated that resource mobilisation efforts in schools can be equally influenced by the contextual characteristics and culture of a particular school locality, the school systems, and the political environment. Similarly, Mbunde (2017)

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

indicated that resource mobilisation is a joint effort and not the work of an individual or the school head alone. This implies that the school head, with his or her leadership qualities, can mobilise resources; however, major differences can be realised if the leader relies on his or her leadership skills to harmonise other factors to the advantage of the resource mobilisation steps. Here, the combined leadership qualities of the school head are essential to orchestrating the efforts, ideas, and expertise of all other stakeholders towards the actualisation of the resource mobilisation objectives for school improvement and success.

Chapter Summary

The chapter presented and discussed the results of the study. The chapter highlighted the analysis of data on the main focus of the study, which entails heads leadership qualities and how they relate with resource mobilisation prospects in Senior High Schools. The descriptive approach was employed to analyse the views of school leaders on resource mobilisation and quality educational delivery, resource challenges in Senior High Schools, resource mobilisation challenges that Senior High School heads are confronted with, and stakeholder involvement in the management of Senior High Schools. Inferential analysis techniques, including Pearson Moment Correlation and Multiple Regression, were further adopted to deal with the main research questions and hypotheses, which hinge on the relationship between school heads' leadership qualities and resource mobilisation gains in schools.

In the final analysis, it was revealed that Senior High School leaders attested to the fact that effective resource mobilisation affects quality education delivery and outcomes. It was, however, indicated that a number of resource

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

challenges confront the smooth running of the schools, coupled with resource mobilisation efforts and its related challenges from stakeholders. Another area analysed in this chapter was stakeholder involvement in school administration towards resource mobilisation efforts. It was evident that stakeholders in education, such as NGOs and Faith based organisations, were not actively involved in supporting of the schools' programmes as compared to the Board of Governors and Parent Associations. It came to light that school heads can save the resource mobilisation challenges when efforts are made to improve their leadership qualities in areas such as integrity, creativity, knowledge, innovation, and communication. This is because the study revealed that the resource mobilisation prospects of Senior High Schools in Ghana can be explained to a greater extent by school heads' leadership qualities. Following the analysis and the discussions, summary of the findings, conclusions, and recommendations were made and are presented in the next chapter.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter covers the summary, conclusions, study recommendations, and suggestions for further research. It encapsulates the study methodology, key findings, and critical conclusions leading to theoretical and practical recommendations. The primary objective of the research was to assess the leadership attributes of school heads and their ability to mobilise resources within the context of Ghanaian Senior High Schools. The chapter is organised into three main sections: the first section provides a summary of the study procedure, the second section presents summary of key findings, the main conclusions drawn from the findings are presented in section three, the fourth and the final section offers recommendations for enhancing leadership skills to facilitate successful resource mobilisation in schools.

Summary of Study Procedure

This research project was underpinned by the post-positivism paradigm and the quantitative research method. In this vein, the descriptive correlational research design was employed to explore the leadership elements that are required by school heads to be able to mobilise resources to achieve academic and general educational goals in Senior High Schools in Ghana. Having gathered enough evidence from literature that appropriate use of leadership qualities for the mobilisation of educational resources to achieve educational goals is expedient in school administration, the study topic became necessary

Digitized by Sam Jonah Library

since it was found that most school heads were not able to mobilise resources in Senior High Schools (Kamanzi & Neema-Abooki, 2018; Afriyie, 2015).

Research Questions

The following research questions were raised to guide the study:

1. What are the school leaders' (Top, Middle and Low-level leaders) positions on the relationship between resource mobilisation and quality education delivery in Senior High Schools in Ghana?
2. What are the resource constraints in Senior High Schools in Ghana?
3. What challenges do Senior High School leaders encounter in resource mobilisation efforts in Ghana?
4. Which educational stakeholder is most involved in resource mobilisation efforts in Senior High Schools in Ghana?
5. Which school heads' leadership quality significantly correlates with resource mobilisation prospects in Senior High Schools in Ghana?
6. To what extent do school heads leadership qualities explain resource mobilisation prospects in Senior High Schools in Ghana?

Research Hypotheses

1. School heads' level of communication does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.
2. School heads' creativity does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.
3. School heads' knowledge does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

4. School heads' integrity does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.
5. School heads' innovativeness does not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.
6. School heads' leadership qualities, when taken together, do not correlate significantly with resource mobilisation prospects in Senior High Schools in Ghana.

A self-developed questionnaire was used to collect data from teachers in leadership positions in Senior High Schools across the country. The country was stratified into three major zones, and 21 schools were randomly selected from the zones based on CSPSS school categorization. Specifically, 630 teachers who are in leadership positions were randomly sampled for the study. Out of the sampled participants, 557, comprising 394 males and 163 females, finally responded to the questionnaire for analysis.

Research question one sought to investigate the position of participants on the relationship between educational resources and quality education delivery. The second research question looked at the resource challenges in Senior High Schools in Ghana. The third research question also delved into the challenges being faced by school leadership in their efforts to mobilise resources for the school. The level at which school stakeholders such as the Board of Governors, NGOs, and Old Students Associations involve themselves in mobilising resources for schools was covered in research question four. It is therefore important to state that the first four research questions were descriptive in nature, hence the use of descriptive statistics in their analysis. The descriptive statistical tools used included percentages, means, and standard deviations.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Inferential statistical tools were employed to analyse research questions five and six. Research question five intended to establish whether or not there was a significant correlation between the leadership qualities (independent variables) and resource mobilisation (dependent variable). In all, five identified leadership qualities were explored in connection with resource mobilisation endeavours in the Senior High Schools. The leadership elements included communication, knowledge, integrity, creativity, and innovation. Research question five was therefore analysed with the Pearson Moment Correlation technique to find the relationship between the dependent and each of the independent variables. Thus, Pearson Moment correlation was used to test all the six hypotheses. Again, regression analysis was adopted to address research question six, which aimed at ascertaining the extent to which the independent variables explain resource mobilisation prospects in Senior High Schools in Ghana.

The study acknowledged the inherent limitation of its correlational design, which precludes causal inferences. Nonetheless, the findings and resultant conclusions as presented in this section provided a substantive foundation for evidence-based recommendations pertaining to both practical applications and policy formulation. These recommendations were derived through systematic analysis of the observed relationships, emphasising their implications within the constraints of the methodological framework.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Summary of Key Findings

The final analyses revealed the following major findings:

1. The study findings showed that Senior High School leaders embraced the fact that well-mobilised educational resources are prerequisites for quality educational delivery and success.
2. The study further found that there are a number of educational resource challenges in Senior High Schools in Ghana. These challenges range from delays in the release of funds to inadequate infrastructure, inadequate teaching and learning resources, and inadequate capacity-building programmes for school leaders. Staffing was, however, found to be less of a challenge in the schools compared to the other identified challenges.
3. Again, the school heads face challenges in their efforts to mobilise resources for the school. These challenges include stakeholders overly dependent on the head to champion resource mobilisation activities, a low level of commitment by stakeholders in the mobilisation of resources for the school and the absence of a unified voice when it comes to initiatives to champion resource mobilisation. The school leaders generally found the inability of community members to cooperate with the school as a major challenge in their efforts to mobilise resources.
4. It was also shown that the level of other school stakeholders' involvement in the mobilisation of resources for the schools was below expectation. The stakeholders considered in the study include the Board of Governors, the Old Students Association, Faith-based organisations,

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

NGOs, the Parents Association, and District/Municipal/Metropolitan Assemblies.

5. The study findings established a strong and positive correlation between communication, creativity, knowledge, integrity, and innovation as heads' leadership qualities and resource mobilisation possibilities in the schools.
6. Finally, it was evident in the research findings that the combined force of leadership qualities explains, to a greater extent, resource mobilisation prospects in Senior High Schools in Ghana. It was, however, found that when all other leadership qualities are held together, integrity is the most contributing factor in resource mobilisation prospects, followed by creativity and knowledge of the school heads.

Conclusions

The research underscores that achieving quality education in Ghana's Senior High Schools hinges on both the timely provision of sufficient resources and their strategic, purposeful application. While resource availability is foundational, its impact is contingent on effective utilisation, emphasising the need for comprehensive mobilisation strategies to drive educational outcomes.

Key challenges obstructing progress in Ghanaian Senior High Schools include; insufficient instructional materials, infrastructural deficits, and delayed funding. These gaps disrupt school operations and hinder academic success. Compounding these issues is the lack of cohesive stakeholder collaboration, with school leaders enjoying limited cooperation from communities, over-reliance on heads to spearhead mobilisation efforts, and inconsistent commitment from groups like Parent Associations. Furthermore, school heads

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

often lack adequate training in resource management skills, weakening their capacity to address these challenges.

The study highlights that leadership qualities such as integrity, communication, innovation, and creativity are pivotal in securing and managing resources effectively. A correlation exists between strong leadership and successful mobilisation efforts, suggesting that deficits in these traits may undermine schools' resource strategies.

While stakeholders like alumni networks and parent groups show moderate school support, the research argues that enhanced, unified involvement from all parties could significantly strengthen resource mobilisation and institutional outcomes. Ultimately, systemic improvements in leadership development, stakeholder collaboration, and resource optimisation are critical to advancing educational quality in these schools.

Finally, the study concludes that the leadership attributes of Senior High School heads, individually and collectively significantly explains resource mobilisation efficacy. Key qualities such as integrity, communication, innovation, knowledge, and creativity are integral to optimising resource acquisition, utilisation, management, maintenance, and accountability. Notably, integrity emerged as the most prioritised trait in such endeavours, reflecting its critical role in fostering stakeholder trust and institutional credibility. Consequently, the research asserts that enhancing school heads' leadership capacities, particularly in cultivating these competencies, is indispensable to addressing resource gaps and sustaining educational outcomes in Ghana's Senior High Schools.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Recommendations

The conclusions in this study were derived from the findings. Subsequently, recommendations for practice and policy were formulated based on these key findings and their associated conclusions.

Recommendations for Practice

Firstly, the study concludes that quality educational delivery and achievements in Senior High Schools in Ghana do not only depend on the appropriate, timely, and adequate availability of resources but also on how effectively they are utilised for their purposes. It is therefore recommended that the government, through the Ministry of Education should provide adequate and appropriate educational resources on timely bases to the schools so as to guarantee an improved educational outputs and outcomes in Senior High Schools in Ghana. Thus, while the rightful availability of the educational resources is being ensured by the government and all other educational stakeholders, the school leadership, with particular reference to heads of Senior High Schools should ensure that the resources are effectively used through proper management, maintenance, and accountability. In this way, the limited resources will be fully maximised while advocating for more.

Again, it was further concluded that Senior High Schools in Ghana are confronted with specific educational resource challenges involving teaching and non-teaching personnel, inadequate instructional resources, delays in the release of funds, and inadequate infrastructure. The existence of these identified resource challenges imply that the academic progress in Senior High Schools in Ghana is compromised to some extent. Thus, a positive relationship has been established between educational resources and quality education and a deficit in

Digitized by Sam Jonah Library

resource supply implies an equal negative effect on educational achievements in Senior High Schools in Ghana. Given this context, it is recommended that the government and other parties who matter in education step up their efforts to ensure the sufficient and timely provision of resources. Resources such as teaching and non-teaching personnel, instructional resources, funds, and infrastructure will ensure the smooth running and advancement of the schools.

It was further concluded that school heads do not get the full support of other educational stakeholders in their efforts to mobilise resources for the school. Thus, the stakeholders overly rely on the school heads to mobilise resources for the school. This could be attributed to the government's free Senior High School policy, which seeks to provide free secondary education to the citizenry. It is recommended that the Ministry of Education in collaboration with Ghana Education Service should intensify its educational stakeholder engagements where all those who matter will be reoriented on their critical roles in educational delivery through resource mobilisation initiatives and efforts. It is further recommended that school heads engage the identified stakeholders regarding the specific resource mobilisation needs of the school. In this regard, the stakeholders will be strategically brought on board to take an active part in effective resource mobilisation efforts towards the schools' goals.

Additionally, the study revealed and established that school heads' leadership qualities strongly explain the extent to which resources can be mobilised to achieve desired schools' goals. Thus, school heads' leadership qualities such as integrity, communication, innovation, knowledge, and creativity count significantly to the general administration and management of Senior High Schools in Ghana, particularly in the area of resource mobilisation.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

By implication, it is recommended that the appointment and placement of Senior High School heads by Ghana Education Service, among other factors, should be based on the ability of the individual to possess and apply the identified leadership qualities.

To advance institutional effectiveness and resource optimisation within educational settings, it is imperative that the Ghana Education Service prioritises the design and implementation of systematic professional development initiatives. Specifically, targeted capacity-building programmes should be periodically implemented to cover leadership competencies and strategic resource mobilisation skills among both novice and serving school administrators. Such programmes ought to integrate evidence-based pedagogical frameworks, emphasising adaptive leadership strategies, stakeholder engagement, and innovative approaches to resource acquisition, utilisation, management, maintenance and accountability. Sustained investment in these developmental interventions would not only enhance operational efficacy at the school level but also align with broader national objectives to strengthen educational equity and institutional resilience.

Finally, I recommend that the Ghana Education Service (GES) should strategically assign school heads with demonstrated high levels of integrity to institutions identified as under-resourced. This targeted deployment is based on the research findings, which suggest that leaders with strong ethical standards are more likely to facilitate effective resource mobilisation, thereby enhancing the overall capacity and development of these schools.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Recommendation for Policy

As one of the objectives, the study sought to investigate the involvement of other school stakeholders like the Board of Governors, Parent Association, Old Student's Association, Faith-Based Organisations, NGOs, and Districts/ Municipal/Metro Assemblies in mobilising resources for the schools. The study concluded that though stakeholders in general are moderately involved in resource mobilisation in the schools, the Board of Governors as a body is extensively involved than others. This could be attributed to the fact that the Board is a constitutionally instituted body designated to support secondary schools and their operations in the schools are much more structured than others.

Building on this foundation, the government should establish legislatively-backed policies to mandate and regulate how all educational stakeholders interact with schools. Such measures would standardise their contributions rather than relying on individual discretion, ensuring consistency and accountability. Additionally, the government should formally notify stakeholders of their declining engagement and urge renewed commitment to supporting educational institutions with particular focus on Senior High Schools in Ghana. This is crucial because research has shown that these stakeholders have been the backbone of governments in supporting social service delivery, such as education, over the years in many African countries that are faced with budgetary constraints (Yambo, 2022; Adamtey et. al., 2020; Boateng, 2022; Gbonegun & Owen, 2016).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Suggestions for Further Research

Based on the key findings and conclusions arising from the study, the following areas are proposed for further research:

1. The study adopted a pure quantitative approach, which could not elicit other views regarding the topic under investigation. It is therefore suggested that a mixed-methods approach be used in future to study this topic for diverse views to enrich knowledge on leadership qualities and resource mobilisation efforts for educational improvement.
2. The study concentrated on only public second-cycle schools leaving the private sector. I therefore suggest that further studies be conducted involving and comparing the views of both public and private Senior High Schools in Ghana.
3. It was observed through review of related literature that there is a relationship among leadership qualities, resource mobilisation, and quality educational delivery. The study, however, concentrated on the first two variables, leaving the third variable (quality education delivery). I suggest that further study be carried out to cover all three with one of them serving as the mediating or moderating variable.
4. Further studies should be conducted on other factors that affect resource mobilisation prospects in Senior High Schools in Ghana other than the leadership qualities of school heads.
5. An investigation should be carried out on the strategies to get all educational stakeholders actively involved in supporting resource mobilisation efforts and quality educational delivery in general

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

REFERENCES

Abdu, W. J. (2013). Community articulation in the development of non-formal education programmes in community learning centers. *International Journal of Education and Management Studies, 3*(1), 1-8.

Adamtey, R., Mensah, J.V., & Kovor, F. (2020). The role of Faith-Based Organisations in filling the resource gaps of Local Governments in Ghana: The case of Keta Municipal Assembly. *International Journal of Asian Social Science, 10*(9), 548-559.

Addo, P. K. (2019). Review of Ghana's educational policies and its implication for educational leadership in developing countries. *Policy Review*, Volume 2.

Adeleye, J. O. (2017). Pragmatism and its implications on teaching and learning in Nigerian schools. *Research Highlights in Education and Science* (pp. 2-6).

Adjei, E. A. (2021). *Exploring the challenges of double-track schools and their coping strategies by school management in selected Senior High Schools in the Eastern Region of Ghana.* [Unpublish M.Phil. thesis, University of Cape Coast].

Afriyie, A. O. (2015). Financial sustainability factors of higher education institutions: A predictive model. *International Journal of Education Learning and Development, 2*(3), 17-38.

Aguinis, H. (2019). *Performance management* (4th ed.). Chicago, IL: Chicago Business Press.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Ahmet, A. V. C. I. (2016). Effect of leadership styles of school principals on organisational citizenship behaviours. *Educational Research and Reviews*, *11*(11), 1008-1024.

Akaguri, L. (2011). *Quality low- fee private schools for the rural poor: Perceptions or reality? Evidence from Southern Ghana*. Consortium for Research on Educational Access, Transition and Equity.

Akinwande, M.O., Dikko, H.G., & Samson, A. (2015). Variance Inflation Factor: As a Condition for the Inclusion of Suppressor Variable(s) in Regression Analysis. *Open Journal of Statistics, 5*, 754-767. http://dx.doi.org/10.4236/ojs.2015.57075.

Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish Journal of Emergency Medicine 18*(1), 91–93. https://doi.org/10.1016/j.tjem. 2018.08.001.

Alagbela, A. A. (2015). The role of non-governmental organisational (NGOs) in expanding access to and participation in basic education in the bongo district. *MIER Journal of Educational Studies, Trends & Practices, 5* (2), 137 – 150.

Aline, I., & Ramkumar, S. (2018). Leaders are not born, they are made. *International Journal of Applied Research, 4*(5), 94-96.

Alkahtani, A. (2015) Organisational citizenship behaviour (OCB) and rewards, *International Business Research, 8*(4).

Alkarni, A. (2015). Problems which may challenge the ability of secondary school head teachers in the city of Tabuk to lead their schools professionally. *ARECLS, 11*, 55-74.

Alkire, S. (2009). *Religion and development.* Cambridge: Harvard University.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Allen, N., Grigsby, B. & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *NCPEA International Journal of Educational Leadership Preparation*, *10*(2).

Allotey, G. A. (2018, 28 August). Recruitment of teachers for double track begins *Citi Newsroom.* https://citinewsroom.com

Almagtomea, A., Shakerb, A., Al-Fatlawic, Q., & Bekheetd, H. (2019). The integration between financial sustainability and accountability in higher education institutions: an exploratory case study. *Integration*, *8*(2), 202-221.

Almalki, S. (2016). Integrating quantitative and qualitative data in mixed methods research-challenges and benefits. *Journal of Education and Learning*, *5*(3).

Al-Momani, M., & Ajlouni, M. H. (2018). The practice degree of democratic behaviors of male and female principals at the public basic schools in their task performance in Bani Obeid District, from the standpoints of their teachers. *Review of European Studies*, *10*(3), 12-27.

Al-Osaimi, K. (2020). The reality of community partnership and their fields in Taif University from the point of view of the faculty members. *The Educational Journal*, *69*(1), 438-493.

Al-Samarrai, S., Cerdan-Infantes, P., & Lehe, J. (2019). *Mobilizing resources for education and improving spending effectiveness - Establishing realistic benchmarks based on past trends*. Policy research working paper, World Bank group.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Alvaro, C., & Maria, G. (2017). *Does school leadership affect student academic achievement?* Fundació Jaume Bofill, Ivàlua.

Amedome, S. N. (2018). The influence of leadership on school climate: A case of senior high schools in Hohoe Municipality of Ghana. *Academy of Educational Leadership Journal*. *2*(3), 17-38.

Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC Medical Research Methodology, 19*(26), 1-9.

Amina, J. A. (2015). An evaluation of head teachers' performance in supervision and involvement of staff in decision-making in the school instruction. *International Journal of Research in Humanities and Social Studies*, *2* (1*)*, 129-142.

Amos, O. (2018). Contribution of school-based income-generating activities in quality education provision in secondary schools managed by the Catholic Diocese of Moshi, Tanzania. *British Journal of Education*, *6*(4), 49–69.

Amos, O., & Koda, G. M. (2018). Contribution of school-based income generating activities in quality education provision in secondary schools managed by the Catholic Diocese of Moshi, Tanzania. *British Journal of Education*, *6*, 49-69.

Anderson, L. (2018). Leadership during crisis. *Leader to Leader*, *90* (1), 49-54.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Appoline, A. T. (2015). *Motivational strategies used by principals in the management of schools: The case of some selected secondary schools in the Fako division of the Southwest region of Cameroon.* [Master's Thesis in Education, Department of Education, University of Jyvaskyla].

Arar, A., Dag, K.N., & Manderscheid, S. (2016). Leadership development: Current and emerging models and practices. *Advances in Developing Human Resources*, *18*(3), 275- 285.

Arar, K., Haj, I., Abramovitz, R., & Oplatka, I. (2016) Ethical leadership in education and its relation to ethical decision-making: The case of Arab school leaders in Israel. *Journal of Educational Administration*, *54*(6). 647-660.

Argyris, C., & Schön, D. A. (1978). *Organisational learning: A theory of action perspective*. MA: Addison-Wesley.

Arong, F. E., & Ogbadu, M.A. (2010). Major causes of declining quality of education in Nigeria from administrative perspective. A case study of Dekina local government area. *Canadian Social Science*, *6*(3), 183-198.

Avissar, I., Alkaher, I., & Gan, D. (2017). The role of distributed leadership in mainstreaming environmental sustainability into campus life in an Israeli teaching college: A case study. *International Journal of Sustainability in Higher Education*. *10*(3), 12-27.

Awuor, J. O. (2015). *Finance resource mobilisation strategies and internal efficiency of public secondary schools in Rachuonyo South sub-city, Homabay County, Kenya*. [PhD Thesis in Economics of Education, University of Nairobi].

Digitized by Sam Jonah Library

Awuor, J. O., Wanjala, G., & Muriithi, M. (2016). Financial resource mobilisation strategies and internal efficiency of public secondary schools in Rachuonyo South sub-county, Homabay county. *Kenya Journal of Educational Planning, Economics & Management*, *10*(1), 1 – 21.

Ayintarika, L. (2021). *Internal control practices and financial performance of private health institutions within the Tamale metropolis, Ghana.* [Unpublished Doctoral thesis, Department of Accounting, University of Cape Coast].

Ayoti, C., Koteng, G., & Odhiambo, R. (2016). Financial determinants of educational resources management for enhancing students' performance in secondary school in Vihiga county, Kenya. *Journal of applied Management Science*, *2*(8), 35-56.

Bakundana, M. (2017). *The role of the board of governors on performance of secondary schools*. https://chimpreports.com/

Banka, S. N., & Bua, F. T. (2015). Impact of old students' associations on the management of secondary schools in zone B Senatorial District of Benue State. *International Journal of Innovative Education Research, 3* (1), 35-45.

Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016). A meta-analytic review of authentic and transformational leadership: A test for redundancy. *The leadership quarterly*, *27*(4), 634-652.

Barnes, G. J. (2021). Researcher positionality: The liquid inbetweener. *PRACTICE*. https://doi.org/10.1080/25783858.2021.1968280

Digitized by Sam Jonah Library

Bass, B. M., & Bass, R. (2008). *The bass handbook of leadership: Theory, research, and managerial applications* (4th ed.). New York: Free Press.

Basson, P., & Mestry, R. (2019). Collaboration between school management team and school governing boards in effective management of public secondary school finances in South Africa. *Journal of Education, 39* (2).

Baum, D. R., & Riley, I. (2018). The relative effectiveness of private and public schools: Evidence from Kenya. *An International Journal of Research, Policy and Practice*. *4*(2), 100-111.

Bawa-Dauda, Z. (2011). *An assessment of Ghana's policy on quality education in the public senior high schools: A case study of Ahafo Ano North and South Districts*. [Master's Thesis Kwame Nkrumah University of Science and Technology, College of Architecture and Planning, Kumasi].

Bayram, A. B., & Graham, E. R. (2016). *Financing the United Nations: Explaining variation in how donors provide funding to the UN*. The Review of International Organisations. UN New York.

Begna, T. N. (2017). Public schools and private schools in Ethiopia: Partners in national development? *International Journal of Humanities Social Sciences and Education, 4*(2), 100-111.

Benoliel, P., Shaked, H., Nadav, N., & Schechter, C. (2019). School principals' systems thinking: Antecedents and consequences. *Journal of Educational Administration, 57*(2), 167- 184.

Berhanu, T. (2018). *Practice and challenges of financial resource management in Haddiya zone public secondary schools*. [Doctoral dissertation, Addis Ababa University, Nigeira].

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Bernardo, A. B. I., Ganotice, F.A., & King, R. B. (2014). Motivation gap and achievement gap between public and private high schools in the Philippines. *The Asia-Pacific Education Researcher*, *24*(4).

Bett, C. J. (2016). *Influence of social capital on community-based health care programmes in rural Papua New Guinea: An ethnographic study*. [Thesis presented to University of New Mexico].

Bhandari, P. (2022). *Ethical considerations in research, types & examples.* https://www.scribbr.com/methodology/research-ethics/

Bhengu, T. T., & Myende, P. E. (2015). Traversing metaphoric boundaries between schools and their communities: An ethnographic study of a rural school. *Journal of Social Sciences*, *43*(3), 227- 236.

Bhengu, T. T., & Svosve, E. (2018). Transforming education through school-community partnerships: Lessons from four rural early childhood development schools in Zimbabwe. *Africa Education Review*, *1*(1), 1-20.

Bilal, A. R. (2016). What is organisation knowledge management strategy for successful change implementation? *Journal of Organisational Change Management*, *29*(7), 1097-1117.

Bloomfield, D., & Nguyen, H. T. M. (2015). Creating and sustaining professional learning partnerships: Activity theory as an analytic tool. *Australian Journal of Teacher Education*, *40*(11), 2.

Boateng, B. (2022), District assemblies and provision of social services in Ghana. Interrogating educational and health care infrastructure and services in Bekwai Municipality. *African Journal of Social Sciences and*

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Humanities Research, 5(2), 1-20. https://doi.org/10.52589/ AJSSHR-QX2Y7ROR.

Boucaud, A. A. (2017). *A correlational study examining the relationship between restorative practices and school climate in selected elementary schools in a large Mid-Atlantic urban school district*. [Unpublished dissertation, Concordia University, St. Paul]. https://commons.cu-portland.edu/edudissertations/75

Bret, A. S. (2015). *The impact of a common approach to instruction within a Nebraska rural school district.* [Doctoral dissertation. University of Nebraska, Lincoln].

Brion, C., & Cordeiro, P. A. (2018). *Learning transfer: The missing link to learning among school leaders in Burkina Faso and Ghana*. In Frontiers in Education (Vol. 2, p. 69).

Brown, N. (2024). Reflexivity and positionality in social sciences research. *Social Research Association*. https://the sra.org.uk/SRA/SRA/Blog/ ReflexivityandPositionalityinSocialSciencesResearch.aspx.

Bruce, H. G. (2017). Integrity or compliance-based ethics: Which is better for today's business? *Open Journal of Business and Management*; *5*(1).

Bruce, J., McKee, K., Morgan-Fleming, J., & Warner, W. (2019). Transformative leadership in action. *International Journal of Teaching and Learning in Higher Education*, *31*(3).

Bukamal, H. (2022). Deconstructing insider–outsider researcher positionality. *British Journal of Special Education*. https://doi.org/10.1111/1467-8578.12426

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Bürkner, P., & Vuorre, M. (2019). Ordinal regression models in psychology: A tutorial. *Association for Psychological Science*, *2*(1), 77–101. http://journals.sagepub.com/doi/ suppl/10.1177/2515245918823199.

Bush, T., & Glover, D. (2016). School leadership in West Africa: Findings from a systematic literature review. *Africa Education Review*, *13*(3-4), 80-103.

Byabato, S., & Kisamo, K. (2014). Implementation of school based continuous assessment in Tanzania ordinary secondary schools and its implications on the quality of education. *Developing Country Studies*, *4*(6).

Caldwell, C., & Anderson, V. (2017). The resource-based-view of competitive advantage. *The Journal of Values-Based Leadership, 14*(1), 8.

Cascio, W. F., & Aguinis, H. (2019). *Applied psychology in talent management* (8th ed.). Thousand Oaks, CA: Sage.

Casteel, A., & Bridier, N. L. (2021). Describing populations and samples in doctoral student research. *International Journal of Doctoral Studies, 16*, 339-362. https://doi.org/10.28945/4766.

Cebekhulu, L. M. (2015). *Understanding the experiences of young widows in rural KwaZuluNatal.* [Doctoral dissertation, University of KwaZulu-Natal. Durban, South Africa].

Cekmecelioglua, H. G., & Ozbag, G. K. (2016). Leadership and creativity: The impact of transformational leadership on individual creativity. *Procedia - Social and Behavioural Sciences*, *235*(2016), 243 – 249.

Cernostana, Z. (2017). *Financial sustainability for private higher education institutions* (No. 17/2017). Institute of Economic Research Working Papers.

Digitized by Sam Jonah Library

Chemaget C. P. (2020). *Parental involvement on students' academic performance in national examinations in public secondary schools: A case of Trans-Nzoia West Sub-County.* [Unpublished Thesis, Moi University].

Chen, A. S. Y., & Hou, Y. H. (2016). The effects of ethical leadership, voice behaviour, and climates for innovation on creativity: A moderated mediation examination. *The Leadership Quarterly*, *27*(1), 1-13.

Chepkwony, S. (2018). Determinants of implementation of income generating projects in public secondary schools in Konoin District, Bomet county, Kenya. *IOSR Journal of Business and Management, 20*(3), 64–68.

Cherkowski, S., Walker, K.D., & Kutsyuruba, B. (2015). Principals' moral agency and ethical decision making: Towards a transformational ethics. *International Journal of Educational Policy and Leadership, 10* (5), 1-17.

Chikoko, V. (2018). *Leadership that works in deprived school contexts of South Africa*. New York: Nova Science Publishers.

Choi, S. B., Kim, K., Ullah, S. E., & Kang, S. W. (2016). How transformational leadership facilitates innovative behaviour of Korean workers: Examining mediating and moderating processes. *Personnel Review*, *45*(3), 459–479.

Christiansen, B., & Harish C. C. (2017). *Organisational culture and diversity in the modern workforce*. USA; IGI Global.

Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education* (8th. Ed.) Routledge.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Correlational Research Overview. (2019). Comparing and contrasting descriptive designs: Observational studies, correlational research, developmental design and survey research. https://cirt.gcu.edu/research/developmentresources/research_ready/correlation/overview

Crawford, G. (2003). *Democratic Decentralisation in Ghana; Issues and Prospects.* POLIS Working Paper no. 9, Presented at the Norwegian Association for Development Research (NFU) Annual Conference, Oslo, 23- 24 October 2003, Norway.

Cress, D. M., & Snow, D. A. (1996). Mobilisation at the margins: Resources, benefactors, and the viability of homeless social movement organisations. *American Sociological Review*, *61*, (6). 1089-1109.

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative and quantitative and mixed method approaches.* Los Angeles: Sage publications.

Creswell, J.W. (2018). *Qualitative inquiry and research design choosing among five traditions.* Thousand Oaks, CA: Sage Publications.

Curtis, E., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*. *36*(6), 20-25. Doi: 10.7748/nr.2016.e1382.

Cuthbert, A. (2011). *Understanding cities: Method in urban design*. Routledge.

Digitized by Sam Jonah Library

Czerniawski, G. (2023). Positionality and practitioner research: School teachers' experiences of professional doctorates in education. *British Educational Research Journal*. https://www.bera.ac.uk/blog/positionality-and-practitioner-research-schoolteachers-experiences-of-professional-doctorates-in-education

Dang, V. H. (2015). A mixed method approach enabling the triangulation technique: A case study in Vietnam. *World Journal of Social Science, 2*(2).

Daoud, J. I. (2017). Multicollinearity and Regression Analysis. J*ournal of Physics: Conference Series 949.* Doi :10.1088/1742-6596/949/1/ 012009.

Dartey-Baah, K. (2015). Resilient leadership: A transformational-transactional leadership mix. *Journal of Global Responsibility*, *6*(1), 99-112

Davis, D. (2006). *Supporting parent fairly in community involvement in your school:* North West Regional Educational Laboratory, 2000. http://www.nrd.org/csrdp family.pdf.

Dayan, R., Dayan, R., Heisig, P., Heisig, P., Matos, F., & Matos, F. (2017). Knowledge management as a factor for the formulation and implementation of organisation strategy. *Journal of Knowledge Management*, *21*(2), 308-329.

Dhakal, C.P. (2016). *Optimsing multiple regression model for rice production forecasting in Nepal*. [Doctoral thesis, Central Department of Statistics, Tribhuvan University Nepal].

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Dhakal, C.P. (2018). Interpreting the basic outputs (SPSS) of multiple linear regression. *International Journal of Science and Research, 8*(6), 1448-1452.

Donate, M. J., & de Pablo, J. D. S. (2015). The role of knowledge-oriented leadership in knowledge management practices and innovation. *Journal of Business Research, 68*(2), 360-370.

Donkor, A. K., & Asante, J. (2016). Instructional leadership of basic schools in Ghana: The case of schools in Kwaebibirem district. *American International Journal of Contemporary Research, 6*(4), 65–75.

Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and Perspectives*, *38* (*1*), 105-124.

Edwards, B., & Gillham, P. F. (2021). Resource Mobilisation Theory. *ResearchGate*. https://www.researchgate.ne t/publication/319581221.

Edwards, B., & Kane, M. (2014). Resource mobilisation and social and political movements. In: van der Heijden, H. A., (ed.) *Handbook of Political Citizenship and Social Movements.* Cheltenham, UK: Edward Elgar Publishing, pp 202-232.

Edwards, B., & McCarthy, J. D. (2004). *Resources and social movement mobilisation*. The Blackwell Companion to Social Movements, edited by David A. Snow, Sarah A. Soule, and Hanspeter Kriesi, Blackwell Publishing Ltd. pp 116-152.

Edwards, B. (2007). *Resource mobilisation theory*. The Blackwell Encyclopedia of Sociology, edited by George Ritzer, Wiley, pp. 3959-3962.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Edwards, B., & Kane, M. D. (2007). *Resource mobilisation theory*. The Blackwell Encyclopedia of Sociology, 1-5.

Ekpoh, U. I., & Okpa, O. E. (2017). Diversification of sources of funding university education for sustainability: Challenges and strategies for improvement. *Journal of Education, Society and Behavioural Science, 21*(2), 1-8.

Engelbrecht, A. S., Heine, G., & Mahembe, B., (2017). Integrity, ethical leadership, trust and work engagement. *Leadership and Organisation Development Journal*. *11*(1), 113-132.

Eric, A., & Roseline, E. C. (2019). Physical resources availability and the academic performance of students in the universal basic education scheme, River state. *International Journal of Innovative Development and Policy Studies, 7*(1), 13-23.

Esongo, M. N. (2017). Correlation between the availability of resources and efficiency of the school system within the framework of the implementation of competency-based teaching approaches in Cameroon. *Journal of Education and Practice, 8*(2), 82-92.

Etikan, I., & Bala, K. (2017). Combination of probability random sampling method with non-probability random sampling method (sampling versus sampling methods). *Biometrics & Biostatistics International Journal, 5*(6), 210–213. DOI: 10.15406/bbij.2017.05.00148.

Etikan, I., Musa, S.A., & Alkassim, R. S. (2015). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Eze, N. (2017). *Human resource management in Africa: Problems and solutions*. Lagos: Zomex Press.

Ezebuilo, H. C. (2020). The rationalist and empiricist epistemological strategies and their implications in ethics. *IGWEBUIKE: An African Journal of Arts and Humanities*, *6*(4). DOI: 10.13140/RG.2.2.36109.97768.

Feng, C., Huang, X., & Zhang, L. (2016). A multilevel study of transformational leadership, dual organisational change and innovative behaviour in groups. *Journal of Organisational Change Management, 29*(6), 855–877.

Ferraris, A., Santoro, G., & Bresciani, S. (2017a). Open innovation in multinational companies' subsidiaries: The role of internal and external knowledge. *European Journal of International Management, 1*(4), 452-468.

Ferraris, A., Santoro, G., & Dezi, L. (2017b). How MNC's subsidiaries may improve their innovative performance? The role of external sources and knowledge management capabilities. *Journal of Knowledge Management, 21*(3), 540-552.

Fiedler, F. E. (1964). A contingency model of leadership effectiveness. *Advanced Experimental Social Psychology, 1(1)*, 149-190.

Fitzgerald, S., & Drake, J. (2015). Responsibility for financial management in secondary schools. *English Local Community, Management in Education, 27* (3).

Focht, A., & Ponton, M., (2015). Identifying primary characteristics of servant leadership: Delphi study. *International Journal of Leadership Studies, 9*(1).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Fossaluza, V., Lauretto, M. S., Pereira, C. A. B., & Stern, J. M. (2015). *Combining optimisation and randomisation approaches for the design of clinical trials*. (pp.173-184). Springer International Publishing.

Fowler, F. J. (2013). *Survey research methods.* New York, NY: SAGE Publications.

Fox, P. F., & Cloward, R. A. (1991). Collective protest: A critique of resource mobilisation theory. *International Journal of Politics, Culture, and Society*, *4*(4), 435-458.

Gawlik, M. (2018). Instructional leadership and the charter school principal. *School Leadership & Management*, *38*(5), 539–569.

Gbonegun, V., & Owen, A. A. (2016). Alumni associations can contribute to school development. *The Guardian*. https://guardian.ng/.

Golhasani, A., & Hosseinirad, A. (2017). The role of resource mobilisation theory in social movements. *International Journal of Multicultural and Multireligious Understanding*, *3*(6), 1- 5.

Graffin, G. (2021). Positivism and post-positivism and its relevance in dissertation writing. https://www.researchprospect.com/positivism-and-post-positivism/

Gujarat, D. N. (2011). *Basic Econometrics,* (6th Ed.). Boston. The McGraw–Hill Companies.

Gul, W. (2015). Role of NGOs in education from Pakistan context. *RISUS Journal on Innovation and Sustainability*, *6*(2), 139-145.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Gyansah, S. T. (2000). *A study of teachers' and student's perception of head masters' leadership effectiveness in senior secondary schools in the Akwapim North District of the Eastern Region of Ghana.* [Unpublished Master's thesis. University of Cape Coast].

Habib, H. (2020). Positivism and Post-positivistic Approaches to Research. *UGC Care Journal*, *31*(17), 1000-1007. https://www.researchgate.net/publication/348167290.

Haeseler, L. (2011). Home-school-community connection: Elementary school leaders' solutions for improvement. *Journal of evidence-based social work*, *8*(5), 487-500.

Hallinger, P., & Wang, W. C. (2016). *Assessing instructional leadership with the principal instructional management rating scale.* Dordrecht, The Netherlands: Springer.

Hallinger, P., Hosseingholizadeh, R., Hashemi, N., & Kouhsari, M. (2018). Do beliefs make a difference? Exploring how principal self-efficacy and instructional leadership impact teacher efficacy and commitment in Iran. *Educational Management Administration and Leadership, 46* (5), 800–819.

Hancock, D. R., & Algozzine, B. (2016). *Doing case study research: A practical guide for beginning researchers.* Teachers College Press, New York, NY.

Harris, A., Jones, M., Adams, D., & Cheah, K. (2019). Instructional leadership in Malaysia: A review of the contemporary literature. *School Leadership & Management*, *39*(1), 76–95.

Digitized by Sam Jonah Library

Harris, A., Jones, M., Cheah, K. S. L., Devadason, E., & Adams, D. (2017). Exploring principals' instructional leadership practices in Malaysia: Insights and implications. *Journal of Educational Administration, 55*(2), 207–221.

Hartog, D. N. D., & Koopman, P. L. (2015). *Leadership in organisations: Handbook of industrial, work & organisational psychology.* SAGE Publications.

Harwin, B. (2012). Community participation in the management of late projects: A case study of the municipal council of Machakos. *Kenya. International Journal of Education and Management Studies, 3*(1), 11-18.

Hasa, A. (2016). Difference between ontology and epistemology. *Pediaa*. http://pediaa.com/wpcontent/uploads/2016/11/Difference-Between-Ontology-and-Epistemology-infographic.png

Hassan, F. (2018). Resource mobilisation theory: Political movement in Egypt. *IAU International Journal of Social Sciences*, *8*(2), 1–12.

Hitt, M. A., Keats, B. W., & Yucel, E. (2015). Strategic leadership in global business organisations: Building trust and social capital. *Advances in Global Leadership, 3*(1), 9-35. https://cirt.gcu.edu/research/developmentresources/research_ready/correlation/overview.

Holmes A. (2020) Researcher positionality. A consideration of its influence and place in qualitative research: A new researcher guide. *Shanlax International Journal of Education, 8*(4): 1–10. https://files.eric.ed.gov/fulltext/ EJ1268044.pdf.

Digitized by Sam Jonah Library

Hossan, D, Dato' Mansor, Z., & Jaharuddin, N.S. (2023). Research population and sampling in quantitative study. *International Journal of Business and Technopreneurship, 13*(3), 209-222. DOI: 10.58915/ijbt.v13i3.263.

Huang, C. L. (2016). Family, schools and Taiwanese children's outcomes. *Educational Research, 49*(2), 115-125.

Iddi, A. (2016). *A comparative assessment of the academic performance among public and private junior high schools in the Tamale Metropolis of Ghana*. [Master's Thesis, Kwame Nkrumah University of Science and Technology. Kumasi].

Igbaekemen, G. O., & Odivwri, J. E. (2015). Impact of leadership style on organisation performance: A critical literature review. *Arabian Journal on Business Management Review, 5*(1), 142.

Ishak, A., La Ode, B. A., & Dan Sri, W. M. (2016). The Effect of job satisfaction, integrity and motivation on performance. *The International Journal of Engineering and Science, 5*(1), 47-52.

Ishak, B. (2016). School leaders and transformational leadership theory: Time to part ways? *Journal of Education Administration, 54*(5), 609-622.

Jangra, G. (2020). *Positivism and post-positivism approach – research aptitude*. Research Aptitude, Research Methodology, UGC NET Notes, UGC NET Paper 1 Notes. https://easynotes4u.com/positivism-and-post-positivism-approach-aptitude/

Jeffry M. S., Jeffrey Q. A., & Michael S. P. (2023). A descriptive-correlational study of the teachers' motivation, competences, and perceptions in writing action research. *J Adv Educ Philos, 7*(1): 14-24.

Digitized by Sam Jonah Library

Jenkins, J.C. (1983). Resource mobilisation theory and the study of social movements. *Annual Review of Sociology*, 9, 527–53.

Jyoti, J., & Bhau, S. (2015). *Impact of transformational leadership on job performance: Mediating role of leader-member exchange and relational identification*. SAGE Open, *5*, 1-13.

Kalunda, L. M., & Otanga, H. (2015). Challenges in provision of primary education in public primary schools in Mombasa County, Kenya. *Internal Journal of Social Science and Education, 2*, 62-72.

Kamanzi, S. M., & Neema-Abooki, P. (2018). Financing higher education: Income generation in Ugandan public universities. *Journal of Public Administration*, *53*(4), 904-918.

Kantanka. S. B. G. (2013). *International NGOs in development through the promotion of children's' rights to quality education*: *The case of Awutu –Senya District of Ghana.* [Unpublished Master of Science Thesis. Norwegian University of Science and Technology].

Karen, S. L., Murphy, J., & Mark, S. (2016). Caring leadership in schools: Findings from exploratory analyses. *Education Administration Quarterly*, *52*(2).

Karwowski, M. & Tang, M. (2016). *Cross-cultural differences in creative mindsets*. In Paper presented at the 124th APA annual convention, August 4–7, Denver, USA.

Kennedy, E., Castanelli, D. J., Molloy, E., & Bearman, M. (2024). Addressing positionality in qualitative research: Significance, challenges and strategies. *The Clinical Teacher*, *21*(6), e13820. https://doi.org/10.1111/tct.13820

Digitized by Sam Jonah Library

Khan, N. (2020). *Critical review of sampling techniques in the research process in the world.* http://dx.doi.org/10.2139/ssrn.3572336.

Khan, Z. A., Nawaz, A., Khan, I. (2016). Leadership theories and styles: A literature review. *Journal of Resources Development and Management, 1*(16). 1-7

Kiarie, B., Gesimba, P., & Mwaura, P. (2019). *Examining the effects of income generating activities on physical infrastructural development among public high schools in Molo Sub-County of Nakuru County, Kenya.* [Doctoral Dissertation, University of Nairobi].

Kieleko, D. M. (2015). *Factors influencing principals' instructional supervision practices in public secondary schools in lower Yatta sub-country, Kitui country, Kenya*. A Research Project Submitted to University of Nairobi.

Kisige, A., & Neema-Abooki, P. (2017). *Financial resource mobilisation projects and its relationship to academic staff commitment in Uganda Martyrs University*, Uganda. Uganda Martyrs University, Uganda.

Klandermans, B. (1984). Mobilisation and participation: Social-psychological expansions of resource mobilisation theory. *American Sociological Review*, 583-600.

Kothari, C. R., & Garg, G. (2018). *Research methodology: Methods and techniques*. 4th ed, New Age International (P) Ltd, New Delhi.

Kouzes, J. M., Barry, Z., & Posner, K. (2017). *The leadership challenge: How to make extraordinary things happen in organisations*. Sixth edition. Hoboken, New Jersey: John Wiley & Sons, Inc.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Krejcie, R.V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, *30*(1): 232-256.

Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilising a community's assets*. Evanston, IL: Institute for Policy Research.

Kumi-Kyereme, A. (2005). *Decentralisation and the provision of social services in Ghana.* [Unpublished Doctoral thesis, University of Ghana].

Lawton, A., & Páez, I., (2015). Developing a framework for ethical leadership. *Journal of Business Ethics. 4*(1), 8.

Liden, R.C., Wayne, S. J., Meuser, J. D., Hu, J., Wu, J., & Liao, C. (2015). Servant leadership: Validation of a short form of the SL-28. *The Leadership Quarterly*. *26*(2), 254–269.

Liu, X., & Koirala, H. (2012). Ordinal regression analysis: Using generalised ordinal logistic regression models to estimate educational data. *Journal of Modern Applied Statistical Methods, 11*(1). DOI: 10.22237/ jmasm/1335846000.

Lowery, C. (2019). Moral literacy and school leadership: Perceptions of principals in southeast Ohio on the ethics of decision-making. *Journal of Educational Administration*, *58* (1), 112- 127.

Lu, Y. (2017). *NGOs in China: Development dynamics and challenges*. University of Nottinggham.

Digitized by Sam Jonah Library

Lyimo, N. S., Too, J. K., & Kipng'etich, K. J. (2017). Perception of teachers on the availability of instructional materials and physical facilities in secondary schools of Arusha district, Tanzania. *International Journal of Educational Policy Research and Review*, *4*(5), 103-112.

Madjar, N., & Shalley, C. E. (2008). Multiple tasks and multiple goals' effect on creativity: Forced incubation or just a distraction? *Journal of Management, 34*(1)786–805.

Makore, O. H., & Shukuru, H. S. (2017). Academic achievement of students not only depends on the process of teaching and learning but also effectiveness of staff management. *Advances in Economic, Business and Management Research, 45(1),* 96–101.

Manky, O. (2018). Resource mobilisation and precarious workers' organisations: An analysis of the Chilean subcontracted mineworkers' unions. *Work, Employment and Society*, *32*(3), 581-598.

Maringe, F., & Moletsane, R. (2015). Leading schools in circumstances of multiple deprivation in South Africa: Mapping some conceptual, contextual and research dimensions. *Educational Management Administration & Leadership*, *43*(3), 347-362.

Maringe, F., Masinire, A., & Nkambule, T. (2015). Distinctive features of schools in multiple deprived communities in South Africa: Implications for policy and leadership. *Educational Management Administration & Leadership, 43*(3), 363-385.

Mazikana, A. T. (2023). *The good part of using a questionnaire: Advantages and disadvantages.* https://ssrn.com/abstract=4386399

Digitized by Sam Jonah Library

Mbera, P. G. A. (2015). Relationship between leadership styles used by head teachers of public secondary schools and students' academic performance. *International Journal of Academic Research in Business and Social Sciences, 5*(7), 226-239.

Mbunde, J. M. (2017). Head Teacher's role in facilitating school facilities that influence pupils' performance in Kepe. *European Scientific Journal*. *13*(19).146-155.

McCarthy, J. D., & Mayer, N. Z. (1977). Resource mobilisation and social movements: A partial theory. *American Journal of Sociology*, *82*(6), 1212-1241.

McCarthy, J. D., Zald, N. M. (1987). *The enduring vitality of resource mobilisation theory of social movements.* In Jonathan, H. Turner (ed). Handbook of sociological theory. Musgrave, R. (1959). The theory of public finance. McGraw-Hill. New York.

McCombes, S. (2023). *Descriptive research, definition, types, methods & examples*. Scribbr. https://www.scribbr.com/method ology/descriptive-research/

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Mertens, D. M. (2015). *Research and evaluation in education and psychology* (4th ed.). Thousand Oaks, CA: Sage.

Ministry of Education (2020). Education sector performance report, 2017. MOE. Ministries, Accra.

Ministry of Education, (2013). *Education Sector Performance Report*. Accra: Ghana, Ministry of Education.

Digitized by Sam Jonah Library

Miskel, W., & Hoy, G, (2007). *Education management and resource allocation: Theory, research and practice.* 3rd Edition. New York: Random House Publishers.

Misokia, E., & Mihayo, R. (2009). *The significance of quality teacher training for the development of quality education.* Dar es Salaam: Haki Elimu Studies.

Mkhize, B. M. (2018). Swimming against the tide: Resource mobilisation and its implications for school improvement in rural contexts. *Research in Educational Policy and Management, 2*(2), 366–390.

MOE/GES/NEAU. (2016). Ghana 2016 national education assessment: Report of findings. Accra. https://globalreadingnet work.net/sites/default/ files/eddata/2016NEAFindingsReport_17Nov2016_PublicFINAL

Mohanty, M., & Chatterjee, M. (2017). Relationship between demographical variables and leadership and motivational styles of bank managers in Kolkata. *International Management Review,* 13(1), 59.

Mudis, P. A., & Yambo, J. M. O. (2015). Role of peer counseling on the relationship between prefects and the students' body in public secondary schools in Migori Sub-County, Migori County, Kenya. *International journal of Academic Research in Progressive education and Development, 4*(4), 136-149.

Muhangi, G. T. (2019). Secondary education in Uganda: Resource mobilisation and efficiency. *Journal of Education and Practice*, *10*(20), 79-90.

Musaazi, J. C. S. (1982). *The theory and practice of educational administration.* London and Basingstoke: Macmillan Press Limited.

Digitized by Sam Jonah Library

Mwendwa, J. M. (2015). *Factors influencing principal mobilisation of resources in public secondary schools in Migwani Sub-County, Kitui County, Kenya* [Doctoral Dissertation, University of Nairobi].

Myende, P. E. (2015). Tapping into the asset-based approach to improve academic performance in rural schools. *Journal of Human Ecology, 50*(1), 31-42.

Myende, P.E. (2018). *Leadership for school-community partnership: A school principal's experience in a deprived context*. In V. Chikoko (Ed.), Leadership that works in deprived school contexts of South Africa (pp. 121-142). New York: NOVA Science Publishers.

Myende, P. E., & Chikoko, V. (2014). *Improving academic performance in a rural school through the use of an asset-based approach as a management strategy*. University of the Free State.

Naicker, I., Grant, C. C., & Pillay, S. S. (2016). Schools performing against the odds: Enablements and constraints to school leadership practice. *South African Journal of Education, 36*(4), 1-10.

Nakhumicha, W. S., & Macharia, D. (2017). Factors influencing completion of development projects in secondary schools: A case of CDF projects in Imenti North Sub County in Meru, Kenya. *International Academic Journal of Information Sciences and Project Management, 2*(1), 390–400.

Narwana, K. (2015). A global approach to school education and local reality: A case study of community participation in Haryana, India. *Policy Futures in Education, 13*(2):219–233.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Ndjebakal, E. S., & Genevarius, N.J.I. (2017). The effects of school facilities on internal efficiency: The case of selected bilingual secondary schools in Yaounde Centre. *World Journal of Research and Review*, *4*(4), 41-48.

Neumerski, C. M., Grissom, J. A., Goldring, E., Drake, T. A., Rubin, M., Cannata, M., & Schuermann, P. (2018). Restructuring instructional leadership: How multiple-measure teacher evaluation systems are redefining the role of the school principal. *The Elementary School Journal, 119(1)*, 2.

Northouse, P. (2015). *Leadership theory and practice* 7th ed., UK: Sage.

Northouse, P. G., (2018). *Leadership: Theory and practice*. Sage publications.

Nucci, L. P. (2015). *Education in the moral domain*. New York, NY: Cambridge University Press.

Nwachukwu, C. & Chladkova, H. (2019). Firm resources, strategic analysis capability and strategic performance: Organisational structure as moderator. *International Journal for Quality Research, 13*(1), 75-94.

Nwachukwu, C. & Vu, M. H. (2020). Strategic flexibility, strategic leadership and business sustainability nexus. *International Journal of Business Environment*, *11*(2), 125- 143.

Nwakpa, P. (2016). *Alternative sources of financing secondary education in Ebony State by the school administrators*. Ebonyi State University, Abakaliki, Nigeria.

Nyamwega, H. N. (2016). An evaluation of income generating projects in public secondary schools in Nairobi County. *International Journal of African and Asian Studies, 21*(1), 6-16.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Nzikako, J. A., & Warue, B. (2018). An assessment of strategies used on resources mobilisation: A case of the Université Chrétienne Bilingue Du Congo (UCBC). *The University Journal*, *1*(2), 97-112.

Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly*, *29*(1), 218-235.

Oduol, T., & Cornforth, S. (2019). Ethical dilemmas in education: A case study of challenges faced by secondary school leaders in Kenya. *Journal of Educational Administration*, *57*(6), 601-614.

Oduro, G. K., Dachi, H., & Fertig, M. (2008). *Educational leadership and quality education in disadvantaged communities in Ghana and Tanzania*. Commonwealth Council for Educational Administration and Management Conference. Durban, South Africa.

Ofei, A. M., Sakyi, E. K., Buabeng, T., Mwini-Nyaledzigbor, P., & Atindanbila, S. (2014). Perceived and preferred leadership behaviour of nurse managers at the unit level in the Greater Accra Region: A mixed method approach. *International Review of Social Science*, *2*(2), 42-61.

Ojwang, J. (2015). *Financial resource mobilisation strategies and internal efficiency of public secondary schools in Rachuonyo South Sub-County, Homabay County, Kenya*. University of Nairobi, Nairobi.

Okumbe, J. A, (1998). *Educational management: Theory and practice*. Nairobi: UoN Press.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Olakunle T. L. (2019). Correlational analysis of the relationship among mastery experience, self-efficacy, and project success. *Walden Dissertations and Doctoral Studies Collection.* https://scholarworks.waldenu.edu/issertations.

Ololube, N. P. (2015). *Educational management, planning and supervision: Model for effective implementation.* Owerri: Spring Field Publishers.

Opuko, F. K. (2014). *Perceived pay equity and individual job performance in public and private tertiary institutions in Ghana.* [Unpublish Doctoral Theses, Grenoble Ecole de Management, France].

Orlitzky, M., & Manjit, M. (2017). *Integrity in business and management*. New York; Third Avenue.

Otoo, M. (2020). *Lack of textbooks in schools creating a class society among students – GNAT*. News article. 3news.com, Ghana.

Ouko, N. G., Abuya, I. O., & Odundo, P. A. (2020). Influence of stakeholder empowerment on mobilisation of resources for science activities in early years' education programmes in Kisumu West Sub-County, Kenya. *Journal of Advances in Education and Philosophy*, *4*(2): 17-28 DOI: 10.36348/jaep. 2020.v04i02.001

Pan, H. W., Nyeu, F., & Chen, J. S. (2015). Principal instructional leadership in Taiwan: Lessons from two decades of research. *Journal of Educational Administration, 53*(4), 492–511.

Panda, I. (2023). *Descriptive correlational design in research.* https://ivypanda.com/essays/descriptive-statistics-and-correlational-design/

Park. Y. S., Konge, L., & Artino, A. R. (2020). The positivism paradigm of research. *Academic Medicine, 95*(5).

Digitized by Sam Jonah Library

Patz, R., & Goetz, K. H. (2017). *Resource mobilisation strategies and administrative structures in the United Nations system.* Paper Presented at International Conference on Public Policy (ICPP), Singapore, 28-30 June 2017.

Paulus, P. B., & Van der Zee, K. I. (2015). *Creative processes in culturally diverse teams, towards inclusive organisations: Determinants of successful diversity management at work*. In S. Otten, K. I. van der Zee & M. Brewer (Eds.), (pp. 108-131), New York: Psychology Press.

Paulus, P. B., Korde, R. M., Dickson, J. J., Carmeli, A., & Cohen-Meitar, R. (2015). Asynchronous brainstorming in an industrial setting: Exploratory studies. *Human Factors*, *57*(6), 1076-1094.

Perkins, G., Lean, J., & Newberry, R. (2017). The role of organisational vision in guiding idea generation within SME contexts. *Creativity & Innovation Management*, *26*(1), 75–90.

Phillips, D. C., & Burbules, N. C. (2000) *Post positivism and educational research.* Lanham, MD: Rowman & Little-field Publishers.

Prasad, B., & Junni, P. (2016). CEO transformational and transactional leadership and organisational innovation: The moderating role of environmental dynamism. *Management Decision*, *54*(7), 1542–1568.

Public Interest and Accountability Committee, (2020). *Free SHS has improved access but substantial challenges remain: Findings from PIAC 2018/19 monitoring committee*. Accra: Ghana.

Rae, D. (2016). Developing entrepreneurial leadership: The challenge for sustainable organisations. *International Journal of Work Innovation*, *2*(1), 76-100.

Digitized by Sam Jonah Library

Raheem, M.A., Udoh, N.S., & Gbolahan, A.T. (2019). Choosing appropriate regression model in the presence of multicollinearity. *Open Journal of Statistics, 9* (1), 159-168. https://doi.org/10.4236/ojs.2019.92012. Retrieve from: https://www.scribbr.com/methodology/research-ethics/

Reed, L. (2022). Making decisions in researcher positionality. *BERA Blog*. https://www.bera.ac.uk/blog/making-decisions-in-researcher-positionality

Robbins, S. P., & Timothy A. J. (2015). *Organisational behavior*. Global Edition. England: Pearson Education Limited.

Rusly, F. H., Sun, P. Y. T., & Corner, J. L. (2015). Change readiness: Creating understanding and capability for the knowledge acquisition process. *Journal of Knowledge Management*, *19*(6), 1204-1223.

Ryan, A. B. (2006). Post-Positivist Approaches to Research. In: Researching and writing your thesis: A guide for postgraduate students. *MACE: Maynooth Adult and Community Education*, pp. 12-26.)

Saunders, M. K, Lewis, P., & Thornhill, A. (2019). *Research methods for business pupils*. 8th ed, Pearson Education. Los Angeles.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students*. Harlow; London.

Schubert, F., & Knecht, A. (2020). *Resources–features, theories and concepts at a glance*. https://doi.org/10.13140/RG.2.2.30 527.71849.

Scuotto, V., Del Giudice, M., Bresciani, S., & Meissner, D. (2017). Knowledge driven preferences in informal inbound open innovation modes. An explorative view on small to medium enterprises. *Journal of Knowledge Management*, *21*(3).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Shaked, H., Glanz, J., & Gross, Z. (2018). Gender differences in instructional leadership: How male and female principals perform their instructional leadership role. *School Leadership & Management*, *38*(4), 417–434.

Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. 4th ed. New York, N.Y.: Routledge.

Sheldan, F., Saaymeh, S., & Barhoum, A. (2011). *The reality of communication between the secondary school and the local community in the governorates of Gaza and how to improve*. Paper presented at the fourth educational conference for communication and educational dialogue. Islamic University of Gaza.

Shepherd, J., Noble, E., & Parkin, J. (2024). Positionality and reflexivity for early career researchers and postgraduate researchers. *British Educational Research Association*. https://www.bera.ac.uk/blog/positionality-and-reflexivity-for-early-career-researchers-and-postgraduate-researchers

Shrestha, N. (2020). Detecting multicollinearity in regression analysis. *American Journal of Applied Mathematics and Statistics*, *8*(2), 39-42. Doi: 10.12691/ajams-8-2-1.

Siddiqi, H., & Qureshi, M. (2016). The impact of employees' creativity on the performance of the firm. *Research Issues in Social Sciences*, *1*(1) 1-12.

Sim, J., & Waterfield, J. (2019). Focus group methodology: Some ethical challenges. *Qual Quant 53(1)*, 3003–3022. https://doi.org/10.1007/s11135-019-00914-5

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Simeon, J. (2015). A reflexive account on my positionality in a collaborative action research project in a Seychelles secondary school. *Qualitative Research Journal*, *15*(1), 2–19. https://doi.org/10.1108/QRJ-05-2014-0016

Skender B. (2014). Quality in private higher education system; New challenges regarding student's satisfaction, *The Online Journal of Distance Education and E-learning*, *2*(2), 11-16.

Smith, J. R., & Smith, R. L. (2015). *Evaluating instructional leadership: Recognized practices for success.* Thousand Oaks, CA: Corwin.

Sniazhko, S. (2019). Uncertainty in decision-making: A review of the international business literature. *Cogent Business & Management*, *6*(1), 1650692.

Sougui, A. O., Bon, A. T., & Hassan, H. M. H. (2016). The impact of leadership styles on employees' performance in telecom engineering companies. *Australian Journal of Basic and Applied Sciences*, *7*(13), 1-13.

Swift-Morgan, J. (2006). What community participation in schooling means: Insights from Southern Ethiopia. *Harvard Educational Review*, *76*(3), 339.

Taherdoost, H. (2016). Sampling methods in research methodology; How to choose a sampling technique for research. *International Journal of Academic Research in Management*, *5*(2), 18-27.

Tamir, E., & Arar, K. (2019). High school managements resources allocation in an era of reforms. *International Journal of Educational Management*, *33*(5), 828- 847.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Tang, M. (2019), Fostering creativity in intercultural and interdisciplinary teams: The VICTORY Model. *Frontiers in Psychology*, *10* (1), 2020.

Tang, M., Werner, C., Cao, G., Tumasjan, A., Shen, J., Shi, J., & Spörrle, M. (2018). Creative expression and its evaluation on work-related verbal tasks: A comparison of Chinese and German samples. *Journal of Creative Behavior*, *52*(1), 91-103.

Telem, M. (2003). *Computerisation of high school pedagogical administration. Its effect on principal- parents' interrelations. A case study of leadership and policy in schools*, *2* (1),189-212.

Terzi, A. R., & Derin, R. (2016). Relation between democratic leadership and organisational cynicism. *Journal of Education and Learning*, *5*(3), 193-204.

Thangeda, A., Baratiseng, B., & Mompaty, T. (2016). Education for sustainability: Quality education is a necessity in modern day. How far do the education institutions facilitates quality education? *Journal of Education and Practice*, *7*(2), 9-17.

Tharoor, S., Godrej, A. B., Banerjee, C., & Thadani, V. (2012). *Urgent needs of NGOs in the education sector. Give India the power to change lives*: Deloitte Publishers, Deloitte.

Tijani, A. A., Gbadeyan, R. A., & Eimuhi, J. O. (2016). Utilising physical resources for the achievement in national teachers training institute. *Malaysian Online Journal of Educational Management*, *4*(2), 39-50.

Toprakcc1, E., Beytekin, O. F., & Chipala, H. C. (2016). A case study of instructional leadership in Malawian secondary schools. *Inonu University Journal of the Faculty of Education*, *17*(3), 169-176.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work, 11*(1), 80-96.

Turney, S. (2023). *Pearson correlation coefficient (r) guide & examples*. https://www.scribbr.com/statistics/pearson-correlation-coefficient/

UN General Assembly, (2015). Ensure inclusive and quality education for all and promote lifelong learning. http://www.un.org/ sustainabledevel opment/education/

UNSDG4. (2015). Goal 4: Ensure inclusive and quality education for all and promote lifelong learning. http://www.un.org/ sustainable development/education/

van Teijlingen, E., Pitchforth, E., Keenan Forrest, K., & Mahato, P. (2022). Writing a qualitative paper. In Wasti, S.P., van Teijlingen, E., Simkhada, P.P., Hundley, V. (Eds.), *Academic Writing and Publishing in Health & Social Sciences* (pp. 88-97). Himal Books.

Vrontis, D., Thrassou, A., Santoro, G., & Papa, A. (2017). Ambidexterity, external knowledge and performance in knowledge-intensive firms. *The Journal of Technology Transfer*, *42*(2), 374-388.

Vu, H. M., & Nwachukwu, C. (2020). Human resources, financial resources and strategic performance: Organisational policy as moderator. *Quality-Access to Success Journal*, *21*(175), 18-24.

Wahab, A. P., Abdul, G. N., & Hossein, J. (2015). Examining the relationship of organisational citizenship behaviour with organisational commitment and equity perception of secondary school administrators. *Scientific Research Publishing Inc*, *6*(1).

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Wai-Yan W, S., Hau-Fai L, E., & Chan, K. K. (2017). Teachers' perception of distributed leadership in Hong Kong primary schools. *School Leadership & Management. 1*(3), 193-204.

Wanjohi, L. T. (2015). *Influence of board of managements' corporate governance practices on Kenya certificate of secondary education performance in Kirinyaga East District, Kenya.* [Unpublished Master's Thesis, University of Nairobi].

Watts, S., & Stenner, P. (2012). *Doing Q methodological research: Theory, methods and interpretation*. SAGE.

Waweru, C. & Muturi, W. (2015). Effects of alternative sources of financing education on provision of teaching and learning resources in public secondary schools: A case study of Trans-Nzoia East Sub-County, Trans-Nzoia County, Kenya. *International Journal of Recent Research in Commerce Economics and Management 2* (4), 19-32.

Wayua, A. W. (2015). *Mobilisation and allocation of teaching and learning resources among subjects in public secondary schools in Makueni County, Kenya*. [Master's Thesis, Kenyatta University, Kenya].

Wen-Shun, H., Sau, T. S., & Ho-Tang, M. (2016). Relationship among principal servant leadership, school organisation climate and teachers' job involvement of elementary school. *European Journal of Research in Social Science, 4*(7).

Whittington, J. L. (2017). *Creating a positive organisation through servant leadership*. In Servant Leadership and Followership. Springer International Publishing, pp. 51–79.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Wieczorek, D., & Manard, C. (2018). Instructional leadership challenges and practices of novice principals in rural schools. *Journal of Research in Rural Education, 34*(2).

Yahaya, R., & Ebrahim, F. (2016). Leadership styles and organisational commitment: Literature review. *Journal of Management Development, 35*(2), 190–216.

Yambo, J. M. O. (2022). Involvement of government and non-governmental organisations' teamwork in the advancement of quality education in Kisumu West Sub County, Kenya. *J Adv Educ Philos, 6*(4): 194-202.

Yin, R. K. (2018). *Case study research and applications: Design and methods*. SAGE Publications, Inc. https://lccn.loc.gov/2017040835

Zaker, A. K., Nawaz, A., & Khan, I., (2016). Leadership theories and styles: A literature review. *Journal of Resources Development and Management*. *8*(2), 1–12.

Zorlu, H., & Arseven, A. (2016). Instructional leadership behaviours of school administrators on the implementation of secondary school curricula. *International Journal of Higher Education, 5*(1), 276-291.

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

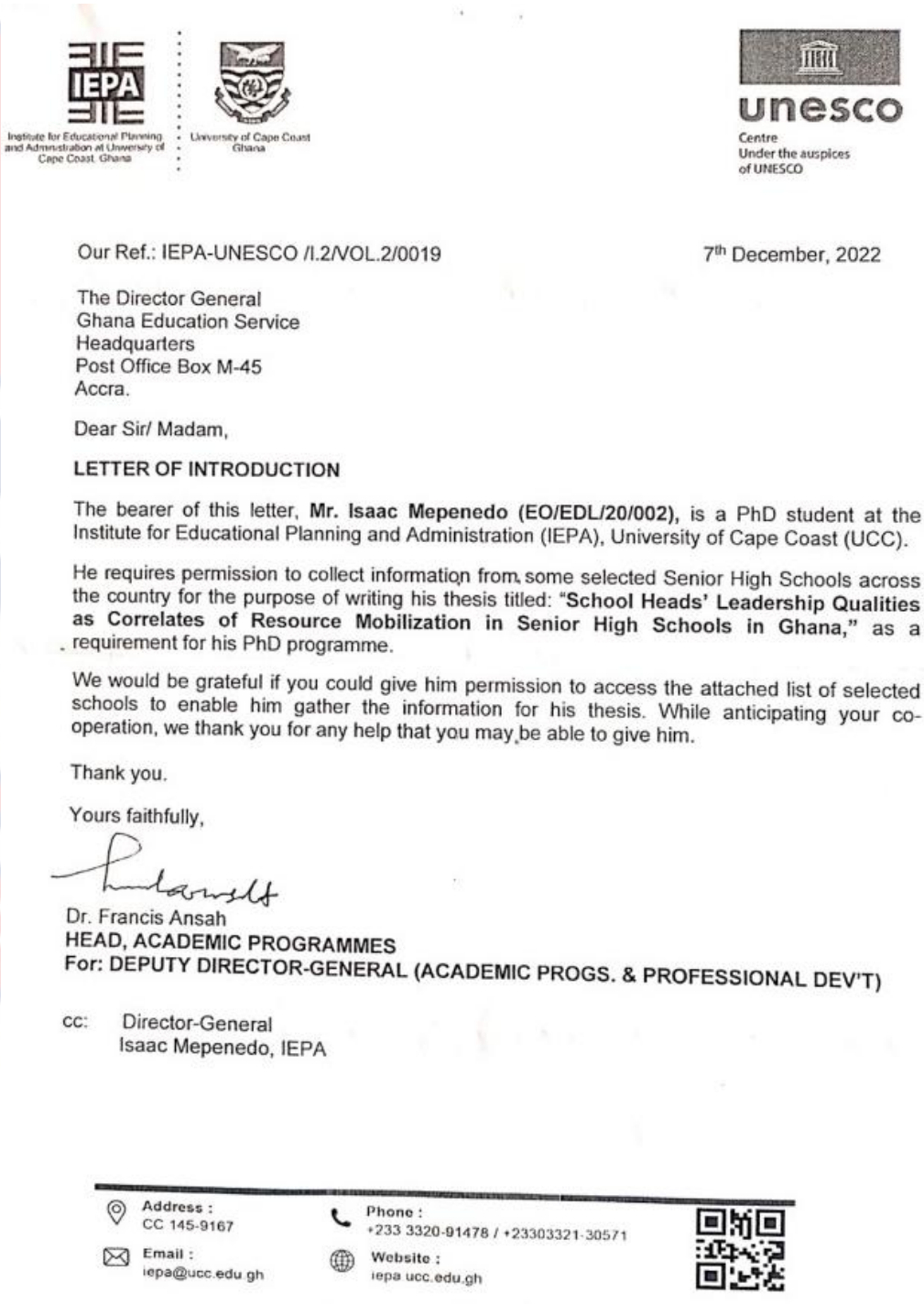
APPENDICES

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX A

INTRODUCTORY LETTER FROM MY DEPARTMENT (IEPA) TO GES HEADQUARTERS



IEPA
Institute for Educational Planning and Administration at University of Cape Coast, Ghana

University of Cape Coast Ghana

unesco
Centre
Under the auspices of UNESCO

Our Ref.: IEPA-UNESCO /I.2/VOL.2/0019

7th December, 2022

The Director General
Ghana Education Service
Headquarters
Post Office Box M-45
Accra.

Dear Sir/ Madam,

LETTER OF INTRODUCTION

The bearer of this letter, **Mr. Isaac Mepenedo (EO/EDL/20/002),** is a PhD student at the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC).

He requires permission to collect information from some selected Senior High Schools across the country for the purpose of writing his thesis titled: **"School Heads' Leadership Qualities as Correlates of Resource Mobilization in Senior High Schools in Ghana,"** as a requirement for his PhD programme.

We would be grateful if you could give him permission to access the attached list of selected schools to enable him gather the information for his thesis. While anticipating your co-operation, we thank you for any help that you may be able to give him.

Thank you.

Yours faithfully,

Dr. Francis Ansah
HEAD, ACADEMIC PROGRAMMES
For: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)

cc: Director-General
Isaac Mepenedo, IEPA

Address : CC 145-9167
Email : iepa@ucc.edu.gh
Phone : +233 3320-91478 / +23303321-30571
Website : iepa.ucc.edu.gh

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX B

APPROVAL LETTER FROM GES HEADQUARTERS TO SCHOOLS THROUGH REGIONAL DIRECTORS OF EDUCATION

GHANA EDUCATION SERVICE

In case of reply, the number and date of this letter should be quoted.

My Ref. No.: GES/S&ID/MSCL/2023/049

Your Ref. No .....

Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M 45
Accra

2nd March, 2023

REGIONAL DIRECTORS OF EDUCATION CONCERNED

RE: LETTER OF INTRODUCTION AND PERMISSION TO CONDUCT A STUDY USING SENIOR HIGH SCHOOL HEADS IN GHANA

I write to introduce Mr. Isaac Mepenedso, a PhD student at the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC).

As part of the requirement for the award of the Doctorate Degree, he is expected to conduct and present a research work to the University on the subject: "School Heads' Leadership Qualities as Correlates of Resource Mobilization in Senior High Schools in Ghana".

Permission has therefore been granted to Mr. Isaac Mepenedso to conduct his research in selected Second Cycle Institutions in your respective regions.

It is envisaged that the ethical standards and measures to preserve the confidentiality of the respondents would be observed.

By this letter, the researcher is directed to contact you for further discussions and directives. You are kindly entreated to give him the necessary assistance to enable him meet the deadline for his data collection exercise from the selected schools across the country.

Counting on your usual cooperation.

Thank you.

PRINCE C. AGYEMANG-DUAH (MR.)
AG. DIRECTOR, SCHOOLS AND INSTRUCTIONS DIVISION
For: DIRECTOR-GENERAL

cc: The Chairman, GES Council, Accra
The Director-General, GES HQ, Accra
The Ag. Deputy Director-General (MS), GES HQ, Accra
The Deputy Director-General (Q&A), GES HQ, Accra
Mr. Isaac Mepenedso, University of Cape Coast

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX C

SAMPLE OF APPROVAL LETTER FROM REGIONAL DIRECTORS OF EDUCATION TO SELECTED SCHOOLS

GHANA EDUCATION SERVICE

IN CASE OF REPLY THE NUMBER AND DATE FOR THIS LETTER SHOULD BE QUOTED

TELEPHONE NO. 0322496216

OUR REF: 14/90/140

YOUR REF:

REGIONAL EDUCATION OFFICE
P. O. BOX 1906
KUMASI – ASHANTI
AK – 041 – 3156
gesashanti@outlook.com

DATE: 18th April, 2023

All MMDEs of Selected Schools Concerned
All Heads of Selected Second Cycle Institutions

RE: LETTER OF INTRODUCTION AND PERMISSION TO ACCESS SELECTED SENIOR HIGH SCHOOLS IN ASHANTI REGION FOR ACADEMIC RESEARCH PROJECT

This is to introduce to you Mr. Isaac Mepenedo, a PhD student at the Institution for Educational Planning and Administration (IEPA), University of Cape Coast (UCC).

As part of the requirements for the completion of a PhD course of study in Educational Leadership, he is expected to conduct and present a research work to the University. His topic is: **'School Heads' Leadership Qualities as Correlates of Resource Mobilization in Senior High Schools in Ghana'**.

Permission has therefore been granted Mr. Isaac Mepenedo to conduct his research in the under-listed schools:

S/NO.	DISTRICT	NAME OF SCHOOL	LOCATION
1	Kumasi Metro	Opoku Ware School	Santasi-Kumasi
2	Kumasi Metro	T. I. Ahmadiyya Senior High School	Stadium-Kumasi
3	Adansi South	New Edubiase Senior High School	New Edubiase
4	Bekwai Municipal	S.D.A. Senior High School	Bekwai
5	Ejisu Municipal	Ejisuman Senior High School	Ejisu
6	Obuasi Municipal	Obuasi Senior High/Tech. School	Obuasi

It is expected that the ethical standards and measures to preserve the confidentiality of the respondents would be adhered.

By this letter, the researcher is directed to contact you for further discussions and directives. You are kindly entreated to give hi the necessary assistance to enable him meet the deadline for his data collection exercise from the selected schools across the region.

Counting on your usual cooperation.

Thank you.

WILLIAM KWAME AMANKWA APPIAH (ED. D)
REGIONAL DIRECTOR - ASHANTI

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX D

ETHICAL CLEARANCE LETTER FROM INSTITUTIONAL REVIEW BOARD OF UNIVERSITY OF CAPE COAST

UNIVERSITY OF CAPE COAST
INSTITUTIONAL REVIEW BOARD SECRETARIAT
TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: IRB/C3/Vol.1/0074
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497

21ST MARCH 2023

Mr Isaac Mepenedo
Institute of Educational Planning and Administration
University of Cape Coast

Dear Mr Mepenedo,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/138)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **School Heads' Leadership Qualities as Correlates of Resource Mobilization in Senior High Schools in Ghana** This approval is valid from 21st March 2023 to 20th March 2024. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh
Ag. Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX E

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

SCHOOL HEADS' LEADERSHIP QUALITIES AND RESOURCE MOBILISATION QUESTIONNAIRE (SHLQRMQ)

Dear Respondent,

My name is Isaac Mepenedo, a Ph.D. student of University of Cape Coast. As part of my course requirements, I am carrying out research on the topic: ***School Heads' Leadership Qualities as Correlates of Resource Mobilisation in Senior High Schools in Ghana,*** *and I would like your inputs. Your participation is voluntary and refusal to continue in the research or withdrawal from it will not affect you in any form whatsoever. This research is solely for academic purposes and confidentiality of data collected is assured. I encourage you to complete the questionnaire as truthfully as possible. Thank you.*

Yours sincerely

Isaac Mepenedo

(Researcher)

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Instruction: Kindly tick **[**√ **]** the appropriate response option and fill the spaces provided where applicable.

Section I: Demographic Information

1. Gender:

   Male [ ]

   Female [ ]

2. Age:

   21 – 30 [ ]

   31- 40 [ ]

   41 – 50 [ ]

   51 – 60 [ ]

3. Highest Educational Background:

   Diploma [ ]

   Graduate [ ]

   Masters [ ]

   PhD [ ]

   Other (please state) ……

4. Programme Studied at the Highest Educational level:

   ……

5. Number of years worked as a professional teacher?

   1 – 5 years [ ]

   6 – 10 years [ ]

   11 – 15 years [ ]

   16 or more years [ ]

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

6. Current rank in Ghana Education Service?

   Director II [ ]

   Deputy Director [ ]

   Assistant Director I [ ]

   Assistant Director II [ ]

   Principal Superintendent [ ]

   Senior Superintendent I [ ]

   Senior Superintendent II [ ]

   Other,

   (specify)……

7. What is your current position in the school?

   Head [ ] Assistant Head [ ] Head of Department [ ]

   Senior House Tutor [ ] House Tutor [ ] Counsellor [ ] Chaplain [ ]

   Dining Hall Tutor [ ] Entertainment Tutor [ ] Form Tutor [ ]

8. Number of years on the current position in the school

   1 – 5 years [ ]

   6 – 10 years [ ]

   11 – 15 years [ ]

   16 or more years [ ]

9. Location of the school

   Rural [ ]

   Peri-urban [ ]

   Urban [ ]

   City [ ]

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

10. In which main category of Computerised School Placement and Selection System (CSPSS) does your school belong?

    Category A [ ]

    Category B [ ]

    Category C [ ]

Section II: Leadership Qualities that Impact on Resource Mobilisation

The numbers in the right-hand side boxes indicate the level of your agreement in order rated from 0 – 5, with 0 = very minimal level of agreement to 5 = the highest level of agreement. Please tick '√' at the appropriate section for each of the following statements in relation to the level of your agreement.

No.	Statements	Level of Agreement					
		0	1	2	3	4	5
Head's communication quality							
11	The head gives clear instructions in the management of the school.						
12	The head uses two-way communication skills to manage the school.						
13	The school head listens with the needed attention.						
14	The head encourages the use of channel of communication in his/her administration.						
15	The school head uses inviting language in his/her communication.						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

No.	Statements	Level of Agreement					
		0	1	2	3	4	5
Head's democratic quality							
16	The head involves staff in planning school programmes.						
17	The school head implements school programmes with the involvement of staff.						
18	The head uses negotiation to solicit for ideas from the staff.						
19	The head shares his/her vision with the staff						
20	The head inspires teamwork among stakeholders of the school.						
Head's creative quality							
21	The head initiates new ideas for the progress of the school.						
22	The head is responsive in solving challenges that confront the school.						
23	The head brings on board novel programmes of activity for the school.						
24	The head offers new alternatives about the school's initiatives.						
25	The head is able to generate alternative approaches in running the school.						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

No.	Statements	Level of Agreement					
		0	1	2	3	4	5
Head's knowledge quality							
26	The head offers constructive methodological guidelines towards effective classroom instructions.						
27	The head gives feasible suggestions on best school practices.						
28	The head provides up-to date educational policy guidelines to staff members.						
29	The head provides workable directions towards school goals.						
30	The head makes available the essential resources necessary to work with.						
No.	Statements	Level of Agreement					
		0	1	2	3	4	5
Head's integrity quality							
31	The head portrays truthfulness in his /her interaction with stakeholders.						
32	The head sticks to the established guidelines in the management of the school.						
33	The head is polite in his/her dealings with educational stakeholders.						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

No.	Statements	Level of Agreement					
		0	1	2	3	4	5
34	The head is fair in his/her encounter with stakeholders.						
35	The head is transparent in his/her administration.						
Head's innovative quality							
36	The head adopts new ideas in the course achieving school goals.						
37	The head has the confidence to implement new techniques.						
38	The head is able to relate to changes in the discharge of his/her duties in the school						
39	The head is adaptive in implementing school programmes						
40	The head is able to identify some level of opportunities during challenging times.						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section III: Resource Mobilisation

The numbers in the right-hand side boxes indicate the level of your agreement in order rated from 0 – 5, with 0 = very minimal level of agreement to 5 = the highest level of agreement. Please tick '√' at the appropriate section for each of the following statements in relation to the level of your agreement.

No.	Statement	Level of Agreement					
		0	1	2	3	4	5
Resource Mobilisation							
41	The head acquires additional resources for use in the school.						
42	The head ensures judicious use of available resources.						
43	The head ensures proper maintenance of available resources.						
44	The head ensures effective management of available resources.						
45	The head gives timely accounts on resources to stakeholders.						
46	The head is much conscious about the use of time in the school						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section IV: Resource Mobilisation and Quality Education

The numbers in the right-hand side boxes indicate the level of your agreement in order rated from 0 – 5, with 0 = very minimal level of agreement to 5 = the highest level of agreement. Please tick '√' at the appropriate section for each of the following statements in relation to the level of your agreement.

No.	Statement	Level of Agreement					
		0	1	2	3	4	5
Resource Mobilisation and Quality Education							
47	Timely accessibility of educational resource leads to quality education.						
48	Provision of adequate educational resources is prerequisite to quality education delivery in schools.						
49	The availability of appropriate resources affects quality education delivery.						
50	Judicious use of resources in the school leads to effective teaching and learning.						
51	The school leadership is expected to make efforts to mobilise resources for quality education delivery.						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section V: Resource Mobilisation Challenges in the School

The numbers in the right-hand side boxes indicate the level of your agreement in order rated from 0 – 5, with 0 = very minimal level of agreement to 5 = the highest level of agreement. Please tick '√' at the appropriate section for each of the following statements in relation to the level of your agreement.

No.	Statement	Level of Agreement					
		0	1	2	3	4	5
Resource Challenges of the School							
52	There are inadequate administrative personnel in the school.						
53	The professional teachers in the school are inadequate.						
54	There are inadequate instructional resources in the school.						
55	Funds are not timely released to run the school.						
56	There is inadequate infrastructure in the school						
57	Capacity building programmes on resource mobilisation are not organised for the school leadership.						
Challenges with other stakeholders in the mobilisation of resources for the school							
58	Stakeholders overly depend on the head to champion resource mobilisation activities.						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

No.	Statement	Level of Agreement					
		0	1	2	3	4	5
59	There is low level of commitment by stakeholders in mobilisation of resource for the school.						
60	There is no unified voice to champion initiatives for resource mobilisation.						
61	The community members do not co-operate when it comes to resource mobilisation.						
62	The school-level stakeholders do not maintain school resources at their disposal.						

Section V1: Other Stakeholder Involvement in the School's Resource Mobilisation Efforts

The numbers in the right-hand side boxes indicate the level of stakeholder activeness in order rated from 0 – 5, with 0 = very minimal level of activeness to 5 = the highest level of activeness. Please tick '√' at the appropriate section for each of the following stakeholders in relation to the level of activeness in the school's resource mobilisation initiatives.

How will you rate the level of activeness of the following bodies as stakeholders of education in your school?

No.	Statement	**Level of activeness**					
	Stakeholder bodies	0	1	2	3	4	5
63	Board of Governors						
64	Parent Association						

Digitized by Sam Jonah Library

University of Cape Coast https://ir.ucc.edu.gh/xmlui

No.	Statement	**Level of activeness**					
65	Old Students' Association						
66	District/Municipal/ Metro Assembly						
67	Non-Governmental Organisations (NGO)						
68	Faith-Based Organisations						

Thank you for your time

Digitized by Sam Jonah Library