

Original Research Article

Developing SIT Leadership Framework: Teacher and Student Perspective for Basic School Management in Tamale Metropolis, Ghana

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Abstract: This study examined a leadership framework from a teacher and student perspective for school management and improvement in the northern part of Ghana. The research created a model for using sustainable instructional intervention technology (SIT) in basic school leadership, which aimed to explore the relationship between teachers' professional development and their teaching effectiveness, as well as the connection between leadership methods and teaching strategies. The study employed correlational design with sample of 479 teachers in the Tamale metropolis to assess the concepts of leadership framework characteristics: professional growth, change management, systems and operations, culture and behavior, instructional strategies, and community engagement. The data indicated a relationship between professional progress and instructional methodologies; however, this relationship is not significant. A correlation coefficient of 0.209 indicates a weak positive association between professional development and instructional practices. The results demonstrated a robust association between the instructional methodologies and the systems and operations, respectively. Once more, we were unable to reject the null hypothesis, suggesting that there is no significant difference between the leadership framework and instructional methodologies. There exists a significant association between the leadership framework and professional progress in leadership, as well as the characteristics of systems and operations.

Keywords: Leadership framework, perspective, professional growth, development, management.

1. INTRODUCTION

The idea and concept related to the leadership framework characterized by the teacher leadership concept is widely accepted and increasingly among researchers and educational scholars, particularly in the educational leadership field (Murphy, 2005). The role and core responsibilities of teacher leadership, both inside and outside the classroom, contribute to its development and growth. Teacher leadership aims to promote student learning and behavior modification toward student academic achievement (Wenner & Campbell, 2017).

Again, Nguyen, Harris, and Ng (2019) reported that teacher leadership seeks to enhance teaching quality, school effectiveness, and student learning. Wenner and Campbell (2017) were of the view that in working towards change in leadership and school improvement, teacher leaders' roles accelerate the classroom walls. Roles outside the classroom encompass advice services, delivering professional development programs for fellow educators via professional learning communities (PLC), and participating in policy and decision-making at various levels within the school.

Therefore, Muijs, Chapman, & Armstrong (2013) view a teacher's competitive roles and responsibilities in leadership as extending beyond school boundaries.

According to Angelle & Schmid (2007) asset this: teacher leadership is characterized by the various school setting practices based on distributed leadership theory and its dimensions (Harris & Spillane, 2008). Katzenmeyer & Moller (2001) clearly conceptualize leadership in terms of influence. Teachers' influence reflects the characteristics of teacher

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professionalism in the classroom that aim to effectively bring about an improvement in students learning outcomes (Murphy, 2005).

Teacher leaders hold a variety of roles and responsibilities, depending on the school context. Nevertheless, most researchers assert that the roles and responsibilities of teacher leaders include those within and outside the classroom that affect teachers' teaching practices (Flood & Angelle, 2017). Wenner and Campbell (2017) on their review of the theoretical and empirical basis of teacher leadership, stated that teacher leaders perform their primary teaching duties in the classroom while simultaneously assuming leadership roles outside the classroom. Teacher leadership also mediates the relationship between principal and student outcomes (Flood & Angelle, 2017). Moreover, teacher leaders may play both formal and informal roles in teaching leadership (Harris, 2003).

Formality exists in terms of actual departments, subject coordinators, team leads, etc., which colonizes the teacher as the leader beyond being an effective teacher in their classroom. The recognized official roles include mentor, teacher, coach, specialist, and head of department.

In contrast, informal roles encompass tasks or activities within the classroom, such as organization, the conveying of the objectives, and managing (Harris, 2003). This is particularly true of teacher leaders who are engaged in external programs where they participate in various formal/informal meetings (Muijs & Harris, 2007). In this scenario, teacher leaders facilitate the engagement and collaboration of fellow educators in diverse instructional activities and programs. Teacher leaders prioritize student learning and engage in lifelong learning while employing their communication abilities, especially in presentation and facilitation. Moreover, teacher leaders operate with integrity and excel in planning, managing, cultivating, and maintaining connections while also engaging their colleagues in pursuit of a common vision (Angelle & Dehart, 2011).

The study sought to model proposed leadership framework for basic school management in Tamale metropolis in Ghana based on the hypothesis below.

Hypothesis 1: H01: No significant difference between professional growth and instructional performance

Hypothesis 2: H02: Leadership Framework and Instructional strategies are not significantly different

2.0 LITERATURE REVIEW

The literature review focused on the theoretical framework and the various types of leadership concepts.

2.1 Theoretical Theory

The self-determination theory, which aligns with the leadership framework for both teacher and student perspectives, drove the adoption of the studies.

2.1.1 Self-Determination Theory

Self-Determination Theory, which concerns asserting individuals instinctively pursue personal and professional development to meet their intrinsic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017). Teachers need to grow their professional development to broaden their ideas in their areas of specialization and the ability to operate in the environment they found themselves in. The Self-Determination Theory underlines an individual as self-prescribed, whose identities and behaviors are motivated by their innate need for autonomy, competence, and associatedness (Ryan & Deci, 2017). This study is connected to the theory because the leadership framework is related to human capital development and results-oriented in school and society. This framework is built on the idea that nurturing individual leaders and leadership teams within schools and systems leads to school-wide growth and improved student achievement. Empowering instructors in their ongoing growth and effectiveness requires extending the development and reflective practice process to leaders by preparing them to engage in lifelong learning and self-care. This alignment creates a robust framework that inherently connects all our methodologies. Childs-Bowen, Moeller & Scrivner, 2000)

2.2. Leadership Dispositions

One key part of a leadership framework is the leadership emphasis areas, which are broad categories of skills, knowledge, and behaviors related to leadership. These areas of focus can provide a useful framework for assessing and evaluating processes in leadership. Descriptions are important because they keep us in a more holistic headspace and help alleviate feelings of making any piece of a checkbox-type activity. Descriptions are important because they keep us in a more holistic headspace and help alleviate feelings of making any piece of a checkbox-type activity.

The leadership focus areas are Leadership Practices and behaviors, with a focus on:

- i. Leaders held the expectation that all learners can learn and achieve at high levels.
- ii. The leaders value the commitment to ethical principles that are based on the core values of equity, social justice, inclusiveness, respect, honesty, and compassion.

- iii. Leaders model optimism, confidence, humility, care, courage, flexibility, curiosity, and lifelong learning.

In the leadership framework, one of the very important aspects is leadership focus areas, which includes broad categories of skills, knowledge, and behaviors of leadership. These focus areas act like a mental picture for the assessment and evaluation of leadership processes. Descriptions are vital because they provide an overarching perspective and help keep you from approaching the work in any one area as a to-do list of activities. Areas of Leadership that are focused on include: Leadership Practices and Behaviours

- i. Co-Construct and Share a Vision for Learning
- ii. Participate in the development and coordination of strategic planning at the school level
- iii. Develop and fortify relationships with people and groups at the school
- iv. Create a school climate that is learner-centric
- v. Develop the capacity of staff members to produce inquiry-based learning tasks that are representative of student identities

2.3 Student leadership

The dynamic development of student leadership within our educational institutions and schools is significant both within and beyond the classroom (Archard, 2009)

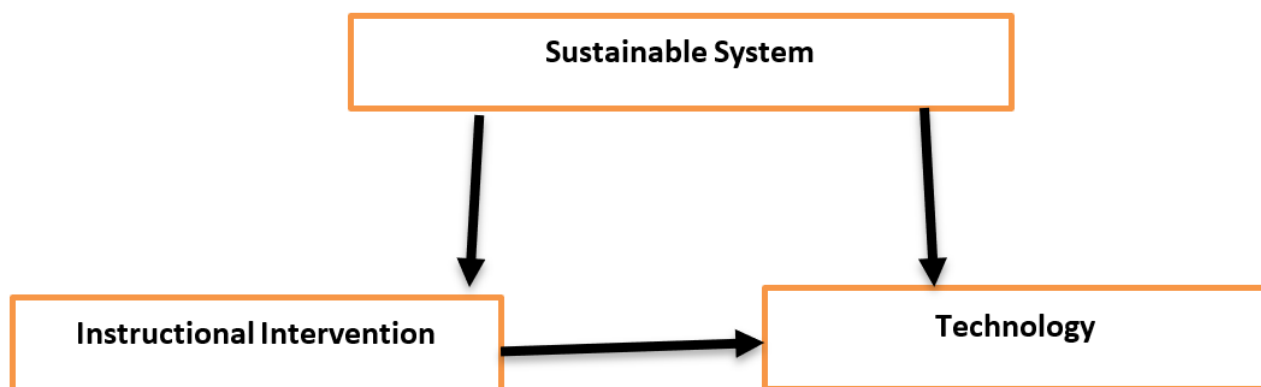
The steps needed to create and set up a student leadership program in schools are important for people in education and other fields; researchers have made significant contributions to understanding student leadership at both basic and high school levels, with much of the research focusing on gifted students who have a high IQ in special programs.

For instance, at the basic level of education, student leadership is classified under the adolescent age group, where different types of activities are performed to consolidate such leadership traits as academic performance through observation, personal behaviors, and interaction among other factors. The coaching process and programs also aid in potential student leader identification. (Appleton, 2002;

Notably, all students in diverse categories were inducted as leaders at the grassroots during house/class and general prefectorial positions at various levels every year. At the school, a teacher actively observes and recommends students for various positions, which serve as the foundation for their leadership positions and qualities. When they wanted to apply for their respective positions, other students had the courage to apply for the position of their choice without consultation.

2.4 Proposed Developing SIT Leadership Framework

The Study Modelled the Sustainable System, Professional Growth and Technology (SPT)



The sustainable system discussed the strategies to implement span of control ideas that provide sustainable availability of the succession plan for the design and processes of the leadership framework. The entire system will accommodate a review and advancement plan for various design and implementation tasks, as well as monitoring and evaluation.

Lastly, the instructional intervention also included how to incorporate intervention strategies in all areas of study at the basic school level, including language, mathematics, and science. This was done in order to implement, evaluate, and review the framework, and categorize the learners into three sections: low achievers, average achievers, and high

achievers. Teacher's professional development growth and ongoing activities are isolated to prepare innovative instructional ways that will also create a new way of teaching and complex instructional resources.

The last framework discussed was the incorporation of technology to develop the digital skills of teachers and learners to address the appropriate innovations for educational leaders and effective administration. There, computer, mobile phone, projector, and internet-available facilities will be designed and used. Some common assessment tools for both teachers and students could be a major step forward in building up and managing the various competitive institutions at the basic level.

3.0 METHODOLOGY

The study used a correlation research design and a sample of 479 teachers from the basic school in the Tamale metropolis. For the data, the research work used simple random sampling, with the population stratified by different respondent type characteristics inside the metropolis. Questionnaire instruments were utilized with the Likert scale ranging, 1(strongly disagree), 2(disagree), 3(neutral), agree (4) and lastly, 5 (strongly agree) for each of the variables identified for the questionnaire. The data were analyzed using SPSS version 21 for hypothesis testing in terms of the mean and standard deviation.

4.0 RESULTS AND DISCUSSION

The following section provided the results and analysis from the data collection

Table 1: Leadership and Professional Growth

Statements	N	Mean	SD
1. Exemplifies personal and professional ethical standards	479	4.79	.597
2. Time management: prioritization and exploitation activities	479	4.14	.875
3. Develops observation and coaching skills to help improve instruction	479	3.97	.162
4. By reflecting to illuminate future decisions and actions	479	3.93	.262
5. Implements new learning from professional developments, and participates in professional developments	479	3.77	.639
6. Propagate initiative, decision, and action scope	479	3.09	.282

Source: Field Data (2025)

The mean in Table 1 i In the first statement, the respondents agreed that the leadership framework demonstrates personal and professional ethics, with a mean score of 4.79 and a standard deviation of 0.59 indicates that the respondents tend to agree with the majority of the statements. The high average score of 4.79 is between 4 (agree) and 5 (strongly agree), leaning more towards 5. This means that the respondents strongly believe that the leadership framework shows personal and professional ethics. They also agree that it helps improve observation and coaching skills, uses reflection to guide future choices, and supports teachers in applying new knowledge from professional development. However, they feel neutral about how well it encourages initiative, decision-making, and action.

Table 2: Systems And Operations

Items	N	Mean	SD
1. Designs and implements a strategic staffing plan	479	4.33	.71
2. Aligns budget and staffing priorities with needs, goals, vision, and data	479	4.24	.84
3. Develops schedules and allocates space for learning	479	4.22	.88
4. Seeks, allocates and uses technology and other resources to support learning	479	4.22	.85
5. Develops, implements, and reviews a system for school operations and structures	479	4.21	.90
6. Ensures a healthy and safe school environment	479	4.20	.92
7. Communicates with staff, students, and community leadership	479	4.20	.88

Source: Field Data (2025)

The mean scores for the data in the above table range from 4 (agree) to 5 (strongly agree), with the majority of respondents indicating that all statements align with the leadership framework.

Table 3: Change Management

Items	N	Mean	SD
Fosters a common responsibility for all students	479	4.95	.314
	479	4.93	.428
Conveys an immediate sense of need for sustainable change	479	3.98	.245
	479	3.97	.293

Strengthens the capacity of staff to adapt to and lead change	479	3.00	.116
	479	2.99	.082
Implements, monitors, and adjusts a shared vision of high expectations	479	2.94	.437

Source: Field Data (2025)

From Table 3, the respondents strongly agree that leadership framework promotes a shared sense of responsibility for all students and guides to communicate a sense of urgency for sustainable change with mean value of approximately 5. The respondents also concur with the remaining statements, with a mean value of approximately 3 indicating agreement

Table 4: Instructional Strategies

Items	N	Mean	SD
1. Provides evidence of high-quality professional development leading to implementation of the effective pedagogy	479	4.01	.142
	479	4.00	.000
2. Designs shared spaces for teams to iterate and improve	479	4.00	.116
	479	3.99	.272
3. Develops staff capacity to analyze and use student data	479	4.07	.341
	479	4.99	.082

Source: Field Data (2025)

Table 4 shows agreement from the respondents that the leadership framework develops teachers as leaders and agrees with the remaining parameters or statements based on value approximations.

Table 5: Culture of Learning and Positive Behavior

Items	N	Mean	SD
1. Develops and sustains a positive school climate, including conditions in the workplace for staff	479	4.90	.588
	479	3.95	.381
2. Manages the respectful resolution of conflicts within the school community	479	3.94	.388
	479	3.71	.454
3. Fosters and implements systems to support positive student behavior	479	3.00	.201
	479	2.49	.873
4. Builds an equitable and Culturally and Linguistically Responsive Pedagogy	479	2.08	.393

Source: Field Data (2025)

According to table 5, only the statements about the average of the leadership framework that involves talking with stakeholders about bias and its impact on student learning, as well as supporting social and emotional learning through thorough practices, were neutral. The other statements had agreement and strong agreement. There was agreement and strong agreement on the remaining statements, respectively.

Hypothesis 1

H₀₁: There is no significant correlation between professional growth and instructional strategies

Table 6: Correlation of Professional Growth and Instructional Strategies

	Professional Growth	Instructional Performance
Pearson Correlation	1	.209
Sig. (2-tailed)		.563

Source: Field Data (2023)

The p-value from table 6 (0.563) is greater than the alpha value (0.05) the 95% level of significance; therefore, the null hypothesis is rejected, which means the correlation between professional growth and instructional performance is not significant. This implies that despite the existence of a relationship between professional growth and instructional performance, it remains insignificant. Since the correlation coefficient is 0.209, it suggests a close association between professionalism and instructional performance, but that association, whatever it is, cannot be strong because of two opposing views of professionalism. But the relationship is not very strong. The resulting high p-value of 0.563 indicates that the correlation is not significant at the conventional 0.05 significance level. In short, this relationship is likely random, and based on the data you have, we can't say there's a link between professional growth and instructional performance.

Hypothesis 2

H₀₂: There is no significant correlation between the Leadership Framework and Instructional Strategies in mathematics and their academic performance.

Table 7: Correlation of Leadership Framework and Instructional Strategies

Leadership Frame work		Instructional Strategies
Leadership Professional Growth	Pearson Correlation Sig. (2-tailed) N	.841 .019 479
Systems and Operations	Pearson Correlation Sig. (2-tailed) N	.726 .011 479
Instructional Strategies	Pearson Correlation Sig. (2-tailed) N	.901 .042 479
Change Management	Pearson Correlation Sig. (2-tailed) N	.211 .044 479
Culture and Behaviour	Pearson Correlation Sig. (2-tailed) N	.421 .021 479
Community Engagement	Pearson Correlation Sig. (2-tailed) N	.526 .013 479

Source: Field Data (2025)

The table indicates strong internal consistency in terms of instructional strategies and systems and operations, respectively. According to the table, the p-value (0.019) for instructional strategies is less than alpha (0.05) at a 95% significant level. Therefore, we cannot reject the null hypothesis and conclude that there are no significant differences between the leadership framework and instructional strategies. However, the leadership framework very much correlates with professional growth in leadership, systems, and operations.

5.0 CONCLUSION AND RECOMMENDATION

The study discussed the ideas of leadership framework and management in schools based on an analysis of different research studies related to the framework categories outlined in the questionnaire design. The review covered professional growth, change management, culture and behavior, instructional strategies, and systems and operations. Professional growth, change management, culture and behavior instructional strategies, and systems and operations, respectively, were the round-up of the conceptual framework reviewed. Findings of the Stud based on the data shown in the above table, it is found that there is a strong correlation between the leadership framework and instructional strategies, while there is no significant difference between the framework and instructional strategies. But there is an important variance between schooling improve and the primary functioning of academics.

1. Future Work

The study showed that future work should address the challenges of the leadership framework outside of the classroom scope and the intersection of management information systems with the challenges of the leadership framework regarding gender relationships. The findings were reported as per the analysis undertaken on different research available all over the globe, grouped into their respective categories of framework for educational systems, where the collection of data was targeted as per the design of the questionnaire.

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