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Leadership plays a vital role in putting the school in order and paves the ability to achieve the aim and objectives of educational Institutions. It is good leadership that brings about good school results in internal and external examinations. The article evaluates some secondary schools in Freetown, Sierra Leone, reviews theoretical knowledge of the subject, and shows its methodology. The result was analyzed using both quantitative and qualitative procedures. The findings explained the impact of school leadership and the recommendations made to improve school leadership.

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# School Leadership Evaluation: An Overview of Secondary Schools in Western Rural Freetown, Sierra Leone

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## ABSTRACT

*Leadership plays a vital role in putting the school in order and paves the ability to achieve the aim and objectives of educational Institutions. It is good leadership that brings about good school results in internal and external examinations. The article evaluates some secondary schools in Freetown, Sierra Leone, reviews theoretical knowledge of the subject, and shows its methodology. The result was analyzed using both quantitative and qualitative procedures. The findings explained the impact of school leadership and the recommendations made to improve school leadership.*

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## I. INTRODUCTION

Leadership is all about organizational improvement; specifically, it is all about establishing widely agreed upon and helpful directions for the organization and doing whatever it takes to produce and support people to move in those directions. Our generic definition of leadership, not just effective leadership is straightforward; then, it is about guidance and influence [1].

Stability is the goal of what is normally referred to as "management." Improvement is the goal of leadership. Both are very important. Instability is one of the most compelling explanations for most school improvement initiatives' failure, and it occurs in many forms. Arguably, the most frequent is the instability of leadership in the way of recurrent head and deputy head turnover. At

the school level, this form of weakness is often a failure of management at the LA level. It has a devastating effect on a school's improvement efforts [1].

An institution, building where instruction is given to children or young people, especially to persons under college age eighteen (18) years; a regular course of meetings of a teacher or teachers and students for instruction ([www.merriam-webster.com/dictionary](http://www.merriam-webster.com/dictionary))

School leadership has become a key priority in education policy agendas internationally and nationally. It plays a crucial role in improving school outcomes by influencing teachers' motivations and capacities and the school-climate and surroundings. Effective school leadership is needed to improve the efficiency and equity of schooling. School leadership has become a priority development area in many countries and Sierra Leone. During 2006d 2007, twenty-two (22) educational twenty-two nineteen (19) countries took part in an (OECD) activity to evaluate the state of school leadership and investigate different countries' approaches to enhancing the quality and sustainability of school leadership. The business identified four policy levers, which, taken together, can improve school leadership practice. They are:

- (Re) defining school leadership responsibilities.
- Distributing school leadership.
- Developing skills for effective school leadership.
- Making school leadership an attractive profession.

The vast knowledge acquired by an individual after studying particular subject matters or experiencing life lessons provides better knowledge. Education entails instruction of some sort from an individual or composed literature. The general forms of education results from past schooling incorporate studies of various subjects. Because of these trends, the function of school leadership in Sierra Leone is increasingly defined by a demanding set of roles, including financial and human resource management and leadership for learning[2][3].

There are concerns across countries that the principal's role as conceived for the past needs is no longer appropriate. In many states, principals have heavy workloads; many are retiring, making it harder to get their replacement. Prospective applicants often hesitate to apply because of overburdened roles, insufficient preparation and training, limited career prospects, and inadequate support and rewards. These developments have made school leadership a priority in education systems across the world. Policymakers need to enhance the quality of school leadership and make it sustainable[2][3].

### 1.1 Statement of Problem

Generally, there are a lot of problems associated with leadership left alone in school leadership. Whether in the private or public sector, the issues are inherently homogenous; therefore, owners of private schools and government-financed schools are trying their best to combat these problems impeding growth, performance, and output. Sierra Leone Muslim Congress School and Umar Bin Al-Khatib Islamic schools are no exception to the above mentioned; They are experiencing delegation of duty, continuous stay in office, stagnation of promotion, lack of motivation, etc. Therefore, this research seeks to assess the postulated research hypothesis yet to affirmed or negated it based on the research findings.

## II. LITERATURE REVIEW

This section reviewed the definitions and work of related literature that had been done by other authors.

### 2.1 Definition of Terms

2.1. Leadership is all about organizational improvement; specifically, it is all about establishing widely agreed upon and helpful directions for the organization and doing whatever it takes to produce and support people to move in those directions. Our generic definition of leadership, not just effective leadership is straightforward; then, it is about guidance and influence [5].

2.2. A *School*- An institution, building where instruction is given to children or young people, especially to persons under college age eighteen (18) years; regular meetings of teachers and students for instruction [7]. Three types exist in Sierra Leone: Government schools, Government-assisted schools, and private schools.

2.3. *Education*- The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons provides an understanding of something. Training requires instruction of some sort from an individual or composed of literature. The most common forms of education results from years of schooling are incorporate studies of various subjects[9][10].

### 2.2 An Insight About School Leadership

Leadership is a high priority issue for several people with regard to education nowadays. Reformers largely depend on it. The people see it as what schools need more. Furthermore, many people try to make a living peddling their latest insights about effective educational leadership. Indeed leadership by an adjective is a growth industry. The different types of leadership include; instructional leadership, transformational leadership, moral leadership, constructivist leadership, servant leadership, cultural leadership, and primal leadership [8]. Only very few of these satisfies qualify as leadership theories, and several leadership theories are tested. Talking about slogans, especially its popularity in North America, "instructional Leadership" and, in England, "learning-centered leadership." They normally

serve as synonyms for whatever the speaker means by "good" leadership. With practically no reference model for instructional or learning-centered leadership that has some conceptual coherence and a body of evidence, testing affects organizations and schoolgoing children.

With all this misperception on the concept of leadership, we might be persuaded to think that hard evidence about what is right or successful or effective leadership in educational organizations are missing – or at least conflicting – but we would be wrong. We know a great deal about the leadership behaviors, practices, or actions that help improve the influence of schools on the pupil outcomes that we value. Many more have been reported since then. Contrary, the accumulated empirical evidence has a great deal to say about effective leadership practices. By far, the most significant amount of this evidence is about the leadership of school principals or headteachers. A much smaller but still substantial proportion is about the direction of senior district/LA administrators. Also, there is a fast-growing body of evidence about teacher leadership and distributed leadership, sometimes considered closely correlated. But, this evidence is mostly descriptive, primarily generated through small qualitative studies. And the results of these studies are quite unsatisfactory. The most recent and comprehensive review literature of teacher leadership was able only to identify five empirical studies that affect pupils. None reported a significant positive impact. Additionally, both teacher leadership and distributed leadership qualify as movements driven much more by philosophy and democratic values than by evidence that pupils learn more if a larger percentage of the school leadership originates from non-traditional theories. Some researchers assert that the more leadership, the better, that the organization's capacities are understood completely as the sources of leadership expand and aspire to "lead" organizations where everyone should be a leader. However, this argument has three flaws[6].

First, it asserts an empirical assumption – that more leadership is better. This assumption has

received no support from the small amount of relevant empirical research reported, assuming "better" has some reference to pupil learning. For instance, one recent study examined the effects of many different leadership sources on pupil engagement in school and found that "total leadership" – the sum of the leadership provided from all sources – was unrelated to such arrangement. In contrast, the leadership of the principal was significantly related [5].

### *2.3 The Significance Of School Leadership*

While most readers need little persuasion concerning the significance of school leadership, some argue that our confidence in leadership as a pillar of organizational effectiveness is misplaced. Thus, it is essential to ask whether the value typically attributed to educational leadership is warranted by the evidence. Five types of empirical evidence speak to this question. One type is primarily qualitative case study evidence. Studies providing this type of evidence characteristically are conducted in exceptional school settings. These are settings believed to be contributing to pupil learning significantly above or below normal expectations as, for instance, effective schools research based on "outlier" designs. Studies of this type usually report substantial leadership effects on pupil learning and an array of school conditions. What is missing from this evidence, however, is "external validity" or generalizability.

The second leadership type has effects in large-scale quantitative studies of overall leader effects. These reviews conclude that school leadership's combined direct and indirect impact on pupil outcomes is small but educationally significant. In contrast, leadership explains only 5 - 7 percent of the variation in pupil education across schools (not to be confused with the very large within school effects that are likely). This is about one-quarter of the total across-school variation twelve to twenty percent (12 to 20 %) explained by all school-level variables after controlling pupil intake or background factors. The quantitative school effectiveness studies provide data to indicate that classroom factors explain more than a third of the variation in pupil achievement. The third type of research about leadership effects, like the second type, also is

large-scale and quantitative. This study identifies some leadership "responsibilities" and calculates an average correlation between each and whatever measures of pupil achievements were used in the original research. The data estimates are calculated for the effects on pupil test scores.

The fourth source of research on leadership effects has explored such an impact on pupil engagement. In addition to being an essential variable in its own right, some evidence proposes that school engagement is a strong predictor for pupil achievement. At least 10, mostly recent, large-scale, quantitative, similarly designed, researches in Australia and North America have examined the effects of transformational school leadership on pupil engagement.

Finally, as we have already mentioned, leadership succession research provides an attractive source of evidence about school and district leadership effects. Unplanned principal succession is among the common sources of schools failing to progress, despite what teachers might do. Studies were done in Canada recently [13]. To establish the devastating effects of principal succession, especially on initiatives intended to increase pupil achievement. The frequent changes in headteachers is a common occurrence in many schools. One of us recently conducted a three-year study of school improvement practices in the province of Ontario. Among other things, the paper involved tracking the progress of ten schools located in a comparable number of districts over that period. In three years, seven of the original ten principals moved on for one reason or another. Also, the appointment and retention of a new head are emerging from the evidence as an important strategy for turning around struggling schools or schools in special measures.

Concluding from this evidence, as a whole, is that leadership has very significant effects on the quality of the school organization and pupil learning. There is not a single case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. One explanation for this is that leadership catalyzes unleashing the potential capacities that

already exist in the organization. Those in leadership roles have a huge obligation to "get it right." Fortunately, we know a great deal about what getting it right means. This study is to provide a synopsis of this knowledge.

#### *2.4 The Nature of Successful Leadership Practices*

This section is a description of practices common to successful leadership in many different situations and sectors, but most schools. We begin by acknowledging the substantial diversity in the academic literature about the nature of successful leadership more generally. The plural "works of literature" is used because there is the only occasional acknowledgment of research and theory across the school and non-school sectors; transformational leadership is the most prominent exception to this general assumption, with significant numbers of members in both camps who do interact in print about their work [11].

Generally, educational leadership researchers are exclusively dealing with leadership in school management. While they sometimes draw on evidence collected in other settings, they rarely show any interest in extending their work to those different settings. In contrast, leadership researchers working in non-school contexts typically worried a bit about how well their theories and evidence across corporate sectors (although schools have been a relatively slight focus of their attention). Several related research summaries over the past three-year have described the central elements of what we represent, in this section, as the "core practices" or "basics" of successful school leadership[12]. The four categories of practices identified in this research include:

- Setting directions;
- Developing people;
- Redesigning the organization; and
- managing the instructional (teaching and learning) program.

Each of these categories, further refined for this review, encompasses a small number of more specific leadership behaviors (14 in total). The vastly available pieces of evidence indicate the

categories of practice as a significant part of the repertoire of successful school leaders, whether in primary (elementary) or secondary school, a school or a school district/LA, a school in England, the United States, Canada or Hong Kong.

We have recently counted more than 40 published studies and some 140 unpublished studies that have focused on several of these leadership practices in school and LA contexts since 1990. The accumulated evidence of a good deal about their relative contribution to organizational development and student learning. Core practices are not all that people providing leadership in schools do. But they are incredibly critical practices known to have a significant influence on organizational goals. Their value lies in what the leaders attend to.

### *2.5 An Assessment on the Impact of Leadership Style*

Supportive leadership was at the highest agreement level. It might be because schoolwork generally consisted of a clear structure and repetitive. Supportive leadership encourages the teachers to work as well as personal life. Therefore, school administrators should be friendly to their teachers by praising and encouraging them, especially on important occasions. They have to be mercy, kind and understand teachers' feelings. According to House's theory, leaders have to increase confidence but decrease the anxiety of their followers. They should eliminate the undesirable work situation, pay attention to their followers' welfare and needs.

On top of that, leaders have to create a positive climate by treating their followers fairly, respectfully, and democratically. Participative leadership is suitable to apply in school administration when administrators are facing ambiguous and unclear work situations. To promote participative leadership, school administrators should assign participation in the decision-making process, listen to teachers' opinions, and encourage them to discuss in a group.

Sometimes, school administrators have to determine challenging objectives for the teachers to participate in. They should know how to stimulate teachers to search for an innovative way to improve continually and continuously develop their work. Since the Office of Kalasin Primary Educational Service Area, 1 is to enhance teachers' and administrators' participation in various projects, school administrators and teachers must learn to improve. Consequently, teachers will gain more expertise and self-confidence in the workspace through their participation. Therefore, teachers will be able to work autonomously without waiting for managers' instruction or command. Although directive leadership was in the last order, school administrators also need to use directive leadership when implementing a new program or policy by instructing the teachers' work technique. Teachers in this study were found to be highly satisfied. They are delighted and confident with their administrators supported and encouraged them to study further. They participated in training or field trip studies for promotion purposes. According to change management, school organizations will succeed if teachers know about teaching topics and student-centered techniques. Teachers have to determine school direction based on the National Education Act 1999 and the Revised Issue (the Second Issue) 2002. The participation process and creates a good working atmosphere. Teachers normally tried to develop themselves in improving their knowledge and teaching methods or techniques by attending seminars until they did not have time to take care of their students with full efficiency can be one of the reasons to explain low results. Researchers revealed that direct and indirect influence of high comm. The finding of the relationship between leadership style and teacher effectiveness indicates that the correlation coefficient is positively related.

In summary, among the four leadership styles, the supportive leadership style had the strongest association with teacher effectiveness. In contrast, the directive leadership style had the weakest relationship with teacher effectiveness. This is because the administrators utilize supportive leadership that would help teachers to overcome

their work problems; thus, teachers will have morale in working, which will lead to their working effectiveness. This can be explained by the two-factors theory whereby the motivator factor is the directly related factor to serve psychological needs, which caused the work practitioners to be satisfied with their job, including work success, recognition, work progress, work characteristic, and responsibility. The hygiene factor was the factor that prevented unsatisfactory work, which was related to the work environment, including policy and work administration of an organization, control and command, and relationship with superordinate and co-workers. The two types of leadership styles have a predictive power of 0.568, which is significantly at 0.01. Therefore the two types of leadership style can predict teacher effectiveness, with supportive leadership affects the most on teacher effectiveness. In other words, administrators who provide support for teachers and let them participate in decision making will cause teachers to increase working effect found that leadership factor affecting school effectiveness was the situational factor, administrators' behavior, and background. Contingency leadership theories also supported it that effective leadership depends on several factors, including leaders' characteristics, leadership behavior, and related situation as essential elements for administrators to implement their the actions of supportive leaders, participatory leaders, and coercive leaders were the predictors of teacher motivation in their work practices.

### III. RESEARCH METHODOLOGY

This section explained the methods used in collecting the relevant data and reaching a conclusion. It describes the area of study, research design, sample size and procedures, research instruments used to collect data, and the methods used in analyzing the data. From the primary data, structured questionnaires were administered to a selected sample frame of fifty (50) questionnaires to different respondents at the Sierra Leone Muslim Congress school and Umar Bin AL-Khatib Islamic Secondary School. Also, representatives of the Ministry of Education

were engaged in focus group discussion for an in-depth idea about the topic under review. Additional information was sought from literature published by the institutions, especially the Universities. The research was within Freetown.

#### 3.1 Research Design

The research design is mainly analytical, drawing its data through the primary method. Using both stratified and simple random sampling techniques wherein a stratum of internal interviewees are selected, i.e., employees at both secondary schools, especially those at the strategic level, to get a fair idea about the topic under review. Questionnaires were administered to get the views of these members of staff at the respective organization mentioned above.

#### 3.2 Population and Sample

Part of the above staff mentioned was selected; this comprises members from the administrative and academic staff strategic. Other department members were randomly selected for the interview. The essence of using the random sampling method amongst staff in the school cannot be overemphasized. This was done to see that there are a flow and correlation of their views. These members of the team randomly selected come from the different departments and levels, i.e., administrative and academic staff. Senior and head of department levels. Thereby giving diverse and reliable conclusions. The stratum population was divided into two parts. Questionnaires were administered to part of the staff at the senior level. Personal interviews and focus group discussions were undertaken by different people, i.e., old boys, parents, and teachers. The survey, in its entirety, used both primary and secondary sources of data.

#### 3.3 Research Instrumentation

The instruments used in collecting data in this research are questionnaires, personal interviews, focus group discussions, and literature reviews.

#### 3.4 Data Collection

Different instruments were used in collecting information for this research. These are:



### 3.4.1 The Use Of A Well Structured Questionnaire

A well-structured questionnaire with open-ended nature questions was administered. Fact-finding questions were asked, and the answer is given, especially on the School Leadership and its Impact it has on education with a focus on Sierra Leone Muslim Congress school and Umar Bin AL-Khatab Islamic Secondary Schools in Freetown.

### 3.4.2 Personal Interviews

Personal interviews were granted to staff members of both schools, old boys, and parents in brief, because of their time and communication cost. A frank and liberal response was gathered from the above named given respondents about the problems, achievements school performance about the school leadership, and how those above would put the school to its past performance, which was very good and steady. Also, insight was given by some of the administrative authorities about the type of skills they need at present and in the future.

### 3.4.3 Focus Group Discussion

Though the researcher was not there, it was conducted, and a result was given afterward, luckily it was a workshop led by UNDP for training and retraining of entrepreneurs and skills needed. Most of these firms were invited to give a talk. Recorded speeches were sent to the researcher, who was used to get a fair idea about the firms.

## IV. METHOD OF DATA ANALYSIS

The information collected was analyzed using both quantitative and qualitative methods from the study was also coded and correlated into percentages to allow more straightforward interpretation possible. Data was tabled and analyzed. Charts and tables were used to provide sufficient grouping of the information collated.

The methods engaged in carrying out this research were as follows:

- Use of well-structured questionnaires to interview respondents.
- Desk research.
- Discussions.

The data collected by means of the above methods was analyzed and presented in tables and charts.

## V. RESULTS AND FINDINGS

In the analysis, it was found that there is a positive relationship between principal leadership styles and teachers' performance ( $r = 0.890$ ). The association is statistically significant (Sig. = 0.000) at a 0.05 level of significance. This implies that an increase in leadership styles (like increase involvement in decision-making, in communication, and increase delegation of duties according to knowledge, talent, and skill) helps to enhance teachers' performance in the school.

The findings indicating a high level of teachers' performance in the school shows that teachers have been performing to expectation in schools. A situation whereby the level of teachers' performance in the school has a high percentage (%) predicts effective teaching and learning in the school.

The study indicated that better performance depends on principals who allow demonstrating, initiation, creative, and innovative of teachers in decision making of the school. It should be noted that teachers were willing to participate in decision making if they perceive that the principal sought their opinions but allowing teachers that opportunity to make the final decision.

The study revealed that achievement of better performance is based on the principal whose consideration of teachers' ideas and taught in the decision-making of training criteria for the smooth running of the institutions. When interviewed were conducted to principals on the manner they involve their teachers in decision making of the schools, they all responded by saying that they organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that the majority of the principals practiced a democratic style of leadership. This is because the democratic style of leadership promotes unity, cooperation, teamwork, and hardworking among teachers, which in turn enhances their performance.

The study accomplished that; the way principals involve teachers in decision-making has a significant effect on teacher performance. The findings revealed that the principal's involvement of teachers in decision-making impacts teacher performance in the schools. The test confirmed this carried out by ANOVA results in F value = 797.662 which indicated that the relationship between principals' involvement of teachers in decision making and teacher performance in general secondary schools in the study area was significant at a five percent level of significance (sig. < 0.05)

On the other hand, the principals' communication with teachers enhances teachers' performance. The finding revealed that principals' communication with teaching staff makes teachers perform very well because they are informed about what to do and how to do. This was because it was quicker and safer to talk to the teachers through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. This concludes that proper communication to teaching staff by principals is a characteristic of a democratic leadership style and, if well practiced continuously and at all levels, could yield to high teacher performance. This is because teachers are informed in time to do what is expected of them.

The findings showed that organized meetings for teachers to exchange their views with their superiors. It is through such meetings that teacher performance is enhanced.

The study indicated a difference in principals' styles of leadership as per their communication to the teaching staff and teacher performance in secondary schools in the region as it was concerned. However, this confirmed by F value = 644.874 with P. = 0.000. Since the P. = 0.00 is less than the cut-off point P. = 0.05. The researcher, therefore, accomplished that the relationship between principals' communication with the teaching staff and teacher performance in secondary schools in the Gambella region is significant at the five percent level of significance (Sig. < 0.05).

Furthermore, the study result indicated that principals' proper delegation of duties makes teachers inculcate a sense of responsibility, hardworking, and commitment among themselves, which enhances teacher performance. The findings discovered that if teachers are guided on how to perform the delegated duties, they become efficient and effective in achieving what has been given to them.

The study also revealed that proper supervision of the delegated duties makes teachers committed, hardworking, effective, and efficient in their work. Interviews conducted with principals revealed that teachers make records of employment for lessons taught and not taught for contents coverage purposes and checkup of teachers whether they have been teaching or not. This has helped principals to supervise the completion of syllabus among performing and nonperforming teachers. The nonperforming teachers are directed, guided, and motivated to perform well by re-arranging makeup classes for curriculum coverage.

The finding indicated that better performance depends on Principals who reward their teachers in monetary, promotion, and verbal appreciation for any duty delegated are democratic. Such rewards motivate teachers, make them committed and hardworking, thereby enhancing their performance. It was revealed that better understanding depends on proper delegation of duties base on teachers' knowledge, improves their performance, and makes the work simpler. The researcher discovered that such principals should not be blamed because some teachers are very rigid to change, and unless forced to do tasks they are not skilled at, they will never acquire new skills. When the researcher inquired on the criteria principals use to delegate duties to teachers, some principals responded by saying that they consider the experience a teacher has in performing a given task entrusted. This is because experienced teachers are more knowledgeable in performing tasks than un-experienced ones.

This shows that teacher performance in the study area was enhanced because talents add efficiency and speed up work. This is because principals are

aware that if they delegated teachers' duties they have no idea about, such responsibilities are likely to be performed poorly. In interviews conducted with principals on the way they follow when delegating tasks, principals said that they usually charge teachers' duties they have an idea about to enhance their performance.

Interviews conducted between the researcher and principals on what criteria do principals follow when delegating duties to teachers? Principals responded that some responsibilities are delegated to teachers basing on knowledge, skills, and subject specialization of the teachers. For example, some principals said that for one to head the chemistry department must be skilled and knowledgeable in chemistry. Most of the principals said that some duties are delegated depending on the teachers; for example, teachers talented in the painting are assigned in creative, practical arts and for tasks in teaching aids and on the wall of the schools. However, some principals said that they delegate duties to teachers with experience, seniority, and committed to working. This was because teachers with skills, knowledge, expertise, and commitment perform satisfactorily the tasks delegated to them than teachers without such qualities.

## VI. RECOMMENDATION

According to the above findings, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership styles which are associated with teachers and its impact it has on Education in Sierra Leone. (Case Study of a few secondary schools).

- The fundamental influence on teachers' performance not to work as expected was principals' improper style used and unequal treatment of thoughts among teachers in the decision-making process. Therefore, the ministry of education science and technology is advised to ensure the right tracks of involving teachers in the decision-making of general secondary schools trains principals on how to affecting teachers in committees like

counseling, finance, discipline, and welfare to discharge their responsibility.

- The ministry of basic education is advised to provide communication skill training for school principals on the effects of communication and how to communicate with teaching staff to enhance their performance. So that principal should organize regular meetings like three times a term, writing notices and posting in the staff notice board, and sending memos to teachers and using telephone calls.
- For the proper delegation of duties by school principals to the Sierra Leone Teachers Union and the ministry of education, to avoid power struggling and to bring out talents in junior staff, they should recognize the significant duties and criteria of delegating them to teachers providing further training, refresher course, seminar and workshop to both principals and teachers to be well equipped with new skills and knowledge needed to perform the delegated school tasks.
- The ministry should involve supervisors in tracking the age limits of principals to create easy access to retirement and avoid compressing others from making their output felt and deriving their efforts and showcase of talents.

## VII. CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

The results indicated that the independent variables (communication, decision-making, and delegation) on the dependent variable (lesson plan, assessing student and co-curricular) of the Sierra Leone Muslim Congress School and Umar Bin AL-Khatib Secodary school were moderate. This would have a significant influence on the achievement of educational goals and objectives in public secondary schools. However, the decision-making of principals in public secondary schools was not on the right track to consider teachers' ideas and taught the styles that educational leadership could actively do.

Furthermore, the study showed that better performance in public secondary schools might be

well-motivated teachers by principals. The study concluded that; the way principals involve teachers in decision-making has a significant effect on teacher performance in the Sierra Leone Muslim and Umar Bin Al-Khatib Secondary Schools. This indicates that principals apply teachers in decision-making through staff and departmental meetings, and teachers' views in the discussion are valued and implemented in the final decision of the schools. This has dramatically enhanced teachers' performance in the school.

Regarding communication, findings revealed that regular communication between the principals and teaching staff makes teachers effective because they were informed on what to be done and how to be done. The finding concluded that the way principals communicate with teaching staff has a significant effect on teachers' performance in both Schools. This shows that principals' communicate with teachers through meetings, memos, note board, and telephone call has made teachers well informed of what to do and how to do it—thus enhanced their performance.

On the other hand, the researcher concluded that Principals' delegation of duty to teachers has a significant effect on teachers' performance in the Sierra Leone Schools. This implies that principals delegate duties to teachers according to their teaching experience, skills, talent, commitment, and knowledge of subject specialization has enhanced the performance of teachers in Sierra Leone Muslim Congress and Umar Bin Al-Khatib Secondary Schools.

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