

Evidence from the Ashanti Region in Ghana: A Correlation Between Principal Instructional Leadership and School Performance in Senior High Schools

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Abstract : This study aims to explore school principal instructional leadership capabilities (Robinson, 2010) that support school performance in senior high schools in Ghana's Northern Region. It explores the ways in which leaders (a) use deep leadership content knowledge to (b) solve complex school-based problems while (c) building relational trust with staff, parents, and students as they engage in the following instructional leadership dimensions: establishing goals and expectations; resourcing strategically; ensuring quality teaching; leading teacher learning and development and ensuring an orderly and safe environment (Patuawa et al, 2013). The proposed research utilizes a constructivist approach to explore the experiences of 18 school representatives (including principals, deputy principals, department heads, teachers, parents, and students) through an interview method.

Keywords : instructional leadership, leadership content knowledge, solving complex problems, building relational trust and school performance

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