Leadership of school principals and monitoring of students by their parents in Bamako

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Abstract
The objective of this paper is to understand the link between the leadership of school principals and the monitoring of students by their parents. Indeed, the leadership of the principals should make it possible to bring the parents to take more interest in the follow-up of the pupils. A leadership test was thus administered to 6 directors (*school principals*) of private and public school groups from the *Rive Droite* Academy in Bamako; 480 students were quizzed about parental support and then an interview guide was sent to teachers, school principals and parents of students who are members of School Management Committees in the schools in the sample (CGS) to decide on the leadership of the directors and the follow-up of the pupils by their parents.

The results of the school principal's leadership test show that 4 out of 6 directors have a good overall leadership score. The score for task orientation is the highest, followed by the score for democratic and participatory leadership; that for orientation towards pupils' parents is lower among all directors. In addition, 62.5% of students who benefit from parental support come from schools run by directors who have a good leadership score. The results of the interviews show that the directors of public schools find that the follow-up of pupils by their parents is not linked to their leadership but rather to the level of poverty of the parents, which poses the problem of school follow-up for their children. However, the directors of private schools specify that they themselves must find channels of communication with parents in order to sensitize them to follow their children. For teachers, directors of successful schools in Mali have a high level of democratic leadership. Four representatives of the parents of pupils think that the principals of schools do not make enough efforts to push the parents to be firm with their children. The other two representatives find that school principals are discouraged by the marked indiscipline of children due to the fact that parents do nothing to educate their children and encourage them to take their studies seriously.

Keywords: Leadership; school director ; parental follow-up; Bamako

1- Introduction

The school appears as the privileged place of application of the theories of the leadership in Education, in particular that of the Principal. Thus, many researchers have worked to adapt these theories to the school context. These include, among others, Halpin and Croft (1963), Pelletier and al., (2015), Barr and Jones (1958), de Katz and Rosenzweig (1985) as well as Corriveau and Brunet (1993). Their theories have served to better understand the management and functioning of educational structures and above all to understand the driving and central role of the school principal's leadership in the application of the theories of motivation, communication and the mobilization of all actors including communities and parents of students in the management of educational structures as organizations

In Mali, the literature on the conditions for the exercise of leadership by directors of basic education schools has not been sufficiently developed. Virtually all of the time of these directors of this level of education is taken up by face-to-face encounters, meetings and endless telephone communications, especially in urban

areas. There is also a strong tendency for most primary school principals to engage in the most common and urgent situation. According to observations made by teams from the National Center for Education (CNE) in the years 2000 to 2010, many directors act as if they were expected to look after only the well-being of their hierarchical superiors, while parents of students have high hopes for their orientations for the supervision of their progenies. If the CNE finds that the principal is overwhelmed by the repetitive and boring nature of most tasks, this can make interactions with teachers and parents of students superficial and debilitating. We can add a series of dilemmas with which principals of basic education schools in Mali find themselves confronted when they have to choose between change and continuity and between administrative tasks, pedagogical tasks and relational activities with the environment, in particular with parents. pupils, in order to avoid the wrath of both the authorities and the teachers. Thus, his leadership is strongly shaken.

The school is the privileged place of application of the theories of the leadership in Education, in particular that of the Principal. Thus, many researchers have worked to adapt the theories on leadership to the school context, these are Getzels and Guba (1958), Katz and Rosenzweig (1985), as well as Corriveau and Brunet (1993). Their theories have served to better understand the management and functioning of educational structures and above all to understand the driving and central role of the school principal's leadership in the application of the theories of motivation, communication and the mobilization of all actors including communities and parents of students in the management of educational structures as organizations.

The objective of this paper is to evaluate the effects of the leadership of the school director on the support and monitoring of students by parents in Commune VI of the District of Bamako. We seek to answer this effect to the following question: Does the leadership of the School Director have effects on the Support and Monitoring of students by Parents in Commune VI of the District of Bamako? To our knowledge, no in-depth scientific study has been conducted on this subject in Bamako. It is with the aim of filling this void in a modest way that the present study is carried out in Commune VI of the District of Bamako. The rest of the paper focuses on the literature review, the research methodology, the results, a conclusion to finish with the bibliographical references.

2- Literature review
2.1: Theoretical review
The concept of leadership, analyzed here in the context of a study centered on the administration of education and the management of schools. This Anglo-Saxon concept continues to arouse considerable enthusiasm and interest among researchers, administrators, managers and development planners throughout the world. According to Christine Fontaine (1997), definitions of the concept of leadership have evolved over time. Thus, from traditional approaches to leadership where power went from the top down, we gradually moved, during the second half of the 20th century, to new approaches that favor exchange, delegation of power, collaboration and participation whether at different levels within the same group or between different organisations. Although steered by a leader, leadership is the result of a dynamic that exists between the members of a team.

The integrative and explanatory model of leadership developed by Gibson (1978) concerns the leader's ability to influence stems from three groups of factors, namely 1) his lived experiences and his personal characteristics, 2) his ability to communicate, the awareness of self and task knowledge, and 3) the leader's perception of himself, his subordinates, the situation and his superior. The *Wallenda effect* of leadership is this ability as a leader to pursue positive goals, to pour all of one's energy into the task at hand, without looking back or exhuming excuses for past events. For the successful leader, failure is only the beginning, the "springboard of hope" Boyer and Brousillon (2011).

The school appears to be the privileged place for the application of these theories of leadership, in particular by the school principal. Thus, many researchers have worked to adapt these theories to the school context. These include, among others, Getzels and Guba (1958) as well as Corriveau and Brunet (1993). Their theories have served to better understand the management and functioning of educational structures and above all to understand the driving and central role of the school principal's leadership in the application of the theories of motivation, communication and the mobilization of all actors including communities and parents of students in the management of educational structures as organizations.

According to Halpin and Croft (1963), there are 6 types of organizational climate in which the leadership of the school principal is revealed. These are :

➢ *The open-type organizational climate*
In this type of climate, the director constantly seeks to integrate the satisfaction of the needs of the school and that of the teachers and the communities in particular that of the parents of pupils.

➢ *The autonomous organizational climate*
In this type of climate, leadership emerges much more often from the group of teachers and rarely from the school principal himself. The director gives full freedom to teachers to develop their own work programs and govern their own interpersonal relationships, without interfering. In the Malian context, greater autonomy is granted to the School Management Committee structures in which all the representatives of the community and the parents of pupils meet.

➢ *The controlled organizational climate*
In this type of climate, the emphasis is much more on completing tasks than on meeting the social and individual needs of the group. This climate is impersonal, bordering on bureaucratic and highly controlled and oriented towards the effective accomplishment of tasks. The principal dominates the teachers and exercises his authority over them. Only the completion of the tasks counts for him.

➢ *The organizational climate of familiarity*
This climate is strongly oriented towards human relations and in an uncontrolled way. In this type of climate, the director maintains too much conviviality with his teachers and all of his staff who most often end up no longer taking him seriously. For, he does not observe measured distances with these. Indeed, in this type of climate, the principal runs the school as one runs a club of friends. As a result, little attention is paid to completing tasks.

➢ *The paternalistic organizational climate*
In this type of climate, the principal prevents any emergence of leadership among teachers. He does everything to remain the sole leader of the group, even if it means buying the commitment and loyalty of the teachers and support staff in his favour. He does not hesitate to blackmail and use his administrative influence to make them bend. This is why the morale of the teachers becomes very low in this type of climate.

➢ *The closed-type organizational climate*
The closed-type organizational climate is the worst of all types of organizational climate because here, the director remains totally curled up on himself and does not try to understand anything from his teachers. He is the absolute master of the place. He is the supreme leader and there is no possible criticism. In this type of climate, the director works neither for the accomplishment of tasks nor for the satisfaction of the individual needs of the personnel of the institution. The system is totally closed. The director proves his incompetence both for carrying out the tasks and for satisfying the individual needs of the teachers and the parents of the pupils. The morale of the group becomes strongly affected and consequently the performance weakens in such a school.

However, Halpin and Croft (1963) issue a very important warning against this categorization of leadership styles. According to them, no director should strictly and rigidly favor one of the six organizational climates. He must opt for a type of climate according to the circumstances and realities of his school even if for them the organizational climate of the open and democratic type seems better to others. In the light of leadership theories, it should be emphasized that leading a school is not just about leading teachers and students but rather leading with them and mobilizing the whole community around the school's goals. . The leadership of a school principal must be a shared vision and act where each staff member, including the parents of the students, constitutes an important strategic link in the achievement of the educational objectives pursued.

The leadership of a school principal must be collective and must promote the cohesion of the group around a common objective oriented towards the success of all the students. In an effective school, the principal is an optimistic initiator. He clearly defines the objectives, organizes the exchanges and ensures that the decisions taken are carried out. He is open to new ideas, maintains balanced contact with teachers, encourages them,

opens the school up to the outside world, works closely with parents and invites them to support and monitor their children's school career. The school principal must be a great communicator and a mobilizing agent for all the players around the school's objectives. It must lead parents to adhere to the school's objectives, to support and monitor their children's studies.

2.2: Empirical Review

The results of numerous studies carried out around the world on the explanatory factors of school learning have revealed that the success of students, within schools, differs significantly depending on whether the management insists more or less on organizational, pedagogical and motivational factors. and on the pursuit of good results. Through his leadership, the school principal is the ideal person to implement this policy.

Several studies have examined a wide range of variables related to school leadership and their effects on student achievement. The variables studied are subject to multiple definitions that overlap each other, which means that their effect cannot be taken as a reference according to Harris and Hopkins (2006). For Glickman et al. (2012), when the leadership of school principals is analyzed using theoretical models related to typologies of leaders or leadership styles, the results report that pedagogical leadership centered on learning would produce a positive effect greater than that of transformational leadership (focused on the quality of relationships between actors).

In terms of student performance, transformational leadership would rather have an effect on the quality of relationships with other team members, Robinson, Lloyd and Rowe (2008). However, the authors find, without neglecting the quality of relationships, that leadership focused on learning leads team members to take a greater interest in their pedagogical actions in relation to student performance. In many cases, the variables associated with leadership are not distinguished from those associated with the exercise of power and authority, whereas management sciences find that leadership is a form of influence distinct from authority. (McShane and Steen, 2012). It is clear that this ambiguity currently militates in favor of a pragmatic approach more focused on concrete practices.

Pelletier et al., (2015) in their study reveals that management practices and school characteristics are conducive to better student success. The authors find on the one hand that practices focused on pedagogy and the monitoring of results are linked to a reduction in failure rates, and on the other hand, practices focused on the establishment of a harmonious and respectful climate. for students are linked to an increase in school success rates. This further argues that management practices play a mediating role between the classroom experience and student success.

In Mali, the literature on the conditions for the exercise of leadership by directors of basic education schools has not been sufficiently developed. As indicated in the various monitoring and evaluation reports of the National Pedagogical Institute and later of the National Center for Education and the National Directorate of Pedagogy, the rare existing data are empirical, fragmentary and derived from observations. occasional researchers in the field. However, these empirical data collected during occasional observations make it possible to make certain observations on the leadership of school principals of basic education in Mali. Furthermore, since the events of March 1991 which led to the establishment of "multi-party democracy" and the "protection" of human rights and individual and collective freedoms in the country, there has been little mobilization of directors to pedagogically important tasks and decisions as well as for the establishment of collaborative links with the parents of pupils in order to encourage them to support and follow the studies of their children, knowing that they are in any case overwhelmed by the recurrent strikes by teachers and students. This is why there is a growing tendency to discouragement among school principals.

In the scheme of decentralization, the communities, in particular the parents of pupils, through the School Management Committees (CGS) play a dominating role. The school management committee (CGS) is a body for democratic operation and voluntary participation in the life of the school set up by the populations and the municipal authorities who delegate to it, by an agreement, part of its competence in of education. The CGS is a structure for reflection, dialogue, consultation and execution, focused on the management and development of the school. It is a secular, apolitical structure, governed by the principles of free membership, solidarity, democratic functioning and voluntary participation in the life of the school. In the

spirit of the CGS, student success cannot be the sole responsibility of the school. It must be the result of a fruitful partnership between the school and the students' parents.

3- Research Methodology

The target population of the study concerns all basic schools, school principals, teachers, school management committees of commune VI of the district of Bamako. A leadership test addressed to the 6 school principals. An interview guide addressed to teachers, school principals and parents of students who are members of the School Management Committees in the sample schools (CGS). To find out whether students receive support from their parents, 480 students were interviewed. Qualitatively, the data from the interview guide were the subject of a content analysis of the various speeches produced by the various actors on the leadership of the director and the monitoring of pupils by the parents from the interview. *The interviews were organized by target groups, which had the advantage of considerably reducing the number of interviews carried out. For the leadership test, all the Directors of the 6 school groups (public and private) in our study sample were **tested.***

Table 1: Sample of Students (For reasons of namelessness, we code the names of the school groups)

Name of school groups	Number of students surveyed
Private School B1	80
Public School F	80
Private School K	80
Public School S	80
Private School R	80
Public School B2	80
Total	480

Source: Authors, based on survey

Table 2 : Sample for the Interview Guide on the 5 themes of the qualitative study

Principals (interview guide and leadership test)	*Public school group*	*3*
	Private school group	*3*
Teachers	*Public school group*	*2*
	Private school group	*2*
CGS (parents of student committee members)	*Public school group*	*2*
	Private school group	*2*
Total		*14*

Source: Authors, based on survey

4- Results and interpretations

4.1: Analysis of quantitative results

The results of the leadership tests sent to the Directors of 6 school groups in the sample

A leadership test developed by Sergiovanni , Metzeus and Burden (1969) was adapted and used as part of this paper to assess the ability of the directors of the 6 school groups in our sample to cooperate and mobilize external partners, in particular parents. of students around the school and the academic success of their children. It is not the content of this test as such that interests us, but rather its relevance to the assessment of the leadership skills of anyone occupying a management position. This test includes a series of 35 questions offering a variety of situations to assess the leadership of a school head (Cf. the test in the Appendix section). Indeed, each of the principals of the 6 school groups in the sample was asked to answer all the questions of the test by indicating the most frequent behavior they adopt in their school and then to circle the letters which correspond to their choice for each of the questions asked. The results of this test allowed us to calculate three types of scores for each director, namely:

- ✓ first a score for its task orientation,
- ✓ then a score for its orientation towards collaboration with the parents of pupils;
- ✓ and finally its score in democratic and participatory leadership.

We underline that the democratic leadership of a school principal must be a division between orientation towards tasks and orientation towards partners, in particular towards parents of pupils (collaboration with parents). A good headteacher must emphasize both the proper execution of tasks by teachers but also ensure the establishment of good collaborative relationships between the school and the parents of students who are the primary partners. from school. It must encourage the parents of pupils to support the studies of their children.

To obtain the score of each principal in democratic leadership, we added his score obtained for his orientation towards the tasks and his score obtained for his orientation towards the collaboration with the pupils' parents then the total obtained was divided by two. This result represents his score in Democratic, Collaborative and Participatory Leadership.

It should be noted that for consideration for tasks, the maximum possible points is 20 (average 10) while for consideration for external collaboration, the maximum possible points is 15 (average 7.50). For democratic and participatory leadership, the maximum possible points is 17.5 (average 8.75). Each time a principal obtained an average of less than 8.75 we assigned him 0 and assigned him 1 each time he obtained an average equal to or greater than 8.75 in democratic and participatory leadership c that is to say not only its ability to ensure the proper execution of administrative and pedagogical tasks but also its ability to mobilize the parents of students around the school and around the academic success of their children.

Table 3: Results of the Leadership Test administered to Principals

School Groups	Score for task orientation	Scores for the orientation towards the Parents of pupils	Score in Democratic and Participatory Leadership	Appreciations
Private "B1"	18	13	15.5	good score
Audience "F"	16	11	13.5	good score
Private "K"	17	12	14.5	good score
Audience "S"	9	6	7.5	bad score
Private "R"	17	13	15	good score
Audience "B2"	8	5	6.5	bad score

NB: For reasons of anonymity, we codify the name of the school groups

Source: Authors , based on survey

An analysis of the table shows that the majority of head teachers in the sample score well in democratic and participatory leadership. This could partly explain the fairly high percentage of students in the sample benefiting from parental support and its positive effects on their academic results.

Table 4: Status of students benefiting from parental support

		Frequency	Percentage
Benefit from parental support	**No**	184	38.3
	Yes	296	61.7
	Total	480	100.0

Source: Authors, based on survey

The table above shows that 61.7% of the students in the sample benefit from parental support against 38.3% who do not benefit from this support. Although this percentage of 61.7 is relatively high, it would be desirable for school directors to make more efforts to encourage almost all parents of students to provide support for their children's studies if we want to improve school results significantly.

Table 5: Cross table between Score of Principals on the Leadership Test vs Parental Support

			Student has Parental Support		Total
			No	Yes	
Leadership score	**The Director has a bad Score**	Number of students	138	42	180
		% in Leadership Score	**76.7%**	23.3%	100%
		% of total 480 students	28.7%	8.8%	37.5%
	Has a good Score	Number of students	78	222	300
		% in Leadership Score	26.0%	**74.0%**	100%
		% of total 480 students	16.3%	46.3%	62.5%

NB: the total number of students is 480
Source: Authors, based on survey

Observation of Table 3 shows that 74% of pupils whose Head of School has good leadership receive parental support against a minority of 26% of pupils who do not receive this support. On the other hand, 76.7% of pupils whose Head of School has poor leadership do not receive parental support, compared to a minority of 23.3% who receive this support. We can deduce that the school principal's leadership has positive effects on parental support.

4.2: Analysis of qualitative results
4.2.1: Leadership of Principals, Support and Monitoring of Students by Parents (Principals' Point of View)

Principal "B2" rather blames the parents of students and not the principal's leadership. For him "At the level of public schools, the parents of pupils have very bad attitudes in relation to the support and follow-up of their school children. Some parents never come to school to find out about their children's results and never take part in the meetings organized by the School Management Committee (CGS). This lack of interest puts school principals in difficulty and encourages school dropout. They only come to school on the first day of the new school year". He goes a little further in his speech: "If the parents manage to follow their children in the rules of the art, it would be a good thing. This would strengthen the work of the teacher. When the teacher does his job properly in the classroom with pedagogy and awareness and the director watches over him and the students and parents support and follow their children, the objective aimed at for the success of the children in school would be easily achieved". We can therefore see in this speech that the school director of "B2" understood the need for a conjunction of the efforts of all the actors around the success of school children. However, it ignores the leadership role that school principals must play in sensitizing and mobilizing parents on the importance and the need to support school children. He unloads somewhere on the parents of pupils who, according to him, do not play their role at all.

Regarding the relationship between the leadership of school principals and parental support and monitoring, the Director of private school "B1" thinks that school principals must fully assume their leadership by calling on the parents of pupils , by raising their awareness and putting them in front of their responsibilities. They must regularly inform parents about the situation of the school and the need for them to support and monitor the academic performance of their children. In addition, they believe that a good principal must put all students on the same footing. Continuing his speech, he told us the following: "School directors must be sensitive to the problems of the students and appeal to the parents while informing them of the real situation of the school and the need for them to 'provide regular support and follow-up to their school children'. As for the director of public school "F", they quite simply accuse the parents by telling us the following: "We are not at all satisfied with the behavior of the parents of the pupils. The parents quit altogether. They do not support or monitor their children in school. Many of them prefer to participate in meetings of political parents rather than to participate in meetings organized by the school. They are not interested in the school results of their children. Through these speeches we clearly see that these school principals ignore their own responsibilities. They are unaware that the leadership of a school director is not reduced only to the execution of administrative and pedagogical tasks but that they must also make parents aware of the importance of parental support and monitoring.

Still, in relation to the question, the Director of private school "K" thinks that the leadership of the school director is very important in mobilizing parents for the support of their school children. His remarks are as follows: "Regarding the behavior of school principals in relation to the monitoring of pupils, school principals must encourage them to do so frequently, making sure to tell them to constantly monitor the results of their children and to check their notebooks regularly and always encourage them to learn their lessons as well as the exercises and homework they are given to do at home. The principal's leadership in parental support is very important. We cannot leave everything to the teachers alone. School is the future of our country. It is everyone's business and cannot remain in the hands of school principals and teachers alone".

In relation to the question, the director of "S" affirmed the following "the school principals do their best to sensitize the parents but many of them cannot do anything to financially support the studies of their children because of the enormous difficulties they go through because of the high cost of living. We are often obliged to share with the students the few books that the Ministry of Education gives us. This is a big problem that we have to deal with. They can't even manage to pay the school cooperative regularly, for even more reason than to buy textbooks for their children. However, we are doing everything to make them aware of the importance of parental support for their school children".

We retain from this interview of the directors that the poverty of the parents is a real problem for the parents to support their children in school. The State and the sponsorship of underprivileged children are strongly solicited.

4.2.2: Principal's Leadership, Parental Support and Monitoring (teacher's perspective)
The teachers of public school "B2" believe that the best way for Heads of School to get parents to support and follow their children in school is to use persuasion and not force because their leadership is very important to convince parents of the need to support their studies. This leadership is not always present in our Headmasters. They do nothing but often blindly follow the directives of the Director of the CAP without discernment so as not to lose their place of School Director. A teacher interviewed told us that "today, the rules for automatically passing exams have changed, because of the fight against corruption initiated by the new authorities. Principals through their leadership must tell the truth to parents so that they properly support and monitor their children in school so that they succeed in school to prepare for their future. Principal leadership is very important and principals need to know that".

For the teachers of the private school "K", no leadership from the school principals relates to the mobilization of the parents in favor of the support of their school children. The teachers' representative expressed himself as follows: "School principals do not require parents to support and monitor their children in their studies. They think that raising children is only about school once they send their children there and that's it". We believe that the lack of leadership among principals in our country is a real problem. Most of them think that their role is limited only to administrative tasks and sometimes to pedagogical tasks. We have sufficiently developed this question throughout the present paper. Hence the need for leadership training arises acutely in our schools.

Still on the subject, the teachers of public school "F" also agree. They think that school principals should do more to mobilize parents to support their children because the school cannot follow all the children because of the overstaffing. It is necessary to have the help of the parents of the pupils. One of the teachers told us the following "I think that the attitudes and behaviors of school principals is to convince parents of the need to support and monitor their children in school. Parents must provide support and guidance to their children for them to succeed. School principals should encourage them in this direction".

4.2.3: Leadership of the Principal, Support and Follow-up of the pupils by the Parents (point of view of the parents of pupils)

The members of the School Management Committee of the private school "B1" find that the school directors do not make enough efforts to push the parents to be firm with their children in order to get them to follow their children in school. One of the School Management Committee representatives told us the following: "School principals are not firm enough with parents who do not follow the children. Normally, they also need to provide the parents with the educational methods of monitoring the children because many

parents lose patience and find the child is slow. They must make them understand that spending even 5 minutes with the children reading or playing word games can boost their intelligence. Everything does not work out with the teachers at school".

Members of the Public School "S" are of the opposite opinion. For them, school principals do their best and provide maximum effort to convince parents to support and monitor their children in school. One of their representatives told us this: "The principals give the maximum effort for the success of the students. They always inform the parents to follow up on the students. Principals have a positive attitude towards parental support and follow-up".

As for the members of the School Management Committee of public school "F", they say that the school principals are discouraged by the marked indiscipline of the children and that the parents do nothing to educate their children and push them to take their studies at serious when it is their role. A representative of the School Management Committee expresses himself as follows: "The behavior of the children has discouraged the school principals since the children are not well educated so it is important that the parents support a lot and follow the behavior of their children in order to facilitate their education. The school cannot do everything and there needs to be complementarity between parents and school".

Contrary to this opinion of the members of the School Management Committee of public school "F", the School Management Committee of public school "B2" rather accuses the school principals. They think that these do not fully play their role. One of the members of the School Management Committee said the following: "School principals only take care of administrative tasks and the collection of school fees. They do not play their role in relation to the monitoring of students by their parents.

In view of the results of the analysis of the various discourses on the 5 themes, we can say that our main hypothesis as well as our 4 secondary hypotheses have all been qualitatively verified and confirmed by our research results. However, to further consolidate their verification and confirmation, we also carried out a quantitative analysis of the data collected in the field. In matters of social sciences and humanities, a single analytical approach rigorously carried out according to the rules of the art may suffice, but using two approaches is always better. In view of the results of the analysis of the different discourses on the themes, we can say that our main hypothesis as well as our secondary hypotheses have all been verified and confirmed by our quantitative and qualitative research results. In social sciences and humanities, a single analytical approach rigorously conducted according to the rules of the art may be sufficient, but using two approaches is always better. The two approaches, ie qualitative and quantitative, of data processing and analysis complement and enrich each other.

5- Conclusion

Our results show that the leadership of school directors promotes the monitoring of students by their parents. Our formulated hypothesis was verified and confirmed by the qualitative results, all other things being equal , good leadership is much more successful in mobilizing parents around the school.

As an economic policy recommendation, education authorities should intensify the training of school leaders in leadership.

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