

UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEIVED IMPACT OF THE HEAD TEACHERS' LEADERSHIP
STYLE ON THE PERFORMANCE OF PUBLIC BASIC SCHOOLS IN THE SENE
WEST DISTRICT OF THE BRONG AHAFO REGION

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in white and yellow, set against a red background. Below the sunburst are two blue interlocking rings. The entire emblem is surrounded by a blue border containing the university's name in white text.

EBENEZER YAW KABATEY

**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, EBENEZER YAW KABATEY, declare that this project report, with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project report was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. DR. ALEXANDER K. EDWARDS

SIGNATURE.....

DATE:

ACKNOWLEDGEMENTS

Special thanks go to the Head teachers of public basic schools in the Sene West District of the Brong Ahafo Region who were involved in the study. My profound thanks go to my Supervisor, Rev. Dr. Alexander K. Edwards, who painstakingly supervised me to a successful end.



DEDICATION

To my beloved wife Theresa Opoku.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Delimitation of the Study	7
1.7 Limitation of the Study	7
1.8 Organization of the Study	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 The Concept of Teacher Leadership	9
2.2 What is Leadership?	12
2.3 The Importance of Leadership in School Supervision	15
2.4 The Difference Between Leadership And Management	18

2.5	Leadership Approaches and Models	21
2.5.1	Scientific management approach	21
2.5.2	The human relations approach	22
2.5.3	Theory X and Theory Y approach	22
2.6	Leadership Perspectives	23
2.7	Situational / Contingency Approaches to Leadership	23
2.7.1	The Tannenbaum and Schmidt's Leadership Continuum	24
2.7.2	The Vroom-Yetton-Jago Normative Contingency Model	25
2.7.3	Path-goal Leadership Model	26
2.7.4	Charismatic Approach	26
2.8	Theories of Leadership	27
2.9	Leadership Styles	28
2.10	The Leadership Studies Related to Head Teachers	36
CHAPTER THREE: METHODOLOGY		41
3.0	Introduction	41
3.1	Research Design	41
3.2	Population of the Study	42
3.3	Sampling Technique and Sample Size	42
3.4	Data Collection Instrument	43
3.5	Piloting	44
3.5.1	Validity	44
3.5.2	Reliability	45
3.6	Data Collection Procedure	45

3.7 Data Analysis and Presentation	45
3.4 Ethical Consideration	46
CHAPTER FOUR: FINDINGS AND DISCUSSION	47
4.0 Introduction	47
4.1 Demographic Characteristics of Respondents	48
On respondents' highest qualification, 33% were holders of the Diploma	49
4.2 Analysis of the Research Questions	49
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	65
5.0 Introduction	65
5.1 Summary	65
5.2 Conclusions	68
5.3 Recommendations	69
5.4 Suggestions for Further Study	69
REFERENCES	70
APPENDIX A	77



LIST OF TABLES

TABLE	PAGE
4.1 Demographic Characteristics of Respondent	48
4.2 Head teachers and Assistant Head Teachers' Response on their Leadership Styles	50
4.3 Teachers Response on Perceived Impact of Leadership Style of Head Teachers on Teachers' Commitment	56
4.4 Head Teachers and Teachers' Response on the Perceived Effects of the Leadership Style of Head Teachers on the School and Student's Performance	59
4.5 Head Teachers and Teachers' Response on the Academic Performance of Students	62
4.6 Head Teachers and Teachers' Response on the Academic Performance of the Students in General	63
4.7 Head Teachers and Teachers' Response on the School climate/ Atmosphere for Teaching and Learning	64

ABSTRACT

The study was conducted to explore the perceived impact of the head teachers' leadership style on the performance of public basic schools in the Sene West District of the Brong Ahafo Region. The objectives of the study were to find out the leadership styles of head teachers in public basic schools in the Sene West District, ascertain the perceived impact of leadership style of head teachers on teachers' commitment and to determine the perceived effect of the leadership style of head teachers on the school and student's performance. A descriptive survey design was used for the study. Closed ended questionnaire was used to collect data for the study. The population for the study was 127 head teachers and teachers. Purposive sampling technique was used to select the 46 head teachers and their assistants while simple random sampling was used to select 81 teachers for the study. The study found among others that, head teachers and their assistants demonstrated democratic leadership style, autocratic leadership style and laissez-faire leadership styles in their various schools. The leadership style of head teachers enabled them to provide frequent feedback to teachers regarding classroom performance and also effectively improved head teacher- teacher relationship to enhance school performance. It is recommended that, the Ministry of Education and the Ghana Education Service should improve on teacher's motivation to enable them to maximize their teaching and learning capabilities to improve school performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The role of head teachers in relation to school administration is a topic that has been subjected to close investigation (Sammons, Gu, Day, & Ko, 2011). In this case, quality leadership styles performed by a head teacher are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities. Best services and good strategic management performed by the highest authority in hierarchical level of school administration especially the head teacher will directly lead students into the right path of academic and non-academic excellence (Ubben & Hughes, 1998).

A successful organization requires good leadership. This is supported by Atkinson (2005) that the success of the school for its head to carry out his duties depends so much on his competence as a good administrator. Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value (Day & Harris, 2012). A good school head, according to Farrant (1975), must possess high qualities of leadership because, like a general, he cannot win the battle by himself alone but by involving those with whom he serves. According to Ibukun (2004) and Northouse (2001), leadership is the art of influencing others to work enthusiastically towards the achievement of

organizational goals. The activities of the school are determined by what the head-teacher does (Sergiovanni, 1995, Oyetunji, 2006 & Johnson, 2004).

The quality of leadership of the head teacher can affect students learning and achievement. As discussed by Sergiovanni (2009), the head teacher is an instructional leader. He or she is seen by most people as the most important, influential individual and powerful person in the school. Northouse (2007) posits that the way the head teacher manages the school directly affects the implementation of key processes with their work structure, which indirectly influences the school climate and organization at hierarchy, and ultimately affects students' performance.

Sergiovanni (2009), argues that facilitating change, helping teachers work together, assessing and furthering school improvement are instructional leadership responsibilities. In connection to this, Webster (1994) suggests that head teachers must know what effective instruction is prior to attempting to help teachers with improvement of their individual approaches. Laughridge and Tarantino (2005) state that effective schools are the results of the activities of effective head teachers, who demonstrate strong instructional leadership, create positive school climate conducive to learning and know how to manage time and people efficiently and effectively.

Academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tettey-Enyo, 1997). Olembo (1997) also concurs with Tettey-Enyo (1997), by observing that school leadership is the act of influencing the activities of the teachers and students in an effort to adhere to educational objectives within the school. It is on this basis that the importance of leadership has become more pronounced today. The expansion of knowledge in the world

has led to information technology (IT) and hence resulting in the formation of complex organizations, which require trained specialists in order to achieve the set objectives.

Hoy and Miskel (2001) state that at the building level, the head teacher is usually the key figure in fostering shared governance within the school. Head teachers not only have increased responsibility and authority in school programmed curriculum and personnel decisions, but also increased accountability for a student and program success.

Olembo (1997) observed that national and individual citizen's expectations from the educational system are greater and more complicated. It requires a highly qualified head teacher to implement the curriculum that adheres to national objectives and individual demands. Introduction of software technology, banning of corporal punishment, changes in curriculum requires a highly qualified head teacher in order to be able to coordinate all the efforts of the people concerned to work towards the attainment of the set objectives.

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership, in that context, pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration.

Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them

effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively.

Sashkin and Sashkin (2003) contended that the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of motivating followers to achieve goals (Sashkin & Sashkin, 2003). No matter how financially sound an institution may be, such an institution might fail if the leadership is not visionary to motivate the followers to execute their task. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks efficiently. Hence the need for this study to find out the impact of the head teachers' leadership style on the performance of public basic schools in the Sene West District of the Brong Ahafo Region.

1.2 Statement of the Problem

The desire for a research into the leadership styles of heads of educational institutions has been a matter of concern to many as the success of every organization depends on the effective leadership of the institution.

The significance of leaders in motivating school improvement and implementing education reform has been high on the government's agenda for some time and the development of effective leadership has been a prime aim in educational reform. It is important to note that teachers desire school leaders who are positive, supportive and actively engage in the instructional life of the school. Teachers

desire to work in a school where order is maintained, and where they receive support in classroom management. Head-teachers in Johnson (2004)'s study, who received accolades from their teachers, were identified as being visible, innovative, fair, supportive, effective problem solvers, positive in their interaction with teachers, strong instructional leaders, and clear communicators. Those who moved to other schools or left teaching described their principals as being arbitrary, abusive, or neglectful. Therefore, Bush (2003) and Sheilds (2005) subscribed that apart from carrying out functional duties like organizing, coordinating and evaluating, the school-head is also recommended to practice leadership styles which emphasizes on humanistic values such as building a harmonious relationship with the teachers, being transparent, approachable, motivating and guiding the teachers.

For teachers to meritoriously accomplish their work, head teachers have to exercise their authorities as heads excellently to improve the performance of students. This has been the motivation for the researcher to explore the impact of the head teachers' leadership styles on the performance of public basic schools in the Sene West District of the Brong Ahafo Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to explore the impact of the head teachers' leadership style on the performance of public basic schools in the Sene West District of the Brong Ahafo Region.

Objectives of the Study

Specifically, the study sought to:

1. Find out the leadership styles of head teachers in public basic schools in the Sene West District.
2. Ascertain the perceived impact of leadership style of head teachers on teachers' commitment.
3. Determine the perceived effects of the leadership style of head teachers on the school and student's performance.

1.4 Research Questions

1. What are the leadership styles of head teachers in the Sene West District?
2. What are the perceived impacts of leadership style of head teachers on teachers' commitment in the Sene West District?
3. What are the perceived effects of the leadership style of head teachers on the school and students' performance in the Sene West District?

1.5 Significance of the Study

It is hoped that the findings of the study would bring to bear the perception of teachers on the leadership style of head teachers and its effect on students' performance. The findings of the study will contribute to the body of knowledge in educational leadership and also provide the bases for training and selecting heads of public basic schools to improve students and school performance.

The District assembly and district directorate of education of the Sene West District will benefit tremendously from this study since the report will serve as a resource book on the effectiveness of school administration in maintaining discipline in the municipality.

It will enable policy makers in the educational sector to know the kind of leadership needed in that sector. It will also serve as the foundation for further studies in the area of school leadership and school performance.

1.6 Delimitation of the Study

The study was delimited to the investigation the impact of the head teachers' leadership style on the performance of public basic schools in the Sene West District of the Brong Ahafo Region. The respondents for the study were 127 comprising all the 46 head teachers, assistant head teachers and 81 teachers in the 23 public junior high schools of the Sene West District of the Brong Ahafo Region.

1.7 Limitation of the Study

The study explored the impact of head teachers' leadership style on the performance of public basic schools in the Sene West District of the Brong Ahafo Region with limited sample size which do not effectively reflect the situation of the leadership styles of all the head teachers in the Sene District.

Inadequate time and funds constituted some constraints which limited the researcher's effort to complete the study on time. Even though the researcher went to the field to administer the questionnaire and spent time explaining questions to teachers, there was the possibility of some teachers in separate groupings and friends sharing ideas.

In such a situation responses could contain some biases as a result of some influential respondents whose views might influence the individual responses. Therefore the generalisation of the findings of the study must therefore be done with caution.

1.8 Organization of the Study

This study is organized and presented in five chapters. Chapter One introduces background to the study, Statement of the problem, research questions and objectives, justification of the study, scope, limitations and organization of the study. Chapter Two contains the review of relevant literature on what other researchers and authorities on the subject have written. Chapter Three consists of description of the methods and procedures that were used to obtain and process data.

Chapter Four contains a presentation of the data and Chapter Five deals with summary of findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter was on the review of related literature on the teachers' perception and feedback on the school leadership style of head teachers in the Sene West District. The chapter discusses relevant literature concerning the leadership styles especially heads of public basic schools.

2.1 The Concept of Teacher Leadership

There exists some conceptual confusion over the exact meaning of teacher leadership. For example, Welgemoed (1995) defines teacher leadership as the ability to encourage colleagues to change to do things they would not ordinarily consider without the influence of the leader.

According to Katz (2001) teacher leaders are teachers who are leaders who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Boles and Troen (1994), contrast it to traditional notions of leadership by characterizing teacher leadership as a form of collective leadership in which teachers develop expertise by working collaboratively. A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term. Katz (2001) identifies three facets of teacher leadership as follows:

- a) Leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups.

b) Leadership of operational tasks: keeping the school organized and moving towards its goals, through roles such as head of the school, action researcher, member of the task forces.

c) Leadership through decision-making or partnership: instigator of partnerships with business, higher education institutions, and parent-teacher associations.

Labaree (1992) defines teacher leadership for school capacity building as broad based skillful involvement in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement-breadth and skillfulness.

Broad based involvement—involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful involvement is a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions and knowledge and skills.

Dalin (1994), suggests that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the translation of principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as a leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized.

A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership.

Teacher leaders may assist other teachers to cohere around a particular development and have a sense of ownership. And also assist teacher colleagues to shape school improvement efforts and take some lead in guiding teachers toward a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance.

Finally, a fourth and possibly the most important dimension of the teacher leadership role is forging close relationship with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership role such as undertaking action research (Ash, 2000) instigating peer classroom observation or contributing to the establishment of a collaborative culture in the school.

The important point emanating from the literature was that teacher leaders are in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash, 2000). The literature also asserts that the principal reason for teacher leadership was to transform schools into professional learning communities (Katz, 2001),

and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools. In this sense, teacher leadership aligns itself to Sergiovanni's (2001) notion of the 'life world' of the school rather than the 'system world' where attention was focused upon developing social, intellectual and other forms of human capital instead of concentrating upon achievement of narrow, instrumental ends.

In summary, teacher leadership was centrally concerned with forms of empowerment and agency, which are also at the core of distributed leadership theory.

2.2 What is Leadership?

For more than half a century, the term *leadership* has been a topic of discussion and research work especially in the field of management and organisational development. More often than not, such discussions and or research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership styles (Adlam 2003). According to Adlam (2003), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different angles and some of the definitions are discussed below.

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton 1998).

In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment.

Also, Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what he/she wants from people. Therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increases productivity in the organisation.

As the focus shifts from bureaucracy (in which the leader tends to direct others and makes decision for others to implement) to non-bureaucracy, the perception of leadership appears to emphasise motivation, inclusion and empowerment of followers. For example, Jaques and Clement (1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. Therefore, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting with other people within a social structure.

There are other views which differ from the more traditional perspectives. Sergiovanni (1999), for example perceives leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals

with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation.

In the contemporary context, Dubrin (1998) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organisational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organisation should be, convince followers and channel all activities toward accomplishing it.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organisation with the aim of improving the organisation. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach's emphasis

is on transformation that brings positive change in the organisation, groups, interpersonal relationships and the environment.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organisation.

In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organisation. He/She is required to provide needed strategies for executing the ideas/vision and motivate the employees to accomplish the vision by using their own initiatives to improve their inter-group relations in and outside the school.

2.3 The Importance of Leadership in School Supervision

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This

recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005).

The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective.

This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the

type of leadership in schools” (ibid). Indeed, head teachers have the capacity to make teachers’ working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

Linda (1999) quotes one of the teachers he interviewed in his research and who had this to say about her head teacher:

I don't know what it is about her, but she made you want to do your best and not just for her, but for yourself ... You are not working to please her, but she suddenly made you realize what was possible, and you, kind of, raised your game.

The key question is what is it about the head teacher to whom she referred that made her leadership so charming and hence effective?

It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This study will therefore seek to analyze the different leadership styles of head teachers with a view to determining the most effective ones in terms of enhancing school performance. Some heads of schools that employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support. The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic head teacher is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic head teacher, on the other hand,

is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity.

The employee oriented school head focuses upon putting the subordinate at the centre of progress, with a view to tying the organization's success on the shoulders of the subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates' inputs in school functions are often high as a result of high morale and motivation. The behavioural leader explores styles such as the democratic, participative and laissez faire leadership styles. According to Muyingo (2004), the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs.

2.4 The Difference Between Leadership and Management

Ubben, Hughes and Norris (2001) assert that management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation.

Consequently, the organisation almost always has a predictable atmosphere. According to Ubben et al. (2001), the manager's belief is that the existing standard is good enough and foresees no reason for changes and when things are not running as

expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be assumed that the primary job of a manager is the maintenance of the current model.

Leadership on the other hand, according to Ubben et al. (2001) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985) argue that 'managers are people who do things right and leaders are people who do the right thing'. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders do manage but use their management skill from a leadership viewpoint.

Davidoff and Lazarus (in Donald, Lazarus and Lolwana 2004) assert that leadership is 'providing vision and direction in a school whereas management is 'ensuring that the organisational goals are achieved'. Donald, Lazarus and Lolwana (2004) allude to Fullan's opinion on the difference between leadership and management and state that leadership deals with guidance of purpose and motivation while management deals with drawing, effecting and accomplishing things within the setting of effective working relations. Similarly, Dunklee (2000) holds that leaders influence while managers implement and administer; leaders motivate while managers facilitate.

Leadership and management according to Lussier and Achua (2001) and Bell (1999) are interwoven. Lussier and Achua (2001) believe that successful managers employ democratic form of leadership as they work with people in the organisation. In addition to that, Bell (1999) states that management entails formulating a vision for the

school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way.

Anderson, Ford and Hamilton (1998) propose that the combination of management and leadership is required to successfully transform an organisation and the people in it.

Anderson et al. (1998) believe that management cannot function effectively if it does not have leadership as its cornerstone because management is 'undermined by a lack of humanity, clarity, focus, adaptability and creativity'. Anderson et al. (1998) emphasise that both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavours and assert that an individual manager must lead and each leader must manage in order to respond appropriately to the needed change.

Complementary to Anderson et al.'s (1998) opinion about the need to amalgamate both management and leadership, Shermerhorn, Hunt and Osborn (2000) contend that the new leadership is inadequate as the emphasis on vision could be so much that the necessary day-to-day activities might be neglected. Therefore, both transformational and transactional leadership functions are needed for the success of an organisation (Leithwood & Jantzi 2000). Nevertheless, Gronn (2003) reports that school reformers and standards proponents consider the head teachers as leaders instead of managers, because school reformers subscribe to the opinion that leadership is the vehicle for structural change and that the head teachers as the leaders of the school drive it. In

effect, the head teachers are expected to initiate and work toward the realization of the necessary change in their schools.

In view of the above, it could be inferred that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organisational stability. Whereas, a leader's activities are directed toward establishing good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they endeavour to accomplish the shared vision in order to sustain continuous improvement of the organisational performance. However, both management and leadership skills are important for organisation's effectiveness.

2.5 Leadership Approaches and Models

The ways in which leaders behave, and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behaviour; a view of what their subordinates are like as people.

2.5.1 Scientific Management Approach

Scientific management was a management philosophy concerned with increasing productivity among workers. It regarded workers as extensions of the machines they operated. It was first expounded by Frederick W. Taylor, who was an engineer in the early 20th century, and a foreman or the first level supervisor. He argued that no consideration was accorded to employees as human beings, or as people with different needs, abilities, and interests. Workers were considered to be lazy and dishonest and to have a low level of intelligence.

2.5.2 The Human Relations Approach

This is an approach to leadership that regards employees' needs as a legitimate responsibility. It arose in the 1920s and 1930s under the impact of the Hawthorne studies, which focused attention on workers instead of production. In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently, allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings.

2.5.3 Theory X and Theory Y approach

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction.

In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the

profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort.

Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives.

2.6 Leadership Perspectives

In terms of leadership perspectives, Cheng (2002) proposed a layer perspective of leadership in response to the complexity and multiplicity in the current context of educational management. He asserted that leadership could be conceptualized as a layer including three levels of leaders and three domains of leadership influence. The three levels of leaders he suggested are namely individual, group and the institution head/individual staff, or a group of staff members, or all members in the educational institution may provide whole-institution leaders. Cheng (2002) further postulates that in the layer conception, the leadership process is an influencing process from the whole leader layer to the various constituencies or stakeholders.

2.7 Situational / Contingency Approaches to Leadership

There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2006). The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004)

claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behaviour contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behaviour of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum & Schmidt, 1973).

2.7.1 The Tannenbaum and Schmidt's Leadership Continuum

This model highlights two major ways in which a leader can influence his/her followers. It is believed that a leader either influences his/her followers by telling them what to do and how to do it, or by involving them in planning and the execution of the task (Hersey & Blanchard, 1988).

Two related explanations of the leadership continuum are examined: the boss-centered versus employee-centered and the autocratic-participative-free-rein continuum. Tannenbaum and Schmidt's Leadership Continuum (in Oyetunyi, 2006) is one of the most significant situational approaches to leadership. They suggest that managers choose a leadership pattern among a range of leadership styles. The choice is made along a continuum of boss-centered versus employee centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he/she needs to consider certain forces in the manager, the subordinates and the situation.

2.7.2 The Vroom-Yetton-Jago Normative Contingency Model

Oyetunyi (2006) quotes Vroom and Jago (1988) who assert that this model, like the path-goal theory, describes how a leader should behave in certain contingencies to enhance effectiveness. It is based on one aspect of the leader's behaviour and focuses on the subordinates' involvement in decision-making. The authors assume that a leader may exhibit different leadership styles; this is particularly important when it relates to the decision-making process. The leader should be able to know when to take charge and when to allow the group to take decisions (Vroom & Jago, 1988). Vroom and Jago assert that there is no leadership style that is appropriate for all situations. It therefore follows that a leader develops a series of responses ranging from autocratic to democratic and laissez-fair consultative and applies the leadership style that is appropriate to the decision situation.

The assumption is that the leader has to adapt his/her style to the situation. These authors suggest five decision-making styles, each requiring a different degree of participation by the subordinates. The styles are based on two variable factors: individual or group decisions and time-driven or development-driven decisions. Time-driven factors require a leader to make effective decisions as quickly as possible and development-driven factors are used when a leader is focused on developing subordinate's capabilities in the area of decision-making (Oyetunyi, 2006). The study therefore intended to establish whether leaders in schools, exhibit different leadership styles depending on the decision-making processes in schools.

2.7.3 Path-goal Leadership Model

According to Okumbe (1998), as reported in Oyetunyi (2006), the fundamental principle of this model is that leadership behaviour should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behaviour that will lead to these goals/rewards. The authors of this model, House and Mitchell, use it to explain how a leader's behaviour influences the performance and satisfaction of the subordinates. Unlike some contingency leadership models, this model does not have a leader trait and behaviour variable. It therefore, allows for the possibility of adapting leadership to the situation.

2.7.4 Charismatic Approach

Hoy and Miskel (2001) and Lussier and Achua (2001), as reported in Oyetunyi (2006), state that Max Weber initiated the charismatic leadership approach in 1947. According to these scholars, Weber used the term 'charisma' to explain a form of influence based on the followers' perceptions that a leader is endowed with exceptional characteristics. Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. In the same vein, Lussier and Achua (2001) describe charismatic leaders as leaders who have distinguished qualities to inspire and motivate subordinates more than they would in a normal situation. Hoy and Miskel (2001), quotes House and his colleagues who contend that personality characteristics do not make a leader charismatic. But rather they contribute to the development of charismatic relationships (Oyetunyi, 2006). On the other hand, Sashkin and Sashkin (2003) observe that charismatic leaders seek control by controlling others; they initiate a

kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2006) posits that charismatic leaders are not concerned about the followers and the organization but about themselves, and so many of them make life unbearable for those who deal with them.

2.8 Theories of Leadership

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhorn *et al.* (2000) and Hoy and Miskel (2001) categorize trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives.

According to Nkata (2005), leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

Leadership, as studied through the traditional theories such as the Ohio State University studies, (Halpin, 1996), the managerial grid model (Blake & Mouton, 1985), and the contingency theories (Fielder, 1978; Kerr & Jermier, 1978), is often assumed to occur between a leader and the followers (Cheng, 2002). However, most leadership theories are explored on the trait, behavioural, and contingency approaches (Mullins, 2002; Armstrong, 2001). As such, the following leadership theories provide scholars with

a vision and introduce leadership behaviours that may assist head teachers and leaders of educational institutions to manage their schools.

2.9 Leadership Styles

Every formal organization was established for a purpose, and even though some may deviate from them over time, it is generally accepted that they need to return to their goals is known to be the lack of effective leadership (Covey, 1989). Sometimes leaders lose focus; but other times they simply suffer burn- out, and are thus incapable of serving as the necessary force responsible for directing the organizations' human and materials resources to the attainment of their goals. The essential and complex nature of leadership demands that it acquire the various skills, methods and style needed to deal with the many different individuals in the organization. In some ways, leadership is a craft that must be administered to achieve the mission of organization. In this subsection, we will explore the various leadership styles that are available. There are few reasons for this exploration:

- a. To become familiar with the possible ways in which different people lead.
- b. To see how different circumstance can call for different styles of leading.
- c. To be able to identify the various style in the field of administration.
- d. To refrain from judging one style as better or worse, but rather appreciate the underlying circumstances involved in carving out appreciate styles leadership.
- e. To become equipped in knowing which style works best for which situation.
- f. To become familiar with the pros and cons of the various styles.

- g. To some to the understanding that due to the complexity of organizations, it is even possible to combine different styles of leadership in certain situations.

1. Autocratic, Authoritarian, Dictatorial

There is a domineering style of administration where the leader alone dreams, determines, and sets out the policies, and also assigns tasks to members without previous consultation with them. Task and methods are imposed on members. There is very little real communication, if any, between the leader and the entire group. The leader issues directives without considerations of any other experts input first. Once the directives are given, they must be carried out without question, lest there be serious warnings, or possibly dismissal. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. Any opposing views are looked upon as attempts to overthrow their dynasty. Coercion is a common mark of autocratic leadership, and the leaders themselves are often aloof; there is little interaction with staff. These leaders are also known as dictators. They either have no respect for others' views, as they consider theirs to be superior, or they have no trust in the good intentions of others.

Many psychologists believe that this style of leadership stems from fear and the feeling of insecurity. The leader's regular brutal force of action is therefore his defensive weapon. Other examples of his defensive weapons are the constant threats and punishments that are administered. Obviously, the theory that lies underneath the mentality of the dictator is theory x. because of the type of beliefs he has of the members within the organization, the dictator does not share power or responsibility

with them. He does not delegate much, as he thinks that people are all lazy, and must simply follow orders.

Many scholars today would strongly oppose the practice of autocratic leadership, although there are some school heads and teachers who run their schools this way. In such schools, the staff has very little say, and even if there is student governance, it is generally only in name. Some believe that the administration of organizations through the autocratic means is frequently responsible for riots or violent responses to leadership.

The following are some of the disadvantages of this style of leadership:

- a. The varied talents among the staff are hardly seen, since staff does not get the opportunity to practice their skills.
- b. There is usually low moral on the part of subordinates.
- c. There is little initiative on the part of the workers.
- d. People work out of fear, and there is no sense of partnership
- e. There is little input from the workers.
- f. There is very little information flow, and rumours are common, negatively affecting work input.
- g. Personal and skills development on the part of the staff is very rare.
- h. The leader is often overworked, and ends up with burnout.
- (i) There is constant tension and rumor mongering, as few really have accurate information regarding the direction or purpose of the organization.

In spite of the many negative comments, there are some reported advantages of the autocratic leadership style:

- (a) In certain emergency situations the autocratic style becomes rather more practical and useful.
- (b) Subordinates who are naturally submissive or not interested in sharing responsibilities may benefit from not having to do much.
- (c) In the case of assistants or subordinates who are not efficient, this style works best for the organization. The regular supervision helps them to achieve more, as left to themselves, they would be lost or would hurt the organization.
- (d) It enables close supervision and better control for the leader.

2. Democratic

This style of leadership is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at their collective mission. Therefore policies are arrived at through discussions and group decisions. The leader helps his staff to operate as colleagues collaborators, a team and partners. This style of leadership is characterized by responses of co-operation, enthusiasm, acceptance of more responsibility, and recognition of the worth of each worker. The leader here considers himself as first among equals.

The leader who adopts this style is more likely to encourage assistants and other staff to be loyal and co-operative. Hidden potentials are more likely to be revealed and used to the advantage of the organization. Theory Y is what underlies this leadership style, and as a result, decisions are shared. The leader delegates responsibilities to his staff, although the final decisions remain with him. There is a lot of collaboration and

consultation, and all along, the leader does not impose his ideas on the subjects he ensures that there are sufficient incentives his ideas on the subjects. He ensures that there are sufficient incentives for workers. Openness prevails; and there is respect for the opinions of people at all levels in the organization.

The following are some advantages of the democratic style:

- a. There is respect for all, and so people are generally happy with the organizational processes.
- b. There is less tension and more collaboration among staff.
- c. New and better ways are often found, since ideas come from a multiplicity of sources.
- d. The needs of the majority are known and taken care of.
- e. There is mutual trust among staff.
- f. The leader is not overburdened since he is used to delegating.
- g. Staff at the lower end gets the opportunity to move up the ladder after having proven competence through delegation.
- h. Riots are rare where people feel respected and listened to
- i. Specialization occurs where people are given the tools they need to practice in their area of specialization.

On the whole, the democratic style of leadership seems more popular; but this is not to say that it does not present disadvantage. Here are a few examples:

- a. Some workers may consider the leader as incompetent or weak because he consults with them even on important issues.

- b. In the case of workers who are not efficient, the organization may suffer as all may have taken part in the decision-making process.
- c. There could be strong resistance from those who may have been consulted in the past and who may expect to be automatically included in the future.
- d. This may create the wrong impression in some staff that their views ought to be sought after in every situation.
- e. This process may take too much time as consulting with many could be frustrating.

3. Laissez-faire or Anarchic

The terminology is borrowed from the French and literally means “let them do what they wish”. This is the style in which anything goes, so to speak. There are no hard and fast rules. The leader grants complete freedom or autonomy to the staff and members of the organization. Some have said that his style of leadership is witnessed in situations where the wrong person is put in charge, and knowing that people put him in that position as a favour, he in turn refuses to take actions, lest he offends the stakeholders. Others also believe that the one who leads in this manner feels too overwhelmed by the position he has, and so believing that it is risky to act, ends up producing more risky effects by his inaction. The leader allows individual decisions without participation. In this style, since there are hardly any clear goals, vision or policies, the leader believes that this major role is simply to supply the needed materials to the staff, and only acts when asked or forced by circumstance.

Obviously, there is a lot of indecision, vacillation, and even sometimes indifferences on the part of the leader or his staff. There is very little accountability and

supervision. In this style, the leader does not seem to have any authority, as he has not simply delegated them, but granted them to have any authority, as he has not simply delegated them, but granted them to all who have role to play. It could even be said that laissez-faire is the kind of leadership that has no specific leader. The leader in this style is not specific about the goals he expects of the workers; work is assigned in a vague manner, with the individual workers using their own preferred techniques to arrive at the final product.

Naturally there is a lot of anarchy, conflict and chaos in the organization.

One major advantage of this style is described below:

In situations where the subordinates are seasoned experts in their individual fields, this system of leadership is rather more appropriate. An example is in a well-established university, where it would not be expected that the vice chancellor would make daily rounds, checking on attendance of lecturers or their quality of teaching. Such a comment must be made with qualifications, for we know that even at the university level where there is believed to be a comparatively larger and higher amount of expertise, the vice chancellor supervises work through his deans, directors and heads of departments, and may himself pop in as and when he so desires or is able.

Obviously, this style has a good number of disadvantages. As have been hinted in the very attempt to describe it. In summary here are a few specifics:

- a. If allowed over a long period, this style may lead to pandemonium, especially in situations where the subordinates may not be that experienced..

- b. The output of the organization may suffer tremendously, and the leader may even have difficulty responding to correct them, as it was he who failed to take full leadership responsibilities in the first place.
- c. The lack of full participation or application of the leader's supervisory skills can lead to a poor state for the leader and the organization in consequence.
- d. There is the possibility of junior staff assuming illegal leadership roles as a result of the laissez-faire attitude of the leader.
- e. The leader would lose respect among all, including those he may have tried to please through his consistent inaction.

Generally, the above three are the main leadership styles; however, there are others, smaller, usually not well-known or talked about in the literature. We will briefly present them in this section.

4. Pseudo-democratic

The leader shares his dreams and expectations with the staff. The leader appoints a committee of advisors who help in the deliberations and in arriving at more beneficial decisions, believing that two heads are better than one. In this case, the committee's role is advisory or consultative, and not binding on the leader.

5. Nomothetic

The leader in this case emphasizes the institutional needs. He insists that subordinates ought to conform to their role expectations even at the expense of individual convenience. Clearly, the emphasis is on the importance of the institution or organization.

6. Ideographic

The leader is mostly concerned with the individual personality within the group. The leader uses his status and power to attract and maintain facilities to secure smooth relationships and to satisfy the members under him. People in this case are important; especially the leader and his subordinates, even though the leader believes that his proper place is as the one who calls the shots.

7. Transactional

It is a midway or a compromise between the ideographic and nomothetic styles. There the leader wants the individuals to work hard to achieve the organizational goals in order to attain individual satisfaction.

8. Benevolent Autocracy:

Limited room is given to members to participate in the leadership of the organization. Just like the pseudo-democratic style, the leader occasionally forms a committee to look into things, but the reports submitted are generally neither respect nor consulted.

2.10 The Leadership Studies Related to Head Teachers

A considerable amount of research has been conducted into the impact on staff of different leadership styles. Classic studies of different organizational climates in American schools incorporate consideration of the leadership styles that were found to be integral to the open and closed climates (Halpin, 1966 in Evans, 1999). The open head teacher was described as typically very enthusiastic, conscientious, hardworking, well balanced in temperament, not aloof and very much in control albeit in a subtle manner. In this climate, head teachers are described as typically manifesting high morale and

working collaboratively. Schools with the closed climates are typically led by principals who are aloof and impersonal and who emphasize the need for hard work. Teachers working under such a system normally dislike their head teachers.

In a research study conducted by Ball (1987) in Evans (1999), four leadership styles were identified in the British secondary schools. These included the interpersonal and the managerial styles and the political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically “mobile” and “visible”, with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinions (ibid). Such heads frequently reiterate to staff the importance of bringing complaints and grievances to them first. They use the open door policy (Ball, 1987 in Linda, 1999). This style of leadership is particularly effective at satisfying teacher’s individual needs and usually staff turnover is low but decision-making is not focused and teachers may feel very frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the “us” and “them” hierarchical structure in schools (ibid).

The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance, the emphasis is upon persuasion and devotion (Ball, 1987 in Evans, 1999). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures. They

typically focus on quality of education provided and whether the institution is fulfilling its purpose (Ball, 1987 in Linda, 1999).

Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are typically acquiesced because they feel intimidated or confront head teachers. This kind of leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision-making (Ball, 1987 in Evans, 1999).

In her study of British primary school teacher's job satisfaction, Nias (1980) in Evans (1999) identified three dimensions of leadership styles. These were the initiating, the considerate and decision centralization. These referred respectively to the extent to which leaders defined their own and their subordinate roles towards attaining goals; the extent to which leaders influence group decisions. Nias (1980) found that individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed three categories of leadership styles that is the passive, positive and bourbons types which she described as follows. The passive gave teachers more freedom whilst the bourbons were characterized as being socially distanced, and authoritarian in nature. The positive ones were known for setting high professional development standards for teachers. In relation to job satisfaction, it was discovered that the passive and bourbons had the most negative and positive heads and the most positive influence. A positive style provided the context in which a keen

teacher could get on well with work and therefore contribute significantly to school improvement (Nias, 1980 in Evans, 1999).

Locally in Uganda a few studies have been conducted on the subject of leadership styles in the various education institutions but not necessarily in secondary schools. For example, Ogwenge (1995) carried out a study to investigate the leadership styles that were practiced in the Ugandan colleges of commerce and to determine whether the democratic or autocratic leadership style had an impact on job satisfaction of staff in these colleges. It was established that there was a significant difference in the leadership styles practiced in the Uganda Colleges of Commerce. The democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. It was also found that the democratic or autocratic leadership style had a significant impact on job satisfaction of the staff. Where the democratic leadership style was used, staff did not use negative behaviour or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behaviour and such behaviour included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

Mumbe (1995) conducted a study to investigate the head teacher's leadership style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers' job satisfaction. Conversely the laissez-faire leadership

style did not affect the teachers' job satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic leadership style.

This study not only focused on the head teacher's leadership style and performance, but also on the relationship between the head teacher's leadership style and job satisfaction of teachers. In addition, the study focused on primary schools in Uganda which has different climate and culture as far Ghana is concerned. This therefore necessitated a study to focus on public basic schools. Hence the need to design a study specifically to investigate the impact of the head teachers leadership style on the performance of public basic schools.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of the study was to investigate teachers' perception on head teachers leadership style and feedback on the performance of schools and students in the Sene West District. This chapter presents the method used to carry out the study including the research design, the population and sampling technique, as well as the instruments used. The procedure for data collection and data analysis has also been discussed.

3.1 Research Design

The research design used in the study is descriptive survey. Research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, effectively addressing the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2001; Trochim, 2006). Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to the research questions raised.

The descriptive research method helps to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions on the current perception of teachers on the leadership style of school-heads (Fraenkel & Wallen, 2006).

Descriptive research design involves integrating quantitative approaches to *post-facto* knowledge (Fraenkel & Wallen, 2006). This approach allowed me to gather data from head teachers to have a better insight to their perception on heads, their leadership style and feedback on the performance of schools and students. Data was collected using cross sectional survey approach where the sampled population was studied at a specific period of time instead of over a long period of time (longitudinal approach).

3.2 Population of the Study

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The population for the study was 208 comprising all the 46 head teachers assistant head teachers and 162 teachers in the 23 public junior high schools of the Sene West District of the Brong Ahafo Region.

3.3 Sampling Technique and Sample Size

The process of selecting a portion of the population to represent the entire population is known as sampling (Polit & Hungler 1999). It involves taking a representative selection of the population and using the data collected as research information. This study adopted purposive sampling technique to select all the 46 head teachers and assistant head teachers of the 23 public Junior High Schools of the Sene West District to participate in the study. This is because the researcher was interested in those who have the needed information such as the head teachers and their assistants head to participate in the study. Simple random sampling was further used to select 50% of the

162 teachers from the 23 public Junior High Schools of the Sene West District. Here 81 YES and 81 NO were written on pieces of paper and those who picked YES took part in the study. Therefore, the sampled population for the study was 127, comprising 46 head teachers and assistant head teachers and 81 teachers.

3.4 Data Collection Instrument

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire as the data collection instrument. The closed ended questionnaire was administered on all the 127 head teachers, assistant head teachers and teachers who were sampled for the study.

According to White (2005), questionnaires are instrument that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research.

The close-ended questionnaire was meant to assist respondent to provide uniformity of response. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses and a high degree of respondent's objectivity. A questionnaire is cost effective and less time consuming as compared to other research tools

3.5 Piloting

According to Bell (2008), the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate.

The questionnaire was piloted to determine its validity and reliability. Twenty questionnaires were administered on 20 head teachers and teachers selected randomly from the Sene West District. The purpose of the pre-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items, made appropriate.

3.5.1 Validity

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinions like my supervisor, literature searches, and pre-testing of the questionnaire.

3.5.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered on the same group of respondents two times in the pilot study with two weeks interval between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.79, which Likert Scale (0 to 1) is highly reliable. This is because from the classical theory, coefficient at 0.78 or above are often considered to be significantly reliable to make decisions about individuals as based on their observed behaviour and scores.

3.6 Data Collection Procedure

Permission was sought from the Sene West District Director of Education to carry out the study after the University of Education, Winneba have approved of the research topic. The District Director of Education gave the researcher, the permission to carry out the study after which the researcher visited all the sampled population. The questionnaires were afterwards administered to the respondents. The respondents were given two weeks to fill the questionnaire before they were collected.

3.7 Data Analysis and Presentation

The data collected was analyzed with simple descriptive statistics such as percentages and frequencies. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A

codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package. The data was also presented in tables with frequencies and percentages for all the research questions.

3.4 Ethical Consideration

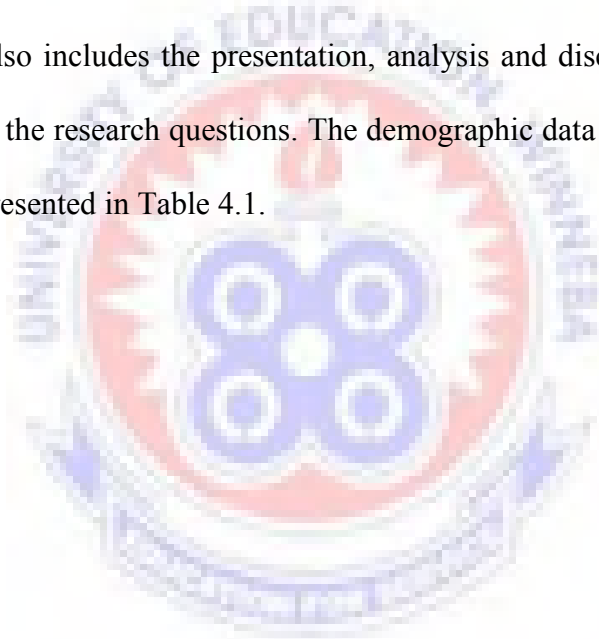
Ethical issues come up at every stage of academic work. Ethics are norms for conduct that distinguish between acceptable and unacceptable behaviour (Resnik, 2011). The researcher tried and observed all possible ethics as far as research and a study of this kind is concern. Ethical clearance was obtained from my department giving me an ethical backing for the research. Issues of plagiarism were addressed by acknowledging all sources of information appropriately. Respondents' approval was also sought and their confidentiality and anonymity not compromised; first by not letting them to put their names or any form of identification on the questionnaires and by assuring them that the results will be used only for academic purposes. None of the respondents were forced or coerced into responding to the questionnaire. Other institutional policies on accessing confidential documents were strictly observed. The purpose of the study was clearly explained to participants and their consents sought, only upon their understanding and agreements were they made to participate in the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses findings that emerged from the study. In doing so, data from the semi structured questionnaire administered on the 127 respondents were presented in a descriptive form. The chapter consists of the demographic characteristics of respondents to address data on age, sex and educational background. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. The demographic data of those who participated in this study is presented in Table 4.1.



4.1 Demographic Characteristics of Respondents

Table 4.1 Demographic Characteristic of Respondents

Variable	Frequency	Percentage
Gender		
Female	55	43
Male	72	57
Total	127	100
Age		
31-40	46	36
41-50	50	39
51-60	31	25
Total	127	100
Qualification		
Diploma	42	33
Bachelor's Degree	56	44
Master's Degree	29	23
Total	127	100
Teaching Experience		
1-5 years	28	22
6-10 years	31	24
11-15 years	33	26
16 years and above	35	28
Total	127	100

Source: Field Data 2015

Table 4.1 shows that majority of the respondents (57%) were males while slightly over two-fifth of the respondents (43%) were female. This shows that there were more male headmasters, assistant headmasters and teachers than females. The majority of the

respondents (39%) were aged between 41 and 50 years, 36% of the respondents were aged between 31-40 years while 25% of the respondents were aged between 51 and 60 years. It could then be concluded that the majority of the respondents were 41 years and above which shows that experienced workers who were competent to participate in the study.

On respondents' Highest Qualification, 33% were Holders of the Diploma certificate, 44% were holders of the Bachelor's Degree while 23% were holders of the Master's Degree. On respondents' teaching experience, Table 4.1 again shows that 22% had worked for between 1- 5 years, 24% had worked for between 6-10 years, 26% had worked for between 11- 15 years while 28% had also worked for more than 16 years.

4.2 Analysis of the Research Questions

Research Question 1: What are the Leadership Styles of Head Teachers in the Sene West District?

Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to Oyetunyi (2006), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job.

The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. Ball (1987) as reported in Linda (1999) identified the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. The head teacher and assistant head teacher respondents were impressed upon to indicate their leadership styles. The results are presented in Table 4.2.

Table 4.2: Head Teachers and Assistant Head Teachers Response on their Leadership Styles

Statement. My head teacher.....	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Includes staff in decision making on all issues bothering on the welfare and academic life of the staff	27 (57)	19(43)	-	-
Involves teachers in making academic policies for the school	14(30)	25(54)	7(15)	-
Organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	25(54)	21(46)	-	-
Delegates powers to subordinates in times of need	17(37)	20(43)	9(20)	-
Takes personal interest in the promotion and continuous development of teachers	21(46)	22(48)	3(6)	-
Makes sure that teachers follow laid				

Statement. My head teacher.....	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
down rules and regulations	32(70)	14(30)	-	-
Makes urgent decisions with selected few	16(35)	18(39)	12(26)	-
Takes sole decisions in times of emergencies	24(52)	14(30)	8(17)	-
Ensures strict discipline in the school	21(46)	19(41)	6(13)	-
Reprimands teachers who misbehave without favour	17(37)	11(24)	12(26)	6(13)
Gives teachers full mandate to make academic decisions in the classroom without interference	17(37)	19(41)	10(22)	-
Gives teachers the freedom to do as they deem is in the best interest of the school	19(41)	18(39)	9(20)	-
Leaves teachers to take decisions that promote progress of the school without interference	16(35)	19(41)	11(24)	-
Leaves teachers to make some major decisions in the classroom	24(52)	22(48)	-	-
Freely delegates responsibilities	15(33)	21(46)	10(22)	-

Table 4.2 shows that all the head teachers and their assistants (100%) strongly agreed that they portray democratic style as they include staff in decision making on all issues bothering on the welfare and academic life of the staff. Majority of the head teachers and their assistants, 39, (84%) strongly agreed that they portray democratic style

as they involve teachers in making academic policies for the school while 7, (15%) of them disagreed.

All the head teachers and their assistants, 46, (100%) strongly agreed that they portray democratic style as they organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time. Majority of the head teachers and their assistants, 37, (80%) strongly agreed that they portray democratic style as they delegate powers to subordinates in times of need while 9, (20%) of them disagreed. Again, majority of the head teachers and their assistants, 43, (94%) strongly agreed that they portray democratic style as they take personal interest in the promotion and continuous development of teachers while 3, (6%) of them disagreed.

In democratic leadership style, the leader builds trust, respect and commitment with the followers as depicted in the results. Gewirtz (2002) states that because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high.

On autocratic leadership style, all the head teachers and their assistants, 46, (100%) strongly agreed that they portray autocratic leadership style as they make sure that teachers follow laid down rules and regulations. Majority of the head teachers and their assistants, 34, (74%) strongly agreed that they portray autocratic leadership as they make urgent decisions with selected few while 12, (26%) disagreed. Again, majority of the head teachers and their assistants, 38, (82%) strongly agreed that they portray autocratic leadership style as they take sole decisions in times of emergencies while 8, (17%) disagreed.

Moreover, majority of the head teachers and their assistants, 40, (87%) strongly agreed that they portray autocratic leadership as they ensure strict discipline in the school while 6, (13%) strongly disagreed. Majority of the head teachers and their assistants, 28, (61%) strongly agreed that they portray autocratic leadership as they reprimand teachers who misbehave without favour while 18, (39%) disagreed. There is strict enforcement of laws and regulations in the actions of an autocratic leader. In this style the leader wants compliance to accomplish task as does little consultation as the results also shows.

The results agree with Berkley (2004) who asserted that there is a domineering style of administration where the leader alone dreams, determines, and sets out the policies, and also assigns tasks to members without previous consultation with them. Task and methods are imposed on members. There is very little real communication, if any, between the leader and the entire group. The leader issues directives without considerations of any other experts input first. Once the directives are given, they must be carried out without question, lest there be serious warnings, or possibly dismissal. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. Any opposing views are looked upon as attempts to overthrow their dynasty. Coercion is a common mark of autocratic leadership, and the leaders themselves are often aloof; there is little interaction with staff. These leaders are also known as dictators. They either have no respect for others' views, as they consider theirs to be superior, or they have no trust in the good intentions of others. The researcher is of the view that even though people view autocratic leaders as dictator but it is good to use this style with democratic style in urgent and emergency situations.

On laissez faire leadership style, majority of the head teachers and their assistants, 36, (78%) strongly agreed that they portray laissez-faire leadership style as they give teachers full mandate to make academic decisions in the classroom without interference while 10, (22%) disagreed. Also majority of the head teachers and their assistants, 37, (80%) strongly agreed that they portray laissez-faire leadership style as they give teachers the freedom to do as they deem is in the best interest of the school while 9, (20%) disagreed. Majority of the head teachers and their assistants, 35, (76%) strongly agreed that they portray laissez-faire leadership style as they leave teachers to take making decisions that promote progress of the school without interference while 11, (24%) disagreed.

Furthermore, all the head teachers and their assistants, 46, (100%) strongly agreed that they portray laissez-faire leadership style as they leave teachers to make some major decisions in the classroom. Lastly, majority of the head teachers and their assistants, 36, (78%) strongly agreed that they portray laissez-faire leadership style as they freely delegate responsibilities while 10, (22%) disagreed. This is the style in which anything goes, so to speak. There are no hard and fast rule as the leader feels that the staffs are experts who can work without his assistance as the result indicates.

The results corroborates Berkley (2004) that the laissez-faire leader grants complete freedom or autonomy to the staff and members of the organization. The leader allows individual decisions without participation. In this style, since there are hardly any clear goals, vision or policies, the leader believes that this major role is simply to supply the needed materials to the staff, and only acts when asked or forced by circumstance. There is very little accountability and supervision. In this style, the leader does not seem

to have any authority, as he has not simply delegated them, but granted them to all who have roles to play. Based on the results so far, it could be concluded that if head teachers and their assistants use democratic, autocratic and laissez-faire leadership styles it helps in the educational setting as in emergencies like students rioting it may need no consultations. Also in the classroom where the teacher is the authority, the head leaves them to carry on with their teaching and at meetings, solicit the views of the staffs.

Research Question 2: What are the Perceived Impacts of Leadership Style of Head Teachers on Teachers' Commitment in the Sene West District?

Leadership, according to Ubben et al. (2001) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985) argue that 'managers are people who do things right and leaders are people who do the right thing'. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders do manage but use their management skill from a leadership viewpoint. The teacher respondents were impressed upon to indicate how the leadership style of their head teachers impact on their commitment. The results are presented in Table 4.3.

Table 4.3 Teachers Response on Perceived Impact of Leadership Style of Head Teachers on Teachers' Commitment

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Uses clearly communicated criteria for judging staff performance	34 (42)	37(46)	10(12)	-
Provides frequent feedback to teachers regarding classroom performance	28(34)	46(57)	7(9)	-
Encourages the use of different instructional communication and teaching strategies	39(48)	42(52)	-	-
Communicates clearly to the staff regarding instructional matters to improve instruction	28(35)	49(60)	4(5)	-
Teachers are highly motivated on the job	28(35)	32(39)	21(26)	-
Teachers are willing to go the extra mile to get things done	27(33)	41(51)	13(16)	-
Keeps teachers abreast of changes in the school activities	32(39)	38(47)	11(14)	-

Table 4.3 indicates that majority of the teacher respondents 71 (88%) strongly agreed that their head teachers leadership style impacted on their commitment to work as clearly communicated criteria are used for judging staff performance while 10 (12%) of

them disagreed. Majority of the teacher respondents 74 (91%) strongly agreed that their head teachers leadership style impacted on their commitment to work as they provide frequent feedback to teachers regarding classroom performance while 7 (9%) of them disagreed. Provision of frequent feedback to teachers, regarding classroom performance, impacts on teachers' commitment to work. The result is that administration that provides little feedback negatively impact teachers' self-confidence. This is supported by Bandura (1997) who stated that the provision of feedback and appraisals for teachers impacts on teachers' sense of commitment.

The entire teacher respondents 81 (100%) strongly agreed that their head teachers leadership style impacted on their commitment to work as it encourages the use of different instructional communication and teaching strategies. The result indicates encouragement of the use of different instructional communication and teaching strategies improve teachers' commitment and performance. Majority of the teacher respondents 77 (95%) strongly agreed that their head teachers leadership style impacted on their commitment to work as they communicates clearly to the staff regarding instructional matters to improve instruction while 4 (5%) of them disagreed. The result therefore is supported by Fullan's (2001) assertion that without the head's leadership, efforts to raise student achievement cannot succeed.

Additionally, majority of the teacher respondents 60 (74%) strongly agreed that their head teachers leadership style impacted on their commitment to work as teachers are highly motivated on the job while 21 (26%) of them disagreed. The result shows that motivation enhances teachers' commitment to work. Majority of the teacher respondents 68 (84%) strongly agreed that their head teachers leadership style impacted on their

commitment to work as teachers are willing to go the extra mile to get things done while 13 (16%) of them disagreed. Hoy et al., (1992) stated that the role of the head is to develop a supportive environment that enables teachers to maximize their potential in the execution of their work in the schools. Last but not least, majority of the teacher respondents 70 (86%) strongly agreed that their head teachers leadership style impacted on their commitment to work as they keep teachers abreast of changes in the school activities in order to become current while 11 (14%) of them disagreed. The result shows that teachers who are abreast with time have the confidence in doing their work and therefore are committed. Fullan (2001) supports this result by stating that in general, effective leaders foster a supportive environment as well as confidence in the teachers which promotes teachers' beliefs that they have the ability to instruct their students effectively.

Research Question 3: What are the Perceived Effects of the Leadership Style of Head Teachers on the School and Student's Performance in the Sene West District?

As stated in the literature review, considerable amount of research has been conducted into the impact on staff of different leadership styles. Classic studies of different organizational climates in American schools incorporate consideration of the leadership styles that were found to be integral to the open and closed climates (Halpin, 1966 in Evans, 1999). The open head teacher was described as typically very enthusiastic, conscientious, hardworking, well balanced in temperament, not aloof and very much in control albeit in a subtle manner. In this climate head teachers are described as typically manifesting high morale and working collaboratively. Schools

with the closed climates are typically led by principals who are aloof and impersonal and who emphasize the need for hard work. Teachers working under such a system normally dislike their head teachers. The respondents were therefore asked to agree or disagree on some perceived effects of the leadership style of head teachers on the school and student's performance. The result is shown in Table 4.4.

Table 4.4 Head Teachers and Teachers Response on the Perceived Effects of the Leadership Style of Head Teachers on the School and Student's Performance

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Improves head teacher- teacher relationship to enhance Students academic performance	61(48)	66(52)	-	-
Inspires teachers to improve on their instructional capabilities to improve students' performance	46(36)	67(53)	14(11)	-
Improves teachers morale and discipline to improve school performance	45(35)	48(38)	26(21)	8(6)
Motivates students to learn hard to achieve academic excellence	67(53)	60(47)	-	-
Improves time management and curriculum evaluation for the success of the school	57(45)	42(33)	22(17)	6(5)

As shown in Table 4.4, the entire respondents 127 (100%) strongly agreed that improvement in head teacher- teacher relationship to enhance school performance is a major effect of head teachers leadership style. The result shows that healthy teacher- head teacher relations help to improve school performance. Head teachers who use democratic leadership style frequently reiterate to staff the importance of bringing complaints and grievances to them first. They use the open door policy. This style of leadership is particularly effective at satisfying teacher's individual needs and usually staff turnover is low (Ball, 1987 in Linda, 1999). Majority of the respondents 113 (89%) strongly agreed that inspiring teachers to improve on their instructional capabilities to improve students' performance is an effect of head teachers leadership style while 14 (11%) of them disagreed. The result shows that head teachers' leadership style has effect on school performance as it inspires teachers to improve on their instructional capabilities to improve students' performance.

Moreover, majority of the respondents 93 (73%) strongly agreed that improvement in teachers morale and discipline to improve school performance is an effect of head teachers leadership style while 34 (27%) of them disagreed. The result shows that head teachers' leadership style improve teachers morale and discipline to improve school performance. The entire respondents 127 (100%) strongly agreed that motivating students to learn hard to achieve academic excellence is a major effect of head teachers leadership style. The result shows that head teachers' leadership style has effect on school performance as it motivate students to learn hard to achieve academic excellence. Mumbe (1995) conducted a study to investigate the head teacher's leadership style and job satisfaction and concluded that the head teachers' democratic leadership

style especially, affects teacher's job satisfaction positively and motivate teachers to work harder towards the achievement of school objectives.

Last but not the least, respondents 99 (78%) strongly agreed that improvement in time management and curriculum evaluation for the success of the school is an effect of head teachers leadership style while 28 (22%) of them disagreed. The result shows that the head teachers' leadership style improves time management and curriculum evaluation to improve students and school performance

The results from the respondents on the effects of head teachers' leadership style on students and school performance is related to a study by Nias (1980) in Evans (1999) who identified three dimensions of leadership styles which were similar to the democratic, laissez-faire and autocratic. These were the initiating, the considerate and decision centralization. These referred respectively to the extent to which leaders defined their own and their subordinate roles towards attaining goals; the extent to which leaders influence group decisions. Nias (1980) found that individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed three categories of leadership styles that is the passive, positive and bourbons types which she described as follows. The passive gave teachers more freedom whilst the bourbons were characterized as being socially distanced, and authoritarian in nature. The positive ones were known for setting high professional development standards for teachers. In relation to job satisfaction, it was discovered that the passive and bourbons had the most negative and positive heads and the most positive influence. A positive style provided the context in which a keen teacher could get on well with work and therefore contribute significantly to school improvement (Nias, 1980

in Evans, 1999). The respondents were further asked to rate the academic performance of their students and Table 4.5 shows the result.

Table 4.5 Head Teachers and Teachers Response on the Academic Performance of Students

Response	Frequency	Percentage
Very High	45	35
High	60	47
Moderate/ Average	12	10
Not Very High	10	8
Total	127	100

Table 4.5 shows that 35% of the respondents asserted that the academic performance of their students are very high, 47% said that the academic performance of their students are high, 10% said the academic performance of their students is moderate/ average while only 8% of the respondents said that the academic performance of their students is not very high. The result indicates that the academic performance of their students is high. The respondents were again asked to rate their opinion on the academic performance of their school in general. Table 4.6 shows the result.

Table 4.6 Head Teachers and Teachers Response on the Academic Performance of the School in General

Response	Frequency	Percentage
Very High	38	30
High	54	43
Moderate/ Average	22	17
Not Very High	13	10
Total	127	100

Table 4.6 shows that 30% of the respondents indicated that the academic performance of the school in general is very high, 43% said that the academic performance of the school in general is high, 17% said the academic performance of the school in general is moderate/ average while only 10% of the respondents said that the academic performance of the school in general is not very high. The result means that the academic performance of the school in general is significantly high. The respondents were further asked to rate their opinion on the conduciveness of their schools climate / atmosphere for teaching and learning. The result is presented in Table 4.7.

Table 4.7 Head Teachers and Teachers Response on the School Climate/ Atmosphere for Teaching and Learning

Response	Frequency	Percentage
Very Conducive	28	22
Conducive	72	57
Moderate/ Average	21	16
Not Conducive	6	5
Total	127	100

Table 4.7 shows that 22% of the respondents were of the view that the school climate/ atmosphere is very conducive for teaching and learning, 57% said that the school climate/ atmosphere is conducive for teaching and learning, 16% said the school climate/ atmosphere is moderate/ average for teaching and learning while only 5% of the respondents said that the school climate/ atmosphere is not conducive for teaching and learning. The result depicts that the school climate/ atmosphere is conducive for teaching and learning which is very encouraging.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings of the study based on the objectives of the study. The chapter also presents the conclusions, recommendations and suggestions for further research.

Summary

The study was conducted to explore the perceived impact of the head teachers' leadership style on the performance of public basic schools in the Sene West District of the Brong Ahafo Region. The objectives of the study were to find out the leadership styles of head teachers in public basic schools in the Sene West District, ascertain the perceived impact of leadership style of head teachers on teachers' commitment and to determine the perceived effect of the leadership style of head teachers on the school and student's performance.

A descriptive survey design was used for the study. Closed ended questionnaire was used to collect data for the study. The population for study was 208 comprising all the 46 head teachers assistant head teachers and 162 teachers in the 23 public junior high schools of the Sene West District of the Brong Ahafo Region. The study adopted purposive sampling technique to select all the 46 head teachers and assistant head teachers of the 23 public Junior High Schools of the Sene West District to participate in the study. Simple random sampling was further used to select 50% of the 162 teachers

from the 23 public Junior High Schools of the Sene West District. The sampled population for the study was 127, comprising 46 head teachers and assistant head teachers and 81 teachers.

Main findings

1. The study uncovered that the head teachers and their assistants demonstrated democratic leadership style in the sense that they included staff in decision making on all issues bothering on the welfare and academic life of the staff, involved teachers in making academic policies for the school, organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time, delegated powers to subordinates in times of need and also took personal interest in the promotion and continuous development of their teachers.

The study also revealed that the head teachers and their assistants demonstrated autocratic leadership style in the sense that they made sure that teachers follow laid down rules and regulations, made urgent decisions with selected few, made sole decisions in times of emergencies, ensured strict discipline in the school and also reprimanded teachers who misbehaved without favour.

The study further discovered that the head teachers and their assistants demonstrated laissez-faire leadership styles in the sense that they gave teachers full mandate to make academic decisions in the classroom without interference, gave teachers the freedom to do as they deem is in the best interest of the school,

left teachers to take making decisions that promote progress of the school without interference, left teachers to make some major decisions in the classroom and also freely delegated responsibilities.

2. The study again, uncovered that the leadership style of head teachers impacted on teachers' commitment in the sense that they used clearly communicated criteria for judging staff performance, provided frequent feedback to teachers regarding classroom performance, encouraged the use of different instructional communication and teaching strategies, communicated clearly to the staff regarding instructional matters to improve instruction, highly motivated teachers on the job, teachers were willing to go the extra mile to get things done and also kept teachers abreast of changes in the school activities.
3. Again, the study revealed that the effect of the leadership style of head teachers on students and school performance were that it improved head teacher-teacher relationship to enhance school performance, inspired teachers to improve on their instructional capabilities to improve students' performance, improved teachers morale and discipline to improve school performance, motivated students to learn hard to achieve academic excellence also and improved time management and curriculum evaluation for the success of the school.

Finally, the study revealed that the academic performance of the students is very high which is heart-warming. Also the academic performance of the schools in general is very high and that the climate/ atmosphere of the schools are conducive for teaching and learning to enhance student's performance and for that matter the overall school performance.

5.2 Conclusions

Based on the findings, it could be concluded that:

The leadership style of head teachers influence the climate, success and effective performance of the school especially democratic leadership style, autocratic leadership style and demonstrated laissez-faire leadership styles.

The leadership style of head teachers has numerous impacts on teachers commitment to their responsibilities which gives them the boldness and confidence to deliver. Notable among them were the provision frequent feedback to teachers regarding classroom performance, encouragement of the use of different instructional communication and teaching strategies, clearly communicated to the staff regarding instructional matters to improve instruction.

The leadership styles of head teachers have some effects on the success of the school and the performance of students therein. Head teachers democratic style improves head teacher-teacher relationship to enhance school performance and also inspires teachers to improve on their instructional capabilities to improve students' performance. Their laissez-faire leadership style also improves teachers morale and discipline to improve the school performance as teachers are not interfered in their classroom organization while their autocratic leadership style which sought to things are done according to laid down rules improves time management and curriculum evaluation for the success of the school.

5.3 Recommendations

1. The Ministry of Education and the Ghana Education Service should improve on teacher's motivation to enable them to maximize their teaching and learning capabilities to improve school performance.
2. The Ministry of Education and the Ghana Education Service should allocate sufficient financial resources to all heads of educational institutions to manage their schools well to achieve greater heights.
3. The Ghana Education Service should conduct regular seminars, forums and training workshops for heads of its institutions on leadership styles and their impact on the school performance. .

When these recommendations are implemented, it will contribute greatly to the success and effective improvement in the education.

5.4 Suggestions for Further Study

Further research should be conducted to explore the perceived impact of head teachers' leadership style on the performance of public basic schools in private schools of the basic schools in Sene West District of the Brong Ahafo Region.

REFERENCES

- Adlam, R. (2003). *This complex thing, leadership, in police leadership in the TwentyFirst Century*. Winchester: Waterside Press.
- Anderson, T. D., Ford, R., & Hamilton, M. (1998). *Transforming leadership: equipping yourself and coaching others to build leadership organisation* (6th ed.). London: St Lucie Press.
- Armstrong, J. S. (2001). *Principles of forecasting: A handbook for researchers and practitioners*. Kluwer: Academic Publishers.
- Ash, R. L. (2000). The principal as chief learning officer: Developing teacher leaders. *Educational Management and Administration*, 28(3), 317–338.
- Atkinson, S. A. (2005). The multiple administrative role of principals: The challenge, Lagos. *ANCOPSS*, 3(1), 20-22.
- Ball, S. J. (1987). *Politics and policy making in education: Explorations in policy sociology*. London: Routledge and Kegan Paul.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman
- Bell, J. (1999). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
- Bell, L. (1999). *Leadership, management and the challenge, in teacher of change professionalism and the challenge of change*. London: Trentham Books Limited.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper and Row.

- Boles, K., & Troen, V. (1994). *Teacher leadership in a professional development school*. A paper prepared for American educational research Association in New Orleans.
- Bush, T. (2003). *Theories of educational leadership and management*. London: Sage Publication.
- Cheng, C., & Chan, M. T. (2002). *Implementation of school-based management*. London: Routledge Falmer.
- Cheng, Y. (2002). *Leadership and strategy. The principles and practice of educational management*. London: Tonny Bush and Les Bell. Paul Chapman Publishing.
- Cole, G. (2002). *The administrative theory and workers' motivation*. ABU Zaria: Nigeria Zante institute of administration Press Ltd.
- Covey, S. R. (1995). *The seven habits of highly effective people*. London: Prentice-Hall.
- Dalin, P. (1994). *How schools improve: An international report*. London: Cassell .
- Devaus, D. A., (2001). *Research design in social research*. London: Sage Publications
- Day, C., & Harris, A. (2012, December 25). *Effective school leadership*. Retrieved December 11, 2014, from National College for School Leadership: http://wikieducator.org/images/e/ef/Chris_Day_Effective_School_Leadership.pdf
- Donald, D., Lazarus, S., & Lolwana, P. (2004). *Educational psychology in social context*. South Africa: Oxford University Press.
- Dubrin, A. J. (1998). *Leadership: Research, findings, practice and skills* (2nd ed.). Boston: Houghton Mifflin Company.
- Dunklee, D. R. (2000). *If you want to lead, not just manage: A primer for principals*. California: Corwin Press Inc.

- Evans, R. (1999). *The pedagogic principal*. Edmonton: Qual Institute Press.
- Farrant, J. S. (1975). *Principles and practice of education*. London: Longman.
- Fiedler, F. E. (1978). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). Boston: McGraw-Hill.
- Fullan, M. (2001). *Leading in a culture of change*. Retrieved on 3/5/16 from <http://www.joseybass.com>
- Gewirtz, S. (2002). *The managerial school: Post welfarism and social justice in education*. London: Routledge.
- Gronn, P. (2003). *The new educational leaders: Changing leadership practice in an era of school reform*. London: Paul Chapman Publishing.
- Halpin, A. W. (1996). *Theory and research in administration*. New York: Macmillan.
- Hersey, P., & Blanchard, K. H. (1988). *Management of organizational behaviour: Utilising human resources*. New Jersey: Prentice Hall.
- Hoy, K. W., & Miskel, G. G. (2001). *Educational administration theory, research and practice*. New York: Macmillan publishers.
- Ibukun, W. O. (2004). *Educational management theory and practice*. Ondo: NIEPA Printing Press.
- Jaques, S., & Clement, S. (1991). *Executive leadership: A practical guide to managing complexity*. Massachusetts: Basil Blackwell Inc.
- Johnson, S. M. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.

- Katz, R. S. (2001). The problem of candidate selection and models of party democracy. *Party Politics*, 7(3), 277-296.
- Labaree, D. (1992). Power, knowledge and rationalization of teaching: A genealogy and move to professionalize teaching. *Harvard Educational Review*, 62(2), 123-142.
- Laughridge, M., & Tarantino, L. R. (2005). *Leading effective secondary school reform: Your guide to strategies that work* (3rd ed.). New York: Sage Publications.
- Leedy, P. D. (2005). *Framework of problem-based research: A guide for Novice*. Retrieved on 9/7/16 from www.inform.nu
- Leithwood, K., & Jantzi, D. (2000). Transformational school leadership: how principal can help reform school cultures. *School Effectiveness and School Improvement*, 4, 249-280
- Linda, L. (1999). *Shifting conceptions of leadership: Towards a redefinition of leadership for the twenty-first century*. London : Cassell .
- Lussier, R. N., & Achua, C. F. (2001). *Theory, application and skill development*. USA: South- West College Publishing.
- Maicibi, N. A. (2005). Effectiveness of head teachers' leadership styles. *Journal of Emerging trends in Educational Research and Policy Studies (JETERPS)*, 4,(2), 385-382.
- Maxwell, J. C. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Tennessee: Thomas Nelson Publishers.
- McGregor, D. (1960). *Theory X and Theory Y: The human side enterprise*. New York: McGraw-Hill.

- Mullins, J. (2002). *Management and organizational behaviour* (6th ed.). Italy: Lombarda Rotolito.
- Mumbe, O. G. (1995). *Leadership and teacher job satisfaction of primary schools in Busia sub district of Uganda*. Kampala: Makerere University.
- Muyingo, J. (2004). *Changing patterns of university financing in universities in Uganda and their implications for management of University education*. Kampala: Makerere University.
- Nias, J. (1980). Teacher satisfaction and dissatisfaction: Herzberg's two factor hypothesis revisited. *British journal of sociology of education*, 2(1), 233-246.
- Nkata, J. L. (2005). *Emerging issues in education management in developing countries in the 21st century*. Kampala: Masah Publishers Ltd. .
- Northouse, P. G. (2001). *Leadership theory and practice* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Northouse, P. G. (2007). *Leadership theory and practice* (4th ed.). London: Sage Publications.
- Ogwenge, J. J. (1995). *Leadership styles and job satisfaction*. A dissertation submitted to the university of Nairobi.
- Okumbe, J. A. (1998). *Educational management: Theory and practice*. Nairobi: Nairobi University Press.
- Olembo, J. (1997). *Head teacher training and resource materials development in Africa. Paper Presented at the Asia Pacific workshop on head teacher training and resource materials development*. India: University of Baroda.

- Oyetunji, C. O. (2006). *The relationship between leadership style and school climate in Botswana secondary schools*. Unpublished Ph.D. Thesis Department of Education Management. Botswana: University Of South Africa.
- Polit, D., & Hungler, B. (1999). *Nursing research: Principles and methods* (6th ed.). Philadelphia: J.B. Lippincott.
- Resnik, D. B. (2011). *Ethical issues in research*: National Institute of Environmental Health Sciences. Retrieved March 15, 2015, from <http://www.niehs.nih.gov/research/resources/bioethics/whatis/>
- Sammons, P., Gu, Q., Day, C., & Ko, J. (2011). Exploring the impact of school leadership on pupil outcomes. *International Journal of Educational Management*, 25(1), 83-101.
- Sashkin, M., & Sashkin, M. (2003). *Leadership that matters*. San Francisco: Berrett-Koehler Publishers Inc.
- Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2000). *Organisational behaviour* (7th ed.). New York: John Wiley & Sons Inc.
- Sergiovanni, T. (2001). *Leadership: What's in it for schools?* London: Routledge Falmer.
- Sergiovanni, T. J. (1995). *The headteachership: A reflective practice perspective*. Boston: Allyn and Bacon.
- Sergiovanni, T. J. (1999). *Rethinking leadership*. Illinois: Skylight Training and Publishing Inc. .
- Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective* (6th ed. ed.). Boston: Allyn and Bacon.

- Sheilds, C. (2005). *School leadership in the 21st Century: Broadening the base* (2nd ed.). England: Information Age Publishing.
- Tannenbaum, R., & Schmidt, W.H. (1973). Leadership continuum theory. Retrieved on 12/6/16 from <https://www.mindtools.com>
- Tetty-Enyo, K. (1997). *Critical issues in school management. Paper presented at the teacher management and support. Anglophone and Francophone Seminar.* London: CCEA.
- Trachim M. W. K. T., (2006). *The research methods knowledge based* (2nd ed.). Retrieved on 5/5/16 from <http://www.socialresearchmethods.net/kb>
- Ubben, G. C., Hughes, L. W., & Norris, C. (2001). *Principal: Creative leadership for excellent schools.* Boston: Allyn and Bacon.
- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2001). *The principal: Creative leadership for excellent schools* (4th ed.). Boston: Allyn and Bacon.
- Ubben, G., & Hughes, L. (1998). *The effective principal: Perspective on school leadership.* USA: Allyn and Bacon.
- Webster, W. G. (1994). *Learner centered principalship: The principal as a teacher of teachers.* Westport: Greenwood Publishing Group Inc.
- Welgemoed, A. (1995). *Priorities and Strategies for Education. A world Bank Review.* Washington DC USA: World Bank.
- White, L. W. (2005). *Journal of marriage and family.* London: John Wiley.

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

The purpose of the study was to investigate the teachers' perception and feedback on the school leadership style of head teachers in the Sene West District of the Brong Ahafo Region. The information provided will be used purely for my academic research, and will be treated anonymously and privately as possible.

INSTRUCTION: Please (✓) tick the most appropriate response.

SECTION A DEMOGRAPHIC INFORMATION

1 Gender

Male []

Female []

2 Age

20-30 []

31-40 []

41-50 []

51-60 []

3 Highest education qualification

Diploma/HND []

Bachelor's degree []

Master's degree []

4 Teaching Experience

1-5 years []



6-10 years []

11-15 years []

Above 16 years []

SECTION B: LEADERSHIP STYLES OF HEAD TEACHERS (FOR HEAD TEACHERS AND THEIR ASSISTANTS).

Please indicate your level of agreement with the following leadership styles of the head teachers. **Key: Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).**

		SA	A	D	SD
	My head teacher.....				
1	Includes staff in decision making on all issues bothering on the welfare and academic life of the staff				
2	Involves teachers in making academic policies for the school				
3	Organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
4	Delegates powers to subordinates in times of need				
5	Takes personal interest in the promotion and continuous development of teachers				
7	makes sure that teachers follow laid down rules and regulations				
8	Makes urgent decisions with selected few				

9	Takes sole decisions in times of emergencies				
10	Ensures strict discipline in the school				
11	Reprimands teachers who misbehave without favour				
13	Gives teachers full mandate to make academic decisions in the classroom without interference				
14	Gives teachers the freedom to do as they deem is in the best interest of the school				
15	Leaves teachers to take making decisions that promote progress of the school without interference				
16	Leaves teachers to make some major decisions in the classroom				
17	Freely delegates responsibilities				

SECTION C: HEAD TEACHERS INFLUENCE ON TEACHERS' COMMITMENT (FOR TEACHER RESPONDENTS)

Please indicate your level of agreement with how Head teachers influences teachers' commitment. **Key: Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).**

	Statement	SA	A	D	SD
1.	Uses clearly communicated criteria for judging staff performance				
2.	Provides frequent feedback to teachers regarding classroom performance				
3.	Encourages the use of different instructional communication and teaching strategies				
4.	Communicates clearly to the staff regarding instructional matters to improve instruction				
5.	Teachers are highly motivated on the job				
6.	Teachers are willing to go the extra mile to get things done				
7.	Keeps teachers abreast of changes in the school activities				

**SECTION D: HOW LEADERSHIP STYLE OF HEAD TEACHERS INFLUENCE
ACADEMIC PERFORMANCE OF STUDENTS (FOR ALL RESPONDENTS)**

Please indicate your level of agreement with the following on how leadership style of head teachers influence academic performance of students. **Key: Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).**

	Statement	SA	A	D	SD
1.	Improves head teacher-teacher relationship to enhance student academic school performance				
2.	Inspires teachers to improve on their instructional capabilities to improve students' performance				
3.	Improves teachers morale and discipline to improve school performance				
4.	Motivates students to learn hard to achieve academic excellence				
5.	Improves time management and curriculum evaluation for the success of the school				

6. How will you describe the academic performance of your students? (in few words)

Key: Very High (4), High (3), Moderate/ Average (2), Not Very High (1)

7. How will you describe the academic performance of your school in general? (in few words)

Key: Very High (4), High (3), Moderate/ Average (2), Not Very High (1)

8. How will you describe the school climate or atmosphere for teaching and learning?

Key: Very Conducive (4), Conducive (3), Moderate/ Average (2), Not Conducive (1)

