

UNIVERSITY OF EDUCATION, WINNEBA

HEAD MASTER'S LEADERSHIP STYLE AND ITS IMPACT ON THE
PERFORMANCE OF TEACHERS IN SENIOR HIGH SCHOOLS IN THE KWADASO
SUB-METRO OF THE KUMASI METROPOLIS.

The logo of the University of Education, Winneba, is a circular emblem. It features a central blue gear-like symbol with four circular elements inside. The emblem is surrounded by a red border with a white sunburst pattern. The text "UNIVERSITY OF EDUCATION, WINNEBA" is written around the perimeter of the emblem.

REGINA OHENEWA OPOKU

**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 degree in Educational Leadership.**

AUGUST, 2016

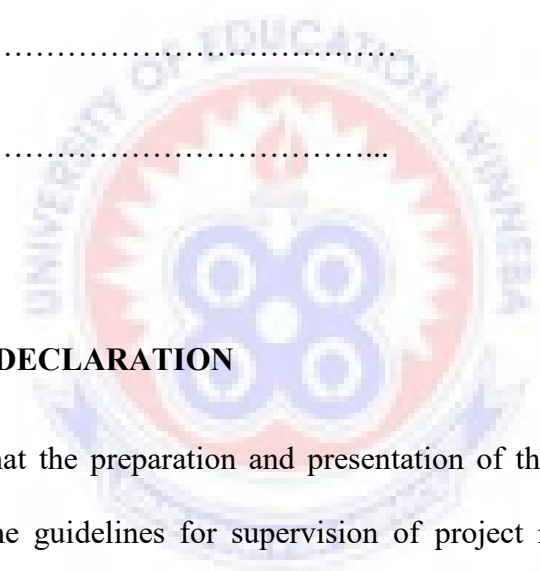
DECLARATION

STUDENT'S DECLARATION

I, REGINA OHENEWA OPOKU, declare that this project report with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for any other degree elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME: PROF. FRANCIS OWUSU MENSAH

SIGNATURE :

DATE :

ACKNOWLEDGEMENTS

I sincerely thank my supervisor, Prof. Francis Owusu Mensah for the great support offered me throughout this study. Again to Mr. Owoahene Acheampong of PAC-GH who painstakingly proofread the manuscript before the final report was produced, I say a big thank you. Finally, to all and sundry who helped in diverse ways for a successful completion of this project, I say bravo.



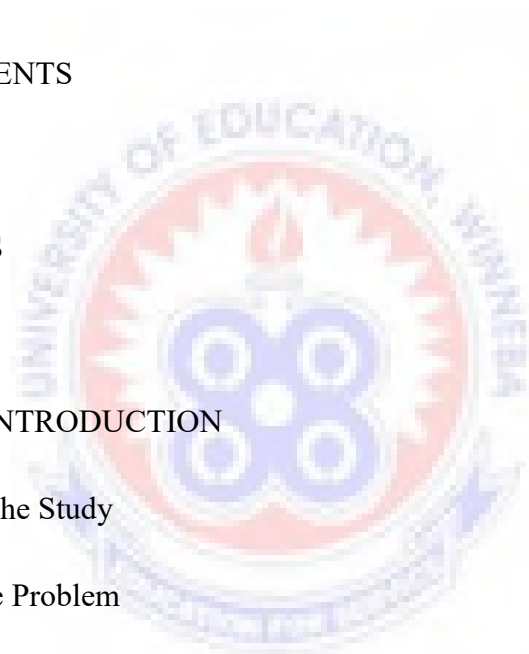
DEDICATION

To my husband, Mr. Theophilus Davis and my children Kinsley Davis and Sylvia Davis.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Limitations of the Study	8
1.8 Delimitation of the Study	8
1.9 Organization of the Study	9



CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Theoretical Framework	10
2.1.1 Transformational Leadership Theory	11
2.1.2 The Traits Theory	11
2.1.3 Behaviour Theories of Leadership	13
2.2 The Concept of Leadership	14
2.3 School Leadership	20
2.4 Styles of Leadership relating to Head Masters	21
2.4.1 The Autocratic Leadership Style	24
2.4.2 Democratic Leadership Styles	25
2.4.3 Laissez-faire leadership style	27
2.4.4 Transformational Leadership	28
2.5 Effective Leadership in Schools	28
2.6 Leadership Behaviours of Head Masters that influence Teacher Job Performance	32
2.6.1 Delegation of duties and teacher performance	34
2.6.2 Communication and teacher performance	35
2.6.3 Recognition of work done and Teacher Performance	36
2.6.4 Teacher Empowerment and Performance	36
2.7 Teacher Performance in Schools	37

2.8 Empirical Studies	39
2.9 Conceptual Framework	42
2.10 Summary of Literature	43
CHAPTER THREE: METHODOLOGY	45
3.0 Introduction	45
3.1 Research Design	45
3.2 Population of the Study	47
3.3 Sample and Sampling Techniques	47
3.4. Instrument for Data collection	48
3.5 Data Collection Procedure	50
3.6 Validity and Reliability	50
3.7 Data Analysis Procedure	51
3.8 Ethical Consideration	52
3.8.1 Informed Consent	52
3.8.2 Access and Acceptance	52
3.8.3 Confidentiality and Anonymity	53
CHAPTER FOUR: ANALYSIS AND DISCUSSION OF RESULTS	54
4.1 Demographic Characteristics of Respondents	54
4.2 Identification of Heads' Leadership Styles	58
4.3 Impact of Headmasters Leadership Style on Teachers Job Performance	63

4.4 Challenges Headmasters' Leadership Styles pose on Teachers Job Performance	65
4.5 Measures to address the Challenges Heads' Leadership Styles pose on the Teachers' Job Performance	69
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	72
5.0 Introduction	72
5.1 Summary	72
5.1.1 Main findings	73
5.2 Conclusions	74
5.3 Recommendations	75
5.4 Suggestions for Further Study	76
REFERENCES	77
APPENDIX	88



LIST OF TABLES

TABLE	PAGE
4.1 Transformational Leadership Style of Heads	58
4.2 Autocratic Leadership Style of Heads	60
4.3 Democratic Leadership Style of Heads	61
4.4 Impact of headmasters leadership styles on Teacher Job Performance Data	64
4.5 Challenges Heads' Leadership Style pose on Teachers' Job Performance	66



LIST OF FIGURES

FIGURE	PAGE
2.1. Research Conceptualization	43
4.1 Gender Representations on the Study	54
4.2 Age Categories of Respondents	55
4.3 Highest Educational Qualification of Respondents	56
4.4 Respondents' years served at Present School	57
4.5 Ascertaining Leadership Styles being Adopted	62
4.6 Aspects of Teachers' Job Performance as Challenged by the Heads' Styles of Leadership	68
4.7 Measures to address Challenges Heads Leadership Styles pose to Teacher Performance	69



ABSTRACT

This study had a general purpose of determining how the leadership styles adopted by of headmasters influence teachers' performance in senior high schools in the Kwadaso sub-metro. The objectives of the study were to identify the leadership styles employed by headmasters at the Kwadaso Sub-Metro, determine the impact of head masters' leadership styles on Senior High School teacher's performance, find out the challenges head masters' leadership style pose on teachers' performance and to determine measures to address the challenges headmasters' leadership style pose on teacher performance. The study used descriptive survey design with questionnaire as the data collection instrument. The targeted population of the study consisted of all the six headmasters and 561 teachers of the six senior high schools in the study area. Purposive sampling was used to select all the six headmasters of the six senior high schools of the Kwadaso sub-metro while simple random sampling was used to select 114 teachers for the study. The researcher administered the questionnaire personally. The data collected was analysed descriptively with the use of the Statistical Package for Social Sciences. The study found among others that headmasters exhibited transformational leadership styles as they employed rewards and punishment in their leadership functioning. Institution of regular and intensive leadership training is one of the measures put in place to address headmasters' leadership challenges. Based on the findings, it is recommended for headmasters to adopt transformational leadership style to reward outstanding performance and support teacher professional development.

CHAPTER ONE

INTRODUCTION

Education in Ghana is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society. Within the national educational policies are the goals and objectives for which their achievements much relate to the critical roles of the head of the institution. Among these roles, according to Aghenta (2000), Ige (2001) and Philipians (2003), include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. The study intends to evaluate the leadership styles of head masters and their impact on the performance of teachers at the senior high schools within Kwadaso Sub-metropolis of the Kumasi Metropolis. This introductory chapter of the study covers the background of the study, statement of the problem, objectives of the study and research questions. Again, the chapter highlights the delimitations of the study, limitations of the study, significance of the study and how the entire study report was organized.

1.1 Background to the Study

Various definitions have been given to leadership especially in the school situation, but Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) 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. From this perspective leaders, including head masters 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. It is required of leaders to develop a relationship between themselves and their followers, align, motivate and inspire the followers to foster productivity. Schermerhorn et al. (2000), maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. Thus the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness.

In complement, Hersey, Blanchard and Johnson (2001), describe leadership as the process of influencing the activities of an individual or group in effort towards goal achievement in a given situation and thus stress on the need for leaders to work extraordinarily. They posit that leadership is important in every sector, community, country and in fact the entire universe suggesting that leadership is inevitable in a school context. In a school context the headmasters/mistresses, principals, vice-councillors, direct co-ordinate, mobilize resources such as money, employees and materials towards educational goals and objectives.

Heads of second cycle schools make use of some leadership styles to achieve success. Head masters are often seen adopting different leadership styles at a particular point in time depending on the situation in which they find themselves. The atmosphere of any school and the attitude of its teachers, students and other working staff are influenced by the kind of leadership styles the head employs or adopts in administering the school. It seems however that many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Gronn, 2000; Adeyemi, 2004).

Most researchers argue that the main task of the head master as the leader of a school is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students, which therefore require acceptable leadership styles capable of enhancing teachers and other subordinate' job performance. In this wise, Okurumeh (2001) describe leadership style as the underlying needs of the leader that motivate his/her behaviour manifested in the dominant pattern of behaviour of a leader. It is also seen as a process through which persons (head masters) or group influence others in the attainment of group goals (Adeyemi, 2006). It is argued that teachers in Ghana express a desire for more participation in decision-making, hence the way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

Researchers (Ijaiya, 2000) have identified certain leadership behaviours used in organizations (typically in schools) including the nomothetic leadership characterized by strict adherence to bureaucratic procedures. Ijaija further observes idiographic leadership behaviour which focuses on individual needs rather than organizational needs, where the leader expects subordinates to work things out for themselves. On his part, Bidwell (2001) also observes that some leaders uses a hybrid of nomothetic and idiographic styles of leadership seen as situation-oriented and allows for the practices of good human relationship. John (2002) also identified three styles of leadership, mentioning autocratic leadership style as exhibiting authoritarian centralizing power and decision-making to themselves. The democratic style of leadership as identified by John (2002) also emphasizes group and leader participation in the making of policies. The laissez-faire type John described as the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives.

Other leadership styles identified in literature include transactional and transformational leaderships which according to Northouse (2007), are based on the fact that leadership is viewed in terms of a relationship between leaders and followers. It is the exchange of services between the leader and the follower. The follower provides the services to the leader, expecting some pay back or something in return from the leader. It is based on giving out what the leader lacks and the leader giving back what the follower lacks.

Nonetheless, head masters' leadership style could influence teachers' job performance positively or negatively. Performance in the views of (Mba, 2004) could be described as an act of executing a given task or the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives. Teacher performance therefore, describes the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Mba, 2004) determined by the teacher's level of participation in the day to day running of the organization. Mba therefore asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

Head masters' leadership styles may pose some challenges to teachers' job performance in one way or the other. Typically, teachers who experience autocratic leadership style of their head masters are usually suppressed, intimidated (Nthum, 2000) and stop bringing relevant information to help in the running of the school. Apathy therefore sets in with irregular school attendance, low commitment to work, punctuality

problems and low morale for work performance and the resultant low job satisfaction adversely impact on teachers' job performance.

1.2 Statement of the Problem

Leadership styles of heads of public senior high schools in Ghana have become a problem which requires a serious look by educators, stake-holders and researchers in education to intervene timely in order to avert a likely danger from occurring (Mullins, 2005). In spite of the many efforts made by the various governments of Ghana to improve quality, structure, access, content and management, efficiency and effectiveness in public senior high schools, there are still some problems to deal with particularly regarding the leadership styles that are adopted by school leaders.

Recently, the governments of Ghana with support from her development partners such as Department for International Development (DFID) and the United States Agency for International Development (USAID) have been preoccupied in ensuring improvement in educational access, quality, content and management, effectiveness and efficiency in Ghanaian public senior high schools. Of all these efforts, one wonders if any meaningful headway could be made in the education sector without firstly tackling issues bedevilling secondary school administration in the country. Various studies have been conducted in the developed countries (Lumsden, 1998 in USA), Africa (Adeyemi, 2011) and many parts of the Ghana such as Greater Accra, Brong Ahafo and the three northern regions (Ankomah & Amoako-Essien, 2002; Kyei & Aboagye, 2015) which draw some relationships between head masters leadership style and teacher performance. It appears however that much has not been done in the Ashanti Region, particularly in the Kumasi

Metropolis to find the leadership style of some school heads which hinder the progress of the intervention measures adopted to improve the quality of education provision in the country. Some controversies (Adeyemi, 2006) are still centred on whether or not the style of leadership of headmasters influences the level of job performance among teachers. Common observations in the school system (Aghenta, 2000) show that the style of leadership of the head master could perhaps have serious impact on teachers' job performance.

This study would therefore bridge literature gap by examining critically the relationship between head masters leadership styles and teachers' job performance in senior high schools in the Kumasi Metropolis. The concern of the study was to determine the best style of leadership out of the autocratic, democratic and transformational leadership style that would enhance better job performance among teachers in senior secondary schools within Kumasi Metropolis.

1.3 Purpose of the Study

This study had a general purpose of determining the leadership styles adopted by of headmasters influence teachers' performance in senior high schools in the Kwadaso sub-metro of the Kumasi Metropolis.

1.4 Objectives of the Study

Specifically, the study sought to:

1. establish the leadership style exhibited by the head masters of public senior high schools in Kwadaso sub- metro.

2. determine the impact of head masters' leadership styles on Senior High School teacher's performance.
3. find out the challenges of head masters' leadership style on teachers' performance.
4. Determine measures to address the challenges of headmasters' leadership style on teacher performance.

1.5 Research Questions

1. What leadership styles are exhibited by head master in the public Senior High Schools in Kwadaso sub- metro?
2. What is the impact of head masters' leadership styles on teacher performance?
3. What are the challenges of head masters' leadership style on teachers' performance?
4. What are the measures to address the challenges of headmasters' leadership style on teacher performance?

1.6 Significance of the Study

The study will be significant in the following perspective:

The study will make heads of second cycle schools aware of the effects of their leadership styles on the performance of teachers.

The study will further be beneficial to teachers in second cycle schools who might have access to the study report to give them insight into the leadership styles and their

respective effects on the performance of teachers as they equally aspire to become heads in future.

The research report would be a guide to educational policy makers in planning for interventions that could foster appropriate leadership style capable of inducing high teacher job performance in schools. These interventions may be in the form of school visits and training workshops as a way of building capacities of head masters.

Finally, the study is justified by the findings and recommendation which would contribute to the existing body of knowledge in the Educational Leadership where future researchers might source as secondary data.

1.7 Limitations of the Study

The study primarily captured only public senior high schools in the Kwadaso Sub-metropolis within Kumasi metropolis Ashanti Region, taking teachers and headmasters as respondents for the study for want of time and finance, and that limits the extent of generalization. The research data might suffer the required credibility on the part of teachers for fear of victimization. To avert this however, respondents were strongly assured of confidentiality of data provided to safeguard the situation.

1.8 Delimitation of the Study

The study was geographically narrowed to the senior high schools at Kwadaso Sub-Metro of the Kumasi Metropolis. Again, the unit of analysis was narrowed down to permanent and professionally qualified teachers because the researcher wanted the feelings and aspirations directly from the teachers themselves. In context, the study

concentrated on leadership styles of head masters (autocratic, democratic and transformational), and teachers' job performance.

1.9 Organization of the Study

The study is organized under five main chapters. Chapter One covers the introductory part of the study focusing on the background of the study, objectives, research questions and the significance of the study. Again, the chapter outlines the delimitation and limitations of the study. Chapter Two mainly reviews relevant literature both theoretical and empirical. The research methodology is detailed under Chapter Three. This chapter specifies the research design, population and sample for the study, data collection procedure, research instruments and how collected data were analyzed. The actual analysis and discussions of survey results is taken care of under Chapter Four. Finally, Chapter Five presents the summary, outlines conclusion and make recommendations from the findings of the research and also made suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study. Literature search was done to get current literature associated and relevant to the themes of the study covering theoretical and conceptual frameworks. The areas covered include some definitions of leadership and the leadership styles which are democratic, autocratic and laissez faire types normally employed by head masters as leaders of senior high schools. Furthermore, other leadership styles such as nomothetic, ideographic, and pseudo-democratic, the benevolent autocratic and transactional styles of leadership are discussed. Additionally, other relevant literature in the areas of teacher performance and some challenges head masters' leadership styles pose on teacher performance are also reviewed to support the study.

2.1 Theoretical Framework

Theoretical framework is a collection of interrelated areas of studies and models which guides research, determining what things will be measured and statistical relationships of it. Theoretical frameworks are obviously critical underpinning an academic study by providing vision and direction for the study. The study makes use of transformational leadership theory, the traits theory and behaviour theories to introduce leadership behaviours that may assist headmasters and leaders of educational institutions to better manage their institutions in different situations.

2.1.1 Transformational Leadership Theory

According to this theory leadership is based on terms of relationship and on a form of collaboration rather than hierarchy. As contributed by Sergiovanni (2006) trust, empowerment, sharing and involvement of followers in taking part in decision making are the main driving forces behind this type of leadership. Oyetunyi (2006) holds that transformational leaders share power with followers rather than exercise power over followers and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important.

As a result, teachers under transformational leaders must be exposed to responsibilities that release their potential while head masters (as leaders) concern themselves with what teachers are accomplishing rather than what they are doing. From this perspective, a leader in an educational institution is one who not only adapts his or her behaviours to the situation, but also transforms it (Cheng & Chan, 2002).

2.1.2 The Traits Theory

The Traits Theory emanated from personality characteristics, which are either innate or acquired and suggests that effective leadership depends on the leaders' characteristics. However, some theorists opine that universal leadership trait does not exist; some evidences suggest that different traits may lead to leadership effectiveness in different situations (Outcalt et al., 2000). The traits theory has a particular view which indicates that leadership behaviour could be defined as being indicative of friendship, respect, mutual trust and warmth.

The trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people. Successful school leaders were described by Omar (2005) in terms of their personal attributes, interpersonal abilities, and technical management skills. Personal attributes include humour, courage, judgment, integrity, intelligence, persistence, work ethic, vision, and being opportunity conscious; interpersonal abilities include being outgoing, team builder and compassionate. Technical management skills include producing results, resolving conflicts, analyzing and evaluating problems, the ability to enhance the work environment, and goal oriented (Bensimon, Neumann & Birnbaum, 2000).

Trait theory is based on the assumption that leaders behave in certain ways because they have inherent characteristics which prominently include self confidence, empathy, ambition, self control and curiosity. On the trait theory of leadership, one may draw conclusion that leadership qualities are born with or inborn which means that some are born to be leaders while others are not. The major assumptions on the above definitions on leadership are dominated by influence and achievement of objectives. By influencing their followers, leaders empower them to work towards achievement of objectives through rewards, personal interactions, persuasions and motivation which creates atmosphere for group members to work freely for the achievement of organizational goals. The personal characteristics as identified in this theory could be harnessed to induce teachers' commitment to work and thus heighten performance.

2.1.3 Behaviour Theories of Leadership

The issue of whether the leader is task oriented (initiating structure), people/employee focused (consideration) or both, is what the behaviour theories of leadership are basically about. Earlier studies which intended to explore whether employee-centred or production-centred existed among school leaders, established these two major forms of leader behaviours at University of Michigan and Ohio State University in 1945 (Hoy and Miskel, 2001). As observed from the study, the employee-centred leader was seen as sensitive to subordinates' feelings and endeavours to fulfil their concerns.

On the other hand a production-centred leader has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, Hoy and Miskel (2001) assert that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behaviour. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories.

Under the behavioural theories is the leadership style expounded in Likert's Management System cited in Oyetunyi (2006) which studied various firms and organizations, including schools and universities, involving many managers and employees, head teachers and teachers. The managerial grid also known as leadership grid (Oyetunyi, 2006) was developed to clarify the dynamics of the three dimensions of organizational leadership: concern for production, concern for people and motivation behind the leader's behaviour. The optimum style was identified as team administration,

which is characteristic of leaders who scored high on both concern for institutional performance and concern for people (Bensimon et al., 2000). The study synchronizes these leadership styles and teachers' job performance and is envisaged that head masters need to adopt a workable approach for effective leadership functioning towards high teacher performance.

2.2 The Concept of Leadership

Several approaches have been to provide meaning to the term leadership and that has brought varying definition to leadership in different researches. The traditional perspectives of leadership perceive leadership as inducing compliance, respect and cooperation (Anderson, Ford & Hamilton, 1998). These perspectives are based on the leader's role as formulating goals and encouraging their efficient compliance. Maswell (1999) in his submission argues that the leaders' attention is on what he/she can put into people rather than what he/she can get from them, so as to build the kind of relationship that promotes and increases productivity in the organization.

The recent definitions of leadership in literature include Hoy and Mishl (2002) and Sashkin (2003). They define leadership as the act of transforming people and organization with the aim of improving the organization. From this perspective, leaders define the task at hand and explain why the job is been done. They therefore oversee subordinates' activity and ensure provision of the needed resources and skill enhancement to do the job. Characteristically, these leaders develop healthy relations between themselves and their followers they align, motivate and inspire followers to foster productivity. Additionally, some characteristics of both perspectives appear

common. For instance, both perspectives of leadership take place in the process of two or more people in interaction and the subordinates being influenced by the leader. The school as a social institution exhibits patterns of power as leadership is a combination of influence and power.

Mullins (2005) defined leadership as a reflection through which one person influences the behaviour or actions of other people. Team building, motivation, interpersonal behaviour and process of communication are vital characteristics of Mullin's definition of leadership. Besides these characteristics found in his definition selflessness, enthusiasm, endurance, encouragement and foresight are also part of the process of influencing the behaviour and actions of the people you are working with in any situation and the condition in any organization.

Cole (2002) also saw leadership as a process in work setting in which groups of people work over a particular period of time and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of group task or goals. Cole's definition of leadership means that leadership as a process is not static and leaders are to be flexible in their behaviour to meet a situation at hand. It could also be suggested that leadership is a shared responsibility between the leader and the followers. Moreover, in the process of encouraging members to commit themselves freely there should be some form of persuasions and reinforcement, in order to enhance the general output of the work and harmony at work place. Even though, work processes should not be static and that leaders should sometimes be flexible also depends on the temperament of the staff and their general orientation to the work they are doing, as well

as the position in occupying and the psychology of that position on their job satisfaction (Cole, 2002).

Leadership is needed whenever two or more people with a common motives and aims coverage are engage in activities of some sort towards achieving that common objective. This definition implies that, there should be leadership in any organization and then leaders emerge out of the group for the achievement of the objective Mankoe (2007). The definition of Mankoe and that of Hersey et al (2001:79) were of similar view that “leadership is the process of influencing the activities of an individual or group in efforts towards goal achievement in a given situation”. They saw leadership process as a function of a leader, at the follower and other situational variables.

The idea of leadership here did not focus on hierarchical relationship. This simply means that any time an individual’s action influences someone that individual is a leader while the person subject to the influence is the follower. In this context, it implies that there is no need of finding out if that action and influence is channelled at influencing the individual negatively or positively, but the most important thing is that at least some sort of influence and action has taken place and that the initiator of the influence or the action is the leader whilst the one on whom the action was exercised on, become the follower.

Another authority that cannot be left out when defining leadership as a form of influencing individuals for results is Edwards (2009).Edward rather saw leadership as the practice that lead to positive influence, growth and development of both the individual and groups for a collective purpose. His definition implies that a leader should not be self-centred but make sure to please most of his constituents if not all of them. In this

context, it could be deduced that until there is increase, progress and up-liftment in the activities of the organization and the personnel who exercised those actions it could not be concluded that leadership has taken place.

According to Kouzes and Posner (2002), leadership creates a climate in which people turn challenging opportunities into remarkable success. Their meaning was centred on the term “leadership challenge” which is not different from the term “effort” as used by other writers on leadership. To them, leaders engage in fine practices of exemplary leaderships: model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. Leaders use these practices to transform values into actions, visions into realities, obstacle into innovations, separateness into reality and risk into rewards.

They further argued that every position comes with a title, but it is the behaviour of the person that is respected. Exemplary leaders lead themselves first before leading others, they do not stand by the sidelines telling others what to do, whiles they cannot fulfil the task themselves. They assign duties to people who they already have knowledge of the task. These give them the upper hand to make effective assignment, pointing at mistakes and making the necessary correction, promote respect from subordinates, colleagues and all.

For Kouzes and Posner (2002), one way to demonstrate and achieve result in any organization is that the leader should be an example to his/her subordinate by inspiring a shared vision. Exemplary leaders inspire a shared vision (Kouzes & Posner, 2002), they forge a unity of purpose by showing the people how the dream is for the common good.

Exemplary leaders give people convincing reason and they lay down their very lives because they are part of it. Another practice among exemplary leaders, according to Kouzers and Posner is their ability to “challenge their process”. No leader can claim to have achieved perfection by keeping things the same. They sometimes have to make drastic changes which may affect a member in the process of delivering his duties but for the sake of the good running of the organization, such things must occur and that members should be oriented before the job is given and re-oriented before in the course of performing their duties so as to make them familiar with certain things. Leaders are people who are willing to set out into the unknown.

The last essential exemplary leadership practice identified by Kouzers and Posner is “encouraging the heart” of their constituents to carry on. They never underrate the importance of visibly appreciating people and their efforts. They try to search the qualities and capabilities within the followers and highlight them in front of others, which makes them feel unique and energetic. The encouragement of the heart comes in the form of praises, token which allow recipients to give out their best and makes them feel part of the organization and by so doing enhancing the development of the organization. Bennis, as cited in Kouzes and Posner (2002), stated that leaders learn by leading and they learn best by leading in the face of obstacles and enable others to act.

As a contribution to an academic study, Godfm (2009) also described leadership as deploying others to become good or better than they are. He also sees leaders as people who believe in collective achievement of the group other than his own personal achievement or glory. According to Godfm, effective leaders believe in teamwork, trust and foster collaboration. Perhaps, Godfm concur with the adage that “unity is strength”,

“united we stand” and “divided we fall”. Team work is essential in any fast growing organization which is facilitated by fast collaboration and trust (Godfm, 2009).

The rationale for leadership in a group or an organization as stated by (McEwen, 2001) is to move it towards the pursuit of objectives that when attained, produce benefits to the organization, its members, stakeholders and society at large. This means a greater number of people benefit from group objectives that emerge as a result of the leader’s influence. This influence has effect on a group within the organization and the wider community as well. In the views of McEwen (2001), leadership has to do with the behaviour of the leader. A leader is considered as someone who set direction and in an effort, influences people to follow that direction. It could be said that leadership is inevitable because wherever human beings are, there is bound to be a leader. What happens to society depend on the kind of its leadership. Some societies have succeeded while others have been destroyed because of their leaders.

Mullins (2005) cited many dimensions to leadership and possible ways of describing leadership as unitary, bureaucratic, benevolent, charismatic, consultative, participative and dictatorial. He further said the above can be grouped into three headings as authoritarian or autocratic, democratic and the laissez-faire or the genuine styles. It could be deduced to some extent that. In this study, “head masters’ leadership styles and teachers’ performance at senior high schools within Kwadaso Sub-Metropolis in Kumasi”, it becomes relevant to delve into the most identifiable leadership styles (Mankoe, 2007; Mullins, 2005; Kouzes & Posner, 2002): democratic, autocratic and laissez-faire.

2.3 School Leadership

School leadership has been variously defined by different authors including Tarnve (2000) who defined school leadership as the continuous work of mobilizing people to believe and behave in regard to shared vision that result in high achievement for every learner. Tarnve further described it as the ability to support people in doing inquiry about the result of their works honestly without fees. Inferred from his description, school leadership is concerned with guiding and directing teaching and learning process to improve educational outcomes for learners. On his part, Lioyd (2009) also sees school leadership as influencing and managing instructional goals to promote teachers learning and development for learners' improvement.

According to Tarnve (2000) educational leadership is the continuous work of mobilizing people to believe and behave in regard to shared vision that result in high achievement for every child. It is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Lioyd, 2009). Besides, educational leadership influences and manages pedagogical goals and visions undermining instructional program to promote teachers learning and development for students' improvement (Lioyd, 2009).

School leadership is seen as a constellation of behaviour and culture that influence both pupils and staffs performance, driving innovations, charisma and relations (Kouzes & Posner, 2002). Kouzes and Posner further expect school leadership to be effective to bring about efficiency and results, and thus must influence resources management,

administrative controls and a range of transformative processes to determine effective performance by examining school tasks to be accomplished, who to execute them, and applying greater reinforcement characteristics. Such characteristics according to Balunywa include recognition, morale building, coercion and motivation.

Afuul-Broni (2004) describes school leadership in Ghana as educational administration, educational management which connotes influence on instruction, school culture, values. Vision, and management of resources. Hence, Afful-Broni suggests that school leadership should be effective, strategic and transformative in the schools.

In essence, exemplary school leadership is the influence of desired results from relationship with people and reliance of good practices for success. In a broader sense, the review of school leadership depicts direct effects on people, school culture and educational attainments of children. The realization of all these however, require effective leadership roles of the head teacher in the Ghanaian schools.

2.4 Styles of Leadership relating to Head Masters

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.

As Mankoe (2007) explains, leadership styles refers to the general ways in which a leader behaves towards subordinates in order to attain organizational objectives. Mullins (2005) also defines leadership style as the way in which the functions of leadership are carried out, the way in which the leader typically behaves towards members of the group. Afful-Broni (2004) also describes leadership style as the manner and method of providing directions and guidelines for implementing strategic plans, and motivating people with the aim of achieve the objectives of the individual and the organization as a whole.

Teachers and other staffs tend to feel more comfortable if their head of institution understands their role in the school and will respond to the head if they are motivated and inspired. For this study, it is important to understand different leadership styles employed by head masters, especially when it comes to directing teachers and making major decisions that affect the school. A number of leadership styles have emerged over the years in course of research in secondary/high schools in the developed, developing and under-developed economies. Fullan (2004) states that leadership styles have five main characteristics, including: having moral purpose, allowing for change processes, developing rational skills, and being able to achieve consistency in the workplace. Similarly, McBer (2000) found that leadership styles are greatly influenced by the emotional intelligence of each leader, and include attributes such as: being coercive, authoritative, affiliative, democratic, pacesetting, and coaching. These six emotional intelligences allow the head master to lead the school with soul and not merely guide

teachers as if they were robots. For the purpose of the current study however, the autocratic, democratic and laissez-faire leadership styles, perhaps the most popular ones (Afful-Broni, 2004; Sergiovanni, Kelleher Macarthy & Writ, 2004; Fullan, 2004; Hoy & Miskel, 2001) were studied and related to teachers' job performance.

There are three major leadership styles that have been recognized by most leaders: autocratic. Besides these are minor ones such as pseudo-democratic, homothetic, ideographic, transactional and benevolent autocratic. Even though definition of leadership styles is good, I am of the opinion that he should have considered some of the environmental factors such as material resources like the tools that would make his leadership style more effective. The tools can be the nature and the temperament of his staff, the ages, ranks, the sex, the history, or the background of their socialization as to whether they were given the "right training" in infancy, in school and their current mood they find themselves. The tools can also be seen as the materials that the staff uses in the execution of their duties. Are the workers given the right tools for the right job? If that is not provided then the leader may be forced to use a different style of leadership instead of the right style. For instance all things being equal, if the right tools provided for the right job, it would change any orientation workers has had and would work effectively and this would also have influence on the kind of leadership styles a leader would also employ in his administration. Leadership style is the manner and method of providing directions and guidelines for implementing strategic plans, and motivating people with the aim of achieve the objectives of the individual and the organization as a whole (Afful-Broni, 2004; Mankoe, 2007; Mullins 2005).

2.4.1 The Autocratic Leadership Style

In leadership, leaders and followers share a vision and cannot be done smoothly without sharing power. Traditionally, power was with those in administrative hierarchy. Power in this sense is no longer considered to exist with authority but in terms of taking part in decision making and creating an atmosphere of trust. Owens explains that once power is not shared in an autocratic environment trust among leaders and subordinates is eroded and communication tends to be mainly top-down. However, since this style of leadership usually only involves one person deciding, it permits quick decision-making.

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Hoy & Miskel, 1992; John, 2002).

Autocratic leaders mostly conserve power and decision-making to themselves and direct group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. Delegation of authority is virtually absent in their institutions and would always want to command for actions without suggesting themselves or welcoming suggestions (John, 2002). For lack of delegation in autocratic leadership, staff empowerment is at its lowest and staff development virtually dies out because such leaders have few or no mentees succession. In effect, individual growth and development are more difficult to attain

leading to permanent loss of vital knowledge and skills to the organization if the leader dies.

Most autocratic leaders who succeed have broad diversified background. Employees who want to avoid blame for their actions tend to prefer taking instruction from their leader than to act on their own. Employees whose job responsibilities are not clearly defined and those who lack sufficient knowledge and training to perform their jobs usually compromise this style of leadership. McEwen (2001) opines that autocratic leaders do not have confidence in employees for providing constructive input but the style is more appropriate in emergency situations. It creates problems of low morale and production of workers commitment to the objectives of the organization is affected.

2.4.2 Democratic Leadership Styles

According to Afful-Broni (2004), this style of leadership is grounded on the premise that the organization is the responsibility of all, even though he has the primary role of guiding the rest of the group in arriving at their collective mission. Thus, policies are formulated through consultation, discussion and consensus building. This style of leadership is characterized by responses of co-operation, enthusiasm, acceptance of more responsibilities and recognition of the worth of each worker. The leader here considers himself as first among equals. This type of leadership style according to Robertson (1997), attempts to win consensus on a course of action. Robertson further stated that, democratic leader seem to be most effective in situations where group members are concerned about individual rights or where there is disagreement over goals.

In the school setting, this type of leadership is suitable and preferred by teachers, since teachers would want to be involved in the decision making process, especially in issues which relate to their welfare and profession. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan & Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). Headmasters who are more inclined towards democratic style of leadership enjoy greater degree of co-operation from their teachers.

Reiterating the positive side of this style of leadership, Bidwell (2001) indicated that there is less tension and more collaboration among staff. New and better ways of doing things are often found, since ideas come from multiplicity of sources. Again there is respect for all, and so people are generally happy with the organizational processes. Also the leader is not overburdened since he is used to delegating. Furthermore, staff at the lower level end up getting the opportunity to know what goes on in the upper level, and sometimes have the opportunity to move up the ladder after having proven competence through delegation. A reservation however is that when practiced in excess, some staff may have wrong impression that their views ought to be sought in every situation so when not consulted in a particular decision it could lead to strong resistance.

2.4.3 Laissez-faire leadership style

Laissez-faire is a French word which means “live it is” or “let them do what they desire”. It is used to describe leaders who leave their team members to work on their own. Laissez-faire leaders are easy going and make little attempt to direct or organize the group. According to Ijaiya (2000), laissez-faire leadership style allows complete freedom to group decision without the leader’s participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group. That is the leader gives his team members almost the total freedom to select their objectives and monitor their own work.

With this leadership style, as Mba (2004) puts it, the leader presents task(s) to the team members who use their own ingenuity to get the job accomplished within the framework of the organization’s objectives and policies. The leader in this style is not specific about the goals he expects of the workers. Work therefore is assigned in a vague manner with the individual workers using their own preferred techniques to arrive at the final product. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Zervas and Lassiter (2007) as the most effective style, especially where followers are matured and highly motivated.

Zervas and Lassiter (2007) rather saw the negative side of laissez-faire as characterised by a lot of indecisions, vacillation, very little accountability and supervision. The leader does not seem to have any authority. Sometimes there is indifference on the part of the leader. Zervas and Lassiter (2007) further reiterates that

where there is no order in this style of leadership there is the problem of misrule and mismanagement are highly possible, where no one takes full responsibility for managing the performance and personnel of an institution.

2.4.4 Transformational Leadership

As theorized by Burns in 1978, the transformational leadership describes leaders as being an inspirational guide to teachers and staff to achieve a higher level of morale and motivation at work. These leaders can alter the workplace, encouraging collaboration and raising the role of the follower to leader. Avolio et al., (1999) supports that transformational leadership is the process of influencing major changes in the attitudes and assumptions of organizational members and build(s) commitment for the organization's mission, objectives and strategies. They further describe four important dimensions in transformational leadership style to include consideration for the teacher, having inspirational motivation, promoting intellectual stimulation, making individualization a priority and relating well with subordinates.

2.5 Effective Leadership in Schools

From the assertions of Hurley (2001), head teachers with their leadership capacity are the answerable to the schools' general development and improvement in the academic standard in that an effective head teacher creates an environment that stimulates enthusiasm for learning. This implies that if the head teacher is effective and uses an appropriate leadership style, he/she will create a positive learning atmosphere and inspire

the staff to give off their best. The head teacher should involve the teachers and students alike in developing a reasonable code of discipline.

Leadership in schools has a function to reduce teacher turnover, resolve grievances not forgetting the enhancement of teacher job performance. Effective leadership is determined by the degree to which it facilitates adequate or high productivity from satisfied employees (Dubrin, 2007). Related to a school context areas of effective leadership often focus on effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. There may be no leadership style that could be effective in every situation. Thus, there has to be modifications. Agboli and Chikwendu (2006) further stressed that different work situations need different styles if they are to perform optimally.

Task structure (extent to which a work is defined or programmed) could be said to be an important factor determining the leadership style in an organization. Gerhard (2002) explained that technology often influences task structures and this is best illustrated by two extremes:

- a. Structures or highly programmed work: an assemblage in a mass production factor, is strictly define with respect to method and time. Every job is specific as regards time and method. Every job is specialized and should be carried out with strict compliance to achieve the desired result. Based on this, the subordinate is left to take little or no individual decision on the job.
- b. Unstructured or loosely programmed: This task structure has a wider perspective which allows the subordinate to make decisions regarding methodology and sequence of

performing his job. Occasionally, the job may be unspecific hence there could be many means of doing it. Thus, it can be said that the subordinate is at his own liberty. Gerhard (2002) therefore related teaching and learning in educational institutions to the unstructured task structure.

Leadership could be said to be dynamic because it varies with circumstances and individuals involved. It is also said to be personal because of the inter-personal influences allowed. However, this does not necessarily mean direct contact between the leader and the subordinates. While some leaders are known to have direct contacts with their subordinates as evidenced in most small scale industries others are void of this process, possibly because of larger number of subordinates involved.

Nature of environment in which interpersonal group relationship occurs also affects the quality of leadership of the head teacher. The environment is affected by leader's success and failures, which in turn is also affected partly by other external factors like government policy (Cleland, 1998). Among the environmental factor is the hygienic factor. Supervision, working condition, wages, policies, interpersonal relation, policies and job security are easy to come by during prosperity. During adversity, the hygienic factors may gradually reduce in volume, scope and quality: benefits and salaries are reduced. However, human relations and supervision may improve, certain efforts may yield better results than the others and there may be shift of attention as the case may be. At this point, it may be important if reward and self-development aspects of motivation system become prominent (Cleland, 1998). Whatever the environment is, leaders emerge to make decisions and make positive impacts. Strategic planning is very important while making decisions. According to Dubrin (2007), self-analysis of the company is needed to

assess past performance and present position of the organization. Strategic planning is designed based on realistic assessment of the capacity: strength and weakness of the organization, which are of great managerial value (Dubrin, 2007).

It has been widely accepted that universal leadership trait does not exist; some evidences suggest that different traits may lead to leadership effectiveness in different situations (Outcalt, et al., 2000). A leader is anyone who directs and controls a group of people to achieve a set purpose. However a social organization has many leaders operating at the same time. They may be rivals but they share the various leadership functions of planning, directing, reviewing, and coordinating and so on. Circumstance may cause changes in leadership pattern thus leading to classification of leadership, based on how it is.

According to Goldman (2006), early writers were of the opinion that leaders or managers were given birth to and not made, perhaps they came from a specific family or lineage. Thus, there is only one specific form of leadership style. However, later studies focusing on behavioural point of view of both leaders and subordinates in actual work situation showed that there exist different forms of leadership styles.

Worker's participation refers to the inclusion of workers in decision- making process in the organization. This means that the employees could have adequate information on which to base their decision (Dubrin, 2007). Sometimes, when the involvement of employees in decision-making is much, it could be because they are co-owners of the business. At times, management makes the major decisions and later invites the employees for comments. The extent to which the worker's participation is

possible and desirable is a very controversial issue as it entails political overtones (Allan, 2003).

2.6 Leadership Behaviours of Head Masters that influence Teacher Job

Performance

Studies have also identified other head masters leadership behaviours such as the nomothetic leadership behaviour characteristic by a leader who follows the rules and regulations of an organization to the letter. Nomothetic leaders according to Adeyemi (2006) are very bureaucratic and would always want to strictly follow official protocol. Hence, subordinates are expected to conform completely to bureaucratic processes. The leader perceives his office as a centre of authority and applied the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders.

Also found in literature is the idiographic leadership behaviour which predominantly focuses on individual needs rather than organizational needs. The leader expects subordinates to work things out for themselves. Hence, organizational demands are minimized. Bidwell (2001) found among idiographic leaders that authority is delegated while the relationship to others is in line with individual's personal needs. A hybrid between the nomothetic and idiographic leadership behaviours is the transactional leadership behaviour which portrays to be situation-oriented. However, unlike the idiographic leadership behaviour, which emphasizes individual's needs, the transactional leadership behaviour recognizes the importance of institutional roles and expectations.

Bidwell (2001) relates to transactional leaders the assumption that pursuing institutional goals could result in the fulfilment of individual personality drives. Transactional leadership allows for the practices of good human relationship.

Schools, as learning organizations, deserve to be led well and effectively. Heads of schools need to be effective leaders if schools are to be good and effective. The head master should possess all good attributes of leaders and good leadership qualities. Oyetunyi (2006) asserts that leadership matters because effective leaders make a difference in people's lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

The findings of Quinn's (2002) study on the relationship between head teachers' leadership behaviour and instructional practices, supports the notion that leadership impacts on instruction and performance. Its findings indicate that the head teacher's leadership is crucial in creating a school that values and ultimately strives to achieve academic excellence for students. Waters, Marzona and MacNulty's (2004) research findings indicate that head teachers' effective leadership can significantly boost students' achievement through high teacher performance.

The ability of the head teachers to relate to the teachers, to enable them to act and to improve organizational performance is critical for the smooth and effective operation of a school. Head teachers should motivate and encourage all staff members to feel that they are part of a team with a common mission. A good team is one that works in an atmosphere of mutual trust and concern for performance. The leader shares and delegates

responsibility and ensures that individuals are not afraid to take initiatives and actions as needed.

From their studies, Torrington et al (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like ‘we are treated as children’.

2.6.1 Delegation of duties and teacher performance

Blair (2002) defines delegation as a management skill that underpins a style of leadership which allow the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize their full potential. Maicibi (2005) states that delegation is the process of a supervisor/officer dividing up his total work load and giving part of it to subordinates. He identified that effective delegation is efficient, motivating and developmental towards work performance.

Delegation as a leadership behaviour improves performance of the subordinates and requires leaders to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience. Where the subordinates become confused, the leader has to come and direct them, he further removes barriers to clear the way for better performance. This motivates and satisfies the workers, so they accept the leader’s behaviour thus performing well.

Quinn’s (2002) discovered that teacher performance and effectiveness were closely linked to school management and administration. He further fought out that when

teachers are involved in decision making meaning that head teachers who interact directly with their teachers or involve them in activities of decision making of the day to day administration of the school like taking turns on weekly duties. This makes the teachers feel important thus motivating them to perform school activities to achieve the school goals. He further found out that assigning such duties will make teachers perform against school odds and challenges because of the esteem derived from good working relations.

2.6.2 Communication and teacher performance

Communication is described as a process of passing on information from one person to another which may either begin from bottom to top or top to bottom levels of management. Hannagan (2002) defines communication as a way of passing on information about the effectiveness of particular work behaviours and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviours that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made.

Hannagan (2002) indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax.

2.6.3 Recognition of work done and Teacher Performance

Robbins (2001) notes that recognizing teachers for the work done is one of the strategies institutions use to motivate teachers. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalized to individuals or groups. Monthly or annual awards are organized for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognize accomplishment.

2.6.4 Teacher Empowerment and Performance

Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Empowerment results in increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop job satisfaction levels and propels teachers to perform better. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington et al, 2002).

Teacher participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of sanction accountability and associated to system-wide control. Torrington et al (2002) posited that empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that

empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.

2.7 Teacher Performance in Schools

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Robert & Tim, 1998). It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Okeniyi, 1995). However, Meindl (1995) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations. Head masters can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them.

Supporting this argument, Adepaju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of

subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Whether or not a teacher performs these virtues effectively in secondary schools in Kumasi is a subject to investigation.

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Adu & Olatundun, 2007). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura & Tayo, 2007; Starr, 2002). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance.

Poor academic performance of students generally has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching in Ghanaian schools such as resources available to teachers, general conditions of environment and infrastructure, instructional materials in public secondary schools as well as head masters' leadership styles and behaviours contribute to the extent of teacher performance in schools (Adu & Olatundun, 2007).

2.8 Empirical Studies

Leadership is a dynamic process, so are differing theories formulated to match trends in organizational leadership styles, behaviours and approaches. Leadership according to Yukl (2002) has connotations of some sort with personality traits, motivation, skills, behavioural, styles, situational, roles, and inspirational. Heads of schools have been noted as very instrumental and play an important role as leaders of the school as they influence different functions, including teacher performance, within the schools with their behaviours, personal characteristics, and biases.

Studies (Ross, 2006) have established that head teachers' effective leadership styles and practices have positive relationship with teacher job performance and that of the institution at large. Again, numerous literature (Dunford, Fawcett & Bennett, 2000; Sheilds, 2005) point out the relationship between head teachers' leadership styles and teacher absenteeism as well as teacher commitment to work.

Research indicates that various leadership models could have a greater effect on student learning (Greenlee, 2007). Instead of maintaining the formal leader to lead the school, leadership is spread across the school to each individual. According to the literature, the idea of distributed, teacher, instructional, democratic, participatory, morale and transformational leadership, among others, have emerged under different labels but aim at accomplishing the same objective school improvement with teacher job performance as a wheel (Leithwood, Louis, Anderson & Wahlstrom, 2004).

Research establishing the relationship between head teachers' leadership style in decision-making processes and teacher performance (Sergiovanni & Starrat, 2006) found

in metropolitan Washington, D C schools found a small but positive relationship between head masters' leadership styles and teachers' morale towards their job and consequently teacher performance. It was further confirmed that leadership style that unites the teachers towards a common mission but also has higher needs of the followers to be satisfied motivates teachers and urge them to perform on their job. It is building followers and at the same time uniting them towards the achievement of a common goal.

It is quite obvious that failure of the school head to recognize or identify strategies to boost teachers' morale and enhance teacher satisfaction could have negative impact on the teaching profession. According to Kreitner and Kinicky (2001) people are more interested personally if their work has meaning and significance in contributing to a higher purpose or goal. Thus, to them when teachers' sense of self-determination and purpose are supported, teachers in turn relate to students in a qualitative manner. Head teachers success and leadership style, according to Kreitner and Kinicky (2001) lies in trying to adjust the teachers to work and working relationships to satisfy their motivational needs. A good head teacher who cooperates with the staff helps the staff to be satisfied from their task performances hence morale becomes very high. This when done, leads to attainment of enduring institution that will thrive most efficiently.

A comparative study for employee job satisfaction and performance was carried out in Aydin Municipality and Nazilli Municipality by Hulusi Dogan in 2009 which was a conceptual analysis of job performance and an empirical research for the relationships between performance and a set of variables encouragement; job involvement, management style of supervision among others. The results, based on a sample of 220 employees from Aydin Municipality and Nazilli Municipality, indicated that 59% of the

variance in high performance was explained by the variables including democratic style of leadership in supervision, participation in decision and job involvement.

In a related study, McNeil (2000) found that head teachers' leadership style influences teachers' attitude towards their job. McNeil explained that effective leadership style fosters healthy leader-subordinate relationships and same among subordinates. Therefore, teachers under effective leadership relate well with each other and that enhances teachers' job performance. In Nthuni (2012), the study findings indicated that pre-school teachers led by head teachers who practice authoritarian and laissez faire style of leadership are de-motivated to a large extent based on leadership factors singled out by the Nthuni.

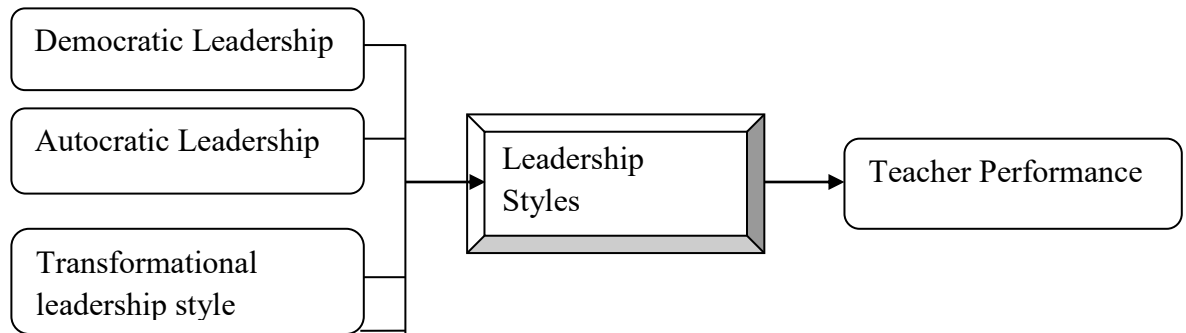
Prior studies also conducted in Nigeria (Adeyemi, 2010) sought to assess head teachers' leadership styles and job performance of teachers in senior secondary schools. The finding indicating better job performance among teachers' in schools having principals' using autocratic leadership style than in schools having principals using democratic leadership style implies that in certain situations people need to be forced to work in order to enhance better productivity. The finding was consistent with the findings made in some previous studies (Okeniyi, 1995). The finding was however contrary to the findings made by (Akerle, 2007) who found that teachers' perform better in schools having principals using democratic style of leadership than in schools having principals using autocratic style of leadership.

The finding indicating better job performance among teachers' in schools having principals using autocratic leadership style than in schools having principals' using

laissez-faire leadership style was an indication that laissez-faire leadership style is not a good style of leadership that could enhance better job performance among teachers' in schools. This finding was in consonance with the findings made by previous researchers (Adeyemi, 2004). Further, in a study among 194 newly employed graduates in New York by MacKenzie (2001) the results of the study indicated that transformational leadership promoted higher levels of creativity among group members. Subsequently, there was a report of strong direct relationship with performance and transformational leadership.

2.9 Conceptual Framework

Any school is only as strong as the leadership that runs it. Being in a school leadership position is a thankless job and one that comes with making difficult decisions. However an effective school leader can change the face of a school and the benefits of seeing student growth through enhanced teacher performance. Effective head teacher leadership is widely known to be relational to teacher performance the type of leadership styles adopted. In this study of head masters' leadership styles and teachers' performance, the review of related literature has revealed some relationships directly or indirectly between leadership styles and employee performance. The researcher wants to agree with the conception that head master' leadership style directly influences teachers' performance, and thus conceptualises the study as shown on Figure 1.

Figure 2.1. Research Conceptualization

Source: Researcher's Construct, 2016

Head masters leadership styles vary from school to school and may also vary at varying circumstances. Undoubtedly, teachers would be responsive to the type of leadership styles they experience and their performance levels are sometimes reflective of how they are led. The study therefore assesses the type of leadership styles pertaining at the public senior high schools at Kwadaso sub-metropolis and their reflections in the teachers' job performance.

2.10 Summary of Literature

Various school leadership styles identified in the review of literature included the democratic style, autocratic style, transformational style and Laissez-faire leadership styles. In the practice of these styles of leadership, head masters exhibit peculiar behaviours that influence teacher performance either positively or negatively. Autocratic leadership is characterized by reserve of power and authority with the leader, communication tends to be mainly top-down, decision-making reside in the autocratic leader and there is no clear channel of communication. Further, delegation of authority is

virtually absent and usually yields low morale and teachers' commitment to school objectives which invariably affects teacher job performance.

Democratic leadership style maintains policy formulation through consultation; discussion and consensus building and decisions are arrived at through group and leader participation. Also, there is recognition of the worth of each worker and communication is multidirectional and the leader (head master) employs delegation of duties to involve teachers in school administration. Schools under transformational leadership also witness inspirational guide from the head master. Staffs are well motivated for high performance, heads act to promote intellectual stimulation and maintains healthy leader-subordinate relationship. Literature seems to suggest that the level of teacher performance is relational to head masters' style of leadership but the type and extent of relationship may vary from workplace to another workplace. Therefore, the current study is appropriate to assess the common leadership style pertaining in Kwadaso sub-metropolis and its relationship with teacher performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

A research is carried out to solve problems of significance or to increase knowledge and must be carried out following the right methodology. Research methodology, as described by Malhotra and Birks (2007) is the procedural framework, within which a research is conducted. This chapter is organized into eight sections. Section one is concerned with the research design which provides a brief overview of the overall methodology. Section two discusses the population within which a sample was selected as respondents of the study. Section three further discusses the sampling techniques and sample size. This is followed by section four which discusses the research instrument used for the collection of data from respondents, reliability and validity of the instrument. Ways of ensuring reliability and validity of research instruments were also explained under this section. Data collection procedure follows under section five, explaining how the research instrument was applied on respondents. The next section discusses how data collected was analyzed and the analytical instrument used. Ethical consideration as important in academic writings was recognized under section seven.

3.1 Research Design

As described by Kumar (2005), a research design is a procedural plan that is adopted by researchers to answer questions vividly, objectively, accurately and economically. A research design is a guideline within which a choice about data collection methods has to be made. It is a blueprint for conducting the study that

maximizes control over factors that could interfere with the validity of the findings. Designing a study helps the researcher to plan and conduct the study in a way that will help the researcher to obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns and Grove, 2001).

The researcher used descriptive research design for the study. In a descriptive survey research, investigators ask questions about people's beliefs, opinions, characteristics and behaviour (Creswell, 2003). The current study deems fit the adoption of cross-sectional descriptive survey research as the views, opinions and perceptions of respondents are sought in relation to head masters' leadership styles and the job performance of teachers.

There are basically two paradigms to an academic study of this nature, for which researchers may either adopt one being quantitative or the other being qualitative or a mix paradigm. This study used the quantitative dimension to collect data mainly by the administration of structured questionnaire on the leadership styles of heads of public senior high school in Kwadaso sub-metro. According to Creswell (2003), quantitative research explains phenomenon by using objective measurement and statistical analysis of numerical data. In support, Ary, Jacobs, and Ravavieh (2006) explain that the quantitative research paradigm allows for effective use of objective measurement and statistical analysis of numerical data from which results are generalized to the population of the study.

3.2 Population of the Study

Explaining what population is, Gravitter and Forzano (2006) stated that population is the large group of interest to the researcher. They further explained that although the entire population usually does not participate in a research study, the results from the study are generalized to the entire population. The targeted population of the study consisted of all the six headmasters and 561 teachers of the six senior high schools in Kwadaso Sub-Metropolis of the Kumasi Metropolis, namely: Opoku Ware SHS, St Hubert Seminary, Kumasi Secondary Technical School, Prempeh College, Yaa Asantewaa SHS and Methodist Technical SHS. Altogether, the researcher used the 567 teachers and headmasters as the targeted population for the study.

3.3 Sample and Sampling Techniques

In an academic study of this nature, it is sometimes not possible to include the entire population to participate in the study and thus requires taking a sample. A sample according to Bouma and Atkins (1995) is a subset of a population, and the number of elements in the sample is also referred to as the sample size. Bouma and Atkins further describe a sample as a set of individuals who participate in the study as obtained from the study population.

Sampling is also defined by Babbie and Button (2001) is the process of selecting from the entire population. The study adopted the multi-stage sampling techniques to select its sample. Multi-stage sampling technique involves the use of more than one sampling technique when selecting sample size in a particular study (Creswell, 2003).

Purposive sampling was first used to select all the six headmasters and the 210 teachers who hold various positions in the six schools out of the teacher population of 561, comprising 48 teachers from Opoku Ware SHS, 12 teachers from St Hubert Seminary, 47 teachers from Kumasi Secondary Technical School, 49 teachers from Prempeh College, 45 teachers from Yaa Asantewaa SHS and 9 teachers from Methodist Technical SHS. The positions included form masters, head of departments, guidance and counselling coordinators, chaplains, senior house masters, house masters, assistant headmasters etc.

Simple random sampling was also used to select 144 teachers out of the 210 purposively selected teachers which comprised of 34 out of 48 teachers from Opoku Ware SHS, 6 out of 12 teachers from St Hubert Seminary, 33 out of 47 teachers from Kumasi Secondary Technical School, 35 out of 49 teachers from Prempeh College, 31 out of 45 teachers from Yaa Asantewaa SHS and 5 out of 9 teachers from Methodist Technical SHS. In all, 150 respondents were selected for the study comprising 144 teachers and 6 headmasters.

3.4. Instrument for Data collection

The main instruments used for the collection of data for this study was structured questionnaire, deemed appropriate because all the respondents are enlightened and could respond to the questionnaire on their own with or without little guidance. The questionnaire was mainly close-ended where respondents were made to select from the options provided.

The questionnaire was of three sections: A, B, C, D and E. Section A required respondents to supply their demographic data such as gender, age group, position in school, academic qualification and the number of years worked in that school. Section B focused on the leadership styles of the head masters whilst section C determines the impact of head masters' leadership styles on teacher performance. Section D also finds out the challenges of head masters' leadership style on teachers' performance while section E determine measures to address the challenges of headmasters' leadership style on teacher performance. In all, there were 29 question items on the questionnaire captured on the four sections measured on a (5) point Likert scale with anchors, "strongly agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), "Strongly disagree" (1).

The questions were short and simple to understand in line with the recommendations of Blanche et al. (2006: 490), that, "*a short and simple questionnaire is preferred because it yields a high response rate*". The researcher used written questionnaires to collect the data because it is mostly less expensive in terms of time spent in collecting the data. Again, it can be distributed to a large number of respondents simultaneously at a relatively low cost. Moreover, the questions in the questionnaire are standardize and are therefore not susceptible to changes in emphasis as in the case of verbal interviews. The review of empirical studies relevant to the study gave a support for the use of questionnaire to study large samples (Liang and Wong, 2004).

3.5 Data Collection Procedure

An introductory letter was obtained from the Dean of School of Graduate studies explaining the study's goals and guarantying confidentiality. The purpose and the significance of the study were discussed with the Metro education Directorate to seek permission. Permission and support for the exercise were also sought in each school. In data collection for a research work, one can decide to mail the questionnaire to respondents and then wait for their response or can distribute them for completion and collect at a later date, but in this research the questionnaire were administered personally to the respondents from one school to the other. Even though this approach was time consuming, expensive and tiresome, the approach helped the researcher to have a high response rate since the survey instruments were collected immediately after completion. As the researcher was around, he provided assistance on answering the questions about the items.

3.6 Validity and Reliability

- **Validity**

Validity is the degree to which a test measure what it is supposed to measure. The relevance of the questionnaire items was established before they were used for the collection. This was carried out by giving the instrument to the supervisor of this work and other experts in research (lecturers) to scrutinize the items for proper construction. As recommended, this was done to facilitate the face validity of the instrument.

- **Reliability**

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. The questionnaire was pre-tested on 20 teachers in a nearby school which did not form part of the study area. To determine the reliability of the instrument the questionnaire was administered on these same group of respondents twice in the pilot study and given two week interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test of revealed yielded Crombach Alpha of 0.78.

3.7 Data Analysis Procedure

Data analysis usually involves reducing the raw data collected for a study into manageable size, developing summaries and applying statistical inferences. Consequently, the researcher used the Statistical Package for Social Sciences (SPSS) version 1.6 as the analytical instrument for the study. This software has been widely used by researchers as data analysis technique (Zikmund, 2003). It is more appropriate for quantitative researches like this, and can generate descriptive and inferential statistics in tables, and graphs relevant to aid analysis of research data.

Summaries of data were made, scaled and input onto the SPSS for analysis. Emory & Cooper (2003) reiterate that raw data obtained from a research study unless transformed for the purpose for which it was intended, would be rendered useless.

3.8 Ethical Consideration

The researcher worked within the code of ethics enshrined in the guidelines for writing theses at the University of Education, Winneba. In line with these guidelines, the following ethical issues were addressed: informed consent, access and acceptance, confidentiality and anonymity.

3.8.1 Informed Consent

Informed consent is one of the three applications of the principles of respect for person before, during and after a research project, clearly stated by the ethical standards published by the American Education Research Association (2000) clearly. Participants have the right (which was indeed observed) to be informed about the intent and purpose of the study and to solicit their consent before participating in the research. Respondents were also made aware of their rights to refuse to answer any of the questionnaires they do not wish to.

3.8.2 Access and Acceptance

The researcher took permission from the metropolitan Director of Education of the Kumasi and the circuit supervisors to council the study in the targeted schools within the Kwadaso sub-metropolitan assembly.

3.8.3 Confidentiality and Anonymity

Respondents were made aware that the study is only for academic purpose and not for any other thing. The researcher also paid particular attention to the questionnaire to prevent respondents from providing information that gave any clue to their identities due to the recent emergency of interest-based research and the increasing role of technology significantly compliances efforts to protect participants confidentiality (Anderson, & Kanuka, 2003).



CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

This chapter presented the analysis and discussion of the results of the data collected from teacher respondents. The analysis covered demographic characteristics of respondents, identification of leadership styles of headmasters, determines the impact of head masters' leadership styles on teacher performance, find out the challenges of head masters' leadership style on teachers' performance and determine measures to address the challenges of headmasters' leadership style on teacher performance. After the analysis of demographic characteristics of the respondents, the rest of the analysis and discussion were done in line with the research objectives to help answer the research questions.

4.1 Demographic Characteristics of Respondents

Analysis and discussion of demographic characteristics of respondents started with respondents' age gender, for which the data gathered was presented on Figure 4.1.

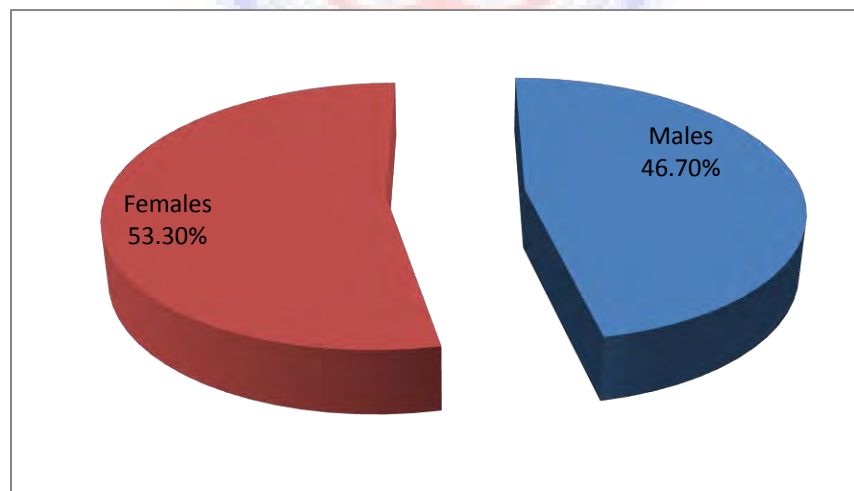


Figure 4.1 Gender Representations on the Study

The study gathered, as shown on Figure 4.1, indicates that approximately forty-seven percent (46.7%) of the respondents were males as against about fifty-three percent (53.3%) of females. Gender representation was almost balanced with a minimal difference of six percent in favour of females. Age categories of respondents were also captured in the study and reported as shown on Figure 4.2.

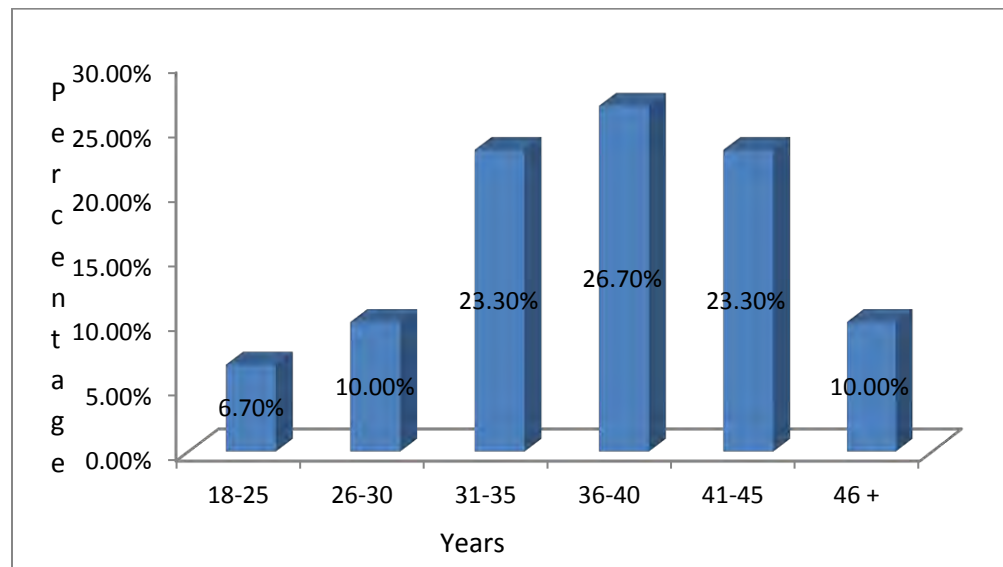


Figure 4.2 Age Categories of Respondents

As observed from Figure 4.2, nearly seven percent (6.7%) of the respondents fell within 18-25 years, ten percent (10%) of them were within 25-30 years and approximately twenty-three percent (23.3%) were also found within 31-35 years. Also, a little over one-fourth of the respondents (26.7%) were within 36-40 years, about twenty-three percent (23.3%) were captured within 41-45 years whilst a tenth of them (10%) were reported to be 46 years and above. Obviously, no particular age group claimed serious dominance over others among the teaching staff within the study area. Touching

on the highest educational qualifications of respondents, data on Table 4.1 showed the results of questionnaire administration.

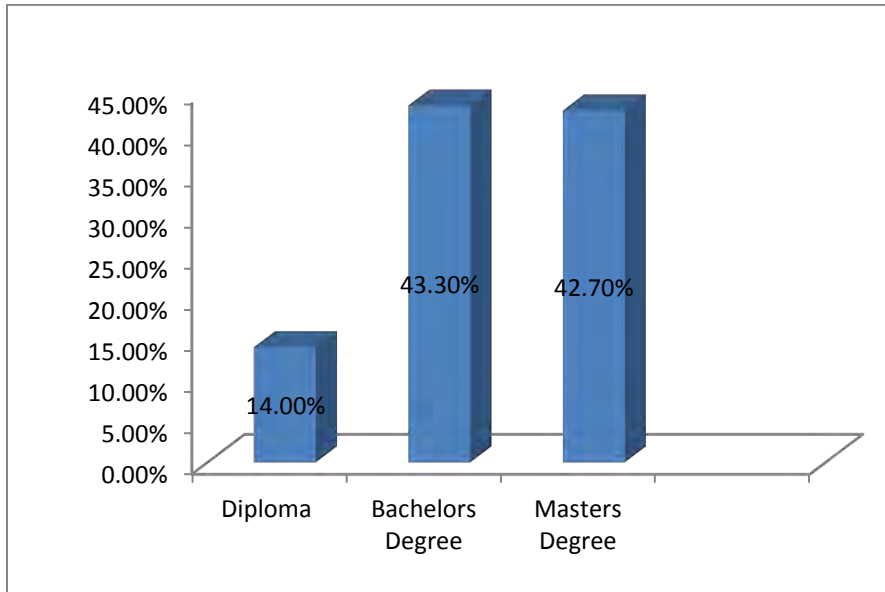


Figure 4.3 Highest Educational Qualification of Respondents.

The study reveals on Figure 4.3 that the teachers' profile recorded diploma as the minimum educational qualification represented by fourteen percent of respondents and masters' degree holders representing nearly forty-three percent (42.7%). The bachelors' degree holders represent a little over forty-three percent (43.3%). The study therefore portrayed a good reflection of the required qualification for teaching at the Senior High Schools in the Ghana Education Service with diploma as the minimum qualification. The number of years respondents have served at their present schools was investigated and data gathered was presented on Figure 4.4.

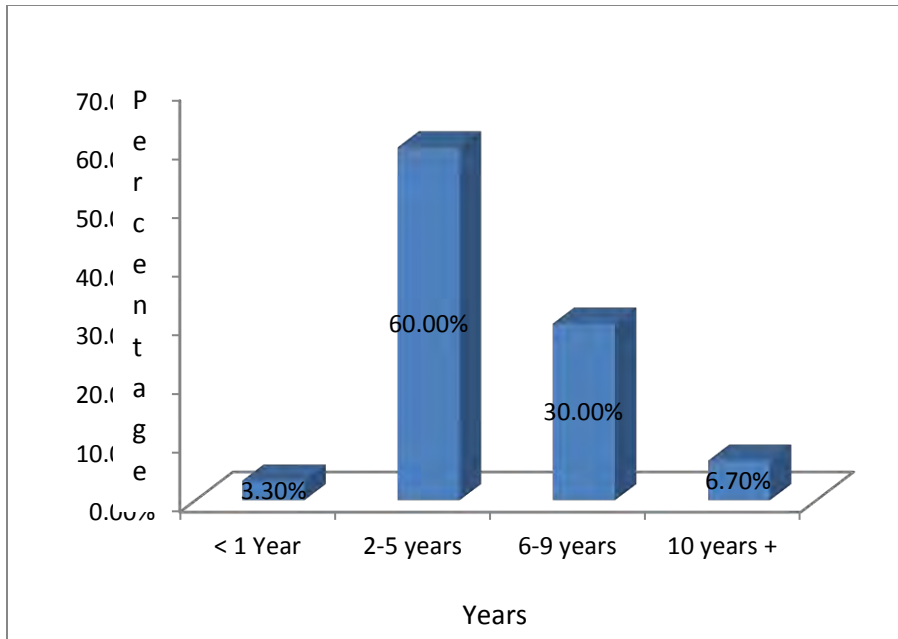


Figure 4.4 Respondents' years served at Present School.

It is obvious from Figure 4.4 that majority of the respondents had served at their present school for a period within 2-5 years, representing 60%. Almost a third (30%) of them have served at their present schools for a period of 6-9 years. Whereas nearly seven percent (6.7%) of the respondents recorded ten or more years of stay at their present schools, a minimum of about three percent (3.3%) just joined their present schools within a year. Over ninety-six percent (96.7%) of the teacher respondents have had more than a year teaching experience at their present schools. These statistics gave enough assurance to believe that respondents were much aware of the leadership styles of their headmasters and could provide credible data relating to headmasters' leadership styles and teachers' job performance.

Identification of Heads' Leadership Styles

Research Question 1: What leadership styles are exhibited by the heads in the public Senior High Schools within the Kwadaso sub-metro?

Following the objectives of the study, an investigation was carried out on transformational leadership styles as exhibited by heads at the study area.

Respondents were made to indicate the extent to which they agreed on the existence of the following indicators of transformational leadership style. For the purpose of this analysis, responses anchored “strongly agree (SA)” and “agree (A)” were classified as having agreed whilst “strongly disagree (SD)” and “disagree (D)” were also classified as having disagreed with the given statements. Data gathered on these measures were presented on Table 4.1.

Table 4.1 Transformational Leadership Style of Heads

Measures	SA	A	Total	%	N	%	D	SD	T	%
Heads use rewards and punishment	156	182	339	63.3	107	20.0	20	68	89	16.7
Heads foster good relations	131	119	250	46.7	71	13.3	52	55	107	20.0
Heads build sense of belongingness	134	169	303	56.7	125	23.3	15	71	99	20.0
Heads support teacher professional development	211	127	339	63.3	107	20.0	38	51	89	16.7

Source: Field Data, 2016

As noted in Table 4.1, majority of about sixty-three percent (63.3%) were of the opinion that heads in their schools employ rewards and punishment in their leadership functioning. However, nearly seventeen percent (16.7%) of them were with contrary opinion whilst twenty percent of them remained neutral without taking stance. Nearly

fifty-seven (56.7%) and sixty-three percent (63.3%) respectively agrees to the statements that heads build a sense of belongingness and support teachers' professional developments. This revelation is in consonance with Avolio et al. (1999), who associated such behaviours to transformational leadership style. Rather on a lower side were almost forty-seven (46.7%) percent of the respondents agreeing that their heads foster good personal relationship among teachers in their schools.

On average, close to three-fifth (57.6%) of the respondents agreed that their heads exhibit transformational leadership style whilst about eighteen percent (18.4%) did not agree to that. Transformational leadership style, according to Avolio et al., (1999), positively influence employee job performance with its features of influencing employee positive attitudes and consideration for the employees and having inspirational motivation.

Further on the leadership styles of heads, the study sought to identify autocratic leadership style among heads within the Kwadaso Sub-Metro. This style of leadership was assessed by establishing whether heads employed wide range of job delegation or whether they seek self-interest more than group interest. Data gathered on these parameters were captured in Table 4.2.

Table 4.2 Autocratic Leadership Style of Heads

Measures	SA	A	Total	%	N	%	D	SD	Total	%
Sets evaluation standards all alone	37	88	125	23.3	196	36.6	103	111	214	40.0
Heads are not considerate	86	110	196	36.6	142	26.6	106	90	196	36.6
Heads hardly use job delegation	87	74	161	30.0	18	3.3	120	237	357	66.7
Heads seek self-interest than group interest	93	68	161	30.0	161	30.0	140	74	213	40.0

Source: Field Data, 2016

Table 4.2 shows that less than a quarter of the teacher respondents confirmed that their heads set evaluation standards all alone but two-fifths of them disagreed with this assertion whilst a little above a third (36.6%) stayed neutral without taking sides. On the notion that heads were not considerate in executing their leadership functions, responses for and against were equally recorded at approximately thirty-seven percent (36.6%). On a high response rate at nearly 76.7% respondents disagree that heads use a wide range of job delegation.

However, only a third of the respondents (30%) rather held the view that heads hardly use job delegation. The results here therefore depicted that most heads greatly adopted job delegation, the character of which is unusual of autocratic leadership (John, 2002). On another dimension, respondents who thought that heads sought self-interest more than group interest (40%) was higher than those who thought otherwise (30%). Self-interest other than group interest, according to John (2002) is commonly found with

democratic leaders and thus the current study did not establish autocratic leadership among heads along this line.

An investigation of the adoption of democratic leadership style by heads was also done. Data recorded on the democratic leadership style of heads were recorded in Table 4.3.

Table 4.3 Democratic Leadership Style of Heads

Measures	SA	A	Total	%	N	%	D	SD	Total	%
Heads ensure shared responsibility	199	158	357	66.7	71	13.3	65	42	107	20.0
Decision-making is upon consensus	113	137	250	46.7	0	0	126	159	285	53.3
Heads are listening and share ideas	134	98	232	43.3	107	20.0	128	58	196	36.7
Heads ensure effective communication	159	162	321	60.0	107	20.0	46	61	107	2.0

Source: Field Data, 2016

On headmasters' behaviour of shared responsibility, Table 4.3 showed a high level (66.7%) of support from respondents but a fifth of them had a contrary view. Similarly, three-fifths (60%) of the respondents reported that their heads ensured effective communication in their schools. These behaviours of leaders characterise democratic leadership style in the words of Mba (2004). Rather on the lower response rate was on the grounds that heads took decisions upon consensus supported by less than half (46.7%) of the respondents.

Similarly, a little over two-fifths confirmed that their heads were listening and share ideas in their leadership functions. However, over half of the respondents (53.3%) disagreed with such a behaviour put up by their heads, and thus heads did not prove to be democratic. On average, over half of the respondents (54%) reported that their heads proved democratic in their leadership functions but nearly a third of them (32.3%) rather declined that notion. To ascertain which of the leadership styles were mostly adopted by heads of Senior High Schools within the study area (Kwadaso Sub-Metro), Figure 4.5 displayed the results.

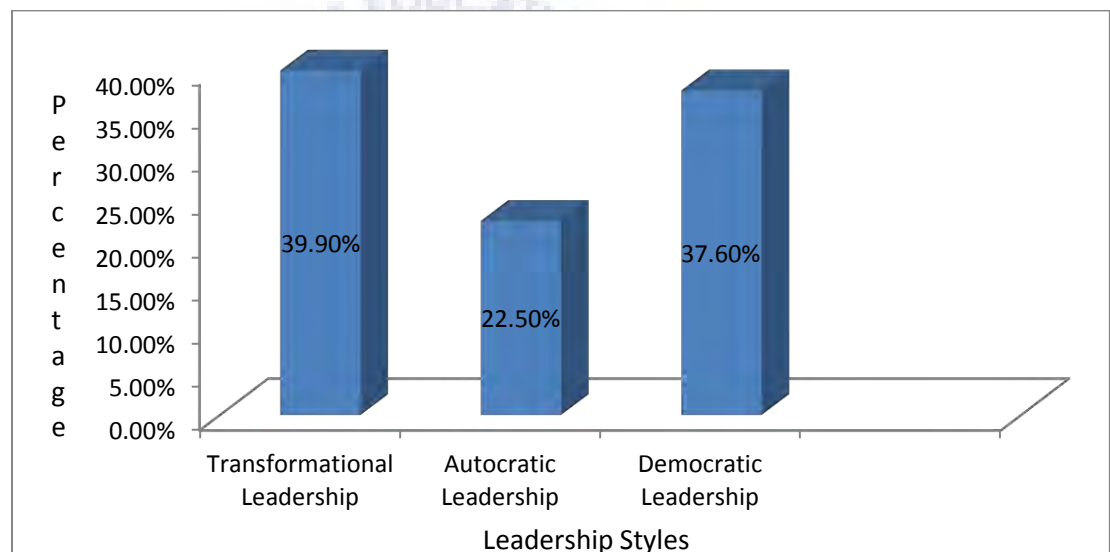


Figure 4.5 Ascertaining Leadership Styles Adopted Most

Figure 4.5 shows that, no particular leadership style adopted by heads dominated in the sub-metropolis. Obviously, the adoption of transformational leadership style outweighed democratic and autocratic styles but the difference was seen as minimal. This revelation agrees with Wilmore and Thomas (2001) established different leadership styles among teachers in the Central region of Ghana. They found transformational leadership style commonly adopted and held that transformational leaders share power with

followers rather than exercise power over followers and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important.

Impact of Headmasters Leadership Style on Teachers Job Performance

Research Question 2: What is the impact of headmasters' leadership style on Teachers Job Performance?

The study sought to find out the impact of headmasters' leadership styles on teachers job performance and thus required assessment of teacher job performance. The respondents were asked to give their general view of the following perceived teacher performance indicators. Table 4.4 captured the data gathered from respondents in these respects.

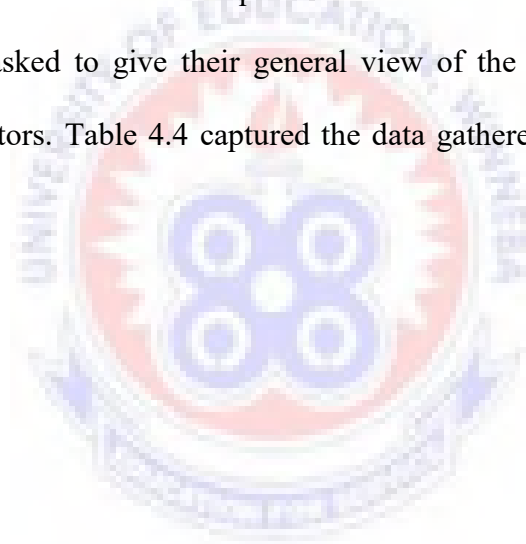


Table 4.4 Impact of headmasters Leadership style on Teachers Job Performance**Data**

Measures	SA	A	Total	%	N	%	D	SD	Total	%
Adequate lesson preparation	206	133	339	63.3	54	10.0	57	86	142	26.5
Adequate student assessment	146	211	357	66.7	54	9.9	73	51	124	23.4
Adequate involvement in co-curricular activities	130	191	321	60.0	71	13.3		81	40	26.7
Full involvement in curricular activities	92	211	303	56.7	139	26.0	20	58	37	17.7
Completion of teaching syllabus	231	161	392	73.3	36	6.7	47	60	107	20.0
Teachers fully maintain student discipline	62	81	143	26.7	178	33.3	111	103	214	40.0
Teacher performance is generally high	146	211	357	66.7	107	20.0	71	0	71	13.3

Source: Field Data, 2016

Table 4.4 shows that except for full maintenance of student discipline which was not supported by about a quarter of the respondents, all other performance indicators had support from more than half of the respondents as impact of headmasters leadership style. More than sixty percent (63.3%) reported that there was adequate preparation of lessons by teachers due to the headmasters leadership style. Respectively, 66.7% and 60% of the respondents confirmed that adequate student assessment and adequate teacher involvement in co-curricular activities in their schools were as a result of their

headmasters leadership style, whilst 56.7% reported that full involvement in all curricular activities by teachers is an impact of the headmasters leadership style. Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; effective communication, lesson preparation and presentation, student assessment among others (Adu & Olatundun, 2007). The performance indicator that was highly favoured by respondents was completion of teaching syllabus confirmed by nearly three-quarters (73.3%) of the respondents. Generally, almost seventy percent (66.7%) affirmed that teachers' job performance level was high. Teachers' job performance level could be described as high as an average of sixty-four percent confirmation was recorded in the study.

4.4 Challenges Headmasters' Leadership Styles pose on Teachers Job Performance

Research Question 3: What are the challenges headmasters' leadership styles pose on teachers' job performance?

This aspect of the analysis sought to found out how headmasters' leadership styles pose challenges to teachers' job performance. The respondents were asked to rate their opinion on the following challenges headmasters leadership style pose on teachers job performance. Table 4.5 shows the result from respondents.

Table 4.5 Challenges Heads' Leadership Style pose on Teachers' Job Performance

Measures	SA	A	Total	%	N	%	D	SD	Total	%
Low staff commitment	101	131	232	43.3	71	13.3	175	57	232	43.3
Low morale and motivation to work	112	207	321	60	89	16.7	73	52	125	23.4
Apathy among teachers	127	141	268	50	89	16.7	121	57	178	33.3
Low level of punctuality	121	93	214	40	125	23.3	128	68	196	36.7
Weak interpersonal relations	119	166	285	53.3	107	20	81	62	143	33.3
Teachers were unwilling to divulge information for Teachers work under coercion and intimidation	91	123	214	40	143	26.7	107	71	178	33.3
	71	107	178	33.3	178	33.3	83	95	178	33.3

Source: Field Data, 2016

Table 4.5 shows that, teachers' commitment to duty has been adversely affected to some extent by the kinds of leadership styles put up by the heads in their schools. This was confirmed by a little over two-fifth (43.3%) of the teacher respondents to the study questionnaire, but more than half of them (53.3%) declined. Hulusi Dogan (2009) reiterated that teacher commitment is vital and should be encouraged by the heads of institutions to enhance performance. Investigating leadership styles on teachers' morale and motivation to work, two-fifths of the respondents confirmed that the leadership styles

of their heads have lowered their morale and motivation to work. However, about a third (33.3%) of the respondents were rather on the reverse side whilst less than a tenth (6.7%) remained neutral without taking sides. Meanwhile, Kreitner and Kinicky (2001) posit that failure of the school head to recognize or identify strategies to boost teachers' morale and enhance teacher commitment to work could have negative impact on the teaching profession.

Similarly, more than a half (53.3%) of the respondents also agreed that their headmasters' styles of leadership has caused weak interpersonal relationship among co-teachers and between teachers and school management. Nonetheless, teachers under effective leadership relate well with each other and that enhances teachers' job performance (Nthuni, 2012). That notwithstanding, nearly a half (46.7%) of the respondents disagree with the notion that their heads' leadership styles had lowered the teachers' punctuality at work. This was similar to some (43.3%) respondents' assertion that teachers were unwilling to divulge vital information to help school management and that they suffer coercion and intimidation under heads' leadership styles.

In a related development, forty percent of the respondents said heads style of leadership had lowered teachers' punctuality and nearly thirty-four (33.3%) thought the sort of intimidating behaviour heads exhibit affect their job performance negatively. McNeil's (2000) position that effective leadership style fosters healthy leader-subordinate relationships and same among subordinates and that teachers are challenged against high performance in terms of punctuality and regularity, give a reflection in the scenario to the current study. Some aspects of teachers' job performance noted to be challenged as perceived by a half or more of the respondents have been displayed on Figure 4.6.

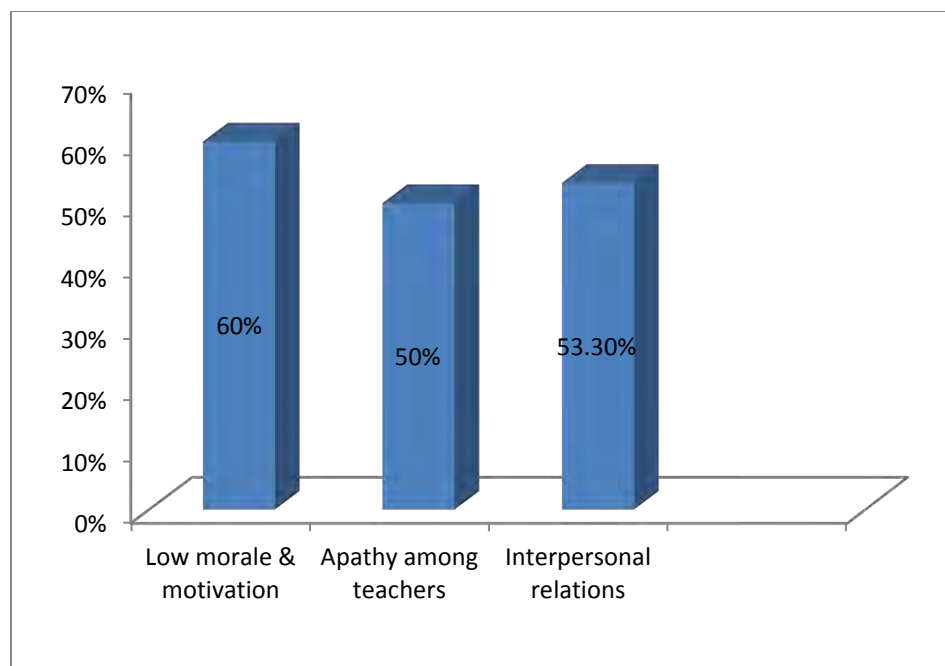


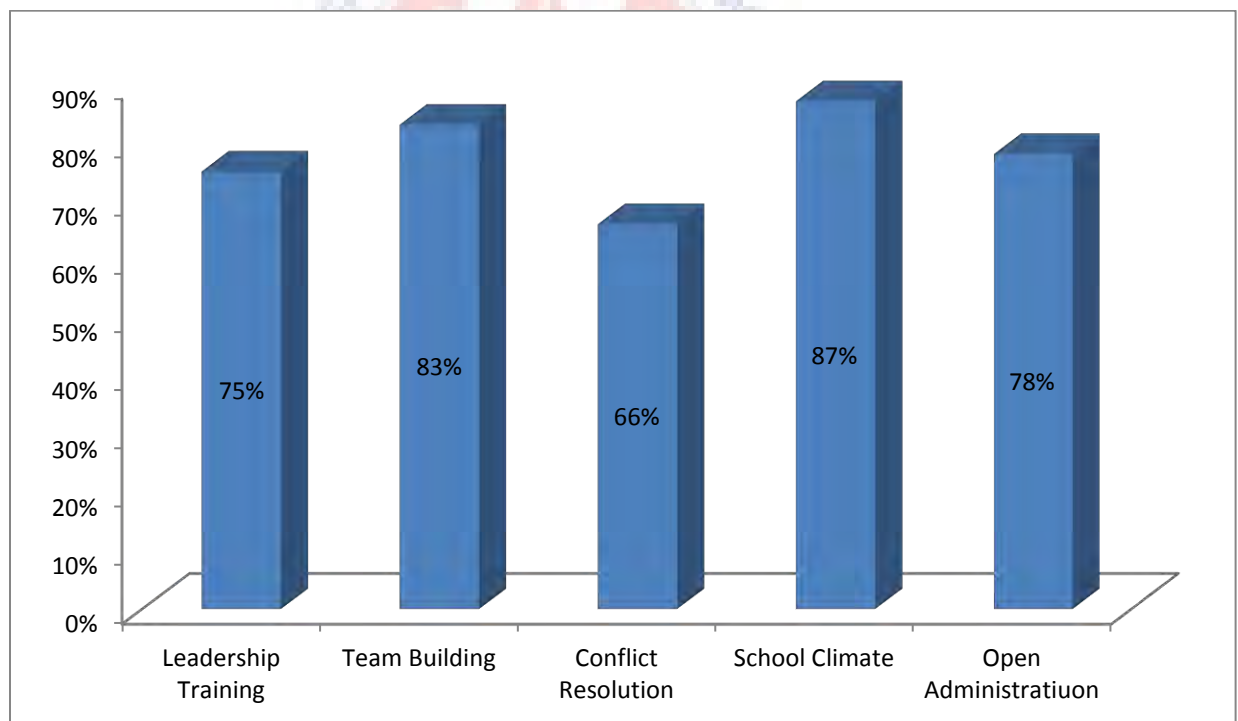
Figure 4.6 Aspects of Teachers' Job Performance noted to be more Challenged

Teacher morale and motivation to work were therefore observed as the most affected aspects of teacher performance at work. However, Nthuni (2012) had reiterated the need for appropriate leadership style and practices that seek to heighten employee morale and motivation for organizational success. On average, approximately forty-six (45.7%) percent of teacher respondents confirmed that their job was challenged by the style of leadership heads employed. Meanwhile, approximately thirty percent (30%) did not share same view but stated that their heads' styles of leadership had not posed any challenge to their job performance. Additionally, some heads were described as uncooperative, showing disrespect for teachers, adopting divide and rule tactics and operate closed administration which posed some level of challenges to teachers' job performance.

4.5 Measures to address the Challenges Heads' Leadership Styles pose on the Teachers' Job Performance

Research Question 4: What are the measures to address the Challenges Heads' Leadership Styles pose on the Teachers' Job Performance?

The researcher sought to find out measures to address the challenges the headmasters' leadership styles pose on teachers' job performance. The respondents were asked to rate their opinion on the following measures to address the Challenges Heads' Leadership Styles pose on the Teachers' Job Performance. Data gathered on these areas were presented on Figure 4.7



Figures 4.7: Measures to address Challenges Heads' Leadership Styles pose on Teacher Performance

As indicated in Figure 4.7, the creation of positive school climate ranked the highest among measures suggested by respondents to address leadership challenges posed to the teachers. This suggestion came from over four-fifth of the entire respondents to the study questionnaire. Respondents agreed with George (2003) that positive school climate could be created through teacher motivation by ensuring security, sense of belonging and recognition, determining teachers' attitudes and level of performance. Respondents also included evaluation of teachers and giving feedback as helping to create positive school climate equally as encouraging staff development.

Next on the ranking is heads to ensure team building recorded by about four-fifths (83%) of the respondents. In his words, Hannagan (2002) described teamwork as occurring when teachers work together for the same purpose as their skills are well utilized to achieve common goals. This concept underscores the common saying: 'two good heads are better than one'. Respondents admonished heads of schools are to encourage teamwork in schools by reviewing any achievement, ensuring regular staff meetings and constant briefings and consultation, appreciating each other's contribution and participation in decision making.

Open-administration was presented by over three-quarters (78%) of the respondents to the study questionnaire. Respondents added that open administration as a leadership behaviour ensure tension free communication between school leaders (typically the head), described in Harris (2002) as vital ingredient in leadership for school effectiveness. Further on measures to address leadership challenges was a recommendation for intensive leadership training for heads of Senior High Schools. Areas suggested as enriching such training included personnel management, human

relations and financial management because the negative side of these lower the morale of teachers and consequently lower performance as well.

Respondents further hinted that proper conflict management and resolution is capable of inducing a higher level of organizational citizenship behaviours which invariably tend to be a catalyst for individual and organizational performance. This was indicated by over three-fifth (66%) of the respondents. Empirical evidence generally indicated that amicable conflict resolutions were found to be significantly related to organizational citizenship behaviour (Alotaibi, 2001).

Respondents also advised that teachers must be sensitised to develop passion for the job and be self-motivated as they teach generously to seek students successes in spite of some challenges they meet. Gathered from about sixty-five percent of respondents, teachers must be urged to seek self-motivation for the academic success of their students and consolation that even in the midst of some level of leadership discomfort experienced from their heads of institutions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter of the study reports the main findings of the study, outlined conclusion and made recommendations that were deemed vital as it is required of institutional leaders such as heads for high employee performance.

5.1 Summary

The study was conducted to assess the leadership styles of headmasters and its effect on senior high school teacher's performance in the Kwadaso sub-metro. The research objectives of the study were to identify the leadership styles employed by headmasters at the Kwadaso Sub-Metro, determine the impact of head masters' leadership styles on Senior High School teacher's performance, find out the challenges head masters' leadership style pose on teachers' performance and to determine measures to address the challenges headmasters' leadership style pose on teacher performance.

The study used descriptive survey design with questionnaire as the data collection instrument. The targeted population of the study consisted of all the six headmasters and 561 teachers of the six senior high schools in Kwadaso Sub-Metropolis of the Kumasi Metropolis. Purposive sampling was used to select all the six headmasters of the six senior high schools of the Kwadaso sub-metro while simple random sampling was used to select 114 teachers for the study.

5.1.1 Main findings

1. Heads' Leadership Styles

The study found that all the three leadership styles investigated were being witnessed at the study area. Heads who exhibited transformational leadership styles mostly employed rewards and punishment in their leadership functioning. Further, these heads built a sense of belongingness and support teachers' professional development. Some other heads who were reported to be using autocratic leadership style disregarded the use of a wide range of delegation of duties and rather personal interest other than group interest. The democratic leadership as witnessed from some heads manifested in heads' behaviours of shared responsibility and effective communication.

2. Impact of Headmasters' Leadership style on Teacher Job Performance

The study established that most teachers of the study area made adequate preparation of lessons, adequate student assessment and participates fully in curricular activities in their schools due to the effective nature of their headmaster's leadership style. Again, the study revealed that most teachers participated adequately in co-curricular activities and mostly completed their syllabus as a result of their headmaster's leadership style. However, the leadership style of the headmasters did not affect teacher's involvement in student discipline.

3. Challenges Heads' Leadership Styles pose on Teachers' Job Performance

The challenges posed by headmasters' styles of leadership were not that much as revealed from the study. There were moderate reports of lowered morale and motivation for work as well as commitment to duty. Other related areas established from the study as

challenges to teachers' job performance were weak interpersonal relations among co-workers and some behaviours of apathy among some teachers as a result of heads' style of leadership. This perhaps might be caused by the divide and rule tactics some respondents reported about their headmasters.

4. Measures to address the Challenges Heads' Leadership Styles pose to Teacher Performance

The study found from respondents measures to be put in place to address heads leadership challenges as including institution of regular and intensive leadership training rich in human relations management, financial management and open administration. The study further unveiled that if teachers were made to admit passion for teaching and seeking self-motivation from student academic achievements, the impact of heads leadership style on their job performance would be mitigated to a reasonable extent.

5.2 Conclusions

Based on the findings of the study, the following conclusions could be outlined:

1. It is obvious to note that headmasters in the Senior High Schools of the Kwadaso Sub-Metropolis adopted a variety of leadership styles. Notable among them were transformational, democratic and autocratic styles of leadership.
2. Among the three leadership styles studied, transformational style of leadership ranked the highest in practice and followed by democratic style with autocratic style trailing.
3. Characteristically, headmasters who adopted transformational leadership style rewarded good performance and supported teachers' professional development.

Democratic headmasters enhanced teachers' job performance mostly with shared responsibility. Job delegation was the weakest side of headmasters who adopted autocratic style of leadership.

4. The leadership styles of headmasters raised boosted teachers morale thereby increasing their job performance as manifested in the completion of teaching syllabus and students' assessment.
5. The positive relationship between each leadership style and teacher performance indicated high level of teacher performance.
6. Teacher job performance was challenged in the related areas of morale and motivation for work as well as interpersonal relations.

5.3 Recommendations

Based on the findings and conclusion made, the following recommendations were outlined for stakeholders including heads, teachers and educational authorities towards improved teacher performance:

1. Teachers performed well under transformational leadership of their heads. Therefore, heads are urged to adopt such related behaviours as rewarding outstanding performance, continual support for teacher professional development and fostering healthy employee relationship.
2. Some heads' behaviour of seeking self-interest rather than group interest demoralize and de-motivate teacher performance and must stop.

3. Job delegation and shared responsibility characterized in democratic leadership heighten job performance. Therefore, heads (usually autocrats) who disregard their use must revise their leadership styles and adopt them for enhanced teacher job performance.
4. Heads should see to it that there is improvement by teachers on student assessments and participation in co-curricular activities in their schools. These areas of the teachers' job contribute to the overall performance level and school effectiveness.
5. It is highly recommended for a Serious attention by educational authorities for teachers and heads to induce high students discipline at the senior high school.
6. Divide and rule tactics of some heads, disrespect for subordinates challenged teacher job performance as they breed apathy among teachers. These behaviours must be stopped by heads to allow teachers to divulge vital information to help heads to manage their schools well.

5.4 Suggestions for Further Study

It is suggested for a future study to be conducted on headmaster's leadership behaviours and academic performance of students at the Kwadaso Sub-Metro Senior High Schools in Kumasi.

REFERENCES

- Adediwura, A. A., & Tayo, B. (2007). Teachers leadership tension and ambiguities in organisational perspective. *Education Administration. Quarterly*, 26, 235-259.
- Adeyemi, A. M. (2010). *Leadership styles and behaviours relationships on employee performance: A handout for postgraduate students*. Kampala: Makerere University Printery.
- Adeyemi, T. O. (2004). *Educational administration: An introduction*. Ado-Ekiti: Greenline Publishers.
- Adeyemi, T. O. (2006). *Fundamentals of educational management*. Lagos: Atlantic Associated Publishers.
- Adu, G., & Olatundun, Y. P. (2007). *Leader behavior: Its description and measurement*. Ohio: The Ohio State University.
- Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Accra, Ghana: Yamens Press.
- Agboli, T., & Chikwendu, H. (2006). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Aghenta, J. A. (2000). Educational planning in the 21st century. In: Fadipe, J. O. and Oluchukwu E. E. (Ed.), *Educational planning and administration in Nigeria in the 21st Century*. National Institute for Educational Planning and Administration: Ondo.

- Akerele, S. A. (2007). *Principals leadership styles and teachers' job performance in Lagos state public secondary schools*. (Unpublished M.Ed Thesis). Nigeria: University of Ado-Ekiti.
- Allan, D. (2003). *How leadership influences student learning (learning from leadership project executive summary)*. New York: The Wallace Foundation.
- Anderson, P. A., & Kanuka, T. (2003). The sociology of leadership and educational administration. *Educational Administration Quarterly*, 31(3), 449-487.
- 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.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to research in education* (7th ed.). Canada: Thomson Wadsworth Publishers.
- Avolio, M., Terr, Y., & Yorg, D. (1999). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Babbie, E., & Button, J. (2001). *The practice of social research*. Southern Africa, Cape Town: Oxford University Press.
- Bensimon, T. F., Neumann, H., & Birnbaum, D. (2000). Symbolic educational leadership and democracy in America. *Educational Administration Quarterly*, 30(1), 97-112.
- Bidwell, C. E. (2001). Analysing schools as organisations long-term permanence and short-term change. *Sociological Education, Extra Issue*, 9, 100-114.

- Blair, M. J. (2002). *Management and employee performance*. London: Pitman.
- Bouma, G. D., & Atkinson, G. B. D. (1995). *A handbook of social science research: A comprehensive and practical guide for students* (2nd ed.). Oxford: Oxford University Press.
- Burns, N., & Grove, S. K. (2001). *The practice of nursing research: Conduct, critique and utilization* (4th ed.). Philadelphia: WB Sanders.
- Cheng, C., & Chan, M. T. (2002). Implementation of school-based management: A multi-perspective analysis of the case of Hong Kong. *International Review of Education*, 46(34), 205-232.
- Adepoju, T. L. (1996). *The factors militating against effective planning and implementation of educational policies in Nigeria*. Yaba, Lagos: A paper presented at the WAEC monthly seminar, WAEC National Secretariat.
- Blanche, M. T., & Painter, D. (2006). *Research in practice* (2nd ed.). Cape Town: UCT.
- Cole, G. A. (2002). *The administrative theory and workers' motivation*. ABU Zaria: Nigeria Zante Institute of Administration Press Ltd.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. New York: Sage Publication.
- Dunford, K., Fawcett, S. W., & Bennett, R. (2000). What is a Professional Leading Community? *Educational Leadership*, 61(8), 6-11.

- Edwards, Q. (2009). *Leadership: Research, findings, practice and skills* (2nd ed.). Boston: Houghton Mifflin Company.
- Emory, B., & Cooper, S. (2003). *Business research methods*. London: University Press.
- Fullan, M. (2004). *The moral imperative of school leadership*. California: Corwin Press Inc.
- Gerhard, S. (2002). *The cultural context of leadership and power*. California: Sage Publications.
- Godfm, D. (2009). Beyond leadership frameworks. *Educational Administration Quarterly*, 31(3), 473-490.
- Goldman, P. U. (2006). *The head teachers' changing role and training requirements: A comparative study*. Unpublished Masters' Dissertation. Institute of Education, University of London.
- Gravetter, F. J., & Forzano, L. B. (2006). *Research methods for the behavioural sciences* (2nd ed.). USA: Thompson Wadsworth.
- Greenlee, A. (2007). *Exploring the beliefs and behaviours of effective head teachers in the government and non-government schools in Pakistan*. Unpublished doctoral dissertation. Canada: University of Toronto.
- Gronn, P. (2002). *The new educational leaders: Changing leadership practice in an era of school reform*. London: Paul Chapman Publishing.
- Hannagan, T. (2002). *Management: Concepts and practice*. London: Pitman Publishing Pearson Education Limited.
- Heenan, D. A., & Bennis, W. (1999). *Co-leaders. The power of great partnership*. New York: John Wiley and Sons.

Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of organisational behaviour: Leading human resources* (8th ed.). New Jersey: Prentice-Hall Inc.

Hoy, N. K., & Miskel, C. G. (1992). *Educational administration: Theory, research and practice* (2nd ed.). New York: Random House.

Hulusi, D. (2009). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498. Retrieved March 22, 2002 from EBSCO database on the World Wide Web: <http://www.ebsco.com>

Hurley, J. C. (2001). *The principalship: Less may be more*. Retrieved on 16/9/16 from <http://www.google.com>

Ige, J. A. (2001). *Teacher data in secondary schools in Ekiti State*. Speech delivered by the Permanent Secretary at the Senior Staff seminar. Ado-Ekiti: Ministry of Education.

Ijaiya, N. Y. (2000). Failing schools' and national development: Time for reappraisal of school effectiveness in Nigeria. *Nigerian Journal Education Res. Evaluation*, 2(2), 42.

John, C. M. (2002). *Million leaders mandate: Notebook one*. America: Equip Publishers.

Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). San Francisco, CA: Jossey-Bass.

Kreitner, R., & Kinicky, M. (2001). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498. Retrieved March 22, 2016 from EBSCO database on the World Wide Web: <http://www.ebsco.com>.

Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners* (2nd ed.).

England: Sage publication Ltd.

Kyei, M., & Aboagye, F. (2015). Assessing the Instructional Management Behavior of

Principals. *The Elementary School Journal*, 86(2), 217-247.

Leithwood, A., Louis, T., Anderson, B. A. & Wahlstrom, S. (2004). *Leadership and*

leadership effectiveness traits: A re-conceptualization of the leadership trait problem. New York: Holt, Rinehart, and Winston.

Liang, W., & Wong, K. L. (2004). *Educational administration: The human science*. New

York: Harper Collins.

Lloyd, G. (2009). *Gender and leadership style: A meta analysis. Leaders and the*

leadership process: Readings, self-assessments, applications. IL: Austin Press.

Lumsden, P. G. (1998). *Reframing organizations: Artistry, choice, and leadership*. San

Francisco: Josey-Bass Publishers.

MacKenzie, K. J. (2001). Looking for leadership: Another search party's report.

Educational Administration Quarterly, 30(1), 77+. Retrieved March 22, 2016

from EBSCO database on the World Wide Web:<http://www.ebsco.com>

Maicibi, M. (2005). *Sociological paradigms and organizational analysis*. New

Hampshire: Heinemann

Malhotra, N. K., & Birks, D. F. (2007). *Marketing research: An applied approach* (2nd

ed.). London: Pearson Prentice Hall.

Mankoe, J. O. (2007). *Policy analysis in education*. Kumasi, Ghana: Payless Publication Ltd.

Maswell, H. (1999). Some observations about a general theory of leadership and interpersonal behaviour. In Petrulla L. & Bass B.M. (Eds.), *Leadership and interpersonal behaviour*. New York: Holt, Rinehart, and Winston.

Mba, J. (2004). *Strategic management centre*. Olu Aboderin Onipetesi. Ikeja, Lagos. Punch Ltd.

McBer, G. (2000). *Professional development that addresses school capacity: Lessons from urban elementary schools*. USA: Paper presented at the annual meeting of the American Educational Research Association.

McEwan, V. (2003). School leadership in context – societal and organizational cultures', in Bush, T. & Bell, L. (Eds.), *The principles and practice of educational management*. London: Paul Chapman Publishing.

McNeil, G. (2000). *Leadership characteristics and personnel constraints as factors of school and industrial effectiveness*. Ph.D. Thesis, Unpublished, Ibadan, Nigeria: University of Ibadan.

Meindl, G. Y. (1995). *Handbook of leadership: Theory, research, and managerial applications* (3rd.ed.). New York: The Free Press.

Mullins, L. J. (2005). *Management and organisational behaviour* (7th ed.). London: Prentice-Hall.

- Ngansthil, S. (2001). *Teacher supervision and evaluation: Theory into practice*. Hoboken. New Jersey: John Wiley & Sons.
- Northouse, T. (2007). The normative theory of participative decision making in schools', in Hoy, W. H. and DiPoala, M. F. (Eds.), *Essential ideas for the reform of American schools*. (pp. 34-56). Charlotte: Information Age Publishing.
- Nthum, H. T. (2000). *Critical issues in school management. Paper presented at the teacher management and support: Anglophone and francophone seminar*. London: CCEA.
- Nthuni, G. (2012). School leadership and institutional change in the pre-schools of South Africa. *Journal of the South African Institute of People Management*, 18(4), 15-34.
- Obilade, Y. (1999). *Planned change and organisational health: Figure and ground, in organisations and human behaviour: Focus on Schools*, (Ed.), F. D. Carver & T. J. Sergiovanni. New York: McGraw-Hill Book Company.
- Ofoegbu, Z. R. (2004). *The Attitudes of School Heads and Teachers About the Teaching and Learning of Physical education in the South East Government Primary Schools*. Unpublished Mphil Thesis, University of Botswana, Gaborone.
- Okeniyi, C. M. (1995). *Relationship between leadership problems and school performance in Oyo State secondary schools*. Unpublished M. Ed. Thesis, University of Ibadan.

- Okurumeh, E. A. (2001). *Principals and Public Relation Community Perspectives. A paper presented at Workshop for Secondary School Principals*. Oyo 10- 12th Feb.
- Omar, K. P. (2005). *Leadership styles and styles adaptability of deans and department chairs at three research universities*. Unpublished PhD Thesis. Washington State University, Washington.
- Outcalt, D., Mash, F., & Raff, Y. (2000). *An analysis of leadership styles and school performance of secondary schools in Uganda*. Retrieved on March 15, 2015 from ([http://www.scribd.com/doc/97625947 /Literature-Review-on-Leadership](http://www.scribd.com/doc/97625947/Literature-Review-on-Leadership)).
- Oyetunyi. C. O. (2006). *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD Thesis. University of South Africa
- Quinn, D. M. (2002). The Impact of Principal Leadership Behaviours on Instructional Practice and Student Engagement. *Journal of Educational Administration*, 40(5), 447-467.
- Robbins, S. P. (2001). *Organisational behaviour: Concepts controversies, and applications*. New Jersey: Prentice Hall.
- Robert, H., & Tim, H. (1998). *Essential manager's manual*. Colour Scan, Singapore: A Korkling Kindersley Book.
- Robertson, U. R. (1997). Leadership styles in school leadership: *Handbook for excellence*, (Ed.), Stuart C., Smith & Philip. Piele. USA: ERIC Clearing House on Education Management.

- Ross, W. (2006). *Principals leadership styles and teachers' job performance in Lagos State Public Secondary Schools*. Unpublished M.Ed Thesis, University of Ado-Ekiti, Nigeria.
- 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., & Starrat, R. (2006). *Supervision: A redefinition*. New York: McGraw Hill.
- Sheilds, A. (2005). Leadership and school results. In second international handbook of educational leadership and administration. In Leithwood, K., P. Hallinger, K. Seashore-Louis, G. Furman-Brown, P. Gromm, W. Mulford and K. Riley, Kluwer, Dordrecht; (Eds.), *Managing the human resource*. (pp. 23-45). London: Sage Publications Limited.
- Starr, L. (2002). *Measuring the effects of effective teaching* Upper Saddle River, NJ, Prentice-Hall.
- Tarnve, J. S. (2000). Analying schools as organisations long-term permance and short-term change. *Sociological Education*, 2, 100-114.
- Torrington, S.T., & Aikens, R. T. (2002). Distributed properties: A new architecture for leadership. *Education Management Administration*, 28, 317-38.

- Waters, J. T., Marzona, R. J. & McNulty, B. (2004). Leadership that sparks learning. *Educational Leadership*, 61(7), 48-51.
- Wilmore, E., & Thomas, C. (2001). The New Century: Is it too late for transformational leadership. *Educational Horizons*, 79(3), 115-123.
- Yukl, G. A. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Zervas, D., & Lassiter, N. (2007). *International leadership for school improvement*. New York: Eye on Education.
- Zikmund, N. (2003). Leadership practices for school improvement: Gender disparities. *Internal Journal of Current Research and Academic Review*, 2(9), 204-221.



APPENDIX

QUESTIONNAIRE FOR TEACHERS AND HEADS AS RESPONDENTS

The researcher, **Miss Regina Ohenewa Opoku**, is pursuing a postgraduate program at **THE UNIVERSITY OF EDUCATION, WINNEBA** leading to the award of a **Master of Arts in Educational Leadership**. This questionnaire intends to collect data to help the researcher assess. **The Influence of Heads’ Leadership Styles and Teachers’ Job Performance at Kwadaso Sub-Metropolis**. Please, you have been selected as a respondent to this questionnaire. May you spare me few minutes to fill out this questionnaire. It is strictly for academic purposes and thus all information provided shall be treated with the maximum caution and confidentiality. All personal data provided shall be treated collectively and not on personal levels. Please, tick (✓) as appropriate.

SECTION A – Demographic Data of Respondents.

1. Gender: Male [] Female []

2. Age group (in years)

18 – 25 [] 26 – 30 [] 31 – 35 [] 36 – 40 [] 41 – 45 [] 46 and above []

3. Highest educational qualification

Diploma [] Bachelors degree [] Masters Degree [] Others(specify).....

4. Years worked at present school

Below 1 year [] 2 -5 years [] 6 -9 years [] 10 years and above []

SECTION B – Identifying Heads’ Leadership Styles

Please indicate which of the following leadership style you see in your school. The options are scaled: Strongly disagree (5), Disagree (4), Not sure (3), Agree (2) and Strongly agree (1).

Statement	Response				
	5	4	3	2	1
Transformational leadership style					
5. Head masters rewards good performance and punishes teachers for wrong doings					
6. Head masters foster good relationship between heads and heads					
7. Head master builds a sense of belongingness and empowers teachers					
8. Head supports teacher professional development					
Autocratic leadership style					
9. Head specifies performance evaluation standards all alone					
10. Heads are considerate					
11. Head delegates work to wide range of staff					
12. Heads seek self-interest rather than group interest					

Democratic leadership style					
13. Heads ensure shared responsibilities					
14. Decisions are made upon consensus through group participation					
15. Heads are listening and share ideas with subordinates					
16. Heads ensure effective communication with teachers					

SECTION C – Assessing Teachers’ Job Performance

This questionnaire seeks to assess teachers’ performance using the statements here as indicator. Please, indicate the extent to which you agree with the following statements as they occur in your school. The ratings have been made as: Strongly disagree (5), Disagree (4), Not sure (3), Agree (2) and Strongly agree (1).

Statement	Response				
	5	4	3	2	1
17. Teachers make adequate lesson preparation					
18. Teachers adequately assess students					
19. Teachers adequately involve themselves					

co- curricular activities					
20. Teachers are actively involved in all curricular activities					
21. Teachers fully complete their syllabus					
22. Teachers fully participate in maintaining student discipline					
23. Teacher performance level is generally high in my school					



SECTION D – Challenges Heads’ Leadership Style Pose on Teachers’ Job

Performance

This section of the questionnaire investigates the challenges posed by your headmaster’s leadership style on your job performance as a teacher. Please, indicate the extent to which you agree with the following statements as it pertains in your school. The ratings have been made as: Strongly disagree (5), disagree (4), Not sure (3), agree (2) and Strongly agree (1).

Statement	Response				
	5	4	3	2	1
24. Low level of staff commitment to work					
25. Low morale and motivation to work					
26. Apathy among teachers					
27. Low level of punctuality					
28. Weak interpersonal relationship					
29. Teachers’ unwillingness to divulge vital information					
30. Staff work under coercion and intimidation					

31. Suggest any other challenges your head’s leadership style pose to you in the performance of your duties as a teacher.

.....

32. Suggest any measures that can be put in place to address these challenges

.....

SECTION E– Measures to address the Challenges Heads’ Leadership Style Pose on Teachers’ Job Performance

This section of the questionnaire outlines the measures to address the challenges posed by your headmaster’s leadership style on your job performance as a teacher. Please, indicate the extent to which you agree with the following statements as it pertains in your school. The ratings have been made as: Strongly disagree (5), disagree (4), Not sure (3), agree (2) and Strongly agree (1).

Statement	Response				
	5	4	3	2	1
33. Leadership Training					
34. Team Building					
35. Conflict Resolution					
36. School Climate					
37. Open Administration					