

**UNIVERSITY OF EDUCATION, WINNEBA**

**INFLUENCE OF HEADTEACHERS LEADERSHIP STYLES ON BASIC  
SCHOOL TEACHERS PERFORMANCE IN THE WEIJA-GBAWE  
MUNICIPALITY**



**GLADYS EDINAM AFELETEY  
190012794**

**A dissertation in the Department of Educational Foundations,  
Faculty of Educational Studies, Submitted to the School of  
Graduate Studies, in partial fulfilment  
of the requirements for the award of  
Master of Education  
(Supervision)  
in the University of Education, Winneba**

**NOVEMBER, 2020**

## DECLARATION

### STUDENT'S DECLARATION

I, **Gladys Edinam Afeletey** declare that this dissertation, 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 in part or whole, for another degree elsewhere.

**SIGNATURE:** .....

**DATE:** .....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for the supervision of thesis laid down by the University of Education, Winneba.

**NAME:** .....

**SIGNATURE:** .....

**DATE:** .....

## **DEDICATION**

This project is dedicated to my children Tonnie Ekow Mawutor Aidoo, Aseda Fiifi Okyere Aidoo and Sika Eduwaa Nokwar Aidoo and my loving husband Ernest Kojo Assan Aidoo.



## ACKNOWLEDGEMENTS

My foremost thanks goes to the Almighty God for granting me the strength and all it takes to write this piece of work. I also thank my supervisor, Dr. Paul Kobina Effrim a senior lecturer at the Department of Educational Foundations of the University of Education, Winneba who in spite of his busy schedules supervised this project, read through and made valuable suggestions which have made this work a success. May the almighty God bless him and grant his heart desires.

I am highly indebted to my husband Ernest Kojo Assan Aidoo for his support financially, morally and encouragement which has seen a successful completion of this work.

To my children I say a big thank you for being there for me when I denied you the needed motherly love at times just to have this work done.

To Reverend Kofi Nelson, the Head Pastor of Open Heavens Ministry at Adom Estate, Kasa, for your guidance and spiritual support, I say may the Almighty God continue to anoint and make you increase in all spheres of the Ministry.

To every other person who helped in diverse ways for me to complete this thesis, my prayer is that the Good Lord we serve should fill your cup to the fullest.

## 79TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	7
Research Objectives	7
Research Questions	7
Significance of the Study	8
Delimitation of the Study	8
Organisation of the Study	9
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	<b>10</b>
Introduction	10
Concept of leadership	10
Leadership styles	14
Coaching	26
Head Teachers Role Leadership Role In Schools	29

Studies on Leadership	33
Leadership and School Performance	37
Theories of Leadership	42
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	<b>49</b>
Introduction	49
Research Approach	49
Study Design	49
Population	50
Sample and Sampling Procedure	50
Data Collection Instrument	51
Reliability and Validity of Instrument	52
Data Collection Procedure	53
Data Analysis	54
Ethical Consideration	54
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	<b>56</b>
Introduction	56
Background Information	56

<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION</b>	70
Summary	70
Findings of the Study	70
Conclusions	71
Recommendations	72
Suggestion for Further Research	72
REFERENCES	73
APPENDIX	79



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1: Sex Distribution of Respondents	56
2 :Highest Academic Qualification of Respondents	57
3 : Number of Years of Teaching Experience	58
4: Distribution of Respondents by Age	58
5: Qualification of Head teachers Expected by Respondents	60
6: Personal Qualities of Head teachers Expected by Respondents	61
7: Head teachers' leadership Style Demonstrated as Perceived by Teachers	63
8: Correlation Between Headteachers' Leadership Style and Performance	65
9: Measures for Improving Headteachers' Leadership Style	69





## ABSTRACT

The purpose of the study was to examine the influence of headteachers' leadership styles on basic teachers performance in the Weija-Gbawe municipality. This study adopted descriptive survey as the design. A total of 168 respondents made up 12 headteachers and 156 teachers were sampled from a population of teachers from Weija-Gbawe Municipality using purposive and simple random sampling techniques. Questionnaire was used as the main instrument for data collection. The data collection instrument was validated using expert-judgment. Cronbach alpha reliability coefficient of 0.78 was obtained for the instrument through test-retest method. Data collected were analysed using frequency counts, percent and mean. The study found among others that both academic and personal qualities are very good criteria that every headteacher in basic school in Weija-Gbawe Municipality should possess. And that the headteachers should have served for at least ten years. Further, the leadership styles portrayed by the headteachers influence the work performance of the teachers. Finally, there is a positive relationship between the leadership style adopted by the headteachers and performance. Based on the findings of the study, it was recommended among others that training in administration and management should be made a prerequisite for the appointment of heads of basic schools.



## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The entire world over, the fact still remains that educating a nation is the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development agree to the fact that, it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development.

Studies have shown that the education system of Ghana, for some decades now, has experienced a significant and ambitious restructuring process in an attempt to improve its quality and produce skillful and knowledgeable people for economic progress and development of the country (Osei, 2006; Steve, 2009). However, Zame, Hope and Respress (2008) assert that these many educational reforms were intended to develop quality in the educational system and that the focus

was not on leadership.

The head teacher is a symbol of authority to the school. The head teacher has the authority to determine the direction of the school. Having the requisite leadership skills is therefore crucial to the overall success of the school. Leithwood, Lee & Ahmad (2004) as cited by Armstrong-Vogel (2008) contends that, “effective educational leadership makes a difference in job satisfaction. Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions. Providing quality education requires efforts from multiple stakeholders including teachers, science coordinators, and administrators (National Research Council, 2006).

According to Lydia and Nasongo (2009) the head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it administration or academic. Studies also show that when it comes to students achievements in schools the head teachers leadership is one factor that determines success and it is therefore, important that performance of a school is appraised against the performance of the person who leads (Dinham, 2005; Townsend, 2007; Lydia and Nasongo, 2009).

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (MacBeath 1998; Day, Harris, Hadfield, Tolley and Beresford, 2000). There is a growing understanding that leadership is embedded in various organisational contexts within school communities,

not centrally vested in a person or an office. A study in USA by McLaughlin & Talbert (2001) that examined principals' effects on teachers' community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics. Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done. The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make schools work for their students and to build teachers determination and capacity to pursue this collective goal (Copland, 2001).

Day, Nobile and McCormick, (2000) concludes that, research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. Essentially, schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff.

Melton (1994), states that staff competence which relates specifically to expected performance in the place of work is defined as adequate for the purpose suitable, sufficient, legally qualified, admissible and capable. In a sense then, competence in staff performance refers to adequate preparation of the teacher as a professional to teach and to effect change in his pupils. He further posited that there were positive correlation between scholarship and teaching effectiveness. He pointed out that teacher knowledge has proved to be a more successful predictor particularly of teaching performance.

Staff satisfaction and morale are attitudinal variables which reflect positively or negatively feelings about a situation or person. The state of staff members' morale reflects the extent of one's satisfaction as applied to the degree to which personal and professional needs are met in the performance of roles. When members of staff perceive their morale as low, they also perceive the total institution as low to staff satisfaction. The teaching work itself is a potential source of either satisfaction or dissatisfaction. High staff satisfaction and morale are exhibited in members of staff displaying a high sense of commitment and loyalty, working co-operatively and accepting the educational philosophy underlying the curriculum.

Members of staff should see their work environment as a pleasant, creativity-inducing and supportive to enable them give off their best. Ghana Education Service (2010) outlined some indicators for appraising the performance of teachers which include among others punctuality to school and classes, preparation of week(weekly scheme of learning), participating in school activities in the school community. A coordinated culture develops from a dynamic combination of strong imaginative and transforming leadership within a forward looking school community, in which consistent values, philosophy and ideology permeate all decision-making. The role of the Head teacher in cultural development is potentially very powerful and fundamentally very important, constituting an element of effective leader behaviour.

The Head teacher as the leader needs to be conversant with the fundamental processes by which decisions are made in his institution so as to improve teaching and learning effectiveness. Good and timely decisions earn leaders the support of subordinates and increase leaders' power of influence. There is considerable evidence that teachers desire a more active and meaningful role in decision-making. Members of staff are

eventually the implementers of decisions and that if decisions are not acceptable to teachers, they would find means of making them unworkable or would not make any concrete efforts to make them work. Only decisions, which enjoy the blessings of the staff, are likely to be implemented with maximum effort.

The rapidly changing school environment means the role of the head teacher is becoming increasingly complex and demanding. However, it still offers a massive opportunity to make a difference to the life chances of young people- National College for School Leadership (2001). Considering the key role a school head is expected to play within and outside of the school setting, one cannot fathom how an institution can thrive well without a head teacher. Whatever the case may be there is a need for someone to lead the school in planning, implementing, monitoring and supervising, evaluating policies and activities and also reporting any outcomes in a professional and comprehensive manner.

### **Statement of the Problem**

Despite all the educational reforms in Ghana over the years, students' performance in the Weija - Gbawe Municipal basic schools final examination has not been encouraging for some time now. The overall performances have not been remarkable as far as students' examination achievement in basic school is concerned. Sections of the public have however, blamed and criticised the low level and unsatisfactory student achievements to the teacher (Osei, 2006). Other studies have also blamed poor teacher motivation, inadequate motivation and poor leadership among others (Akyeampong, 2010; Oduro, Dachi & Fertig, 2008). According to UNESCO (2005) absence of efficient and effective leadership, inadequate number of qualified teachers, gaps in teaching and professional competence among others are the main hindrances

of achieving quality education. These poor performances could be attributed partially to head teachers leadership styles and teachers output (Dinham, 2005; Townsend, 2007).

Owusu-Asamoah (2004), states that the head's leadership strengths and weaknesses affect the performance of the entire school as his position and role are crucial in educational policy implementation. He further maintains that the head's leadership style which shows in his performance sets the tone and quality of the school. The question of quality of education and the role of the teacher in contributing to bringing about the expected quality continue to be of public concern.

The head teacher however, does not operate in a vacuum but with teachers with the objective of achieving high performance. The focus of studies on leadership in schools has mostly been directed at the head teacher and their influence on students' academic performance, teachers' job satisfaction with little on teachers' performance in terms of professional standards. GES (2010) outlined some performance indicators against which teachers were to be appraised. These included among others punctuality to school and classes, preparation of scheme of work, participating in school activities among others in the school community. The study will seek to find out leadership styles of the head teachers and the extent to which these leadership styles of head teachers have influenced teachers to perform these functions. The Weija - Gbawe municipality was selected for this study because it has received little attention when it comes to studies on headteachers' leadership styles in schools. In fact, school Heads are expected to be both administrators and leaders but there has always been a misconception with regards how they are supposed to function which raises the question as to how effective Head teachers are as leaders.

### **Purpose of the Study**

The purpose of the study was to examine the influence of headteachers leadership styles on basic teachers performance in the Weija-Gbawe municipality

### **Research Objectives**

The objectives of the study were to;

1. examine the academic background and personal qualities of the head of Basic schools in the Weija - Gbawe Municipality enhance leadership style.
2. find out leadership styles demonstrated by heads of Basic schools in the Weija – Gbawe Municipality?
3. find out how the performance of staff relate to the leadership styles of the Head teacher?
4. Seek suggestions from staff of Basic schools on how to improve Head teacher’s leadership style.

### **Research Questions**

The study was guided by the following research questions:

1. To what extent does the academic background characteristics of the head of Basic schools in the Weija Gbawe enhance leadership style?
2. To what extent does the academic background and personal qualities of the head of Basic schools in the Weija Gbawe enhance leadership style?
3. What leadership styles are demonstrated by heads of Basic schools in the Weija Gbawe?
4. To what extent does the performance of teaching staff relate to the leadership styles of the Head teacher?
5. What suggestions or recommendations are made by staff of Basic schools on



how to improve Head teacher's leadership style?

### **Significance of the Study**

The research adds to the repertoire of knowledge concerning leadership as a major component of educational administration. Educational planners and policy makers could make use of the results in developing strategies that would improve the teaching and learning process in Basic school to generate the human capacity with competencies required for production activities in various sectors of the economy. The outcome of this study seeks to augment the existing store of knowledge on the subject and serve as a catalyst for further research on innovative ways of exploring leadership style for prudent management in the schools for the overall well-being of the nation. In addition, the research and its findings are expected to help inform decision making in the area of leadership in Basic school in Weija - Gbawe Municipality. The study will be very useful to other researchers interested in conducting further studies in leadership styles.

### **Delimitation of the Study**

Though other extraneous factors might affect the performance and output of staff in Senior High Schools, this study has confined itself to the leadership styles of heads of selected Basic school in Weija- Gbawe Municipality. The study captured only teaching staff in Basic schools even though there are non- teaching staff whose input could have been solicited to enrich the work but for time constraints it could not be included. Teachers were the main focus since they have direct contact with students and the Head teachers' leadership style which also determines how they behave as far as academic activities are concerned.

### **Organisation of the Study**

Chapter one of the study, considered the introduction which comprises of the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation and organisation of the study. Chapter two covered a review of the available literature that is relevant to the study. Chapter three is devoted to the research methods and procedures used to conduct the study. It comprises of research design, population, sample and sampling techniques, data collection instrument, validity and reliability, data collection procedure and data analysis. Chapter four presented analysis of the data collected and discussion of findings. Chapter five concluded the study with summary of the study, conclusions recommendations based on findings and suggestions for further study.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter covers some of the research studies and reviews that have been carried out. The review was done under the following themes;

- Concept of leadership
- Leadership styles
- Head teachers role leadership role in schools
- Studies on leadership
- Leadership and school performance
- Theories of leadership

#### Concept of leadership

Leadership is creativity in action. It is the ability to see the present in terms of the future while maintaining respect for the past. Leadership is based on respect for history and the knowledge that true growth builds on existing strengths. Leading is in part a visionary endeavor, but it requires the fortitude and flexibility necessary to put vision into action and the ability to work with others and to follow when someone else is the better leader. Leaders also need resilience to function in normal and not-so-normal times(Mullins 2012).

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. The term Leadership has long being of existence among people and it has so many interpretations; it has been defined in terms of traits, behaviours, influence, interaction, patterns, role, relationships, and occupation of an administrative position. Leadership has also been

seen as a dynamic process in a group where one individual influences the others to contribute voluntarily to the achievement of group tasks in a given situation.

The topic of leadership has generated excitement and interest since ancient times. Conventionally, when people think about leadership, images come to mind of powerful dynamic individuals who command victorious armies, shape the events of nations, develop religions, or direct corporate empires (Lussier, et al, 2017). However, there was sharp interest from the 20th century as researchers attempted to scientifically generate answers to many questions surrounding the mystery of leadership. Leadership today, is increasingly associated with the concept of team work, getting along with other people, stimulating and creating a vision which others can identify rather than command and control.

Leadership, like other business terms, has no singular definition. This made Stogdill(2013) to posit that „there are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. The term leadership means different things to different people. Although no ultimate definition of leadership exists (Yukl, 2002), the majority of definitions of leadership reflect some basic elements, including “group”, “influence” and “goal” (Bryman, 2012)

From an organizational perspective, Schermerhorn (1999) believed that leading is a process used to motivate and to influence others to work hard in order to realize and support organizational goals, while Hersey et al. (2010) believed that leadership influences individuals’ behaviour based on both individuals’ and organizational goals. Stoner, et. al., (2014) sees leadership as the process of directing and influencing the task-related activities of group members towards achieving the organizational goals. Leadership is therefore the capacity to inspire others to adopt corporate vision as their

primary priority and it entails seeing ahead and going ahead of others, and its baseline is information.

Okpara (2015) stated that leadership entails an unequal distribution of power between leader and group members. He argued that group members have power, but the leaders usually have more powers. Leaders are agent of change; persons who affect other people more than the other people's act affect them. Fry (2013) shared this view when he stated that leadership has a use of leading strategy to offer inspiring motives and to enhance the staff's potential for growth and development in the organization. From these positions, Leadership could be generally seen as an influence, the art or a process of influencing people so that they will strive willingly towards the achievement of group goals. It encompasses a process of exerting positive influence over other persons. Koontz et al (2013) averred that leadership is the ability of a manager to influence subordinates to work with zeal and confidence; zeal reflects order, earnestness and intensity in the execution of work; confidence reflects experience and technical ability.

The foregoing notions imply that Leadership is a social process in which one person or group of persons in an organised group harnesses the knowledge, skills and motivation of the other members in the attainment of the group goals. This process implies the consent-willing or grudging- of the group. According Okpara (2015), leadership is an important aspect of management. The ability to lead effectively is one of the keys to being an effective manager. This position was backed by Lussier et al (2017) when they posited that leadership is the influencing process of leaders and followers to achieve organizational objectives through change.

Leadership is complex, comprising many definitions and qualities (Grimm, 2010). Porter- O'Grady (2003) defined leadership as a multifaceted process of identifying a goal, motivating other people to act and providing the support and motivation to achieve mutually negotiated goals (Porter-O'Grady & Malloch, 2003). In today's growing competitive global markets, organisations have somewhat shifted towards increased use of teamwork to leverage knowledge, resources and information (Gordon, 2002; Jaca, Viles, Tanco, Mateo, & Santos, 2013). Organisations must have the ability to adapt to the changing market environment to continue to operate and compete with other organisations around the world and therefore leadership plays an important role. According to Callanan (2014), the idea of distributing power among all of the individuals rather than the leader hoarding all the power is more pertinent today (Callanan, 2014). The concept of leaders sharing and distributing power with followers can be difficult to accept because it goes against many norms of the traditional workplace dynamic.

Traditionally, organisations have primarily utilised a hierarchical and vertical style of leadership where there is one central directive leader governing and enforcing control on a group of followers (Shane Wood & Fields, 2017). The leader's main job is to delegate daily tasks, provide the followers with guidance, set the rules and boundaries and coordinate daily activities. The followers just need to obey the instructions given by the leader and do not have any input in the decision making process, nor are they allowed to make any suggestions. During the height of the Renaissance, the Italian historian, Niccolo Machiavelli, who was also a philosopher and politician, greatly influenced the traditional hierarchical style of leadership. Machiavelli is well-known for saying that it is much safer for a leader to be feared than loved by one's followers as fear tends to command more respect, whereas those who are loved have a greater

propensity to be used. In Machiavelli's view, the purpose of a leader was to build and hoard power for an organisation to prosper and flourish (Callanan, 2014). This philosophy is completely the opposite of how organisations are run today where the importance of collaboration and cooperation amongst all staff is high on the agenda.

In modern organisations, greater diversity and a multitude of personalities comprise the overall make-up of a team, making the task of team leadership daunting. A leader's role is to elicit effective performance from others. This involves leading and influencing the development of shared values, vision and expectations to enhance their organisations' planned goals and overall effectiveness (Feather, 2013). Feather went further to say that successful organisations grow and develop their leaders by enhancing their self-awareness, self-management, social awareness and social skills. This will improve their emotional intelligence (Feather, 2018). Walton defined emotional intelligence as the ability to manage the effect of one's own emotions in relationships with others (Walton, 2012). Goleman (2011) noted that leaders need to first be aware of their own emotions if they want to understand the emotion of others and stated that effective leaders need to have emotional intelligence (Goleman et al., 2012).

### **Leadership styles**

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. The term Leadership has long being of existence among people and it has so many interpretations; it has been defined in terms of traits, behaviours, influence, interaction, patterns, role, relationships, and occupation of an administrative position. Leadership has also been seen as a dynamic process in a group where one individual influences the others to

contribute voluntarily to the achievement of group tasks in a given situation.

The topic of leadership has generated excitement and interest since ancient times. Conventionally, when people think about leadership, images come to mind of powerful dynamic individuals who command victorious armies, shape the events of nations, develop religions, or direct corporate empires (Lussier, et al, 2017). However, there was sharp interest from the 20th century as researchers attempted to scientifically generate answers to many questions surrounding the mystery of leadership. Leadership today, is increasingly associated with the concept of team work, getting along with other people, stimulating and creating a vision which others can identify rather than command and control.

Leadership, like other business terms, has no singular definition. This made Stogdill(2013) to posit that „there are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. The term leadership means different things to different people. Although no ultimate definition of leadership exists (Yukl, 2012), the majority of definitions of leadership reflect some basic elements, including “group”, “influence” and “goal” (Bryman, 2012).

From an organizational perspective, Schermerhorn (2018) believed that leading is a process used to motivate and to influence others to work hard in order to realize and support organizational goals, while Hersey et al. (2013) believed that leadership influences individuals“ behaviour based on both individuals“ and organizational goals. Stoner, et. al., (2018) sees leadership as the process of directing and influencing the task-related activities of group members towards achieving the organizational goals. Leadership is therefore the capacity to inspire others to adopt corporate vision as their primary priority and it entails seeing ahead and going ahead of others, and its baseline



is information.

In the context of leadership, Bianco-Mathis et al. (2012) claim that the most effective leaders embrace coaching as a way of being and align their coaching beliefs with action, honest communication, a vision and they relate to others in an open and authentic manner (Bianco-Mathis, Nabors, & Roman, 2012). They designate these leaders as „coaching leaders“, and claim that although traditional leaders have exerted direction, advice and coercion, coaching leaders rely on their ability to influence, teach and question.

Assertiveness and responsiveness, researchers claim, are the two most important dimensions in determining an individual's leadership style (Darling & Leffel, 2010). Assertiveness is defined as when an individual is direct or indirect in communicating with others, whereas responsiveness is seen as how the individual is able to express him or herself emotionally while in a team or group.

In today's competitive global environment, leaders need to manage their staff so that they are able to adapt to changing situations. Three leadership styles around decision making were formulated by Lewin et al. (2018), which were namely, autocratic also known as authoritarian, democratic also known as participative and laissez-faire, also known as delegative (Lewin, Lippitt, & White, 2018). According to Dessler and Starke (2014), the laissez-faire style attracts leaders who are comfortable with having minimum input in the decision making although they may still be responsible for the outcome of the decision made and it allows for the development of critical thinking skills as well as group problem solving (Dessler & Starke, 2014). According to Lewin however, in the absence of highly qualified and effective participants, the utilisation of this style leads to lack of control in productivity, increased costs, and failure to

meet deadlines (Lewin et al., 2009).

Leadership styles have evolved through various theoretical streams that have been developed over the years. As a result, many different types of leadership styles have surfaced which makes it very difficult for leaders to manage and use appropriate styles in the business world today.

Although leadership was considered as a way of influencing others by controlling the behaviour of a group or individuals, leadership styles have evolved and extended beyond influence to include motivation so that organisational goals are achieved (Caldwell & Dixon, 2010; House, Hanges, Javidan, Dorfman, & Gupta, 2014; Rosette & Tost, 2010). In contemporary research, the focus is on behaviours that result in leadership effectiveness (Jogulu, 2010).

Okpara (2015) stated that leadership entails an unequal distribution of power between leader and group members. He argued that group members have power, but the leaders usually have more powers. Leaders are agent of change; persons who affect other people more than the other people's act affect them. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 2013). Leadership style" is the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his or her colleagues and team members. This can be expressed in various ways including: what a leader says; how they say it; the example they set; their body language; and their general conduct and character( Arnander, 2013).

The role of leaders in today's organizations has changed and the success of any

organization relies on the leadership styles practiced by the leaders. According to Mintzberg (2011) true leaders engage others with their consideration and modesty because they involve themselves in what they are actually doing not for individual gains. Mullins (2013) defined leadership style as “the way in which the functions of leadership are carried out and the manner that a manager chooses to behave towards employee”. Leadership style is a form of cross situational behavioural consistency. It refers to the manner in which a leader interacts with his or her subordinates. Leadership styles are the approaches used to motivate followers. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. Leadership styles have evolved to become more democratic (Biddle, 2015). Leadership style is viewed as the combination of traits, characteristics, skills and behaviours that leaders use when interacting with their subordinates (Marturano & Gosling, 2018).

(Chandan, 2017) define leadership style is the ingredient of personality embodied in leader s that causes subordinates to follow them. (Okumbe, 2018) on the other hand defines leadership styles is particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls schools“ resources for the purpose of achievements educational goals and can accelerate the process of schools development or can demolish the progress of education (Oyedeji, 2018 & Adeyemi, 2014).As such, a leadership style occupies an important position in school management.

### **Authoritative leadership**

Authoritative leadership refers to a management style where the leader is in complete control. An authoritative leader is one who sets the goals, determines the processes and oversees all steps it takes to reach those goals with little or no input from team members. Authoritative leadership drives organizations and their employees toward common goals. These types of leaders work with employees at every step of their processes, leading and coaching them to success.

Authoritarian Leadership is a leadership style in which, without accepting participation, the authoritarian leader makes all the decisions themselves and delegates the tasks. This leader will check and punish their employees more severely and quickly. When the results are disappointing, or when the leader expects this to happen, the authoritarian leader will use his power to threaten sanctions such as dismissal so that undesirable behaviour can be prevented. Managers with an authoritarian leadership style exert a lot of negative influence on the employees and have an image of them that corresponds to the vision from McGregor's Theory X (Janse, (2018))

The authoritarian leader prefers to focus on results and tasks rather than on the employees who make the results possible. This supreme ruler assumes that employees have little ambition, prefer to avoid responsibility and only strive for individualist goals. This way of thinking ensures that the leader tolerates little feedback, does not enter into discussions and always maintains control. This leadership style is therefore often assessed as unpleasant, dominant and insensitive. The anti-social skills possessed by the authoritarian leader often lead to resistance among employees because they feel subordinate. The feedback this leader gives to their employees is

often negative, not very constructive and is sometimes accompanied by overt anger (Janse, (2018)

### **Affiliative Leadership Style**

The affiliative leadership style was first described in 2002 by Daniel Goleman, documenting it as one of the 6 primary leadership styles. It sees a leader who would promote harmony among his followers and would help solve problems and conflicts personally. Such a leader would also be adept at building teams to make sure his followers feel connected to one another. For the followers, they can expect to receive a lot of praises from this style, but unfortunately, poor performance could go unchecked. Goleman believed that this style of leadership would be most effective when staff morale is low because of stress, and there is a need for team building. When a department has to do some reorganization, for example, an affiliative leader can help followers with understanding how they would fit together into the new system.

This type of leader is a master at establishing positive relationships, and because followers will most likely adore him, they would be loyal, would share information and would have a high level trust, all of which help create a better office environment. An affiliative leader would also give frequent positive feedback to try to help everyone to be on the right track. Basically, this type of leader should be considered if an organization greatly needs a boost for morale and harmony, or if a previous event has incurred an atmosphere of mistrust within the group. As this type of leading people creates harmony, it means connections within the organization are also established. It is known as an extremely mutual leadership technique, as it focuses on the emotional over the work needs of followers and teams. When utilized perfectly, it

can prevent emotionally distressing instances and situations, such as negative feedback(Chris,2019)

According to chris (2019) the affiliative leadership style is often collaborated with visionary leadership and, as previously mentioned, is best used to get through stressful circumstances and to heal rifts. It is all about making staff members feel good, getting along with the management and embracing innovations for the betterment of a company. With regards to the leader, he should have the qualities that can help with becoming followed, where he has to give a lot of praises to resolve conflicts and issues regarding the management and the whole organizational system.

As this type of leadership is best for groups or organizations that are highly volatile and need reassurance, there can also be some kind of difficulties faced when implementing it. A good example is that poor employee performance would not be taken seriously. Also, leaders can make use of this approach only when necessary and should switch back to their primary authoritative method to prevent poor performance among staff members. And as this leadership style is all about the people, a leader should try to value his people and their emotions more than the organization's task and goals, which is a big risk for a business's bottom line. Leaders who follow this approach strive to keep their followers happy and to create harmony among themselves, leading by building strong emotional bonds and, therefore, reaping all critical benefits through a high level of loyalty, which means this style of leadership should mark positive effects on communication. Another value that it should manifest is that it should build trust among members using all the advantages necessary in the areas of high performance and innovation. Flexibility should also be observed, since leaders would adjust company rules for maturing adolescents, while not imposing

unnecessary strictures on how they get their job done. Basically, freedom is given to members in this leadership approach (Chris, 2019).

Affiliative Leadership is that kind of leadership that tend to connect Heart-To-Heart Chords. It is a binding type that glues together the humans. They create harmony and affiliation among fellow members and resolve the ongoing conflicts between them. He keeps them united and make sure to not to divide. The affiliative leader provides the opportunity to members to develop and polish their skills. They create Communication Bridge, and help members to understand each other and address the issues and minute disputes due to lack of mutualism and create good relationship among them( Riaz, 2019)

This type of leadership is acquires when the group members aren't inclusive. They is materialism prevailing and they have no feelings for each other or lack emotional attachment. The leader creates harmony and brotherhood. It is also needed when there is mismatch thinking of different group members and lack mutual understanding. While it makes workers feel appreciated, it could cause workers to slack off and feel they can get away with unfavourable behaviour( Riaz,2019 ).

### **Democratic Leadership Style**

The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic manager keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision. Democratic leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and

respond with cooperation, team spirit, and high morale. Typically the democratic leader:

- Develops plans to help employees evaluate their own performance .
- Allows employees to establish goals.
- Encourages employees to grow on the job and be promoted
- Recognizes and encourages achievement.
- Like the other styles, the democratic style is not always appropriate.
- It is most successful when used with highly skilled or experienced employees or when implementing operational changes or resolving individual or group problems.

Democratic leadership is one of the positive leadership styles which is about the leader who has the authority to make the final decision of the group, while the team is involved in the decision-making process to determine what needs to be done and how it should be done (Woods, 2014).

The team equality and free flow of ideas are encouraged with the guidance and control of the leader. For this reason, the democratic leadership is also known as shared leadership or participative leadership (Starrat, 2011). This means that this kind of leader gives employees or team members a chance contributing to the decisions that are made and being a part of the group. The chance leads to higher effectiveness or productivity and group morale (Bhatti et al., 2012). The trivet of the democratic leadership has three critic points. First of all, there must be encouraged employees who even know the leader retains the final say over decisions, but share their ideas or opinions. Secondly, the employees with democratic leader feel more engaged in the process of the organization. Lastly, the creativity is encouraged and rewarded among



employees, even though there is a leader who decides the situation or solves problem eventually (Gastil, 2014).

The democratic leadership literature focuses the benefits of democratic leadership as well as drawbacks of it. If the situations are unclear or operations are under a deadline, there may be some kind of communication failures which cause the uncompleted tasks (Rosenbaum and Rosenbaum, 2014). On the other hand, this kind of leadership needs the qualified employees to get decision-making process efficiency. Also, the satisfaction of the employees is mostly due to the participant level which is determined by the leader's initiative (Scontrino, 2012). On the contrary, democratic leadership is suitable for lots of organizations which have an effective communication network to help to contribute. According to Foels et al., (2012) that the democratic leadership is more satisfied than groups experiencing autocratic leadership as a result of the meta-analytic integration of their research. House and Mitchell (as reported in Oyetunyi, 2016) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behaviour;

### **Directive Style**

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2016).

### **Supportive Style**

Supportive leadership style is more of a relationship-oriented style. It requires the

leader to be approachable and friendly. He/she displays concern for the well being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2016)

### **Participative Style**

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2013).

Consultative Styles The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organisation, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Owens, 2017).

Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brownwell 2015). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje 2016).

In this style, the leader sets challenging but achievable goals for the subordinates.

He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behaviour. This style works well with achievement-oriented subordinates (Lussier & Achua, 2015).

### **Coaching**

The literature offers numerous different definitions of the term “Coaching” and this is mainly due to the fact that no universal definition exists which has resulted in various definitions used for various practices. According to Cox et al. (2014), coaching is a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for benefit of the coachee and potentially for other stakeholders (Cox et al., 2014).

According to Kilburg (2016), coaching is when a relationship is formed between a client who has managerial authority and responsibility in an organisation and a consultant who uses a wide variety of techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organisation within a formally defined coaching agreement (Kilburg, 2016).

Zeus and Skiffington (2015) highlight three characteristics of coaching:

1. Coaching is a conversation between coach and coachees where the coach plays a supporting role and allows coaches to focus on what they know
2. Secondly, coaching is focused on learning. The intended outcome is for the

employee to be able to self-correct their behaviour and generate their own responses and solutions to problems.

3. Thirdly, coaching is about asking the correct questions and not providing the answers.

Hall, Otazo & Hollenbeck (2015) saw coaching as a “practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organizational issues or change initiatives” (Hall, Otazo, & Hollenbeck, 2013).

Grant (2016), states that coaching is focused on both the personal and professional lives of employees. He refers to coaching as collaborative, individualised, solution-focused, results orientated, systematic, stretching and also adds that coaching can enable self-directed learning (Grant, 2016).

It is interesting to note that there are a number of variations of coaching, but according to Grant (2018), the most well-known forms of coaching are executive coaching, life coaching and business coaching (Grant, 2018).

### **Executive Coaching**

Executive coaching takes place in organisations when the services of an external executive coach is requested with the aim to meet periodically with senior management to discuss various work related issues including learning and development. Ideally, corporate leadership development initiatives should include executive coaching which could either be the core of such programs or alternatively can be used as content or in-depth development training. According to Thach and

Heinselman (2019), there are three major types of executive coaching, namely, feedback coaching, in-depth development coaching and content coaching (Thach & Heinselman, 2009). Each of these is implemented in a different manner, as explained below:

### **Feedback Coaching**

Feedback Coaching is when a leader is given feedback on specific issues by the coach. The coach assists the leader to create a development plan around specific issues. There are usually several follow-up conversations between coach and leader (Thach & Heinselman, 2019).

### **In-depth Development Coaching**

This type of coaching entails in-depth data collection by the coach about the executive. The coach uses a number of assessment instruments and in addition, conducts face-to-face interviews with peers, subordinates, managers, customers, suppliers and in some instances, family members. Feedback to the executive usually lasts up to two days and is usually an intense face-to-face interaction (Thach & Heinselman, 2019).

### **Content Coaching**

Content coaching involves providing leaders with knowledge and skills in a specific content area. The duration of the coaching depends on the issue at hand. One finds that the coach is an expert on the type of content that is discussed (Thach & Heinselman, 1999).

### **Life Coaching**

Life coach inspires clients to find the right balance, enjoyment and meaning in their

lives (Mumford, 2009). A life coach assists the executive to take the time to question and challenge their own assumptions, helps them to focus on what their life is really about rather than what they or others think it should be. In this way, it allows them to find a balance, enjoy themselves more and work out what life actually means for them.

### **Business Coaching**

Business coaching focuses on skill development of the client which is required to achieve business outcomes, rather than on the personal or career goals of the person being coached. Business coaching differs from traditional training in that it is process rather than curriculum or content based and it occurs in the workplace and through work. The development of business coaching as both an industry and as different sets of practice represents a response to an overall shift away from the traditions of formal learning that occur outside the workplace to methods of learning that are more informally focused within the workplace and diffusely embedded in real-time practices (Clegg, Rhodes, Kornberger, & Stilin, 2015). A definition of coaching that is more appropriate for this research as it mainly refers to the roles of a Manager as a coach is one by Whitmore (2010). Whitmore refers to coaching as a way of managing, a way of treating people, a way of thinking and a way of being (Whitmore, 2010).

### **Head Teachers Role Leadership Role In Schools**

Ramsey (2019) contends that, in an organisation like the school, students and staff tend to live up to the image of the headteacher; because no school is high performing without an effective and efficient headteacher; he is the gospel that his/her staff and pupils read, a model of behaviour and work attitude to be copied by all. It implies that the headteacher is therefore expected to accept responsibility for whatever pupils and

staff do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning. Wilmore (2012) states that headteachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. According to Hargreaves and Fink (2013), the headteachers' tasks are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens. These scholars opine that the leadership role complements the functional role. The former aims at successful implementation of the latter. The leadership role largely comprises personnel management (both students and teachers) and decision-making. Against this background, headteachers in Botswana are responsible for checking the schemes and records of work, measuring the efficiency of instruction, conducting staff meetings, visiting classrooms and teachers' work rooms, adjusting pupils' activities, appraising teachers and giving teachers instruction on appropriate teaching methods, etc. (Isaiah, 2019).

In a similar view with Hargreaves and Fink (2013), Freiberg and Stein (2018) compares sustaining or improving school climate to tending a garden that requires continuous effort to retain its beauty. Continuous effort by implication involves motivation, evaluation and feedback and staff development.

### **Motivation**

Benton (2015) states that the need for security, sense of belonging and recognition goes a long way in determining a worker's attitudes and level of performance. This scholar points out that leaders also recognize that individual needs are most of the time satisfied better with recognition and support than with money. This underscores

the need for the headteacher to make use of praise to motivate the staff. Asworth (2015) opine that headteachers have great opportunity to use the emotion (which already exists in the school) in a constructive way to energize teachers, pupils and parents and maximize motivation, getting them to be personally engaged in school activities in pursuit of school goals. Therefore, as a motivator, the headteacher needs to consistently acknowledge and praise the performance of teachers, pupils and parents. This, to some extent, would motivate them and therefore enhance their participation and performance in school. A school community with high level of motivation is fun to work in; it can accomplish unthinkable tasks and undoubtedly maintains a positive climate (Steffy, 2018).

### **Evaluation and Feedback**

Steffy (2018) points out that the purpose of evaluating teachers should be to provide them with feedback on their performance. Thus, evaluation should not be seen as an end but rather as a means to an end. In order to maintain a positive climate, the headteacher needs to evaluate teachers' performance from time to time to enhance effective teaching. Evaluation is as important as giving feedback. Steffy argues that no feedback means no recognition and no recognition means no reward and this according to her could lead to discouragement and frustration. On the same note, feedback according to Hill (2017) emphasises not only the act of, but also how it is given. He explains further that it builds confidence and competence in teachers when it is given in an appropriate way, workers will value it, and thus, their strength and contributions are enhanced. Otherwise it disappoints and de-motivates them. Therefore, the headteacher needs to provide teachers with feedback in an appropriate manner to either encourage them to keep up the good work they are doing or to advise them to improve in one area or the other, this helps the headteacher to effectively



manage teachers' performance. Regular evaluation of teachers' work as a means of improving teaching fosters positive climate in schools.

### **Staff Development**

Schools are service organisations that are committed to teaching and learning, and because the goal of the school is student learning, it is imperative that schools should be learning organisations, places where both pupils and staff capacities to create and achieve are encouraged. Therefore, just as pupils increase in knowledge continuously, staffs also need to increase and renew their professional knowledge: learning and developing more effective and efficient ways to achieve school goals. Harris (2012) contends that staff development is critical to student progress and therefore school improvement. According to her, research findings show that successful schools encourage and facilitate the learning of both teachers and pupils. Thus, the quality of staff development and learning is pivotal to maintaining and enhancing the quality of teaching and learning. However, Cohen and Scheer (2013) point out that most professional development, from a teacher's view does not cater for the diverse needs of teacher. Cohen and Scheer (2013) concur that a teacher-centred development plan, which caters for the needs, interest and talents of teachers is central to improving performance in schools. This is why Speck and Knipe (2014) maintain that professional development plan should not be prescribed for teachers rather, teachers should have input in their professional development plans because they work directly with the pupils so, they are in the best position to understand pupils' needs. Besides, teachers are the recipients of professional development contents. DuFour and Eaker (2018) maintain that the purpose of staff development is to help teachers as individuals and as a team to become more effective in helping pupils achieve the intended results of their education. In essence, staff

development benefits both teachers and the school for the fact that teachers are learning for themselves and this makes them more effective teachers in class; that is, the passion to learn will spill over to their pupils, therefore pupils' enthusiasm will increase. Ubben et al. (2011) believe that it is the responsibilities of the headteacher to set conditions that will enable teachers reach their full potentials. Thus, it is the headteachers's responsibility to initiate and support staff development in schools.

### **Teamwork**

According to Cohen (2013), when teachers work as a team, they serve their customers better. In effect, when teachers share ideas and experiences with regard to teaching, learning and discipline, they are likely to be more effective and efficient in the classroom. Moreover, the findings of DuFour (2014) suggest that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficacy and professional commitment. In this respect, when teachers work together it benefits both the teachers and the pupils. For example, working as a team enables teachers to develop coordinated pupils' management strategies to address learning and behaviour problems. As a result, pupils with learning problems receive necessary assistance and those who are exhibiting discipline problems receive proper guidance with regard to acceptable behaviour. Besides, it increases teachers' competence in their job and it boosts the relationship among teachers. Thus, to a reasonable extent, working as a team enhances positive school climate. It is assumed that teachers are better able to work together as a group if they share common goals and if the school setting encourages it.

### **Studies on Leadership**

Researches on educational leadership have attracted the attention of many a people

leading to some amount of progress. Indeed, the amount of literature on leadership reflects a growing interest in the subject by various researchers and practitioners of leadership who are keen to investigate its different dimensions. Effective leadership is one that has been widely explored from various perspectives due to its close link with large profits in business organizations (Chemers, 2017). This has placed increasing demands upon educational organizations such as schools, to improve their effectiveness and efficiency (Abu-Duhou,2009; Bennett et al, 2011; Horner,2014) and has led to the notion that effective school leadership is key to school success, sustainable education reforms and organizational improvement (Blasé & Blasé, 2014).

Despite these studies and the vast amount of literature, much is yet to be explored about school leadership in developing countries in Africa, especially in countries like Ghana. Most of the research mentioned above is carried out in developed countries such as the United States, United Kingdom, Australia, New Zealand and some other European countries, and as observed by Dimmock and Walker (2012), it lacks contextual specificity and relevance as most of its findings are based mainly on Euro- centric or Anglo-American theories, values and beliefs. They argued that —although cross-fertilization of ideas and approaches is generally beneficial, there are dangers in failing to recognize that theory, practice and imported expertise may not readily apply across national and cultural boundaries ...(and that ) cross-cultural understanding may be usefully pursued through a comparative approach – one that allows administrative and leadership practices in different societies and cultures to be seen in relation to each otherl (Dimmock and Walker, 2012).

There are also questions about whether the heads and schools in developing countries such as Ghana would have the capacity and the needed resources to implement the

effective leadership practices identified in this research literature. This is because school leadership is very much a product of the socio-economic and political factors that are related to national and local context as well as the skills and attributes of individuals, and are very much influenced by the demands and expectations of the local school communities, most of which are changing over time (MacBeath and Riley, 2014). The economy and cultural constraints of developing countries can influence how principals approach their leadership roles and tasks in their schools.

However, despite the above arguments, there is also growing internationalization of education, reinforced by a belief that education models are transferable regardless of the context. This has shaped the thinking of policy-makers in both developed and developing countries, including Ghana. Therefore, in order to address it more appropriately for this study, the researcher will provide a thematic description of the leadership issues and experiences in these developed countries and where possible relate them to situations in Ghana.

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2015). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2013). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an

improvement in their livelihoods.

The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for national development. The straightforward linkage between the levels of educations is through the improvement of skilled labour, which in turn increases opportunities for well paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively.

In Uganda, formal education is based on seven years of primary and six years of secondary education. Vocational, technical and academic courses are offered through post primary education and training institutions. The education system, particularly secondary education, is still centrally managed by the Ministry of Education and Sport (MoES) whilst primary education is managed by local district administrations. Uganda has consistently developed its education system, since it returned to stable government. Gross enrolment rates in primary schools at present is over 100%, because both under age and over age pupils are enrolled as education is free. After the introduction of the policy of free Universal Primary Education (UPE), the enrolments in primary schools increased substantially. The number of learners graduating from grade seven is set to more than double by 2010 and the selection of learners into secondary schools is becoming very competitive. The goal is not only to increase equitable access, but also to improve quality and efficiency in the management of secondary schools. Mass participation will require new management approaches. Such policy reforms may need good leadership so that the government achieves its objective of access and quality education. The role and importance of secondary

education in national development is of utmost importance. Failure to expand access at secondary education level will undermine efforts to sustain UPE, and the achievement of the education related Millennium Development Goals (MDGs). Transition rates into the lower secondary level may fall unless access to lower secondary schooling is expanded (World Bank Report, 2018).

In addition, the competitiveness, especially in high value added and knowledge based sectors of the economy, depends on knowledge, skills and competences associated with abstract reasoning, analysis, language and communication skills and application of science and technology which are most efficiently acquired through secondary education schooling (Lewin, 2016). Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers, time on task, reducing repetition and improving accountability (Nsubuga, 2013). Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2016).

### **Leadership and School Performance**

Much of the success of school leaders in building high performance depends on how well these leaders interact with the larger social and organizational context in which they find themselves. Hallinger and Heck (2018) labelled some categories of leader practice as “purpose”, “people” and “structures and social system”. This implies that leaders should always state their goals and objectives clearly devoid of ambiguities employ well qualified human resources who would be able to help accomplish the

stated goals and objectives of the institution.

The structure and social system has to do with the infrastructural facilities and cultural activities of the organization. To succeed as a leader, there is the need to have adequate structures that will assist the human resources work efficiently towards the realization of the institution's mission and vision. Leaders also need to familiarise themselves with the socio-cultural activities of the institution. This is to help them to fully appreciate the true character of their subordinates and come out with best leadership traits to meet their leadership needs (Hallinger & Heck, 2014).

Conger and Kanungo (2018) refers to "visionary strategy", "efficacy-building strategies" and "context changing strategies." (Leithwood's, 2018) categories are "setting directions," "developing people" and "redesigning the organization". Evidence suggests that those leadership practices included in setting direction account for the largest proportion of a leader's impact.

This set of practices assist employees develop shared understandings about the institution and its activities, goals, purpose or vision people are motivated by goals which they find personally compelling, challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves. Leithwood et al. (2014) assert that often cited as helping set directions are such specific leadership practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Monitoring organizational performance and promoting effective communication throughout the organization also assist in the development of shared organizational purposes. It is therefore expedient for head teachers of JHS to identify and come out with a mission and vision statements which are compelling, challenging and achievable. They should

also motivate teachers; monitor their performances and comparing the performances with the mission and vision of the school to ascertain whether there is conformity or deviation. With this the school's staff (teaching and non-teaching) would be motivated to give up their best, consequently, promoting high performance. Evidence collected in both school and non-school organizations about the contribution of this set of practices to leaders' effects is substantial. While clear and compelling organizational directions contribute significantly to members' work-related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions. The educational implication is that, after showing and telling the teachers what is expected of them towards the achievement of the school's mission and vision, there is the need to encourage and see to it that those who qualify to go for further studies are given the opportunity to do so. Newly posted teachers should be given induction course especially the nonprofessional ones should be taught how to prepare lesson notes as well as the dos and don'ts in the instructional session. These would help build their capacities as teachers. By developing the intellectual self of teachers implies that they will perform creditably towards the accomplishment of the school goals (Leithwood et al., 2014).

The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators' good intentions and actually prevent the use of effective practices. Through strengthening of school cultures, modifying organizational structures and building collaborative process, most educational leaders have succeeded in improving the performance of teachers, students as well as administrators (Leithwood, 2016). More-specific sets of



leadership practices significantly and positively influencing these direct experiences include, for example: offering intellectual stimulation, providing individualized support and providing appropriate models of best practices and beliefs considered fundamental to the organization Leithwood (2016) asserts that, one of Leadership practices that can improve school performance is the ability of leaders to develop people. The extent to which this is possible depends in part on leaders' knowledge of the "technical core" of schooling- what is required to improve the quality of teaching and learning. McColl-Knedy and Anderson, (2012) suggest that, emotional intelligence displayed, for instance, through a leader's personal attention to an employee and through the utilization of the employees' capabilities, uplifting the employees' enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance.

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2012).

Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2012). Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement Okumbe, (2018). Maicibi (2013) is of the view that, without appropriate leadership style, effective performance cannot be obtained in our schools settings. Even if the school

has all the required instructional materials and financial resources, it will be impossible to optimise their usage, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2014) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2013) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/headteacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of mutating followers to achieve goals (Shashkin & Sashkin, 2013).

This is supported by Lav (as reported in Shashkin, 2013) that good leadership commits to doing less and being more. Good performance in any secondary school should not only be considered less and being more. Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared mtowards the achievement of this shared vision. However, (Cole, 2012) defines

leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

### **Theories of Leadership**

To understand the concept of leadership better, several theories of leadership have been propounded. Robbins & Coulter, (2014) in their book entitled “managers as leaders” explained the following theories; trait theories, behavioural theories, transformational theories, transactional theories, contingency theories or situational theories among others. According to them, with trait theory, people inherit certain qualities or traits that make them effective leaders. The trait model of leadership is based on the characteristics of many leaders – that would differentiate leaders from non-leaders. Some of the traits studied included physical stature, appearance, social class, emotional stability, fluency of speech, and sociability. The seven traits shown to be associated with effective leadership are: drive, desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge and extraversion Robbins & Coulter, (2014). Effah, (2013) in his book entitled “leadership and academic institutions”; assumes that leaders are born not made and focuses attention on the person in the job rather than the job itself. Selecting leaders rather than training for leadership therefore assume greater importance than the trait approach to leadership.

### **Behavioural theory of leadership**

Behavioural theory of leadership does not seek inherent traits or capabilities rather; they look at what leaders actually do. A number of theories have been developed to explain leadership in terms of actual behavioural characteristics (Effah, 2013). The first of these was perhaps the one developed at Iowa state university which recognizes

three broad types of leadership styles: The Autocratic style described a leader who dictated work methods, made unilateral decisions and limited employees participation (Robbins & Coulter, 2014).

Nsubuga, (2013) in his thesis titled Analyzing the Leadership Styles and School Performance of Secondary Schools in Uganda explains that results from the Pearson Product Moment Correlation Coefficient indicated that the relationship between the autocratic leadership style and school performance from the teachers' questionnaires was -0.65 or -65%. This was interpreted as a strong negative relationship. This simply means that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates. The Democratic style described a leader who involved subordinates, delegated authority, encouraged participation and use feedback as an opportunity for coaching employees (Robbins & Coulter, 2014). Findings from the study titled Challenges in the Administration of Senior High Schools in the Kpeshie Sub Metro of the Accra Metropolitan Education Directorate Highlighted democratic and situational styles as being used by the administrators in the schools. The roles of administrators, more especially the institutional head came out strongly in the literature, as being crucial to a school's effectiveness.

Nsubuga, (2013) findings established that there is a positive moderate relationship between the democratic leadership style and student academic performance in secondary schools in Uganda (48%). The study revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers,

students and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

Finally, the Laissez-faire leadership style, described a leader who let the group make decisions and complete the work in whatever way it saw fit (Robbins & Coulter, 2014). One of the findings of Nsubuga, (2013) is that there is a very negative correlation between the laissez-faire leadership style and the school performance in secondary schools. This study indicated that headteachers who used the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez-faire leadership is not the best leadership style to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness. This is in agreement with MacDonald's (2017) study of laissez-faire leadership shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

Another and perhaps the most influential behaviour theory was the one conducted by researchers at the Ohio State University which categorized leadership behaviour into Consideration and initiating structure (Saal & Knight, 2015). Consideration was used to measure the extent to which leaders showed concern for the well-being of their subordinates, motivating and consulting them, and showing appreciation while initiating structure described the degree to which leaders were task-oriented,

organizing the job activity of their workers towards attainment of formal goals. A study at the University of Michigan also established two types of leadership behaviour: employee centered and job centered, very similar to the features of Ohio University's considerations and initiating structure (Saal & Knight, 2015).

The two researchers clearly spelt out the behaviour of some leaders at their respective institutions. Consideration/employee centred for instance shows that some leaders are always concerned with the wellbeing of their employees, involving them in decisions, coaching them on the job place so as to improve their performances. It is therefore expedient for head teacher in SHS to show concern and appreciation to teachers by not only motivating them through praises, financial rewards and opportunity for further studies but also they should be interested and attending personally their social occasions such as weddings, naming ceremonies, funerals etc. by so doing the teachers feel at home and see themselves as partners towards the accomplishment of the organization's vision and mission consequently leading to high performances.

On the other hand initiating structure/ task oriented leaders are interested in output of employees and not those who will assist in achieving the output. It is the opinion of the researcher that all head teachers should be interested in the quantity and quality of both the teachers and the results/ performance of the school. When both the students and the teachers are treated and well-motivated, they would assist in the attainment of good results/performance. Douglas McGregor as cited by (Effah, 2013) puts forward two suppositions to explain human nature and behaviour at work. He argues that, the style of management/leadership is a function of the manager/leaders attitude towards people and assumption about nature and behaviour. He labels the two suppositions as theory X and theory Y. Theory X is based on the assumption that, people dislike work

and will avoid it if they can and, therefore most people must be forced, controlled, directed and threatened with punishment to put out the right effort. Theory Y on the other hand is based on the assumptions that, people will exercise self-direction and self-control in working towards objectives to which they are committed and that given the right conditions, the average worker can learn to accept and to seek responsibility. Commitment to objectives is a function of rewards associated with achievements. The theories emphasise then significance of open administration, the use of sanctions, reward and incentives to influence human behaviour as well as the need to integrate individual and organisation's goals (Effah,2013).

It is therefore incumbent on all heads of SHSs to adopt open administration, motivate the staff through the use of money, verbal praises, material reward to the deserving staff and students and sanction the lazy and indiscipline subordinates. For instance a deviant teacher could be issued with a release letter to the GES Directorate for reposting after all effort to reform him proof futile or deny certain privileges such as promotion to a particular rank or grade. This may influence behaviour in the right direction.

### **Contingency leadership theory**

This theory holds that the most appropriate leadership qualities and actions vary from situation to situation. Effectiveness depends on leader, follower, and situational factors (Manning and Curtis, 2018). The success of the leader is a function of the various contingencies in the form of subordinate, task, and group variable. The effectiveness of a given pattern of leader behaviour is contingent upon the demand imposed by the situation (Effah, 2013). Some of the contingency leadership models are developed by Fidler model, the situational theory of Hersey and Blanchard and the

path gold theory presented by (Robbins, 2018).

Each of these theories places emphasis on some aspect of leadership behaviour. For instance, the cornerstone of Fiedler's theory is the extent to which the leader's style is relationship oriented or task oriented. A relationship oriented leader is concerned with people establishing mutual trust and respect and listens to employee needs, while a task-oriented leader focuses on task accomplishment, provides clear directions and sets performance standards (Draft, 2018). These relationships are similar to the consideration and initiating structure described under the behavioural theories. Other key elements that are emphasized in Fiedler's model which can either be favourable or unfavourable to a leader are: the structure of jobs or task, the power and the position of the leader, and the leader-member/worker relations. One major lesson from the contingency theory is that there is no one best way of leadership. Successful leadership depends upon a number of factors such as characteristics of the members of the group, the values, structure and type of organization as well the trait of the leader (Effah, 2013)

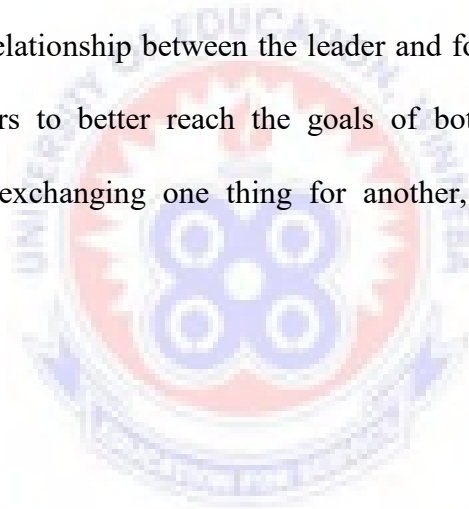
The educational implication is that every head teacher should note that possessing certain leadership traits only is not enough to be an effective leader. There is the need to know the dynamics of the members of the group you are going to work with, try to know their likes and dislikes, solicit funds to put up structures that will aid teaching and learning finally head teachers should note that there is no one best way of leading people. The success of every head teacher depends on countless of factors. This is the main reason why people with requisite leadership qualities should be made to head our SHSs if performance is to be expected.



### **Transformational-transactional leadership theory**

It is worth mentioning that leadership theory is transformational-transactional leadership (Robbins and Coulter, 2018). Many early leadership theories viewed leaders as transactional leaders- that is, leaders who lead primarily by using social exchanges (transactions). Transactional leaders guide or motivate followers to work towards established goals by exchanging rewards for their productivity. On the other hand a transformational leader stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins & Coulter, 2018).

According to (Manning and Curtis, 2018), transformational leaders focus on the potentiality of the relationship between the leader and followers. This leader taps the motives of followers to better reach the goals of both. In contrast, transactional leaders emphasize exchanging one thing for another, such as job for votes and rewards for favour.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Introduction

This chapter describes the procedures adopted in investigating into the relationship between the leadership role and staff performance in some selected technical institutions in the country. The description covers the research approach, study design, study area, population of the study, sample and sampling procedures, data collection, instrument, data preparation and analysis and ethical consideration

#### Research Approach

Based on the overall research objectives, the study was conducted within the framework of quantitative research approach. This approach was employed because it enabled the researcher to obtain the required information for the completion of this study. Quantitative research method is based on numerical data measurement of quantity or amount. Thus it is applicable to phenomena that can be expressed in terms of quantity.

#### Study Design

The research design to be used in this study is the descriptive sample survey. According to Aggarwal (2012) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. The descriptive sample survey will be deemed appropriate as attempts will be made by the researcher to describe some aspects of the population by selecting unbiased sample of individuals who will be asked to complete

questionnaires. The descriptive sample survey design will also be chosen because in considering the purpose of the study, the research questions and the magnitude of the target population, it will be the most appropriate design which will lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

### **Population**

Polit and Hungler (2017) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In the area of education, the constituency has 26 and over 40 Public and Private Basic schools respectively. There are 3 Private Senior High Schools. The schools in the constituency are located in two (2) circuits; Gbawe and Weija. The Public Basicschools in Weija-Gbawe Circuits, among six (6) other circuits were ranked first and second positions with 63.8% and 63.5% percentage passes respectively in the overall performance analysis of the 2017 Basic Education Certificate Examination (B.E.C.E). For this study, the target population consisted of all the 338 teachers and 26 head teacher in all the 26 basic schools in the Weija - Gbawe Municipality (Ghana Education Service, 2019). The choice of teachers was based on the fact that the variables under investigation are peculiar to them and no other party could provide the information.

### **Sample and Sampling Procedure**

A group chosen from a larger population with the aim of yielding information about this population as a whole is termed as sample. It is a miniature picture of the entire group or aggregate from which it has been taken (Gronn, 2018). It is a smaller representation of a larger whole. A good sample not only needs to be representative, it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics. To sample the head teachers and the teachers, a total number of twelve

(12) schools were selected from the Municipality. In each school, the head teacher and 13 other teachers were selected for the study. In all a total of 168 participants were sampled from the population of 338 teaching staff.

Purposive and simple random sampling methods were used in the sampling process. Twelve Headteachers were purposively sampled because they have adequate and in-depth knowledge of the issues under study. The schools and the teachers used for the study were selected through simple random sampling technique. This type of sampling gives all unit of the target population an equal chance of being selected. A list of all the schools in Weija- Gbawe Municipality was collected from the Municipal Education Officer in charge of Monitoring, Evaluation and Statistics. The schools were numbered on pieces of papers, folded, put in a container and a paper was selected at a time. The school was noted, the paper refolded and put back into the container. The process was repeated until twelve schools were selected. Once the 12 schools were selected, the headteachers were also automatically selected. The same procedure was used to select 13 teachers from each of the twelve sampled schools totalling 156.

### **Data Collection Instrument**

In order to investigate the Head teacher leadership style and the teachers performance both primary and secondary sources of data was used. Primary sources were from the headteachers and teachers since they are better exposed, experienced and have firsthand information regarding the issue under consideration. Secondary source of data shall be obtained from official reports, e-books, e- journals, publications, the internet and other documents. The researcher will supplement the data collection process with observations and informal interviews

The instrument used for data collection for this study was questionnaire. The idea in using the questionnaire is in line with that of Best and Khan (2013) when they posited that the questionnaire may serve as a most appropriate and useful data gathering device in a research project if properly constructed and administered because of its wider coverage. In view of this the research instruments were designed based on the available literature and the objectives of the study. The items on the questionnaire were predominantly the close-ended type which helped in avoiding irrelevant answers for the participants. However, opportunity was also given to respondents to write additional responses where necessary.

Apart from the biographic information domain, the rest of the questionnaires were categorized into four sections in consonance with five items. Section „B“ involved items on the academic background and personal qualities of the head of Basic schools in the Weija - Gbawe Municipality that are assumed to enhance leadership style. Section „C“ highlights the leadership styles demonstrated by heads of Basic schools in the Weija – Gbawe Municipality. Section „D“ looks at how the performance of staff relate to the leadership styles of the Head teacher. Section „E“ focuses on suggestions from the teachers on how to improve Head teacher’s leadership style. The respondents were asked to measure the statements by checking the spaces provided the responses as reflected their opinion based on a five Likert scale. The statements were arranged in descending order from 5 to 1 with '5' indicated strongly disagree and „1“ indicated strongly agree.

### **Reliability and Validity of Instrument**

A critical point in employing questionnaires, is for the researcher to ensure that it is “valid, unambiguous, and reliable” (Richards and Schmidt, 2002: 438). This is

because language is seriously a matter of concern especially in designing interview guides and questionnaires.

To ensure this, the researcher adopted series of procedures. First, the content of the instruments was validated through expert judgment method which sought to determine the appropriateness of research instruments, clarity and validity of questions in contains (Zikmund, 2015).

The instrument was given to the researcher's supervisor and two Measurement end Evaluation experts in addition to the research questions for validation. Per the assessment of the experts, the questionnaire was found to be appropriate to give valid results. To establish the reliability of the results, the instrument was pre-tested. Pre-testing provides researchers with the opportunity to self-correct design which lead to attaining reliability and rigour in the inquiry and analysis (Morse, Barrett, Mayan, Olson, & Spiers, 2016), leading to a great improvement in design and contents of the instruments, hence its reliability. Pre-test of the instrument was conducted at some selected Basic schools in the Ga South Municipal in the Greater Accra Region. This was purposely done to avoid the possible incidence of picking the same teachers for the main study. Besides, the conditions prevailing in Ga South Basic schools selected were similar to those for the main study. The reliability of the instrument was determined through the use of the Cronbach Alpha. The reliability co-efficient for the questionnaire was found to 075 after the analysis was done.

### **Data Collection Procedure**

With an introductory letter from the Department of Educational Foundations, permission was sought through the Municipal Director of Education for Weija-Gbawe to use both the headteachers and their teachers. The researcher visited the various schools and met with the teachers. The purpose of the study was explained to the participants and issues relating to the meeting explained. An agreed periods were fixed for data collection. The researcher met the participants and used the 'on-the-spot' method to administer the questionnaire to the participants. The researcher distributed 168 copies questionnaire to the head teachers and teachers. This strategy helped in the retrieving of all the administered questionnaire giving a 100% return rate.

### **Data Analysis**

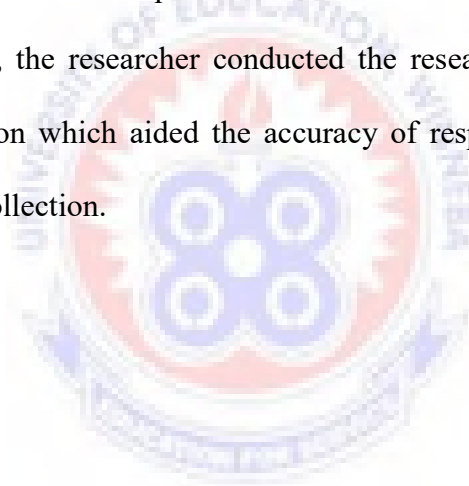
The responses to the various items were coded and transferred to a broadsheet taking cognizance of their serial numbers. For the purposes of analysis and discussion the five responses on the Likert scale were coded in descending order with „Strongly Disagree“ coded 5, „Disagree“ coded 4, „undecided“ coded 3 while „Agree“ had the code of 2 and „Strongly Agree“ had 1. Frequency count, percentages, mean and group means were used as the statistical tools for analysing and answering the research questions.

### **Ethical Consideration**

Ethics involves the researcher ensuring accordance with principles of conduct in addressing the question of right and wrong in research (Fraenkel and Wallen, 2016). In line with this, Pain (2018) indicated that observing, understanding and practice of ethics are socio-culturally and contextually determined so may not be shared by researcher and respondents.

First of all, letters of informed consent was sent to the various Heads of basic school

through the Municipal Director of Education explaining the purpose of the study and the duration of the study. Prior to the collection of data, the consent of respondents was sought verbally ensure they willingly participate in the study, and were briefed on the purpose of the study, as well as carefully explained the nature of the research. This is because, according to Kumar (2016) it will be unethical to gather data devoid of the consent and willingness of respondents. This ensured that respondents were given prior notice before the collection of the data guaranteeing them that the information collected will be treated with strict confidentiality. Also, the study ensured the standard of anonymity of respondents in all documents resulting from this study by not providing options on the questionnaires for information such as name of the respondents. Hence, the researcher conducted the research in an ethically accepted way without coercion which aided the accuracy of responses, rate of response and timeliness of data collection.





## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The main focus of this chapter was to present the results of the study and discuss the findings in relation to theoretical and empirical evidences. The results are also compared and contrasted with prior studies. Possible reasons are offered for any differences or similarities in the results of this study and prior studies. The results and discussions are limited to the influence leadership style of head teachers have on the performance of the teachers in Junior High Schools in the Weija-Gbawe Municipality. The implications of the findings are also presented in this chapter. The chapter is specifically presented in the following order: the general data characteristics and discussions of the specific objectives. Since the questionnaire return rate was 168 (100%), the findings of this study are based on these responses. This is in line with the observation of Mugenda and Mugenda (2003), which indicated that a response of 50% is adequate for analysis and reporting. A rate of 60% is good and response rate of 70% and above is excellent.

#### Background Information

**Table 1: Sex Distribution of Respondents**

Sex	Frequency	Percentage
Male	128	76.2
Female	40	23.8
<b>Total</b>	<b>141</b>	<b>100</b>

**Source: Field data (2020)**

Data from Table 1 show that out of 168 participants selected for the study majority of them 128(76.2%) were males whilst 40(23.8%) were females. It is observed that teachers selected from the basicschools in the Weija-Gbawe Municipality for this study are dominated by males.

**Table 2 :Highest Academic Qualification of Respondents**

Qualification	Frequency	Percent
Master of Education	25	14.9
Master of Business Administration	25	14.9
Bachelor of Education	110	65.4
Bachelor of Science	3	1.8
Diploma	5	3.0
Total	168	100.0

**Source: Field survey (2020)**

Results from Table 2 show that 110(65.4%) of the respondents used for the study are holders of bachelor of education degree, 25(14.9%) each were master's degree holders in Education and business administration. Five (3%) of the participants were diploma certificate holders with the rest 3(1.8%) holding bachelor of science certificate. This observation indicate that all the participants selected for the study meet the minimum requirement (Diploma) for teaching at the basic education level in Ghana.

**Table 3 : Number of Years of Teaching Experience**

Year of teaching	Frequency	Percent
1-5	59	35.1
6-10	32	19.0
11-15	34	20.2
16-20	26	15.5
21-30	9	5.4
31 and above	8	4.8
Total	168	100

**Source: Field Survey, (2020)**

Results from Table 3 show that out of the total participants of 168 used for the study, 59(35.1%) has spent 1-5 years on the field of teaching, 34 (20.2%) had spent 11-15 years whilst 32 (19%) had gained 6-10 teaching experience. Further, it is observed that 26 (15.5%) had spent 16-20 years on the field of teaching, 9 (5.4%) teaching experience whilst rest 8(4.8%) had taught for at least 31 years. It can be concluded that quite a number of the teachers selected for the study are relatively new in the teaching profession as far as basic school is concerned.

**Table 4: Distribution of Respondents by Age**

Age	Frequency	Valid percent
18-24	9	5.4
25-30	28	16.6
31-40	46	27.4
41-50	62	36.9
51-above	23	13.7
Total	168	100

**Source: Field data (2020)**

Results from Table 4 show that most of the teachers 62(36.9%) fall in the age bracket of 41-50 years, 46(27.4%) are in the 31-40 years age category whilst 28(16.6%) of the teachers are aged 25-30 years. Again, 23 (13.7%) of the teachers are at least 51 years old whilst the rest 9(5.4%) are in the 18-24 years age range. From the analysis it was established that the majority of teachers in the basic schools in the Weija-Gbawe Municipality are within the age range of 41-50 years suggesting more experience teachers. From the table it is also observed that relatively younger teachers were the least of the teaching staff list of the JHS in the Weija-Gbawe Municipality. But, in all, the ages of the respondents were fairly distributed.

It can be concluded from the findings in Tables 1 to 4 that the respondents selected for this study are all qualified and competent enough to give critical assessment of the influence of leadership style on performance of teaching staff.

### **Answering of Research Questions**

Research Question One : *To what extent does the academic background characteristics of the head of Basic schools in the Weija Gbawe enhance leadership style?*

The first research question sought to examine the academic background and personal qualities of Heads of JHS to determine its effectiveness as perceived by teachers in the schools. According to Jacques and Clement (1991), a leader can carry others in a direction through competency and commitment. Thus assessing the head teachers' background will inform the researcher how effective his/her leadership will be (Sigilai & Bett, 2013). This question was answered using the first four items found on section B on both teacher's and headteachers' questionnaire. The items were scored as 5 = Strongly Agree, 4 = Agree, 3 = Not Sure, 2 = Disagree, 1 = Strongly Disagree.

Distribution of the responses are shown in Table 5.

**Table 5: *Qualification of Head teachers Expected by Respondents***

Statement	Frequenc					Total	Mean
	SD	D	NS	A	SA		
Has a Master degree	10(6)	15(8.9)	24(14.2)	93(55.4)	26(15.5)	168(100)	3.6
Has a degree	0	8(4.8)	0	91(54.2)	69(41)	168(100)	4.0
Has taught more than ten years	0	10(6%)	5(3%)	62(36.9)	91(54.1)	168(100)	4.2
Has received further training in educational	0	0	10(6%)	58(34.5)	100(59.5)	168(100)	4.3

**Source: Field survey, (2020)**

\*percentages in parenthesis

Data from Table 5 show that as many 160 (95.2%), 158 (92.9%), 153 (91%) 119 (70.9%) of the respondents agreed that having the first degree, being trained in educational administration, having taught for at least ten years as well as being a holder of second degree should be the qualification of the headteachers in the basic schools in Weija-Gbawe Municipality. Again, comparing the individual item mean to the cut-off point of 3.5 it is inferred that all the stated criteria are worthy of consideration for headteachers. This finding suggest that being a headteacher goes with the best and desired qualification so that one can blend theory and practice to its fullest in administration and management of the various resources for desired results. This observation supports the earlier findings of Salfi, Hussain and Virk (2014) which posited that the qualification of the head in any educational institution should not be watered down but should reflect the nature of work to be done and results expected thereof. They concluded that having the highest degree coupled with other relevant experience with which to manage human and material resources have the power to turn things round for better..

**Research Question Two :** *To what extent does the academic background and personal qualities of the head of Basicschools in the Weija Gbawe enhance leadership style?*

The second research question sought to examine the personal qualities of Heads of JHS to determine its effectiveness as perceived by teachers in the schools. In answering this question items 5, 6, 7, 8, 9, 10 and 11 found at section of the questionnaire for both the head teachers and teachers were used. According to Jacques and Clement (1991), a leader can carry others in a direction through competency and commitment. Thus assessing the head teachers' qualities will inform the researcher how effective such a leader will be (Sigilai & Bett, 2013). The items were scored as 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree, 1=Strongly Disagree. Distribution of the responses are shown in Table 6.

**Table 6: Personal Qualities of Head teachers Expected by Respondents**

Statement	Frequenc					Total	Mean
	SD	D	NS	A	SA		
Should be healthy	0	0	*10(6)	70(41.7)	88(52.4)	168(100%)	4.1
Has sound mental health	0	0	10(6)	80(37%)	78(46.4)	168(100%)	3.8
Neat in appearance	0	0	15(8.9)	73(43.5)	80(47.6)	168(100)	4.2
Can be trusted in dealing with	0	0	27(16.1)	75(44.6)	66(39.3)	168(100%)	4.1
Able to mix well with peers and subordinates	0	0	27(16.1)	80(47.6)	61(36.3)	168(100%)	4.0
Courageous in facing problems	0	0	15(8.9)	85(50.6)	68(40.5)	168(100%)	4.0
Capable of settling disputes between	0	0	15(8.9)	89(53)	64(38.1)	168(100%)	4.0

**Source: Field survey, (2020)**

\*percentages in parenthesis

Results as shown in Table 6 indicate that out of 168 participants selected for the study, between 141 (83.9%) and 158 (94.1%) respondents agreed to the fact that headteachers of basic schools in Weija-Gbawe Municipality should have excellent personal qualities. These qualities should include healthy and neat appearance, sound mental health and should command trust. Such headteachers should also be able to bring everybody onboard during decision making process, be courageous and should be capable to resolving disputes whatsoever the case may be. Comparing the individual item means to a cut-off point of 3.5, it can be inferred from the results that all the participants share the same opinion on the personal qualities the headteachers should possess. This finding goes to confirm that Commonwealth Secretariat (1993) study which concluded among other things that an effective head of school should have up to date knowledge in skills including ability to initiate and bring everybody onboard for smooth management of resources.

This finding further collaborate the earlier study results of Stogdill (1974) which among other things posited that leadership is a relationship with a group of people and so leaders should have good rapport with subordinates in order to promote group integration.

**Research Question Three:** *What leadership styles are demonstrated by heads of Basic schools in the Weija-Gbawe?*

Research question three was posed to elicit responses from respondents on the leadership style demonstrated by the headteachers in the basic schools in Weija-Gbawe Municipality. Items found at section of the questionnaire were used to answer the research question. The results are shown in Table 7. The assessment of leadership styles of head teachers in accordance with the styles postulated in the study by Heresy and Blanchard (1998).

**Table 7: Head teachers' leadership Style Demonstrated as Perceived by Teachers**

Statement	Frequency					Total	Mean
	SD	D	NS	A	SA		
Give specific instructions to teachers to follow	5(3)	15(8.9)	32(19)	60(35.7)	56(33.3)	168(100)	3.3
Make decisions and pursue teachers to accept them	8(4.8)	5(3)	30(17.9)	90(53.4)	25(14.9)	168(100)	3.1
Share ideas and facilitate decision making	4(2.4)	16(9.5)	32(19)	70(41.6)	46(27.4)	168(100)	4.2
Permit teachers to accomplish task within limit defined by the head	7(4.2)	4(2.4)	22(13.1)	82(48.8)	43(25.6)	168(100)	4.1

Source: Field Survey, 2020

\*percentages in parenthesis

Results from Table 7 show that all the leadership styles are adopted by different headteachers (Heresy and Blanchard, 1998). From the Table 7, 116 (69%) of the respondents were of the view that the headteacher should give specific instruction for the subordinates to follow, 115 (68.3%) of claimed that there are other leadership style that will make decision, explain to the subordinates and pursue them to accept it (Gewirtz , 2002). Yet 116 (69%) also claimed that some of the headteachers share and facilitate ideas in making decisions whilst 107 (74.4%) were of the view that some of the headteachers will allow teachers to accomplish the given tasks within certain limits. The responses from these participants suggest that all the leadership



styles were at play among the headteachers in the various basic schools in the Weija-Gbawe Municipality.

These findings confirm a study by Nsubuga (2008) who reported that Head teachers in some selected secondary schools in Uganda use these type of leadership style at the various stages of their administration. The results went to say that some of the leadership explain and persuade subordinates to accept them in relation to their tasks and decision making thus confirming (MacDonald (2007) and Omeke and Onah (2011). In the case of a leadership style which results in a motivated atmosphere and feeling of self-worth among the teachers will yield a better performance whatsoever confirming the findings of (Iqba, 2010 and Nsubuga, 2008. The results as found above confirm other studies results (Sashkin & Sashkin, 2003; Dinham, 2005; Townsend, 2007; Lydiah & Nasongo, 2009; Salfi, Hussain & Virk, 2014).

**Research Question Four :** *What is the relationship between the leadership style of head teachers and the performance of teaching staff?*

The research question sought to investigate the relationship between head teachers' leadership styles and teacher performance in basicschool in the Weija - Gbawe Municipality. Items found on section B of the questionnaire were used to answer this research question. Pearson correlation coefficient was used and the interpretation of results was based on Devore and Peck's (1993) recommendation that in assessing resultant correlation coefficients, coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5 but less than 0.8 represent a moderate relationship, and coefficients greater than 0.8 represent a strong relationship. The results are shown in Table 8.

**Table 8: Correlation Between Headteachers' Leadership Style and Performance**

<b>Variables</b>	<b>Autocratic leadership style</b>	<b>Selling leadership style</b>	<b>Participatory leadership style</b>	<b>Delegating leadership style</b>
of work for each term	(.00)	(.60)	(.77)	(.00)
Complete my scheme of work for each Term	.31** (.00)	.05 (.53)	.13 (.13)	.34** (.00)
Punctual at school and classes	.23** (.01)	-.12 (.16)	-.02 (.86)	.16 (.06)
Give homework regularly Attend meetings regularly and on time	-.05 (.59)	-.20* (.02)	-.04 (.61)	-.09 (.32)
Participate in extra curricula activities	.04 (.68)	-.05 (.58)	.19* (.02)	.10 (.25)
Able to meet deadlines	-.09 (.28)	-.20* (.02)	-.02 (.85)	.23** (.03)
Overall performance	-.01 (.96)	-.13 (.14)	-.02 (.78)	.23** (.01)
	.31** <b>(.00)</b>	.05 <b>(.53)</b>	.13 <b>(.13)</b>	.34** <b>(.00)</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed). p values in brackets

The Pearson correlation results in Table 10 revealed a relatively weak but significant positive relationship between teachers making scheme of work for each term and the autocratic ( $r = .26$ ,  $p = .00$ , 2-tailed) and delegating ( $r = .21$ ,  $p = .00$ , 2-tailed) leadership styles. With respect to selling ( $r = .04$ ,  $p = .60$ , 2-tailed) and participatory ( $r = .03$ ,  $p = .77$ , 2-tailed) leadership styles there was a weak positive relationship that was not significant. The analysis also show that there is a relatively weak but significant positive relationship between teachers ability to complete their scheme of work for each term and the autocratic ( $r = .31$ ,  $p = .00$ , 2-tailed) and the delegating ( $r = .34$ ,  $p = .00$ , 2-tailed) leadership styles. There was a weak positive relationship between teaches ability to complete their scheme of work in each term and the selling ( $r = .05$ ,  $p = .53$ , 2-tailed) and the participatory ( $r = .13$ ,  $p = .13$ , 2-tailed) leadership styles but was not significant statistically.

In terms of teachers punctuality to school and classes there was a weak but a significant positive relationship between the autocratic ( $r = .23$ ,  $p = .01$ , 2-tailed) leadership style. There was however, an insignificant weak and negative relationship between punctuality and selling ( $r = -.12$ ,  $p = .16$ , 2-tailed) and participatory ( $r = -.02$ ,  $p = .86$ , 2-tailed) leadership styles. With respect to delegating ( $r = .16$ ,  $p = .06$ , 2-tailed) the relationship was weak and positive and also not significant. The correlation results also showed a significant but weak and negative relationship between teachers ability to give homework regularly and selling ( $r = -.20$ ,  $p = .02$ , 2-tailed) leadership style. The relationship was also insignificant, weak and negative between the autocratic ( $r = -.05$ ,  $p = .59$ , 2-tailed), participatory ( $r = -.04$ ,  $p = .$ , 2-tailed) and delegating ( $r = -.09$ ,  $p = .32$ , 2-tailed) leadership styles.

There was a significant weak and positive relationship between teachers attending

meetings regularly and on time and the participatory ( $r = .19$ ,  $p = .02$ , 2-tailed) leadership styles of head teachers. There was also an insignificant, weak and positive relationship between the autocratic ( $r = .04$ ,  $p = .67$ , 2-tailed) and delegating ( $r = .10$ ,  $p = .25$ , 2-tailed) leadership styles. The result again showed an insignificant, weak and negative relationship between the selling ( $r = -.05$ ,  $p = .58$ , 2-tailed) leadership style. With regards to teachers participating in extra curricula activities the result showed that there is a significant but weak negative relationship between selling ( $r = -.20$ ,  $p = .02$ , 2-tailed) and weak and positive relationship between delegating ( $r = .19$ ,  $p = .03$ , 2-tailed) leadership styles. The autocratic ( $r = -.09$ ,  $p = .28$ , 2-tailed) and participatory ( $r = -.02$ ,  $p = .85$ , 2-tailed) leadership styles were weak and negatively related and also not significant. In terms of teachers ability to meet deadlines the result showed that there is a weak but a significant positive relationship between the delegating ( $r = .23$ ,  $p = .01$ , 2-tailed) leadership style. The rest, that is autocratic ( $r = -.01$ ,  $p = .96$ , 2-tailed), selling ( $r = -.13$ ,  $p = .14$ , 2-tailed) and participatory ( $r = -.02$ ,  $p = .78$ , 2-tailed) leadership styles were weak and negatively related and also not significant. The correlation results between the overall teacher performance and the leadership styles showed that there is a weak but significant positive relationship between the delegating ( $r = .34$ ,  $p = .00$ , 2-tailed) leadership style.

This finding was however, contrary to studies by Nsubuga (2008), MacDonald (2007) and Nthumi (2012). They further posit that this leadership style does not enhance performance but rather leads to demotivation and unproductive attitudes among others.

The autocratic ( $r = .31$ ,  $p = .00$ , 2-tailed) leadership style was also weak and positively

related with overall teacher performance and significant at 0.00 level of significance. The result was also consistent with Adeyemi (2010). This finding was however, contrary to the findings made by Sigilai & Bett (2013) and Machuru & Kaitila (2014). The finding of this study indicating significant relationship between autocratic leadership style and teachers' work performance shows that in certain situations, the more authoritarian a leader is, the more effective the subordinates. This implies that many teachers need to be coerced by their heads before they could improve on their work performance. The correlation result also indicated a weak and insignificant positive relationship between selling ( $r = .05$ ,  $p = .53$ , 2-tailed) and participatory ( $r = .13$ ,  $p = .13$ , 2-tailed) leadership styles.

**Research Question Five:** *What are the measures to be employed to improve headteachers' leadership Style?*

The purpose of this research question was to explore measures to be taken to ensure improvement in the leadership styles adopted by the headteachers in the schools selected for the study. In answering this research questions, open ended responses provided on section B of the questionnaire were used. The results are shown in Table 9.

**Table 9: Measures for Improving Headteachers' Leadership Style**

Statement	Freq	Percent
Adequate training in school management and administration and school-based in-service training be made a prerequisite for headship	162	96.4
The staff must be encouraged to participate in the decision making process	160	95.2
The head teachers should do away with factions and treat all teachers equally	150	89.3
Extrinsic motivation should be provided to the teachers	148	88.1
Head teacher should develop good interpersonal relationship	130	77.4
Delegate powers to appropriate person by choosing carefully	125	74.4
The headmaster should adopt democratic style of leadership to run the school effectively	120	71.4

Results from Table 9 show that out of the total participants of 168 who were selected for the study, between 120 (71.4%) and 160 (96.4%) listed the seven important measures to be taken to ensure that basicschool headteachers improve their leadership style. Whilst 162 (96.4%) and 160 (95.2%) respectively rated adequate training in management and administration and in-service training as well as ensuring inclusiveness in decision-making process as the highest, 125 (74.4%) and 120 (71.4%) respectively rated delegation of powers with supervision to appropriate staff and adoption of democratic leadership style as the least. Since all the measures were perceived by more than 70% of the participants it can be concluded that they are very ideal measures to yield desired results.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### Summary

The research was conducted to determine the type of leadership styles exhibited by head teachers as seen by their staff, establish the extent to which academic qualification and personal qualities enhances or otherwise the work of heads. The study also sought to examine how teaching staff performed under the various leadership styles and explored the various measures that could be employed to improve leadership styles of the headteachers. The study employed descriptive survey as the design. A sample size of 168 headteachers and teachers were selected from a population of teachers from Weija-Gbawe Municipality of greater Accra Region for the study. A self-designed questionnaire which had a Cronbach alpha reliability coefficient of 0.78 was used as the main data collection instrument for this study. Data collected were analysed using frequency, percent and means.

#### Findings of the Study

One of the findings of the study was that the personal or background qualities that headteachers should possess include further training in educational administration and management and teaching experience of at least 10 years by that time of which the headteacher would have gained enough experience in all areas of school administration. Further, the teachers added that headteachers should have at least first degree in education related field and perhaps a second degree will be an added advantage.

The second finding was that headteachers should be healthy, of sound mind, neat in appearance and should be trusted. Further, the headteacher should be able to mix well

with the subordinates and courageous to confront problems associated with her duties. Finally, headteachers should be capable of resolving disputes among subordinates to ensure serene atmosphere to govern.

The study found that the dominant leadership style that headteachers adopt is the delegating leadership style which is closely followed by participatory or democratic implying that to some extent heads of this basicschool embrace the inputs of their subordinates in decision making. The autocratic and persuasive styles were also exhibited by few heads of basicschool.

The fourth finding of the study was that there was a weak but positive correlation between the overall teacher performance and the delegating leadership styles of head teachers in the Weija - Gbawe Municipality. The autocratic leadership style was also weak and significant but positively related with overall teacher performance.

The last but not the least finding was that, in order to improve the leadership study of the headteachers in basicschools in the Weija-Gbawe Municipality, adequate training in school management and administration and school- based in-service training be made a prerequisite for headship; there should participatory decision making process; all teachers should be treated fairly to avoid factions.

### **Conclusions**

It can thus be concluded based on the findings that for an effective headteacher, there should not be indented background and personal qualities because they have been found affect performance. These qualities will also serve as worthy of emulation for all the teachers and pupils to help improve management and administration of the schools. Another conclusion that can be drawn is that the dominant leadership styles



portrayed by the headteachers in the basics schools in Weija-Gbawe Municipality are delegating, democratic, autocratic and persuasive styles in that order. Since there is significant and positive relationship between teacher performance and leadership styles of head teachers of basicschools, improving leadership styles would improve teachers' work output.

### **Recommendations**

The recommendations are based on the findings of the study. The study therefore recommends the following,

1. Authorities should ensure that those being appointed as head teachers have training in educational administration. Seminars or short courses could also be organised for head teachers who do not have this training to equip them to be able to discharge their functions excellently.
2. Teachers who are applying for headship in Basicschool should have at least 10 years of teaching experience.
3. Leadership training should be conducted for head teachers so as to learn how to combine all the various leadership styles for maximum performance.
4. For overall teacher performance head teachers should combine the delegating and autocratic leadership styles in the various Basicschool in the Weija - Gbawe Municipality .

### **Suggestion for Further Research**

The following suggestions are made for further research,

It is suggested that this research is replicated in private Basic School to find out if findings can be generalised for the Municipality.

## REFERENCES

- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria, *Journal of Education and Policy Studies*, 2(6), 83- 91.
- Adlam, R. (2003). This Complex Thing, Leadership, in *Police Leadership in the Twenty- First Century*. Winchester: Waterside Press.
- Aikman, S. & Unterhalter, E. (2005). Beyond access: *Transforming policy and practice for gender equality in education*. London: Oxford.
- Akyeampong, K. (2010). Educational expansion in Ghana: A Review of 50 Years of Challenge and Progress. *Research Monograph No. 33*. University of Sussex: Create.
- Armstrong. (2004). *Human resource management theory and practice*. London: Bath Press Ltd
- Atta, E. T., Agyenim-Boateng, & Baafi-Frimpong, S. (2000). *Educational management and administration*. University of Cape Coast: Unpublished.
- Ball, S. J. (1987). Politics and policy making in education: Explorations in policy sociology. London: Routledge and Kegan Paul.
- Bartlett, J. E., Kotrlik, J. W. & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size for survey research. *Information Technology, Learning and Performance Journal*, 19(1), 43-50.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and Applications*. (3rd. ed.). New York: Free Press.
- Bensimon, E. M., Neumann, A. & Birnbaum, R. (2000). *Higher education and leadership theory*, in M. Christopher Brown. Organisation governance in higher Education (5<sup>th</sup> edition). Boston: Pearson Custom Publishing.
- Best, J. W. & Kanh, J. V. (2003). *Research in education*. (9<sup>th</sup> ed.). USA: Pearson Education, Inc.
- Botha, R. J. (2005). *Excellence in leadership: demands on the professional school principal*. University of South Africa: College of Human Science, School of Education.
- Brumbach, G. B. (1988). Some issues, ideas and predictions about performance management, *Public Personnel Management*, Pennsylvania Winter Press.
- Bryman, A. (1993). *Charisma and leadership in organisations*. London: Sage Publications.

- Bush, T. (2003). *Theories of Educational Management*, 3<sup>rd</sup> ed. London: Sage.
- Chapman, E. & O'Neil, L. (1998). *Leadership: Essential steps every manager needs to know*. University of Houston.
- Cheng, C. & Chan, M. T. (2000). Implementation of School-Based Management: A Multi perspective Analysis of the Case of Hong Kong. *International Review of Education*, 46(3-4), 205-232.
- Cheng, Y. C. (2002). "Leadership and strategy". The Principles and practice of Educational Management. London: Paul Chapman publishing.
- Cohen, L., & Manion, L. (1994). *Research Methods in Education*. (3rd ed) London: Routledge.
- Cole, G. A. (2002). *The administrative theory and workers' motivation*. ABU Zaria, Nigeria: Zante Institute of Administration Press Ltd.
- Commonwealth Secretariat (1993) *Monitoring school effectiveness*. Better Schools Resource Materials for School Heads (Module 6). London: Pall Mall.
- Copland, M. A. (2001). The myth of the super principal. *Phi Delta Kappan*, 82(7), 528 – 33.
- Dareh, J. C. (2002). What it means to be a Principal: Your guide to leadership. California: Corwin Press Inc.
- Day, C. (2000) Beyond Transformational Leadership. *Educational Leadership* 57(7).56-59.
- Day, C., Harris, A., Hadfield, M., Tolley, H. & Beresford, J. (2000). *Leading schools in times of change*. Buckingham: Open University Press.
- Devore, J. & Peck, R. (1993). *Statistics – The Exploration and Analysis of Data* (2nd ed.). California: Wadsworth Inc.
- Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration*, 43(4), 338-56.
- Dogbey, A. (2014, August 29) Education Ministry silences Akuffo-Addo over WASSCE result politics, *The Herald*, p.1.
- Dunklee, D. R. (2000). *If You Want to Lead, Not Just Manage: A primer for principals*. Los Angeles: Corwin Press Inc.
- Evans, L. (1998). *Teacher Morale, Job Satisfaction, and Motivation*. London: Paul Chapman.

- Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Gardner, J. W. (1998). Leader-constituent interaction. *NASSP Bulletin- The Journal for Middle level and High School Administration*. (72), 66- 120.
- Gay, L. R. (1992). *Educational research: competencies for analysis and application* (4<sup>th</sup>ed.). New York. Merrill/Macmillan.
- Gewirtz, S. (2002). *The managerial school: Post-welfarism and social justice in education*. New York: Routledge.
- Ghana Education Service (2010). *Headteachers Handbook*, Fine Print (IND) Gh. Ltd.
- Goleman, D. (2000) Leadership that gets result., *Harvard Business Review*. March-April, p 82- 83.
- Harris, A. & Muijs, D. (2002). Teacher leadership: principles and practices. A paper for National College for School Leadership, Nottingham, England. *International Journal of Global Business*, 10(1).8-16.
- Hersey, P. & Blanchard, K. H. (1988). *Management of organizational behaviour: Utilizing Human Resources*. 3rd edition. New York: Prentice Hall Inc
- Hoy, W. K. & Miskel, C. G. 2001. *Educational Administration: Theory, Research and Practice*. (6th edition). New York: McGraw – Hill.
- Iqbal, A. (2010). *A Comparative study of the impact of Principals' Leadership styles on job satisfaction of teachers*. Unpublished Ph.D. Thesis, University of Punjab. Lahore, Pakistan.
- Jaques, S. & Clement, S. 1991. *Executive Leadership: A Practical Guide to Managing Complexity*. Massachusetts: Basil Blackwell Inc.
- Leithwood, K., Jantzi, D. & Steinbach, R. (1999). *Changing Leadership for Changing Times*. Buckingham: Open University Press.
- Linda, L. (1999). *Shifting conceptions of leadership: Towards a redefinition of leadership for the twenty-first century*.
- Lydia, L. M. & Nasongo, J. W. (2009). Role of Head teacher in Academic Achievements in secondary schools in Vihiga District, Kenya. *Current Journal of social studies* 1(3).84-92.
- MacBeath, J. (1998). *Effective school leadership: Responding to change*.(ed) London: Paul Chapman.
- MacDonald, N. (2007). *Educational Management*. New York: MacDonalds Institute Press

- Machuru, H. J. & Kaitila, M. M. (2014). Influence of leadership styles on teachers' jobsatisfaction: A case of selected Primary schools in Songea and Morogoro Districts, Tanzania. *International Journal of educational Administration and policy studies* 6(4), 53-61.
- Maicibi, N. A. (2003). *Pertinent issues in employee management*. Kampala: P. K. Graphics (u) Ltd.
- McGregor, D. (1960). *Human side of the enterprise*. New York: Longman.
- McLaughlin, M., & Talbert, J. (2001). *High school teaching in context*. Chicago: University of Chicago Press.
- Melton, R. (1994). *Objectives, competences and learning outcomes of open and distance learning*. Sterling VA: Kegan Page.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- Mullins, J. L. (2002). *Management and Organizational behaviour*. (6th ed). Italy: Lombarda Rotolito.
- Mumbe, O. (1995). Leadership style and teacher job satisfaction in primary schools in the Busia sub District. Unpublished Master of Education management dissertation, Makerere University, Kampala.
- Mutuku, M. M. (2005). Effects of Head teachers Management Styles on Performance in Physics at KCSE Exams in Mutomo Division, Kitui, District. Unpublished, M.Ed. project. Nairobi, University of Nairobi.
- Nakola, S. K. (2011). Effects of principals' leadership styles on motivation levels of Teachers in Public Secondary Schools in Narok North District. Unpublished, M.Ed. project. Nairobi, University of Nairobi.
- National College of School Leadership (2001). Leadership development framework, Nottingham, NCSL.
- Nkata, J. L. (2005). *Parent participation in school management*. Kampala: Makerere University
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5<sup>th</sup> ed). Thousand Oaks, CA: SAGE Publications.
- Northouse, P. G. (2013). *Leadership: theory and practice* (Kindle edition). Los Angeles: Sage Publication.
- Nsubuga, Y. K. K. (2003). Development of secondary education in Uganda: Prospects and challenges. *A paper presented at the first regional conference on secondary education in Africa (SEIA)*

- Nsubuga, Y. K. K. (2008). *Developing Teacher Leadership*; A paper presented at the 5th ACP Conference. Kampala, Uganda.
- Nthuni, M. G. F. (2012). Leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District, Embu County, Kenya. Unpublished M.Ed project, University of Nairobi.
- Obi, E. (2003). *Educational management: Theory and practice*. Enugu: Jamoe Enterprises.
- Oduro, G. K. T., Dachi, H. & Fertig, M. (2008). *Educational leadership and quality education in disadvantaged communities in Ghana and Tanzania*. Paper presented at the Commonwealth council for educational administration and management conference, International convention centre, Durban, South Africa.
- Okumbe, J. A. (2007). *Educational Management: theory and Practice*. Nairobi: Nairobi University Press.
- Omar, H. (2005). *Leadership styles and styles adaptability of deans and department chairs at three research universities*. Unpublished PhD Thesis. Washington State University.
- Omeke, F. C., & Onah, K. A. (2011). The Influence of the principals' leadership styles of on teachers' job satisfaction in Nsukka Education Zone of Enugu State, Nigeria. *European Scientific Journal* October Special edition Volume 8, p24.
- Osei, G. M. (2006). Teacher in Ghana: issues of training, remuneration and effectiveness. *International Journal of Educational Development*, (26), 38-51.
- Owusu-Asamoah, J. A. (2004). *Constructing the vocational and technical curriculum* (unpublished).
- Oyetunyi, C. O. (2006). *The relationship between leadership styles and school climate*. Botswana: PhD Thesis University of South Africa
- Peretomode, V. F. (2012). *Theories of management: Implication for educational administration*. Benin City: Justice Jeco Publishing Global.
- Robbins, S. & Judge, T. (2010). *Essentials of organizational behaviour*, 10th edition. New Jersey: Pearson Education.
- Rowley, J. (1997). *Academic leaders: Made or born*. *Journal of industrial and commercial training*, 29(3), 78-87.
- Salfi, N.A., Hussain, A., Virk, N. (2014). Qualities of good leader: Perceptions of teachers and head teachers and district school managers. *Public Policy and Administration Review*, 2(2), 171-188.

- Sashkin M., & Sashkin, M. (2003). *Leadership that matters*. San Francisco: Berrett-Koehler Publishers Inc.
- Chermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2000). *Organisational Behaviour*. New York: Wiley and sons Inc.
- Sigilai, R. M., & Bett, J. C. (2013). Effectiveness of head teachers leadership styles on the management of public primary schools curriculum implementation in Bomet County, Kenya. *Journal of Emerging Trends in Educational Research and Policy studies* 4(2), 375-382.
- Steve, T. (2009). The unending cycle of education reform in Ghana. *JERA/RARE*, 1, 45-52
- Stogdill, R. M. (1974). *A handbook of leadership: A survey of theory and research*. New York: Free Press.
- Townsend, T.(2007). *International handbook of school effectiveness and improvement*. Dordrecht: Springer.
- UNESCO (2005). *Education for All Global Monitoring Report 2005*. Paris: UNESCO.
- Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63, 182-196.
- Vroom, V. H., & Jago, A. G. (2007). The role of situation in leadership. *American Psychologist*, (62,) 17-24.
- William, G. C. (1977). *Sampling techniques* (3<sup>rd</sup> ed.). Canada: Jhon Willey & Sons Inc.
- Yukl, G.A. (2010). *Leadership in organizations* (7<sup>th</sup> ed.) Upper Saddle River: Prentice Hall.
- Zame, M. Y., Hope, W. C. & Respress, T. (2008). Educational reform in Ghana: The leadership challenge. *International Journal of Educational Management*, 22 (2), 115-12.

**APPENDIX**

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF COUNSELLING PSYCHOLOGY**

**QUESTIONNAIRE FOR TEACHERS**

Dear Teacher,

This questionnaire is meant to collect data for a study being conducted by Gladys Edinam Afeletey, a student from the above named university in connection with a Master of Education thesis titled **“The Impact of Leadership Style of Head teachers on Teachers' Performance in the Basicschools in Weija-Gbawe Municipality”**. The information you provide will help the researcher, school management and other stakeholders to understand the extent to which leadership style impact on teachers' performance at the Basicschool level and provide data for addressing the issue. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data be published. Taking part in this study is however voluntary.

Thank You



**PART A: BACKGROUND INFORMATION**

Indicate the correct option by inserting a tick (/) in appropriate box provided

1. What is your gender?

Male [ ]

Female [ ]

2. What is your age in years?

20 - 29 yrs [ ]

30 – 39 yrs [ ]

40 – 49 yrs [ ]

50 – 59 yrs [ ]

3. What is your teaching experience in years?

Below 1 year [ ]

2-5years [ ]

6-10years [ ]

11-15years [ ]

16-20years [ ]

Above 20years [ ]

4. How many years have you being teaching at your current school?

0 - 1 yr [ ]

2 – 5 yrs [ ]

6 yrs + [ ]

5. What is your highest academic/professional qualification?

Certificate [ ]

Diploma [ ]

1<sup>st</sup> Degree [ ]

2<sup>nd</sup> Degree [ ]

**PART B:**

This part of the questionnaire containing close ended items that focused on the leadership styles and Head teachers’ job performance and your performance under review. Based on the concept of each item, please select and tick (/) the option that directly represent your opinion by rate the following using a scales where; 1 =Strong Disagree ; 2 =Disagree; 3 =Not Sure; 4 =Agree;

5 =Strong Agree

Statement					
Has a Master degree					
Has a degree					
Has taught more than ten years					
Has received further training in educational administration					
Has good health					
Has mental health					
Neat in appearance					
Can be trusted in dealings with subordinates					
Able to mix well with peers and subordinates					
Courageous in facing problems					
Capable of settling disputes between groups and individuals					
Telling teachers what to do and providing specific instructions					
Making decision and trying to explain and persuade teachers to accept them					
Sharing ideas and facilitating in decision making and carrying out whatever decisions teachers make					
Permitting teachers to accomplish task within limits defined by the head teacher					
I make schemes of work for lessons to be taught					
I complete my scheme of work for each term					
I am punctual at school and classes					
I give homework regularly Attend meetings					
I am able to meet deadlines					
I participate in extra- curricular activities					

State two of the measures to be taken to improve Head teachers’ leadership style in managing the affairs in basic schools in Weija-Gbawe Municipality.

.....