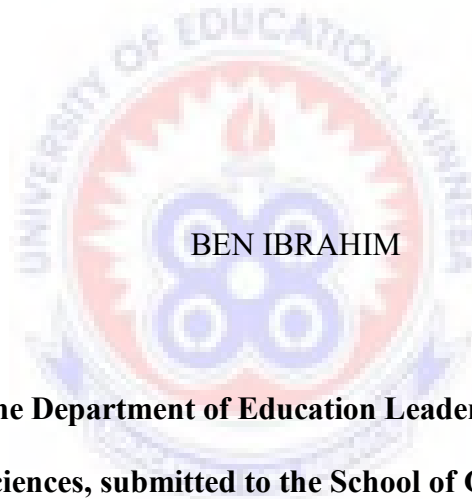


UNIVERSITY OF EDUCATION, WINNEBA

THE EFFECT OF LEADERSHIP STYLES OF HEADTEACHERS OF PUBLIC
BASIC SCHOOLS ON STUDENTS ACADEMIC PERFORMANCE IN
MPASATIA CIRCUIT OF ATWIMA MPONUA DISTRICT OF ASHANTI
REGION



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

DECEMBER, 2020

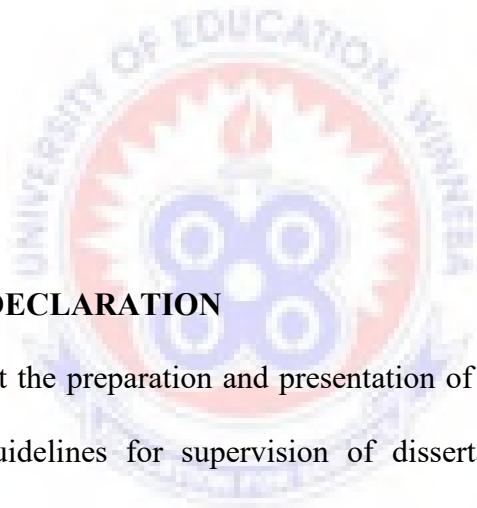
DECLARATION

STUDENT'S DECLARATION

I, BEN IBRAHIM, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:.....

DATE:.....



SUPERVISOR'S DECLARATION

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

SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE:.....

DATE:.....

DEDICATION

To Almighty Allah, my parents Mr. Abdul-Rahman and Mrs. Adiza Abdul-Rahman, wife and children and finally all my friends for their love, care, support and encouragement throughout the study.



ACKNOWLEDGMENT

Thank be to Allah for His Loving kindness and tenders mercies which have been sufficient for the study. Special thanks go to the supervisor Dr. Philip Oti-Agyen who spent relentless efforts in making contributions, offering constructive criticisms and suggestions throughout the work.

I also offer my sincere gratitude to all headteachers, teachers, students, parents, school management committee (SMC) and the officers of Atwima Mponua District Education Office for their time and efforts to make this work a reality. I further acknowledge the contributions of all authors who works have been cited in this thesis and all manner of persons who contributes in diverse ways to make this work a success.



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ABSTRACT

The purpose, of the study was to investigate the effect of leadership styles of headteachers of public basic school on the academic performance of students at Mpasatia Circuit of Atwima Mponua District of Ashanti Region. The instruments used to gather data for the study was questionnaire. In all, one hundred and ninety one (191) respondents were sampled, consisting of nine (9) headteachers, ninety two (92) Teachers, fifty-four (54) students and thirty-six (36) parent teacher association (PTA) and school management committee (SMC). Management Committee (SMC).The simple random sampling technique and purposive sampling procedure were used. The research design adopted for the study was descriptive. The test –retest reliability which assess the degree to which the test scores are consistent from one test administration to the next was used to ascertain the reliability. The data was analyzed using descriptive statistics and presents in table with frequencies and percentages to answer the research question. Closed ended questionnaire was used to collect data for the study. In order to eliminate errors in the data entry, all data were re-entered through the Epi-Info software interface. The results were also subjected to cross tabulations to bring out details of the results in relation to the independent variable (leadership styles). The study found out that, the democratic and transformational leadership styles were the main styles of leadership that headteachers employed to ensure improvement in academic performance of students as they gave room for stakeholder, such as Teachers, Parents, School Management Committee (SMC) and students to contribute to the decision making and embrace set goals of the school. The major recommendations were that headteachers should be equipped with knowledge and skills in leadership practice, therefore College of Education institutions should incorporate into their curriculum, training in the art and science of leadership in order to groom leaders right from school.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter concerned itself with the background of the study, background to the study area, statement of the problem, purpose of the study, the significance of the study, limitations and delimitations of the study, research questions, organization of the study and definitions of terms.

1.2 Background to the Study

Academic performance of learners is the major area of concern in Ghana Educational system. Globally, educating citizens of a nation remains the most vital strategy throughout the developing world (Aikman & Unterhatta, 2005). Various stakeholders are concerned about learners performance in their academic work even without the necessary framework and resources (Kugblenu, 2012). According to Nsubuga (2009), education has become a vital tool for the development of our society. It requires a careful planning of the development process at every stage, most importantly, in the development of human resources.

He further observed that the rapidity of economic and social development are dependent on formal education. This is because education enables man to be productive, not only in the social and economic realms but also in terms of imparting of values, ideas, altitudes and aspirations important for national development (Nsubuga, 2009).

The academic achievement of many educational institutions is influenced by the leadership styles of the administrative and management team (Tetty-Enyo, 1997). Wanga and Karagu (1992), also observed that school leadership is very significant in influencing the activities of teachers and students in an effort to realize educational objective within the school. It is on this basis that, the importance of leadership in Ghana's educational system has become more pronounced today. This explains why many researchers are interested in the field of leadership to test the various theories of leadership and build new ideas to improve on the effectiveness and success of the schools.

The role of education is not just to impart knowledge and skills that enables the people to function as economic and social change agents in the society but also to impart values ideas, attitudes, aptitudes, beliefs and aspirations that are important for natural development (Todaro, 1996). According to Todaro; the more people access education, the more rapid the development of a nation.

In Ghana, headteachers are appointed to manage various levels of education. That is, two years pre-school, six years primary, three years junior high school and three years senior high schools. Others are technical, vocational and special education for physically challenged. Pre-tertiary institutions are managed by Ghana Education Service (GES) which is an agent of Ministry of Education (MOE). Teachers and the schools are the main agents of education. They provide methods, curriculum, evaluate techniques and certificates (Talabi, 2003).

In as much as the nation has attached much importance to educating her citizenry, sight should not be lost on the fact that effective and efficient leadership plays a vital role in proper education of people of Ghana. If the nation wants her education to thrive, there should be leaders who will lead the schools effectively by working

tenaciously to create safe and orderly learning environment, set clear instructional objectives expect high performance from teachers and students through increased time on task and develop positive home school relations, (Jacobson and Bezzine, 2008).

The leadership of the Ghana Education Service (GES) constitute. The Director General of Education, who is the head. Two Deputy Director General, Divisional/Regional Directors, Metropolitan/Municipal/District Directors. The four (4) frontline Assistant Directors; (ADs) at the District level namely; AD supervision (inspection); AD budget control, finance and administration, AD statistics, Research, monitoring and evaluation and AD Human Resource Management and Development HRMD (Sekyere 2006).

Headteachers are the immediate leaders who are charged with the responsibility of day to day activities in our school and that; their individual leadership styles will go a long way to affect the school performance either positively or negatively.

1.3 Study Area

1.3.1 Geographical Location and Description of the Study Area

The Atwima Mponua District was carved out of the else while Atwima Nwabiagya District in 2004 as part of the decentralization process. Its capital town is Nyinahin. The district is located at the southern part of Ashanti region precisely the road from Kumasi leading to the Bibiani in the Western Region. The district is boarded on the south by Bibiani Ahwiaso District to the north by the Atwima Nwabiagya district to the east by Amansie West and to the West by Ahafo Ano South through to the Ahafo Ano North Districts. Source: Atwima Mponua District Assembly (2020).

The district has about 14 circuits of which Mpasatia is one of them. Mpasatia circuit has a number of villages, cottages and huts, some of them have schools, others have not, the circuit stretches from the Offin River at the West which the local people called

“Asuogya” the east of the circuit is boarded at Seidi. The south is boarded at Wiawso and the north is boarded at Krakeykrom and Akyereyase. **Sources:** Atwima Mponua District Education Directorate (2020).

1.4 Statement of the Problem

Leadership style of heads of public basic school play vital role in establishing an effective leadership. The falling standards of education in Ghana have become a major concern that confronts our society. Various attempts to identify the causes and to address them have become a daunting challenge to stakeholders including parents, teachers, students, policy makers and researchers. The leadership styles of heads of public basic schools and poor academic performance of students in Ghana have become a problem which require serious discussions by educators, stakeholders and researches. According to Hyde (2014), leadership is essentially the effective utilization of organizational resources (human, physical and fiscal) towards the maximization of organizational productivity, profitability, and ultimate success. However, many leaders fail to maximize their organizations human sanctioned power (inherent in the management positions and influencing power) on their workers. It is troublesome that one of the main reasons for the failure of many leaders to maximize their subordinate productivity is due to the poor treatment of workers by their leaders. (Cohen & Hyde 2014).

Stakeholders have continuously attempted to halt this trend of poor academic performance through research, injection of instructional materials, improvement in teacher quality, remuneration, motivation and improved discipline but without much success (Nsubuga, 2009). In recent times, government of Ghana have made effort to improve quality, access, structure, content and management effectiveness and

efficiency in public basic schools. Yet there are still some problems to deal with especially concerning leadership. To find out the leadership style of headteachers and their effect on academic performance of students, there is the need to examine the role of the leader in the school. It appears there is a gap between existing research on leadership style of headteachers and the virtual non-existence of literature on the style of leadership and its effects on leadership styles of headteachers of public basic schools at Mpasatia Circuit of Atwima Mponua District of Ashanti Region of Ghana, (Kublenu, 2012). For example people have researched into the effect of leadership styles on students' academic performance (Richard, 2013), School of Teacher Education Jiangsu University Zhenjiang, China, (Iddrisu, 2017), Savelugu – Nantong, University of Education Winneba, (Asare, 2016), University of Cape Coast. Hence this research into the leadership styles practiced by the heads and their effect on students' academic performance by the students in the Mpasatia Circuit of Atwima Mponua District of Ashanti Region of Ghana.

1.5 Purpose/Objective of the Study

The purpose of the study is to examine how leadership styles adopted by school head teachers influence academic performance in basic schools in the Mpasatia Circuit of the Atwima Mponua District.

The under listed objectives sought to guide the study.

1. To examine the leadership styles adopted by heads of public basic school at Mpasatia Circuit of the Atwima Mponua District.
2. To investigate the influence of leadership styles on academic performance of students at the Mpasatia Circuit of the Atwima Mponua District.

3. To examine measures to improve the leadership styles of headteachers at the Mpasatia circuit of the Atwima Mponua District.

1.6 Research Question

The study attempted to answer the following questions

1. What leadership styles are adopted by heads of public basic schools in the Mpasatia Circuit of Atwim Mponua Districts.
2. How do the leadership style of headteachers affect the academic performance of students in public basic schools in the Mpasatia Circuit of Atwima Mponua District.
3. What measures are put in place by the head teachers of public basic school in the Mpasatia Circuit to improve the leadership styles.

1.7 Significance of the Study

The significant of the study cannot be over emphasized, since it will go a long way to help educators, stakeholders, managers and researchers in diverse ways:

It will contribute to the formulation of policy directives such as financial assistance example capitation grant to headteachers for addressing the basic issues pertaining to leadership effectiveness and efficiencies in public basic schools in the Mpasatia circuit of the Atwima Mponua District. It will create opportunity for education directorate to come out with interventions such as appropriate in-service training for headteachers on leadership skills to make them more effective and efficient. The study will come out with special leadership qualities which the head teachers need, due to the nature of the early adolescent stage of the students. These students struggles to meet developmental needs which are undergoing rapid and complete changes in relation to

their ages. The finding of this study will lead to recommendation and contribution to the already existed body of knowledge in the area of teaching and learning as required by Ghana Education Service (GES). Finally the study will address the problem of leadership inefficiencies and incompetencies in the administration of public basic schools in the study area and also to raise the standard of education in the Mpasatia circuit and the Atwima Mponua district as a whole.

1. 8 Limitations of the Study

The research experienced certain challenges given the limited scope and explanatory nature of the project and they were as follows:

The District Education Directorate and District Assembly of Atwima Mponua consider certain information sensitive and inaccessible to the public. Thus, some of the officers who were interviewed gave general information instead of specific. Also financial constraints of retrieving questionnaires and putting together the report were some of the challenges.

Furthermore an initial attempt was made to carry out the study in all the public basic schools in the Mpasatia Circuit but limited time prevented the researcher to do so. In addition, some students may tend to give responses which are not true reflection of the situation in order to produce any negative picture about the studies.

1.9 Delimitation of the Study

The research was carried out to investigate the leadership styles of headteachers of public basic school in the Mpasatia Circuit in the Atwima Mponua District of Ashanti Region of Ghana. The study was limited to head teachers, teachers, parents, School Management Committee (SMC) and other stakeholders of basic school in the circuit.

1.10 Organization of the study

The study was organized in six chapters as follows;

Chapter one consisted of the introduction to the study, the background to the study, statement of the problem, purpose of the study, significant of the study, research questions, limitations, delimitation, organization of the study and definition of terms.

Chapter two is titled “review of related literature” provides theoretical or conceptual framework of the study and review of the existing scholarly works that are related to the topic under study.

Chapter three is titled “methodology”. This include research design the population under study, sample size and sampling procedure, instrument for data collection, procedure for data collection and method of data analysis.

Chapter four is captioned “presentation and data analysis” and provides the analysis of the research findings.

Chapter five is titled “summary of findings” introduction, summary of major findings and implications.

Chapter six is captioned challenges conclusion and recommendation. This include challenges, conclusion and recommendations of the study.

1.11 Definition of Terms

Bureaucracy: An administrative system especially in a government that divides work into specific categories carried out by special department of non-elected officials or operated with complex rules and regulations applied rigidly.

Synergy: An interaction or cooperation of two or more organizations, substance or other agents to produce a combined effect greater than the sum of their separate effects.

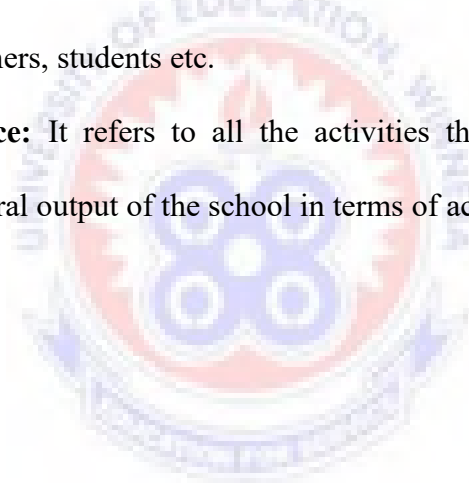
Leadership: It is the art of influencing individual or group of people to perform some activities through good inter-personal relationship, motivation encouragement and commitment that will benefit both the individual and the group as a whole.

Leadership style: It is the manner and method of providing directions and guidelines for implementing people with the aim of achieving the objective of the organization or institution as a whole.

Basic Education: Basic education in Ghana comprises two years of kindergarten, six years of primary and three years of junior high school.

Stakeholders: It comprises all the partners who have different roles to play in educating the people which include the Government, Ghana Education Service (GES) traditional rulers, parents, teachers, students etc.

School performance: It refers to all the activities that go on in the school that determines the general output of the school in terms of academic progress.



CHAPTER TWO

THE RELATED LITERATURE REVIEW

2.1 Introduction

This chapter focused on the detailed studies of the related literature review of leadership style and its impact on students' academic performance. The chapter covers the following headings; the theoretical framework of the study, which includes the leadership styles and their merits and demerits, the concept of leadership, leadership styles in schools, best practices for efficient and effective leadership and school academic performance and conclusion.

2.2 Theoretical Framework

Modern organizations, which includes schools have the characteristics of the Weberian model of bureaucracy which includes a division of labour and specialization, an impersonal orientation, a hierarchy of authority, rules and regulations, and a career orientation (Ballantine, 2001: Monyatsi, 2005). These authors claimed that schools are unique bureaucratic organizations due to their different purposes and structure.

Bass (1985), proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader's involvement in changing the attitude of workers in order to increase their commitment in the organization. The school of thought pays more attention to relationship at work that is intimately connected with the actual style and attitude of the leader.

The leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive him from an inspirational angle with loyalty and enthusiasm.

The leaders' personal quality is to persuade and influence their subordinates into working towards the set goals of the organization. They use their skills, knowledge, principles, integrity and trust in transforming all those around them – will followers. Their effectively depends on the worker situation. That is does the situation warrant room for the personal qualities of the leader such as benevolence, participation and exercising self-control? If it is favorable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. Head teachers who are the immediate supervisors and administrators of their respective schools are expected to perform both supervisory and administrative roles in their schools.

However, other stakeholders in education in Ghana and educators alike have come to realize that most of the head teachers in public basic schools are not up to the task. Leadership performance as heads and supervisors of instruction are low, even though all the resources they need are at their disposal, some claim lack of resources, however the little recourses provided should see significant leadership performance to commensurate the national investment. Therefore the transformation theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and enthusiasm. The theory thus shows that a lead teacher (leader) cannot be effective without the cooperation of the teachers (workers) behind him and it is upon himself or herself to get their commitment and confidence through the outline tactics of the transformational theory and hence improve on students' academic performance.

2.3 Definitions of Leadership

The term 'Leadership' has been defined by many authors in many different ways. In modern literature take for example Edwards (2009) who defined leadership as 'the practices that lead to positive influence, growth, and development of both the individual and group for a collective purpose'. This definition implies that a leader should not be self-centred but make sure to please most of his constituents if not all. Also the leader's way of life should influence his followers in a positive way as to the achievement of collective goals of the group.

According to Muya (1993) leadership is the lifting of a man's vision to levels, the raising of man's performance to higher standard, the building of a man's responsibility beyond its normal limitations.

Halpin (1966) also looks at leadership as consisting of two aspects namely a group achievement and group maintenance. This involves the directing of the group, towards the achievement of the organizational goal. It also implies the sustenance of the social relationship at work.

According to Elliot and Sergiovanni (1975) describe leadership in action terms. To them leadership has dimensions, it is patient, usually tedious coalition building. Leadership involves meticulously shifting the attention of institution through the routine language of management systems as well as varying agenda so that new priorities get enough attention.

Leadership is building a loyal team at the top that speaks more or less with one voice. The act of leadership involves listening carefully much of the time frequently speaking with encouragement and reinforcing words with believable action. It is being tough when necessary.

Afful-Broni, (2004) defined leadership as ‘a process of persuasion or example by which an individual induces a group to pursue objective held by the leader or shared by the whole group’. From the various definitions, it can be deduced that leadership have certain key ingredients namely vision or goal, influence, mobilizations process and maximizes effort. Leadership can be viewed as a process of social influence which maximizes the efforts of others towards the achievement of a goal or vision.

According to Burns (1978), a classical leadership theorists, leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economics political, and other resources in a context of competition and conflict in order to realize goals independently or mutually held by both leaders and followers. It can be summed up as school leadership is the art of influencing an individual or group of people to perform some activities through good inter-personal relationship, motivation, encouragement and commitment that will benefit both the individual and the group as a whole.

2.4 Various theories of leadership

There have been different theories that have sought to explain leadership depending upon what they stand for. Doyle and Smith (2001) explore some of the classical model of leadership. They looked at earlier approaches to studying the area via the notions of trait and behavior and to what have become known as contingency theory, and later the transformation theory. Afful-Broni (2004) looked at the following major theories that have been proposed. These are:

- Great man theory
- Trait theory
- Style and Behaviour theory

- Contingency/situational theory
- Transformational theory
- Process leadership theory
- Transactional theory

These theories are inter-related and has no total time-bound. Although it is true that the progression of thinking tends to follow a sequential path, it is quite possible for elements of one generations to crop up much later in the writings of someone who would not normally think of himself or herself as being of that school. Consequently, it is fair to say that each generation has added something to the overall debate on leadership and that the debate is ongoing. (Van Maurik 2001, P3)

2.4.1 Great-Man Theory

The effort toward explorations for common traits of leadership is protracted over centuries as most cultures need heroes to define their successes and to justify their failures. In 1847, Thomas Carlyle stated in the best interests of the heroes that “universal history, the history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here”. Carlyle claimed in his “great man theory” that leaders are born and that only those men who are endowed with heroic potentials could ever become the leaders. He opined that great men were born, not made. An American philosopher, Sidney Hook, further expanded Carlyle perspective highlighting the impact which could be made by the eventful man vs. the event-making man (Dobbins & Platz, (1986).

He proposed that the eventful man remained complex in a historic situation, but did not really determine its course. On the other hand, he maintained that the actions of the event-making man influenced the course of events, which could have been much

different, had he not been involved in the process. The event making man's role based on "the consequences of outstanding capacities of intelligence, will and character rather than the actions of distinction". However, subsequent events unfolded that this concept of leadership was morally flawed, as was the case with Hitler, Napoleon, and the like, thereby challenging the credibility of the Great Man theory. These great men became irrelevant and consequently growth of the organizations, stifled (MacGregor, 2003). "The passing years have given the coup de grace to another force the great man who with brilliance and farsightedness could preside with dictatorial powers as the head of a growing organization but in the process retarded democratization". Leadership theory then progressed from dogma that leaders are born or are destined by nature to be in their role at a particular time to a reflection of certain traits that envisage a potential for leadership.

2.4.2 The Trait Theory

The term trait refers to a variety of individual attributes including aspects of personality, temperament, needs, motives and values. Personality traits are relatively stable dispositions to behave in a particular way. Example include self-confidence, extroversion, emotional maturity and energy level. Needs (motives) are another type of trait involves a desire for particular type of stimuli or experiences of stimuli or experiences. Early traits theories promoted the idea that leadership is an innate, instinctive quality that you either have or do not have. Bennis (1998), states that leaders are people who are "able to express themselves fully. They know what they want, why they want it, and how to communicate what they want to others, in order to gain their co-operation and support. Finally they know how to achieve their goals" (P. 3).

According to the trait theories the emphasis is on personality of the administrator or management professional. The interest hence is not so much on what particular methods or skills the person needed to acquire in order to perform those functions, the greater interest is on the personalities which were known to be common among effective leaders all over the world. (Afful-Broni 2004).

Gardner (1998) In his submission came out that, there were some special qualities or attribute that good leaders posed, he stated that leaders who exhibited these unique attributes could be effective leader in any organization, except his own. These qualities are: physical vitality, intelligence and action-oriented judgment, Eagerness to accept responsibility, task competence, understanding of followers and their needs; skill in dealing with people need for achievement; capacity to motivate people, courage and resolution, trustworthiness, divisiveness, self-confidence, assertiveness adaptability/flexibility (P.V.C).

The traits approach gives rise to questions, whether leaders are born or made, and whether leadership is an art or science. However these are inter-related none of them works exclusively perfect. Whilst leadership may be something like an art, it also requires the application of special skills and technique to be very effective and efficient. Even if there are inborn qualities that make one a good leader, these natural talents need to be developed.

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence

and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (Ekvall & Arvonen, 1991).

Max Weber termed charisma as “the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers”. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only minor variances exist between followers and leaders (Burns, 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times.

2.4.3 The Behavioural Theory

There are several reasons why taxonomies developed to describe leadership behaviour are so diverse (Fleishman et al, 1991; Yukl, 1989). Behaviour categories are abstractions rather than tangible attributes of the real world. No absolute set of ‘correct’ behaviour categories can be established. This taxonomy that differs in purpose can be expected to have somewhat different constructs. For example, taxonomies designed to facilitate research and theory on managerial effectiveness differ from taxonomies designed to describe observations of managerial activities, or taxonomies designed to catalog position responsibilities of managers and administrators. Leadership behaviour has been categorized into different type. Most theories and research on effective

leadership behaviour involve one or two broadly defined behaviour (sometimes called metar categories).

Task-oriented behaviour

This leadership behaviour concerns itself with work to achieve objectives, this is also called initiative structure. This behaviour category included assigning tasks to subordinates, maintaining definite standards of performance, asking subordinate to follow standard procedures, emphasizing the importance of meeting deadlines, criticizing poor work and coordinating the activities of different subordinates.

Relation-oriented behaviour

This set of behaviour involves concern for relationships and also known as consideration. This behaviour category included doing personal favours for subordinates finding time to listen to a subordinate with a problem, backing up or defending a subordinate, consulting with subordinates on important matters, being willing to accept suggestions from subordinates, and treating subordinates as an equal. Maxwell (2005), said 'The selfish leader will attempt to lead other for their own gain and for the detriment of other' (p. 38).

Change-oriented behaviour

This behaviour concerned with understanding the environment, finding innovative ways to adopt to it, and implementing major changes in strategies, products, or processing (Halpin and Winner 1957).

Style and Behavior

The style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Yukl (1989) introduced three different leadership styles. The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past.

Feidler & House (1994) identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for production and task behaviors) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her own and the subordinates' roles as they have the participatory role toward organizational performance, profit and accomplishment of the mission. Different researchers proposed that three types of leaders, they were; autocratic, democratic and laissez-faire. Without involving subordinates, the autocratic leader makes decisions, laissez-faire leader lets subordinates make the decision and hence takes no real leadership role other than assuming the position and the democratic

leader accesses his subordinates then takes his decision. “He further assumed that all leaders could fit into one of these three categories”.

Participative Leadership

This behaviour category identified in the early leadership research is participative leadership, which is also called empowering leadership and democratic leadership. It involves a leader’s use of decision procedures that allow other people such as subordinates to have some influence over decisions that will affect them (Coch and French, 1948; Heller and Yukl, 1969).

The use of empowering decision procedures reflects a strong concern for relations objectives such as subordinate commitment and development but it can also involve a concern for task objectives such as decision quality.

Directive leadership: This style is characterized by leaders taking decisions for others, and expecting follower or subordinates to follow instructions. This implies that effective leaders do not always consult or wait for staff input; rather they characteristically make decision for their constituents to follow.

2.4.4 The Contingency/Situational Theory

Contingency theories describe how aspects of the leadership situation can alter a leader’s influence and effectiveness. The theories of contingency recommends that no leadership style is precise as a stand-alone as the leadership style used is reliant upon the factors such as the quality, situation of the followers or a number of other variables. “According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation”. In most cases, leaders do not change only the dynamics and

environment, employees within the organization change. In a common sense, the theories of contingency are a category of behavioral theory that challenges that there is no one finest way of leading/organizing and that the style of leadership that is operative in some circumstances may not be effective in others (Greenleaf, 1977). Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though, the situational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into group dynamic. “These studies of the relationships between groups and their leaders have led to some of our modern theories of group dynamics and leadership”. The theory of situational leadership proposes that style of leadership should be accorded with the maturity of the subordinates (Bass, 1997). “The situational leadership model, first introduced in 1969, theorized that there was no unsurpassed way to lead and those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship- oriented”.

Most of the early contingency theories were focused on dyadic influence on one subordinate, but a few of the theories included leader influence on group process. The contingency theories of effective leadership have at least one predictor variable, at least one dependent variable, and one or more situational variables. The leadership attributes used as independent variables were usually described in terms of broad meta-categories (e.g. task and relations behaviour). (Gary Yukl 2009).

The theory views leaders as varying their emphasis on task and relationship behaviour to best deal with different levels of follower maturity. Fiedler, (as cited in Afful-Broni, 2004), taught that three things were important for any leader in any situation. These are;

- The relationship between the leaders and followers, that is; if leaders are liked and respected they are more likely to have the support of others.
- The structure of the task that is if the task is clearly spelled out as to goals, methods and standards of performance, then it is more likely that leaders will be able to exert influence
- The position of power; this means, if an organization or group confers powers on the leader for the purpose of getting the job done, then this may well increase the influence of the leader (p.148).

According to Hersey et al (2001). Successful leaders to adjust their styles to them, the key issue on making these adjustment is follower maturity, as indicated by their readiness to perform in a given situation. They further stated that the readiness in this sense is based on two factors- follower ability and follower confidence. They therefore offered four different leadership style that could be drawn upon deal with different unique situations. These are;

- Selling (high task/high relationship behaviour).
- Participating (low task/high relationship behaviour)
- Telling (high task/low relationship behaviour)
- Delegating (low task/low relationship behaviour)

2.4.5 The Transformational Theory

Transformational leadership is a type of leadership style that leads to positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic and passionate. Not only are these leaders concerned and involved in the process, they are also focused on helping every member of the group succeed as well.

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (House & Shamir, 1993). It is considered that the transformational leaders “engage in interactions with followers based on common values, beliefs and goals”. This impacts the performance leading to the attainment of goal. As per Bass, transformational leader, “attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs”. This theory conform the Maslow (1954) higher order needs theory. Transformational leadership is a course that changes and approach targets on beliefs, values and attitudes that enlighten leaders” practices and the capacity to lead change.

The literature suggests that followers and leaders set aside personal interests for the benefit of the group. The leader is then asked to focus on followers’ needs and input in order to transform everyone into a leader by empowering and motivating them (House & Aditya, 1997). Emphasis from the previously defined leadership theories, the ethical extents of leadership further differentiates the transformational leadership. The transformational leaders are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change (MacGregor Bums, 2003). These types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are “visionary

leaders who seek to appeal to their followers“ better nature and move them toward higher and more universal needs and purposes” (MacGregor Burns, 2003).

Transformational leaders make followers more aware of the importance and value of the work and induce followers to transcend self-interest for the sake of the organization. The leaders develop followers skills and confidence to prepare them to assume more responsibility and have more influence. The leaders provide support and encouragement when necessary to maintain enthusiasm and effort in the face of obstacles, difficulties, and fatigue. As a result, followers trust the leader and are motivated to do more than they originally expected to do.

According to Burns (1978), transformational leadership can be seen when “leaders and followers make each other to advance to a higher level of moral and motivation”. Through the strength of their vision personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals.

According to Bass (1985), transformational leadership are categories into four main different components these are;

- **Intellectual stimulation;** Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.
- **Individualized consideration:** Transformational leadership also involves offering support and encouragement to individual followers.
- **Inspirational motivation:** Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.

- **Idealized influence:** The transformational leaders serves as a role model for followers. Because followers trust and respect the leader, they emulate the leader and internalize his or her ideals.

2.4.6 Process Leadership Theory

Additional leadership theories with a process focus include servant leadership, learning organizations, principal centered leadership and charismatic leadership, with others emerging every year. Greenleaf introduced servant leadership in the early 1970s. A resurgence of the discussion of servant leadership was noted in the early 1990s. Servant leaders were encouraged to be focused to the anxieties of the followers and the leader should sympathize with them take-care of and nurture them. The leadership was imparted on a person who was by nature a servant. “The servant leader focuses on the needs of the follower and helps them to become more autonomous freer and knowledgeable”. The servant leader is also more concerned with the “have-nots” and recognizes them as equal (Greenleaf, 1996). The leaders in leading organizations are to be the steward (servant) of the vision of the organization and not a servant of the people within the organization. Leaders in learning organizations clarify and nurture the vision and consider it to be greater than one-self. The leader aligns themselves or their vision with others in the organization or community at large.

These process leadership theories and others that have emerged often suggest that the work of leaders is to contribute to the well-being of others with a focus on some form of social responsibility. There appears to be a clear evolution in the study of leadership. Leadership theory has moved from birth traits and rights, to acquired traits and styles, to situational and relationship types of leadership, to the function of groups and group processes and, currently, to the interaction of the group members with an emphasis on

personal and organizational function of groups and group processes and, currently, to the interaction of the group members with an emphasis on personal and organizational moral improvements (Yammarino, 1999).

2.4.7 Transactional Theory

The leadership theories, by the late 1970s and early 1980s, activated to diverge from the specific perspectives of the leader, leadership context and the follower and toward practices that concentrated further on the exchanges between the followers and leaders. The transactional leadership was described as that in which leader-follower associations were grounded upon a series of agreements between followers and leaders (House & Shamir, 1993). The transactional theory was “based on reciprocity where leaders not only influence followers but are under their influence as well”. Some studies revealed that transactional leadership show a discrepancy with regard to the level of leaders’ action and the nature of the relations with the followers. Bass and Avolio (1994) observed transactional leadership “as a type of contingent-reward leadership that had active and positive exchange between leaders and followers whereby followers were rewarded or recognized for accomplishing agreed upon objectives”. From the leader, these rewards might implicate gratitude for merit increases, bonuses and work achievement. For good work, positive support could be exchanged, merit pay for promotions, increased performance and cooperation for collegiality. The leaders could instead focus on errors, avoid responses and delay decisions. This attitude is stated as the “management-by-exception” and could be categorized as passive or active transactions. The difference between these two types of transactions is predicated on the timing of the leaders’ involvement. In the active form, the leader continuously monitors performance and attempts to intervene proactively (Avolio & Bass, 1997).

2.5 Types of Leadership Style

Mullins (2005) describe leadership style as dictatorial, unitary, bureaucratic, benevolent, charismatic consultative, participative and abdicatorial' (p.291). Mullins then said the above can be classified within a broad three-fold heading'

The classifications are the authoritarian (or autocratic) styles, the democratic styles and a laissez-faire (genuine) style. Afful-Broni (2004), mentioned leadership style as 'autocratic, democratic, laissez-faire, pseudo-democratic, nomothetic, ideographic, transactional and benevolent autocratic' (pp 136 – 142).

However, some current authors have also written on spiritual leadership style, transformational leadership style, motivational leadership style, situational leadership style and distributed leadership style. For the purpose of this study, the focus will mainly be on the following major types of leadership which are common to most authors and researchers of leadership. These are the laissez-faire, autocratic, democratic and transformational. Other minor leadership styles like nomothetic, ideographic, the pseudo-democratic transactional and benevolent autocratic are discussed.

2.5.1 The Laissez-fair or Free range leadership style

Mankoe (2007, p.53) explains it to mean 'leave it along', Afful-Broni (2004, p.139) also explains as 'let them do what they wish'. The term laissez-faire is a French word which means little or no interference by the leader of an organization. In laissez-faire leadership, there are practically no rules in the organization. The followers or subordinates are free to do what they want (Musaazi, 1992, p.63).

Advantages of leadership style

It is appropriate in situations where subordinates are all experts. The leaders involvement in every decision made is not needed (Mankoe 2007, p.53).

The disadvantages of laissez-faire leadership style .This style of leadership may lead to pandemonium where the subordinates may not be experienced. Leaders fail to take full leadership responsibility and have difficult to correct output defect. There is a lot of indecision, vacillation, very little accountability and supervision the leaders do not seem to have any authority. Sometimes there is indifference on the part of the leader or his staff (Afful-Broni, 2004, pp.140 – 141). Where there is no order, there is going to be disorder. Misrule and mismanagement are likely possible under leadership where no one takes full responsibility for managing the performance and personnel of an institution. This makes laissez-faire style of leadership a very problematic and unproductive one.

2.5.2 The Autocratic leadership style

In this leadership style, the leader monopolizes the decision-making process and takes decisions all alone. He believes his idea and thoughts are superior to those of his subordinates and consider involving them in decision-making as a waste of time (Newstrom & Keith, 2002). The interest and welfare of the worker is not taken into consideration as the leader regards him just as a mere tool for production.

Advantages of Autocratic leadership style

Most autocratic leaders who success have broad and diversified background. Employees who want to avoid balance for their action tend to prefer taking instructions from their leader than to act on their own. Employees whose job responsibilities are not clearly defined and those who lack sufficient knowledge and training to perform their jobs usually compromise this style of leadership. Autocratic leadership is more appropriate in emergency situations (Mankoe, 2007, p.50).

The disadvantages of Autocratic leadership style

The autocratic leaders do not have confidence in employees for providing constructive input. It creates problems of low morale and production. Workers commitment to the objectives of the organization is affected. Individual growth and development are more difficult to attain (Mankoe, 2007, p.50). One major setback of the autocratic leadership is the permanent loss of vital knowledge and skills to the organization if the leader dies. The effect is more if the leader possesses expert knowledge and extensive experience in successfully handling the operations of the organization.

2.5.3 The democratic leadership style

Democratic leadership, decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major point of focus is sharing; the leader shares decision-making with the subordinates.

Advantage of Democratic Leadership Style

Democratic leadership style reduces tension and ensures collaboration, respect and trust among members. Diversity of ideas from members of a group brings about quality decisions. The leader is relieved of his duties. Staff at the lower level specialize and get the opportunity to rise up to the higher level of leadership through delegation (Afful-Broni, 2004, p.139).

The disadvantages of Democratic Leadership Style

Afful-Broni (2004) cited examples of disadvantages of democratic leadership style as follows; the leader who consults workers on important issues may be considered as incompetent or weak by some workers. Inefficient workers involvement in decision making may affect the organization some staff may have wrong impression that their views ought to be sought in every situation so when not consulted in particular decision it could lead to strong resistance (p.139).

Base on the numerous advantage stated above I think that the democratic leadership style is good and must be adopted by institutions. Moreover higher achievements are attained in institutions, countries or place and organisations where democratic leadership styles are practiced.

2.5.4 Transformational Leadership Style

Transformational leadership links with positive outcomes on individual as well as organizational levels. Transformational leaders emboldens followers to attain higher-order needs like self-actualization, self-esteem (Bass, 1985), and are influential in surging followers' motivation in the direction of “self-sacrifice and achievement of organizational goals over personal interests (Bass, 1995). Leaders with Idealized Influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking” (Jung et al., 2008). Inspirational Motivation affords a cradle of encouragement and challenges followers to achieve the set goals, whereas, Intellectual Stimulation inspires followers to be more creative and innovative in their problem-solving skills.

Transformational leaders grade their relationships with followers very high in priority and demonstrate individualized consideration in meeting their needs for empowerment, achievement, enhanced self-efficacy and personal growth. Leadership

styles, however, do not embrace all of the factors that influence innovation. As per Cummings, Midodzi, Wong, and Estabrooks (2010), “leadership style alone could not be linked to patient mortality”. Instead, the researchers examined that when the organization had associated and consistent organizational culture, patient mortality was on downward trajectory. Cummings et al., (2010) observed that regardless of style, “leaders who practiced relational and transformational styles had better quality outcomes than those who demonstrated autocracy”.

I. ***Idealized Influence.*** It is the attribute of a leader which inspires followers to take their leader as a role model. Charisma is an alternate term which replaces idealized influence. Idealized influence creates values that inspire, establish sense, and engender a sense of purpose amongst people. Idealized influence is inspirational in nature. It builds attitudes about what is significant in life. Idealized influence is related with charismatic leadership (Yukl, 1999; Shamir et al., 1993). Charismatic leaders instill self-confidence onto others. It is their demonstration of confidence in a follower’s preparedness to make self-sacrifices and an aptitude to undertake exceptional goals which is an influential rousing force of idealized influence and role-modeling behavior (House and Shamir, 1993). Leaders with confidence in their employees can secure great accomplishments. Leaders with idealized influence are endowed with a constructive sense of self-determination. Shamir (1993) showed that maintaining self-esteem is a powerful and pervasive social need. These leaders are high in the conviction, transform their followers through regular communication, presenting themselves as role model, and encouraging them toward “achieving the mission and goals of the company”. They have requisite degree of emotional stability and control. “These leaders go beyond inner conflicts and direct their capacities to be masters of their own fate”. As

per John Marshall (CEO, Solaris Power), transformational leaders role of mentoring followers and learning about key responsibilities of leaders in the context of idealized behavior. Such leaders are learning leaders. In short, fundamental pointers of idealized influence are role-modeling, articulation and values-creation, providing sense of purpose, meaning, self-esteem, self-determination, emotional control and confidence in followers.

II. ***Inspirational Motivation.*** Developing the consciousness of followers, aligning them towards the organizational mission and vision, and motivating others in understanding and pledging to the vision is a key dimension of the transformational leadership style of inspirational motivation. “Inspirational motivation targets at the principle of organizational existence, instead of personality of the leader” (Bass & Avolio, 2004). Instead of suffocating employees, a leader with this style, encourages the employees in the organizational pursuit drawing best out of them. The prevention of “experimentation and hampering creativity only frustrate employees who want to positively and productively contribute to the organization”. Leaders equipped with this style encourage the employees rendering them more autonomy to make decisions without supervision and providing them the tools to make these decisions. The leaders using this behavior set high standard for followers besides communicating their vision in unambiguous ways, and encouraging them to develop beyond the normal situations for their own and organizational growth (House and Shamir, 1993). The successful executives are always active with their people by inspiring, rewarding and correcting them and by replacing them, if they fail, thereby, creating opportunities for others. In short, leaders with inspirational motivation behavior create vision, establish communication and manage

challenging workers by encouraging, working with them and giving them autonomy.

III. ***Intellectual Stimulation.*** Leaders with characteristics of intellectual stimulation are those who “intellectually stimulate followers, engender creativity and accept challenges as part of their job”. They maintain their emotional balance, and rationally deal with complex problems. They cultivate the similar skills in their workers as well. They develop problem solving techniques in the followers for making complex decisions, reflecting a mutual consensus between leaders and employees. “The intellectual stimulation leadership approach projects in large measure the mentoring, coaching, morale-building strengths of individualized consideration”. Both leadership approaches build organizational skills as well as character, similar to caring leadership behaviors that coach and challenge (House and Shamir, 1993). “In other words, leaders with this leadership approach require first to unravel the complexities of the challenge, develop sense of direction towards what it means for them and their workers prior to promoting worker involvement in the challenge”. There are different levels of intellects and encouragement to work actively. It is an ability to intellectually stimulate the workers and a propensity to get involved actively in the work. “In nutshell, the key indicators of the intellectual stimulation are rationality, creativity, consensus decision-making, coaching, supporting, challenging, and involvement”.

Generally, the above leadership styles discussed are the most common, however, there are other leadership styles which include: nomothetic, the ideographic, transactional, pseudo-democratic and benevolent autocratic which are less known in most literature, these leadership styles are also discussed below.

2.5.5 The Nomothetic Leadership Style

The nomothetic leader stressed on the requirement of the institution. The behavior of the individual members of the institution must reflect what is expected of the institution. The nomothetic leader has no regard for individual personality and individual's needs (Musaaazi, 1982). The emphasis on this leadership style is more on the importance of the institution or organization. It is goal oriented leadership style than individual needs.

2.5.6 The Ideographic Leadership Style

Musaaazi (1982) writes that, 'The ideographic leader is most concerned with his own personal needs and those of his followers. Organizational demands on the individual are minimized or considered of less importance' (p.66). The leader is self-oriented. The leader's behaviour has much concern for people need than that of the organizational goal. The assumption is that organizational goals can be achieved if people in the organization are satisfied. The leader motivates people in the group for providing their need in order to satisfy them to work towards achievement of organizational objective.

2.5.7 The Pseudo-democratic style

The Pseudo-democratic leader shares his dreams and expectations with the staff. The leader appoints committee of advisors who role is advisory or consultative to help in the deliberations of the leader to arrive at beneficial decisions. The committee's activities are not binding on the leader (Afful-Broni, 2004). Pseudo-democratic leaders do not practice real democratic leadership style. They only share dreams and

expectation with the staff committee's advice and decision is at the option of the leader, he may decide to take or reject it. It is more autocratic than democratic.

2.5.8 The Transactional Leadership Style

Transactional leadership style comprises three components; contingent reward, management-by-exception (active) and management-by-exception (passive). A transactional leader follows the scheme of contingent rewards to explain performance expectation to the followers and appreciates good performance. Transactional leaders believe in contractual agreements as principal motivators (Bass, 1985) and use extrinsic rewards toward enhancing followers' motivation. The literature revealed that the “transactional style retards creativity and can adversely influence employees job satisfaction. Management-by-exception explains leaders' behavior with regards apt detection of deviations from expected followers' behavior. The application of both styles varies from situation to situation and context to context. The situations entailing high degree of precision, technical expertise, time-constraints, particularly in technological intensive environment, we shall prefer transactional leadership whereas, in human-intensive environment, where focus is on influencing the followers through motivation and respecting their emotions on the basis of common goals, beliefs and values, preferable option is transformational leadership style (MacGregor Burns, 2003).

I. ***Contingent Reward.*** Contingent reward leadership focuses on achieving results.

As humans appreciate concrete, tangible, material rewards in exchange of their efforts, thus, this behavior surfaced. “Where transformational leadership acknowledges individual talents and builds enthusiasm through emotional appeals, values, and belief systems, transactional leadership engenders compliance by

appealing to the wants and needs of individuals” (Bass & Avolio, 2004). Manager leaders who use contingent reward are expected to show direction to the employees so the job gets done. In nutshell, key indicators of contingent reward encompass performance- based material rewards, direction- setting, reciprocity, and confidence building in the team.

II. **Management by Exception (Active)**. Management by exception (active) is not the relinquishment of leadership, characterized by a laissez-faire leadership. Leaders who follow management by exception (active) have an inherent trust in their workers to end the job to a satisfactory standard, and avoid rocking the boat. “This type of leadership does not inspire workers to achieve beyond expected outcomes, however, if target is achieved, that means the system has worked, everyone is satisfied, and the business continues as usual,” (Bass & Avolio, 2004). There is a little sense of adventure or risk-taking, new perspectives, or white water strategies in case of management by exception leaders. It correspond need-driven change culture. To sum it up, management by exception (active) includes trust in workers, poor communication, maintenance of the status quo, and lack of confidence.

III. **Management by Exception (Passive)**. “It is the style of transactional Leadership in which the leaders avoid specifying agreement, and fail to provide goals and standards to be achieved by staff. Sometimes, a leader waits for things to go wrong before taking action” (Bass & Avolio, 2004).

The transactional leadership style is a midway or compromise between the ideographic and nomothetic style. The leader wants the individuals to work hard to achieve the organizational goals in order to obtain individual satisfaction. (Afful-Broni, 2004, p.141). This type of leadership style placed much premium on organizational goals and

self-goals. Individual satisfaction will be obtained if the organization achieves its goals. Individuals in the organization need to work hard to achieve organizational goals in order to achieve personal satisfaction.

2.5.9 The Benevolent Autocratic Leadership Style

According to Afful-Broni (2004) this kind of leadership 'limited room is given to members to participate in the leadership of the organization' (p.142). Benevolent autocratic has similarities like that of Pseudo-democratic style. The leader at times forms a committee but the committee's submitted reports are generally neither respected nor consulted.

As discussed above one cannot determine that, one straight jacket of leadership style should be used in public basic schools. The choice of leadership style to be used depends on the individual leader's beliefs, values and preferences as well as the organizational culture and norms which will encourage some styles and discourage others.

2.6 School Academic Performance

Mankoe (2007) refers to performance as the extent to which a worker contributes to the goals of an organization. An individual worker's performance depends on a number of factors which include low aptitude, weak skills and poor understanding of task (p.62) in educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic

performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school (<http://www.ehow.com>).

A study conducted by Eshiwani (1983), found that schools which performed consistently well, tend to have sound and efficient leadership. Efficient head teachers are able to organize the learning process for their pupils, mobilized, and motivate the staff. Katuli (1982), points out that, large schools attract better headteachers who in turn appoint better assistant teachers who delegate proper and conducive administration, which leads to high academic attainment. However, he failed to realize that not all large schools attains high academic performance.

Eshiwani (1983) attributes poor results of students to the activities of armchair head teachers who do not know what goes on in the classroom. He further asserts that head teachers are instrumental in academic performance for they monitor closely all the activities in their schools.

Kibowen (1985) asserts that the basic reason why some schools performed better than others in examinations was that while some headteachers organized the learning process for their pupils, others level it to chance. Effective leaderships keep the school's vision, mission, and goals at the forefront of school personnel's attention and at the centre of all the work the school does (Marzano, Waters & McNulty, 2005). The leader must manage change in ways that ensure the school successfully realizes its established vision (Hall, 2002).

Additionally, leading a school with high expectations and academic achievement for all students requires robust connections to family and/or other people

and institutions in the community that advance academic and social learning (Henderson & Mapp, 2002).

Though the leadership roles of the headteacher have become more complex and multifaceted, the traditional conception of the headteacher as the manager of school operations is still an important component of the position. Davis, Darling –Hammond, La pointe, & Meyerson, (2005) indicates that implementation of effective organizational processes influences student achievement (Davi et al, 2005).

The measurement of leadership style narrowed to students' BECE results has always been the most widely accepted measure of school effectiveness among educators and researchers. This means that head teachers are still being held accountable for students' learning outcome and academic performance.

There is some agreement that our educational organizations will continue to face uncertainties and complexities that stem from an unstable post-industrial society in which old assumptions have to give way to new ones. In this ever-changing environment, we will need leaders who understand these underlying driving forces and have a vision of what educational organizations can become. The downward trend in educational attainment and the poor performance of students at the BECE indicate that maximum results are not being realized from the investments made in basic education. The general perception of many stakeholders in basic education in Ghana is that supervision is ineffective. Poor teaching and learning achievements are largely blamed on ineffective supervision. In short an effective leadership assessment must have a strong instructional focus, vision and values, professional development, collaboration, culture and communication and management.

All these can identify and evaluate the style most likely to drive better learning. Wallace Foundation (2009), hence the study is set to investigate the effect of leadership style of headteachers of public basic schools on academic performance of Mpasatia circuit in Atwima Mponua District of Ashanti Region of Ghana.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the methods used in the research. The following are considered in this chapter, the research design, the procedure for the study, target population, sample size and sampling procedure instruments for data collection, data collection procedure and the method of data analysis.

3.2 Research Design

The research design refers to the overall strategy used to integrate the different components of the study in a coherent and logical way, there-by effectively address the research problem, it constitutes the blueprint for collection, measurement and analysis of data (Orodho, 2003). Borg and Gall (1989), noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The research design adopted for this study was the descriptive design. This type of study design is used by researchers to obtain information concerning the current status of phenomena. It is directed towards determining the nature of a situation as it exists at the time of the study (Orodho, 2003). Therefore, through descriptive survey, the researcher was to investigate the effects of leadership styles of headteachers on academic performance of students in some selected Basic schools in the Mpasatia Circuit of the Atwima Mponua District of the Ashanti Region of Ghana.

According to Alhassan (2007) ‘the method describes and interprets what exists in its present form or condition, practice and process trend and effect and attitude or belief’ (p.43). Using survey strategy allowed the researcher to collect quantitative data

and analyze it using descriptive and inferential statistics. The quantitative approach, invest a questionnaire survey because it gathers data at a particular time with the intention of describing the nature of existing condition (Cohen & Manion 1995).

3.3 Target Population

The target population for this study consisted of all the headteachers, teachers, Parent Teacher Association (PTA), students and School Management Committee (SMC) of some selected basic schools in the Mpasatia Circuit of Atwima Mponua District of the Ashanti Region consisting of (9) headteachers (120) teachers and (1300) students and (153) PTA/SMC. Thus the total targeted population (N) for the study was (N = 1582). Below is the table for target population.

Table 3.1: Target Population made up of Headteachers, Teachers and Students

Schools	Headteachers	Teachers	Students	Total
Mpasatia D/A JHS	1	16	165	182
Anyinanso No. 1D/A JHS	1	14	188	203
Mpasatia Methodist Basic School	1	16	142	159
Bedabour Basic School	1	15	136	152
Mpasatia African Faith Basic School	1	14	155	170
Anyinanso No. 2 Basic School	1	15	200	216
Seseko Basic School	1	11	105	117
Beposo Basic School	1	10	97	108
Yaabour Basic School	1	10	96	107
Total	9	120	1300	1429

Source: Field Survey, 2020.

Table 3.2: population made up of school management committee (SMC) and Parent Teachers Association (PTA).

Schools	SMC	PTA	TOTAL
Mpasatia D/A JHS	6	11	17
Anyinamso No.1 D/A JHS	5	10	15
Mpasatia Methodist Basic School	7	21	28
Bedabour Basic School	6	8	14
Mpasatia African Faith Basic School	6	13	19
Anyinamso No.2 Basic School	10	15	25
Seseko Basic School	2	12	14
Beposo Basic School	6	6	12
Yaabour Basic School	4	5	9
Total	52	101	153

Source: Field survey 2020

The school Management Committee and Parents Teachers Association table was organized during the meeting held concurrently by the two bodies at different times in their various schools with the researcher. A total of fifty two (52) schools Management Committee and One Hundred and One (101) Parent Teacher Association (PTA) was recorded with a ground total of one hundred and fifty three (153).

The researcher's sample size procedure was guided by Krejcie and Morgan sample size determination table.

3.4 Sample Size and Sampling Procedure

The sample size (n) for the study was one hundred and ninety one (n = 191). In all, nine (9) public basic schools were selected for the study. The simple Random sampling technique and purposive sampling procedure were used to select both the schools and the participants. The simple random sampling method ensures that every member or unit of the population considered has equal and independent chance of being selected or included in the sampling (Krejcie & Morgan 1970).

The participants for the study were drawn from nine (9) selected schools.

The purposive sampling technique was used to select the headteachers, the Parent Teacher Association PTA, School Management Committee SMC and the students while the simple random sampling technique was used to select the teachers. All the nine (9) headteachers, Ninety-two (92) teachers from all the schools were selected from 120 teachers based on Krejcie and Morgan (1970) simple random sampling technique. Fifty-four (54) students made up of six (6) prefects (being boys and girls prefects and their assistants and class prefects and their assistants) from each school were selected based on purposive sampling procedure. The researcher is of the view that these categories of students have already assumed leadership positions and can best answer the questions as expected. Thirty-six (36) PTA/SMC members (being two (2) PTA and two (2) SMC chairpersons and secretaries of each school) were selected from 153 population based on purposive sampling procedure for the study. The purposive sampling procedure was used to select the PTA/SMC because of the leadership role in the PTA/SMC and can also best answer the questions. The total sample size of the study was one hundred and ninety-one (191) out of total target population of one thousand five hundred and eighty-two (1582), (Krejcie and Morgan, 1970).

3.5 Instrument for Data Collection

The main instruments used for the collection of data for this study were questionnaires. Headteachers, teachers, students and PTA/SMC were given questionnaires. This is because these categories of respondents were enlightened and would be able to answer questionnaire on their own. The questionnaires were sent to the respondents personally.

According to Alhassan (2007), questionnaire is a form of inquiry document, which contains a systematically compiled and well organized series of questions intended to elicit for the information which will provide insight into the nature of the problem under study (P.71).

3.5.1 The Questionnaires of Respondents

According to (Alhassan 2007, p.86) validation of the research instrument measures the extent to which of research procedures (instrument) serve the uses for which they were intended. Validation is the attempt to ensure that the research instrument one uses are not questionable and disputable (Alhassan 2007, p.81). Both sets of questionnaires were tested at the selected Junior High School to determine their validity and reliability. The test-retest reliability which assess the degree to which test scores are consistent from one test administration to the next was used to ascertain reliability. However, for generalization the internal consistency reliability of responses on styles of leadership was calculated to know how much reliable data collected from respondents one, and a likert scale of 0 to 1.00 was used to check reliability of respondents.

3.6 Data Collection Procedure

The Collection of data involves “collecting information through observation, interviews, document and visual materials and establishing the protocol for records and information’ (Alhassan, 2007, p.64). The collection of data therefore, is gathering relevant information from the units in relation to the subject matter. Letters were sent to the District Education Office and the Nine (9) public basic schools in the circuit to ask for permission before the research started. The researcher distributed and collected

all the questionnaires in all the selected schools with the assurance that their identity and response will be treated as confidential. Basic Education Certificate Examination results for the selected schools for the study were also collected from the District Education Office to compare the performance vis a vis the leadership styles of the heads.

3.7 Method of Data Analysis

The data collected was analyzed through statistical package for social sciences (SPSS) version 20. They were put into spreadsheet format with the aid of Epi-Info, a data capturing and analysis software. SPSS was the main analysis software because of its high flexibility in data management and manipulations.

The results were subjected to cross tabulations to bring out details of the results in relation to the independent variable (leadership styles) of the study which were mainly the personal and job profile of the respondents. The open-ended questions from the questionnaire schedule provided an in-depth detailed content and thematic analyzes and conclusions drawn.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter deals with the presentation and interpretation of data .It includes Responses from teachers and headteachers in their involvement in the administration and management of the schools to determine the type of leadership styles adopted by headteachers.

Responses to questionnaire concerning stakeholders, PTA and SMC Executives members and parents of education and their involvement in the administration and management of the schools. The study sought to answer the following research questions:

1. What leadership styles are adopted by heads of public basic schools in the Mpasatia Circuit of Atwim Mponua Districts.
2. How do the leadership style of headteachers affect the academic performance of students in public basic schools in the Mpasatia Circuit of Atwima Mponua District.
3. What measures are put in place by the head teachers of public basic school in the Mpasatia Circuit to improve the leadership styles.

4.2 Data Analysis

4.2.1 Demographic Characteristic of PTA and SMC Members

Table 4.1 Demographic Characteristics of PTA and SMC Members

Sex	Frequency	Percentage %	Cum percent
Male	28	77.7	77.7
Female	8	22.3	100.0
Total	36	100.0	100.0

Source: field Survey 2020

Table 4.1 shows the sex distribution of PTA /SMC members and parents. From the table, out of the 36 PTA/S M C members responded, 8(23.61%) are females while the remaining 28(77.7%) are males. This means that the gender balance in the P T A /S M C and parents is low and all the schools had /P T A and SMC existing and functioning.

4.2.2 PTA /SMC involvement in decision making and school administration.

Table 4.2: Number of years Served by PTA/SMC Members

Years Served	Frequency	Percent %	Cum percent %
Less than 1	10	27.7	27.7
Less than 2	8	22.3	50.0
Less than 3	8	22.3	72.3
More than 3	10	27.7	100.0
Totals	36	100	100.0

Source: Field Survey 2020

From table 4.2 above the maximum number of years served by the PTA /SMC members, was over 3 years, represented by 10 people (27.7%) while 8 have served less than 2 years on the committee and 8 members have served for less than three years (3).

Table 4.3: PTA /SMC Meeting and Attendance

No of times per a term	Frequency	Percent	Cum percent	Attendance per term	Frequency	Percent %	Cum percent
1	18	50.0	50.0	1	29	80.5	80.5
2	8	22.3	72.3	2	3	8.3	88.8
3 or more	10	27.7	100	3	4	10.9	100
Total	36	100	100	Total	36	100	100

Source: Field Survey 2020

From 4.3 it could be deduced that with the existence of the PTA/SMC in all the schools, each of the schools organize PTA/SMC meeting at least once a term. However, with response to attendance, 29(80.5%) of the respondents are able to attend PTA/SMC meetings only once a term, while 3(8.3%) of the respondents attended meetings twice a term and finally 4(11.26%) of the respondents attended PTA/SMC meetings Thrice (3 times) a term.

Table 4.4: PTA/SMC Visit and Purpose of Visit to Schools

PTA Time of Visit	Frequent	Percent of Visit	CUM Percent	Purpose	Frequency of Visit	Percent	CUM Percent
Not at all	0	0	0	Child Visit	10	27.7	27.7
Weekly	3	8.3	8.3	Teachers Visit	2	5.6	33.3
Fortnightly	4	11.2	19.5	Meetings	18	50	83.3
Monthly	18	50	69.5	Discussion	6	16.7	100
Others	11	30.5	100				
Total	36	100	100		36	100	100

Source: Field Survey 2020

The table 4.4 shows the number of visits and the purpose for which those visits are made out of the 36 respondents 18(50.0%) said they visit the schools once a month 3 (8.3%) visit their school weekly and 4(11.2%) said they visit their schools every two week. All the respondent said they do visit their schools for one reason or the other. The purposes for which they visit their school are also shown in the table above.

Table 4.5 Achievement of PTA/SMC Members

Item Achieved	PTA/SMC Frequency	Achievement Percent%	Achievement CUM%
TRS furniture	4	11.1	11.1
CHN furniture	6	16.7	27.8
TRS quarters	18	50.0	77.8
Exx books	4	11.1	88.9
Renovation	4	11.1	100
Total	36	100	100

Source: Field Survey 2020

Table 4.5 shows the achievement of PTA/ SMC members and parents in the school and how they are involved in decision making in their schools. Each of the respondent said the PTA SMC have contributed in the provision of at least one of the item listed below

- a. The provision of teachers furniture
- b. The provision of learners furniture
- c. The provision of teachers quarters
- d. The provision of exercise books

The renovation of classrooms on the issue of their involvement in decision making as shown in the table all of the respondents 36 (100%) said they take part in decision making in their schools with the provision of teachers furniture, learners furniture, teachers quarters, exercise books and renovations. They agreed that they advise other parents to take part in decision making to collectively improve the performance of the students. They do this together with the head and the teachers to help improve the performance of the pupils.

Table 4.6: Demography Characteristics of Headteachers, Teachers and Students

Personal characteristics	Head teachers		Teachers no		Students		Total %	
	N	%	N	%	N	%	N	%
	9	100%	92	100%	54	100%	155	100%
Sex/ Male	6	66.6	69	75.0	29	53.7	104	67.1
Female	3	33.4	23	25.0	25	46.3	51	32.9
Ages below 20	0	0.0	0	0.0	54	100	54	100
21- 30	2	22.2	32	35.9	0	0.0	35	8.8
31- 40	4	44.4	37	40.0	0	0.0	41	10.3
41 -.50	2	22.2	12	13.0	0	0.0	14	3.5
51-60	1	11.1	10	11.1	0	0.0	11	2.8
Above 60	0	0.0	0	0.0	0	0.0	0	0.0
Education								
Primary	0	0.0	0	0.0	0	0.0	0	0.0
J H S	0	0.0	0	0.0	54	100	54	100
S HS	0	0.0	4	4.4	0	0.0	4	1.0
Tertiary	9	100	88	95.6	0	0.0	97	24.4

Source: Field Survey 2020

The study comprises Nine(9) headteachers, ninety two (92) teachers and fifty-four (54) students in the selected basic schools in Mpasatia circuit in Atwima Mponua District in the Ashanti Region .From the table the headteachers responses indicated that 6 (66.6%) were males while 3 (33.4%) were females. This implies that most of the schools were headed by male teachers and a small percentage of female Headteachers .Also 69 represent (75%) of the sampled teachers population were male while 23 (25%) of them were female .The gender of students was not different from that of headteachers and teachers as there were 29(53.7%) males and 25(46.3%) females. The data shows

that the district has more male students than female student's .In this study, there were more male respondents than their female counterpart.

The headteachers and the teachers age distribution revealed that 4. (44.4%) lies between 31 and 40 years and 2(22.2%) each lies between 21-30 and 41-50 years of age. However, one head teacher was above 51 years. On the teachers age distribution 37(40%) are aged between 31 to 40 and 33(35.8%) are of the age 21% to 30 years, however 10(11.1%) are between 51 to 60 years the age distribution of the students were less than 20 years.

Whereas all the 9 (100%) of the headteachers had tertiary as their highest education level 88(95.6%) of the teachers had tertiary as their highest education.

Only 4 (4.4%) of the teachers were having SHS as their highest educational level.

All 54 (100%) of the students were in JHS

4.3 Leadership style of Headteachers

The researcher interrogated the leadership styles employed by headteachers in improving academic performance of students.

The following are the leadership styles as remarked by the respondents of the study.

Table 4.7: Leadership styles of Headteachers

Leadership Style	Headteachers		Teachers		Students	
	N=9	100%	N=92	100%	=54	100%
Autocratic	0	00	14	15.2	4	7.4
Democratic	4	44.4	37	40.31	28	51.8
Transformational	2	22.2	20	21.7	20	37.1
Visionary	2	22.2	11	12	2	3.7
Distribution	0	00	2	2.2	0	0
Laissez-faire	1	11.1	8	8.7	0	0
Total	9	100	92	100	54	100

Source: Field Survey 2020

From table 4.7 out of 9 headteachers 4 (44.4%) said they used the democratic style of leadership, 2 (22.2%) hinted that they believe in Transformational and visionary style of leadership. Whereas 1 (11.1%) said that, she/he believed in laissez-faire style of leadership. Teachers on the other hand were seems to have evenly distributed on the style of leadership in their various schools. As can be seen from the table above 11 (12%) respondents said; the leadership style used in their school is visionary, whereas 20(21.7%), 37(40.2%) and 8(8.7%) of respondents described the type of leadership styles in their schools as transformational, Democratic and laissez-faire type of leadership. Majority of the students said that the type of leadership style is either Democratic or Transformational. Whereas 20(37.1%) said the leadership style is Transformational 28(51.8%) agreed that the leadership style in their schools is democratic.

Table 4.8: The use of a particular leadership style

Leadership Style	Headteachers		Teachers		Students	
	N = 9	100%	N=92	100%	N=54	100%
Yes	2	22.2	48	52.2	26	48.1
No	7	77.8	44	47.8	28	51.9
Total	9	100	92	100	54	100

Source: Field Survey 2020

The table 4.8 above sought to find out whether headteachers needed a particular leadership styles to improve academic performance of students. 76(49%) of respondents agreed that the headteachers needed a particular leadership style to improve academic work. They explained that leadership style such as transformational is multidimensional where the leadership becomes flexible, open-minded sensitive to other peoples need encourage participation sharing decision-making and highly tolerant of diversity. This confirmed line (1999) that regardless of the current management style used by headteachers the transformational or facilitative leadership has become an

effective leadership style in current public education system and also the only viable way for school restructuring and reform.

However, 79(51%) of the respondents disagreed that headteachers needed a particular leadership style to improve academic work. They highlighted that improving academic performance of students does not require a particular leadership style but rather a combination of them so that leaders and followers can collectively achieve the desired goals of the organisation.

4.4 Headteachers practice of leadership style.

This section looked at the leadership practices headteachers employed in discharging their duties with the aim of ensuring improvement in students academic performance in the Mpasatia circuit of the Atwima Mponua District.

Table 4.9: Encouraging co-operation among all

Leadership practice	Headteachers		Teachers		Students	
	N=9	100%	N=92	100%	N=54	100%
Never	0	00	0	0.0	5	9.3
Seldom	0	0.0	10	10.9	3	5.6
Often	3	33.3	25	27.2	10	18.5
Frequently	4	44.4	41	44.5	20	37.1
Always	2	22.3	16	17.4	16	29.6
Total	9	100	92	100	54	100

Source: Field Survey 2020

From the table 4.9, 3 (33.3%) of headteachers said they often encouraged co-operation among the teachers and students whereas 4 (44.4%) of the respondents said they frequently encouraged co-operation among the teachers and students.

However, 41(44.5%) of the respondents (teachers) said they are frequently encouraged by the headteachers to co-operate with them and students 20(37%) of the students said headteachers frequently encouraged co-operation among all. In general

38(24.5%) of the respondents agreed that they are often encouraged co-operation among all, whereas 65(41.9%) of the respondents said they are frequently encouraged co-operation among all. Finally 5(3.2%) of the respondent said headteachers never encouraged co-operation among them. Therefore both teachers and student advice that headteachers should encourage co-operation with them to ensure good academic performance of students especially performance in B E C E.

Table 4.10: Headteacher seeks feedback on his actions

Leadership Practice	Headteachers		Teachers		Students	
	N=9	100%	N=92	100%	N=54	100%
never	0	0.0	4	4.4	6	11.1
seldom	0	00	8	8.7	2	3.1
often		00	43	46.7	10	18.5
frequently	4	44.4	21	22.8	20	37
always	5	55.6	16	17.4	16	29.6
Total	9	100	92	100	54	100

Source: Field Survey 2020

From table 4.10, 5 (55.6%) of the headteachers agreed they always sought feedback on their actions 16(17.4%) teachers and 16(29.6%) students shared similar view .They are of the view that this practice was a way by which headteachers got to know about their strengths and weakness in their duties and therefore prepared them adequately for the achievement of the target of improving student s academic performance in the district.

On the other hand 10(6.5%) of the respondents said headteachers never sought feedback on their actions. They indicated that this was a very bad practice by the headteachers in this category and advice for a change of such behaviour in order to promote good standard of academic performance of the students.

Table 4.11: Are you motivated by your headteachers to work

Response	Teachers N=92	100
Yes	61	66.3
No	31	33.7
Total	92	100

Source: Field Survey 2020

The study sought to find out whether teachers are motivated by headteachers leadership style. From the table 4.11 61(66.3%) teachers to work more effectively .However, 31(33.7%) respondents disagreed to this fact .They explained that headteachers, leadership practice determined their output of work especially when the teachers realized that their welfare and condition of service were pertinent to headteachers they also gave out their best to promote improvement in students' academic performance in the district.

4.5 The effect of leadership styles of headteacher of academic performance

This study sought to investigate how leadership styles of headteachers positively affected students academic performance in the Mpasatia circuit in the Atwima Mponua District of Ashanti region.

4.5.1 Teachers involvement in school administration

Table 4.12: Teachers Involvement in SPIP Preparations

Response	Frequency	Percent	Cum percent
Yes	80	87	87
No	10	10.9	97.9
I don't know	2	2.1	100
Total	92	100	100

Source: Field Survey 2020

The democratic style of leadership which is mainly practiced by majority of schools in the Mpasatia Circuit is a clearly representation of the responses given by

respondents on their involvement in the preparation of the School Performance Improvement Plan (SPIP). That is 80 (87%) out of 92 respondents answered that they are involved in the preparation of the school performance improvement plant with 10(10.9%) responding that they are not involved. However 2(2.1%) said that they don't know whether they are involved or not.

Table 4.13: Does leadership style of headteachers affect student academic performance?

Leadership Style	Headteachers		Teachers		Student	
	N=9	100%	N=92	100%	N=54	100%
Yes	7	77.8	80	87	35	64.8
No	2	22.2	12	13	19	35.2
Total	9	100	92	100	54	100

Source: Field Survey 2020

The study seek to find out whether or not the leadership style of headteachers affect student academic performance 7(77.8) of the headteachers and 80(87%) of the teachers agreed that the type of leadership style adopted by headteachers affect the academic performance of students. Also 35(64.8%) of the students shared the same view, that leadership style of headteachers affect the performance of students. In all 122(78.7%) of the total respondents agreed that students academic performance was greatly influenced by the headteachers in discharging their duties. They explained that democratic and transformational leadership styles help to improved student academic performance more than autocratic leadership style. This confirmed Achieng (2000) and Kimacia (2007) findings that headteachers rated as being democratic and transformational had high academic performance than autocratic headteachers

However, 33(21.3%) of the respondent showed that students academic performance was not solely influenced by leadership styles headteachers practiced

when discharging their duties. They stated that headteachers could exhibit good practice to ensure improvement in the teaching and learning standard in the school but when students were not self-disciplined and determined the intended results of improving academic performance would not be achieved. They stressed that the behaviour and the activities of the students in the school needed to be checked and controlled in order to improve their academic performance because teaching and learning becomes more effective when done concurrently. They seem to follow the lines of Huka (2003) Muli (2005) and Wangui (2007) findings that headteachers who are rated as the most democratic even had the lowest mean score in national examination. Also Kibowen (1985) asserted that the basic reason why some schools performed better than others in examinations was that, while some headteachers organized the learning process for their pupils to improve their performance others left it to chance.

4.4 Conclusions

The study explained the leadership style of headteachers and encouraged co-operation of teachers and students in their quest to achieve academic performance of basic school schools in Mpasatia circuit in Atwima Mponua District of Ashanti Region. The researcher recognized from literature and experience from questionnaire of leadership styles in basic schools in Mpasatia circuit that headteachers' styles discussed in the literature reviewed. However, the researcher noted that most of them practiced the democratic and transformational style of leadership style in basic schools in Mpasatia circuit that headteachers adopted one or more of the leadership.

Furthermore, the study recognized that headteachers should be well equipped with knowledge and skills in leadership practice for them to be able to influence on their schools and on academic work.

Finally the study established that even though respondents agreed that a leadership style practiced by headteachers could affect academic performance, the attitude and behaviour of students needed enough consideration in order to enhance quality of teaching and learning to improve academic performance of students in the circuit.



CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter analyse response from the respondents and summarized with its implication and the specific objectives of the study Though the study was conducted at the basic school level some of the findings and recommendation made/ have policy implications which might be of relevance to Ghana Education Service (GES) in relation to policies on leadership style of headteachers and academic performance of students in schools.

The data analyses was done for the purposes of ascertaining the of leadership styles adopted by heads of public basic school at Mpasatia circuit in Atwima mponua district of Ashanti region Establishing the extent to which leadership styles of involvement of stakeholder in the schools. Establishing whether school performance is dependent on a particular leadership styles of heads of schools Making some recommendations for the improvement of the leadership style s of heads of schools in the Mpasatia circuit in Atwima mponua district. The major discussion in this chapter is guided by the following research questions in order to arrive at the purpose and the objective of the study.

1. What leadership styles are adopted by heads of public basic schools in the Mpasatia Circuit of Atwim Mponua Districts.
2. How do the leadership style of headteachers affect the academic performance of students in public basic schools in the Mpasatia Circuit of Atwima Mponua District.
3. What measures are put in place by the head teachers of public basic school in the Mpasatia Circuit to improve the leadership styles.

5.2 Summary of Major Findings and Implications

The major findings of the study have been discussed with its implication on the research questions. From table 4.8 of chapter four the main style of leadership adopted by headteachers of public basic schools in the Mpasatia circuit of Atwima mponua district is the autocratic and democratic styles of leadership represented by 60 (33.3%) and 70 (38.8%) respectively as the score which is followed by the delegate or laissez faires also represented by 23(12.8%) of the score.

The table also recoded 14 (7.8%) each of the score for transformational and visionary .The distribution leadership style recorded 9 (5.0 %) as the least score.

Even though the democratic and autocratic styles of leadership are mostly practice, it could be deduced from table 4.8 that all the style of leadership are practiced when necessary to ensure the smooth and effective administration of schools in the circuit.

Under the Democratic style of leadership from literature certain powers are delegated to subjects or other stakeholders and that they are made to be part of the administration of the schools. This is seen from the responses of PTA/SMC/parents and teachers on their involvement in the administration of schools under study. As a results table 4.6 has Rem shown that PTA/SMC members and parents have provided certain items to their schools because they are involved in the administration of schools Among these items include: furniture for both teachers and students: teachers quarters exercise books for learners and renovation school buildings.

Again the school performance improvement plan (spip) which is a strategic medium –term plan developed by each school in the circuit to display the activities that needs to be implemented to facilitate teaching and learning has teachers involvement in its preparation and implementation .The thematic areas of the SPIP are improving access and enrolment. Provision of teaching and learning material. School management

(improve SMC/PTA Executive meeting attendance and maintain Rem (Discipline).

Community and school Relationship School facilities

Majority of teachers responded that they are involved in the preparation and implementation of their SPIPS. This Implies That the Leadership style of a head directly affects the involvement of stakeholders.

Academic performance is highly dependent on the leadership style of heads of school .The leadership style of headteachers determine the level of involvement of other stakeholders such as the PTA/SMC and teachers who work in collaboration with the headteachers to provide a conducive environment to facilitate teaching and learning .Thus the style of the leadership is a determinant of the following

Decision making with the involvement of PTA/SMC in school administration meeting is organized in schools for decision making on the needs of the schools to ensure effective running of schools .Therefore 8% of schools involved in this study organize meetings not less than twice a term. Hence the achievement of the PTA/SMC represented in table 4.4 to ensure academic excellence.

Ensuring academic excellence Teachers working together with the heads of schools under the democratic style of leadership work with a common goal of achieving academic excellence since they are actively involved in the pedagogy and feels whether happen in the schools have effect on them and the school as a whole .

Provision of needs: This is done by ensuring that the basic needs of pupils as well as school facilities are provided and are in good shape to enhance pupil's education.

Thus the four year trend of academic performance represented in table 2.1 show a consistent improvement over the years.

From 4.13 it was revealed that 148 (82.2%) of the respondents agreed that the headteachers choice of leadership style has great influence on the academic

performance. They explained that democratic and transformational style of leadership gives opportunity for subordinate to also involve in major decision making in management. 77.8% of the headteachers respondent that the leadership style of headteachers influence the academic performance of students.

However, 22.2% of the headteachers are of the opinion that the choice of leadership style of headteachers has little or no influence at all on students' academic performance but rather students own self –discipline influence student academic performance.

They stated that, if right teaching process take place in classroom proper learning will also take place and that will improve student academic performance. Farrant (1994) on the complementary relationship between teaching and learning argued that academic performance of students depend on the teaching and learning. This is to mattress those who are of the view that students' performance does not depend on the headteachers leadership style.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter discusses conclusions and recommendations of the study

6.2 Conclusion

The study analyzed the leadership styles of leadership style of headteachers and academic performance of basic schools in Mpasatia in Atwima Mponua circuit of Ashanti Region of Ghana .The researcher recognized from literature and experience from questionnaire of leadership styles in basic schools in Mpasatia circuit of Atwima Mponua District that headteachers adopted one or more of the leadership styles discussed in the literature review.

However, the researcher noted that most of them practiced the democratic autocratic and transformational style of leadership Again the study noted that unless the headteachers were well equipped with knowledge and skills in leadership practice they would not know if they have any influence on and or academic work. Finally the study established that even though respondents agreed that a leadership style practiced by headteachers could affect academic performance the attitude and behaviour of students needed enough consideration in order to enhance quality of teaching and learning in the district.

6.3 Recommendation

From the findings of the study the following recommendations are made to improve academic performance of students in basic schools at Mpasatia circuit of Atwima Mponua district and Ghana as whole

1. Headteachers of basic schools should make use of combination of leadership styles being: autocratic, democratic and transformational styles. The use of a particular leadership style will depend on situation and issues at stake for the best administrative results
2. Headteachers should involve teachers in the administration of schools .Teachers should be involve in decision-making and on issues that directly affect them .Headteachers should motivate and encourage teachers and students by rewarding their efforts
3. Since headteachers were responsible for students' academic performance in schools it is recommended that compulsory continuous professional development in leadership is institutionalized in the Ghana Education service for headteachers
4. The headteachers should involve the support of other stakeholders in education to resource the schools by providing the necessary human and materials resources that may be a limit or impede administrative excellence hence poor academic performance of students.
5. IN –SETS workshops as well as orientations and induction should be organised regularly for heads to equip them with the needed skills for them to function effectively to improve performance in their schools .It is believed that, If these recommendation made in this study are implemented , the leadership styles of heads of public basic schools will be improved and significantly improved performance particularly in the Mpasatia circuits of Atwima Mponua District and the Nation as a whole

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APPENDIX I

QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this study is to examine the effects of leadership styles of headteachers on academic performance of students in the Mpasatia circuit in Atwima Mponua District of Ashanti Region. This study is purely for academic purposes. Your responses will be kept **secret and confidential**. **Please do not write your name**.

Please respond to the following questions by either writing in the blank space provided or ticking the appropriate box after the option, which reflects the opinion of the respondent.

SECTION A: PERSONAL CHARACTERISTICS

1. Age

- a) Under 20 years []
- b) 21-30 years []
- c) 31-40 years []
- d) 41-50 b years []
- e) 51-60 years []
- f) Above 60 years []

2. Sex

- a) Male []
- b) Female []

3. Indicate your current academic qualification

- a) Masters []
- b) BED []
- c) BA/BSC with PGDE []

- d) Diploma []
- e) Any other [specify]

4. Religion

- a) Christian []
- b) Muslim []
- c) Others []

SECTION B: LEADERSHIP STYLE AND PRACTICES ON ACADEMIC PERFORMANCE

5. What leadership style (s) do you use?

.....
.....
.....

6. Does your leadership style affect academic work?

- a) Yes []
- b) No []

7. If yes, how

.....

8. If no, why

9. Do headmasters need a particular leadership style to improve academic work?

- a) Yes []
- b) No []

10. If yes, explain

.....

11. Does the headmaster insist on the right thing to be done by the teachers and students?

a) Yes []

b) No []

12. Are there teaching and learning materials available in the school?

a) Yes []

b) No []

13. Are teachers regular in class?

a) Yes []

b) No []

14. Is the school environment good for teaching and learning?

a) Yes []

b) No []

15. If no, why

SECTION C: LEADERSHIP STYLES AND PRACTICE

Kindly respond to the questions below by ticking the most appropriate indicator for each of the statement as it applies to the leadership style of the headmaster using a continuum of never to always, where never is equal to one (1), seldom is equal to two (2), often is equal to three (3), frequently is equal to four (4) and always is equal to five (5). To what extent does the headmaster utilize the following?

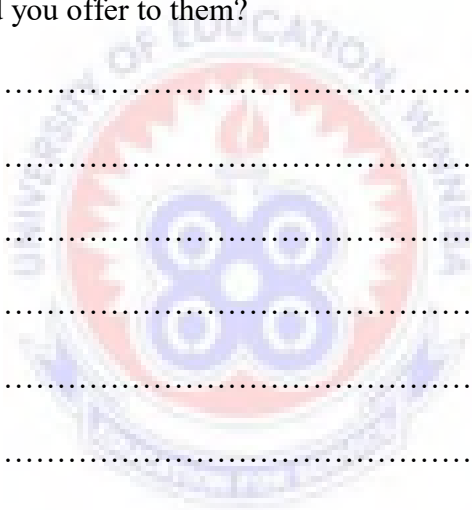
No.	Statement	Ranking				
		1	2	3	4	5
16.	Encourages co-operations among all					
17.	Ensures that principles and plans are adhered to					
18.	Challenges followers to try innovative ways of doing the work					
19.	Respects views and opinions of others					
20.	Seeks feedbacks on his actions					
21.	Clear about his own leadership style					
22.	Let staff members know what is expected of them					
23.	Takes risk when things seem to go wrong					
24.	Helps people to grow in their jobs by offering them the opportunity to learn					
25.	Assign staff members particular tasks					
26.	Get staff approval on important matters before implementing them					
27.	Give encouragement, support and appreciation to teachers and students for work done					
28.	Follows up on teachers and students performance					
29.	Discusses setbacks with teachers					
30.	Mobilize and utilize the potential resources and creativity of members for accomplishing group goals					
31.	Challenges the way things are done to achieve results					
32.	Look out for the personal welfare of members					

33. What problems do you encounter as the Headteacher of the school?

- a) Inadequate facilities []
- b) Inadequate staff []
- c) Poor disbursements of F.D.S.F []
- d) Uncooperative parents, guardians and teachers []
- e) Absenteeism among students and teachers []
- f) Undisciplined students []
- g) Others

34. The above problems are a hindrance for good academic performance. What solutions could you offer to them?

- a)
- b)
- c)
- d)
- e)
- f)
- g)



APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose of this study is to examine the effects of leadership styles of headteachers on academic performance of students in the Mpasatia circuit in Atwima Mponua in the Ashanti Region. This study is purely for academic purposes. Your responses will be kept **secret and confidential**. Please do not -write your name. Please respond to the following questions by either writing in the blank space provided or ticking the appropriate box after the option, which reflects the opinion of the respondent.

SECTION A: PERSONAL CHARACTERISTICS

1. Age

- a) Under 20 years
- b) 21-30 years
- c) 31-40 years
- d) 41-50 years
- e) 51-60 years
- f) Above 60 years

2. Sex

- a) Male
- b) Female

3. Indicate your current academic qualification

- a) Diploma
- b) BA/BSC with PGDE
- b) BED
- c) Masters

d) Any other [specify]

4. Religion

a) Christian []

b) Muslim []

c) Others []

SECTION B: LEADERSHIP STYLE AND ACADEMIC PERFORMANCE

5. What leadership style(s) does the headteacher use?

.....
.....

6. Does the headteacher leadership style affect academic work?

a) Yes []

b) No []

7. If yes, how

8. If no, why

9. Do headteachers need a particular leadership style to improve academic work?

a) Yes []

b) No []

10. If yes, explain

11. Does the headteacher insist on the right thing to be done by the teachers and students?

a) Yes []

b) No []

12. Does the headmaster inspect students exercises?

a) Yes []

b) No []

13. If yes, explain

14. Are teaching and learning materials available in the school?

a) Yes []

b) No []

15. Are teachers regular in class?

a) Yes []

b) No []

16. Is the school environment good for teaching and learning?

a) Yes []

b) No []

17. If no, why



SECTION C: LEADERSHIP STYLES AND PRACTICE

Kindly respond to the questions below by ticking the most appropriate indicator for each of the statement as it applies to the leadership style of the headmaster using a continuum of never to always, where never is equal to one (1), seldom is equal to two (2), often is equal to three (3), frequently is equal to four (4) and always is equal to five (5). To what extent does the headteacher indulge the following?

No.	Statement	Ranking				
		1	2	3	4	5
18.	Encourages co-operations among all					
19.	Ensures that principles and plans are adhered to					
20.	Challenges followers to try innovative ways of doing the work					
21.	Respects views and opinions of others					
22.	Seeks feedbacks on his actions					
23.	Clear about his own leadership style					
24.	Speaks with conviction of the purpose of the work (teaching and learning)					
25.	Takes risk when things seem to go wrong					
26.	Helps people to grow in their jobs by offering them the opportunity to learn					
27.	Set achievable goals					
28.	Friendly to teachers and students					
29.	Commands the trust of teachers and students					
30.	Follows up on teachers and students performance					
31.	Discusses setbacks with teachers					
32.	Appreciate the work done of teachers					
33.	Challenges the way things are done to achieve results					
34.	Supports the teacher and student who are weak to achieve results					

35. Are you motivated by your headteacher to work?

a) Yes []

b) No []

36. If yes, how

37. If no, why

38. Are you satisfied with your headteacher's style of leadership?

a) Very satisfied []

b) Satisfied []

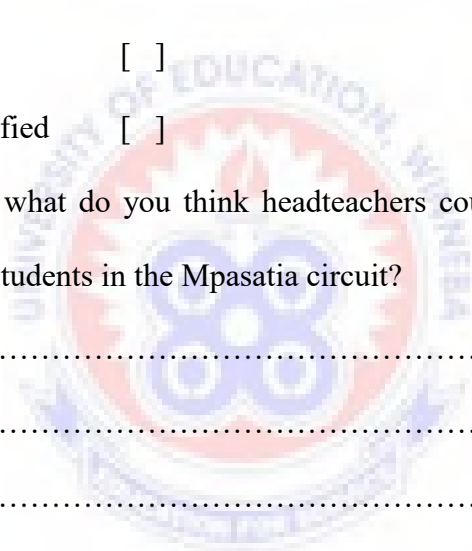
c) Don't Know []

d) Unsatisfied []

e) Very Unsatisfied []

39. In your opinion what do you think headteachers could do to improve academic performance of students in the Mpasatia circuit?

.....
.....
.....



QUESTIONNAIRE FOR STUDENTS

The purpose of this study is to examine the effect of leadership style of headteachers on academic performance of students in the Mpasatia Circuit in Atwima Mponua District in the Ashanti region. This study is purely for academic purposes. Your responses will be kept **secret and confidential. Please do not write your name.**

Please respond to the following questions by either writing in the blank space provided or ticking the appropriate box after the option, which reflects the opinion of the respondent.

SECTION A: PERSONAL CHARACTERISTICS

1. Age

- a) 10-15 years
- b) 16-20 years
- c) 21 and above years

2. Sex

- a) Male
- b) Female

3. Religion

- a) Christian
- b) b. Muslim
- c) c. Others



SECTION B: LEADERSHIP STYLE AND ACADEMIC PERFORMANCE

4. What leadership style(s) does the headteacher use?

.....
.....

5. Does the leadership style of your headteacher affect academic performance of students?

a) Yes []

b) No []

6. If yes, how

7. If no, why

8. Do headteachers need a particular leadership style to improve academic work?

a) Yes []

b) No []

9. If yes, explain

10. Does the headteacher insist on the right thing to be done by the teachers and students?

a) Yes []

b) No []

11. Does the headmaster inspect students exercises?

a) Yes []

b) No []

12. If yes, explain

13. Are teachers regular in class?

a) Yes []

b) No []

14. Is the school environment good for teaching and learning?

a) Yes []

b) No []

15. If no, why

SECTION C: LEADERSHIP STYLE AND PRACTICE

Kindly respond to the questions below by ticking the most appropriate indicator for each of the statement as it applies to the leadership style of the headmaster using a continuum of never to always, where never is equal to one (1), seldom is equal to two (2), often is equal to three (3), frequently is equal to four (4) and always is equal to five (5). To what extent does the headteacher utilize the following?

No.	Statement	Ranking				
		1	2	3	4	5
16.	Ensures that principles and plans are adhered to by followers					
17.	Challenges followers to try innovative ways of doing the work					
18.	Respects views and opinions of others					
19.	Seeks feedbacks on his actions					
20.	Friendly to teachers and students					
21.	Follows up on teachers and students performance					
22.	Appreciate the work done of teachers					
23.	Challenges the way things are done to achieve results					
24.	Supports the teacher and student who are weak to achieve results					

25. Are you satisfied with your headteacher's style of leadership?

- a) Very satisfied []
- b) Satisfied []
- c) Don't Know []
- d) Unsatisfied []
- e) Very Unsatisfied []

26. In your opinion how does the leadership style of the headteachers affect the academic performance of students in the district?

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.....



APPENDIX III

QUESTIONNAIRE FOR PTA/SMC

The purpose of this study is to examine the effects of leadership styles of headteachers on academic performance of students in the Mpasatia circuit in Atwima Mponua in the Ashanti Region. This study is purely for academic purposes. Your responses will be kept **secret and confidential**. Please do not -write your name. Please respond to the following questions by either writing in the blank space provided or ticking the appropriate box after the option, which reflects the opinion of the respondent.

SECTION A: PERSONAL CHARACTERISTICS

1. Age

- g) Under 20 years
- h) 21-30 years
- i) 31-40 years
- j) 41-50 years
- k) 51-60 years
- l) Above 60 years

2. Sex

- c) Male
- d) Female

3. Indicate your current academic qualification

- d) Diploma
- e) BA/BSC with PGDE
- e) BED
- f) Masters

g) Any other [specify]

4. Religion

a) Christian []

b) Muslim []

c) Others []

SECTION B: LEADERSHIP STYLE AND ACADEMIC PERFORMANCE

5. What leadership style(s) does the headteacher use?

.....
.....

6. Does the headteacher leadership style affect academic work?

a) Yes []

b) No []

7. If yes, how

8. If no, why

9. Do headteachers need a particular leadership style to improve academic work?

a) Yes []

b) No []

10. If yes, explain

11. Does the headteacher involve PTA/SMC in decision making?

a) Yes []

b) No []

12. If no why

13. How long have you served on the PTA/SMC?

- a) less than one (1) year []
- b) less than two (2) years []
- c) less than three (3) years []
- d) more than three (3) years []

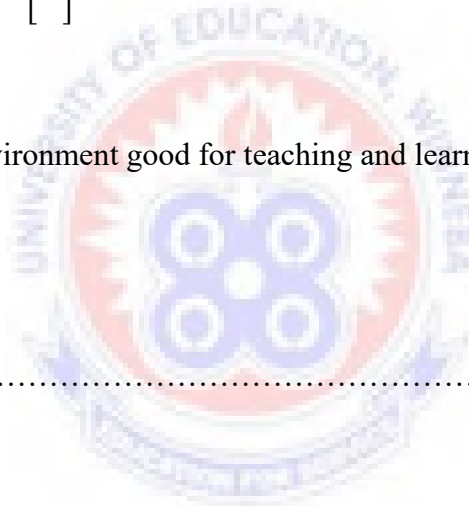
14. How often have you been attending PTA/SMC meetings?

- a) not at all []
- b) weekly []
- c) fortnightly []
- d) monthly []

15. Is the school environment good for teaching and learning?

- c) Yes []
- d) No []

16. If no, why



SECTION C: LEADERSHIP STYLE AND PRACTICE

Kindly respond to the questions below by ticking the most appropriate indicator for each of the statement as it applies to the leadership style of the headmaster using a continuum of never to always, where never is equal to one (1), seldom is equal to two (2), often is equal to three (3), frequently is equal to four (4) and always is equal to five (5). To what extent does the headteacher utilize the following?

No.	Statement	Ranking				
		1	2	3	4	5
17.	Encourages co-operations among all					
18.	Ensures that principles and plans are adhered to					
19.	Challenges followers to try innovative ways of doing the work					
20.	Respects views and opinions of others					
21.	Seeks feedbacks on his actions					
22.	Clear about his own leadership style					
23.	Set achievable goals					
24.	Achieved the set goals by PTA/SMC					
25.	Visit the school regularly					

26. Are you satisfied with your headteacher's style of leadership?

- a) Very satisfied []
- b) Satisfied []
- c) Don't Know []
- d) Unsatisfied []
- e) Very Unsatisfied []

27. In your opinion what do you think headteachers could do to improve academic performance of students in the Mpasatia circuit?

.....

.....

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