UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEIVED IMPACT OF HEAD TEACHERS' LEADERSHIP STYLE ON THE

PERFORMANCE OF PUBLIC BASIC SCHOOLS IN THE ANGLICAN CLUSTER OF

SCHOOLS OF THE KWADASO MUNICIPALITY

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**award of the Master of Philosophy (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

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

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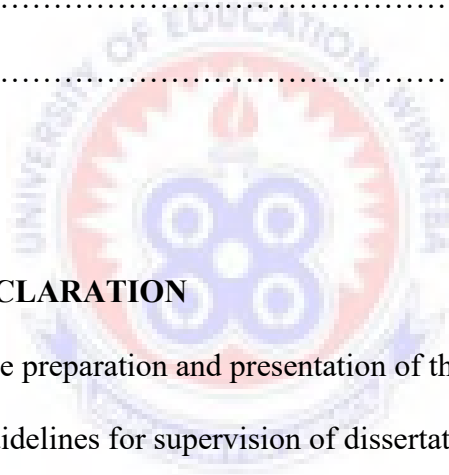
SUPERVISOR'S DECLARATION

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

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DEDICATION

To my parents Mr. Peterson Owusu and Madam, Comfort Karikari, my wife Rose

Asantewaa and our children, Virginia Abena Birago Amoako, Decarol Kwame Owusu

Amoako and Benjamin Akwasi Poku Amoako.

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ABSTRACT

The study was conducted to investigate the perceived impact of the head teachers' leadership style on the performance of public basic schools in Anglican Cluster of Schools in the Kwadaso Municipality of the Ashanti Region. The objectives of the study were to find out the leadership competencies and expertise of head teachers, determine the leadership styles of head teachers, ascertain the perceived impact of leadership style of head teachers on teachers' commitment and to determine the perceived effect of the leadership style of head teachers on the school and student's performance in the Anglican Cluster of Schools. The target population of study was 80 consisting of 6 head teachers, 6 assistant head teachers and 68 teachers. Census technique was used to select all the head teachers, assistant head teachers and teachers for the study. Closed ended questionnaire was used as the data collection instrument for the study. The study found among others that head teachers and their assistants had professional training in educational leadership and human resource management. Also head teachers involved teachers in decision making on academic policies of the school and provided frequent feedback to teachers regarding classroom performance. Head teachers leadership style enabled teachers to complete the syllabus on time. It was recommended based on the findings and conclusions that, the Ghana Education Service and the Municipal Director of Education should insist on the use of leadership styles that influence teachers' commitment to promote teaching and learning by heads of educational institutions under their care.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A successful organization requires good leadership. The head teachers' duties in relation to school administration have been subjected to close investigation (Sammons, Gu, Day, & Ko, 2011). In this case, quality leadership styles performed by a head teacher are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities. Atkinson (2005) indicated that the success of the school for its head to carry out his duties depends so much on his competence as a good administrator. Best services and good strategic management performed by the highest authority in hierarchical level of school administration especially the head teacher will directly lead students into the right path of academic and non-academic excellence (Ubben & Hughes, 1998).

Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value (Day & Harris, 2012). A good school head, according to Farrant (1975) must possess high qualities of leadership because, like a general, he cannot win the battle by himself alone but by involving those with whom he serves. According to Ibukun (2004) and Northouse (2001), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. The activities of the school are determined by what the head-teacher does (Sergiovanni, 1995, Oyetunji, 2006; Johnson, 2004).

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

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

Academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tettey-Enyo, 1997). Olembo (1997) also concurs with Tettey-Enyo (1997), by observing that school leadership is the art of influencing the activities of the teachers and students in an effort to adhere to educational objectives within the school. It is based on this that the importance of leadership has become more pronounced today. The expansion of knowledge in the world has led to information technology (IT) and hence resulting in the formation of complex organizations, which require trained specialists in order to achieve the set objectives.

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

Olembo (1997) observed that national and individual citizen's expectations from the educational system are greater and more complicated. It requires a highly qualified head teacher to implement the curriculum that adheres to national objectives and individual demands. Introduction of software technology, banning of corporal punishment, changes in curriculum requires a highly qualified head teacher in order to be able to coordinate all the efforts of the people concerned to work towards the attainment of the set objectives. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration.

Maicibi (2003) stated that without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Sashkin and Sashkin (2003) posited that the concept of leadership that matters is not being limited to those at the top of the

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organization such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of mutating followers to achieve goals (Sashkin, & Sashkin, 2003).

No matter how financially sound an institution may be, such an institution might fail if the leadership is not visionary to motivate the followers to execute their task. In Ghana, there are many who believe there has been falling standard of education and attribute that to poor school leadership. This is particularly so when the performance in private basic schools is compared to that of public schools. It is believed the differences in academic performance is not due to lack of qualified teachers since the public schools are rather endowed with professionally trained teachers, hence it is an issue of poor leadership which leads to lack of effective supervision. Unfortunately, as pointed out by Zame, Hope and Respress (2008), in Ghana individuals are promoted to the head teacher position without extensive leadership training.

In the study area, parents and community members believe the schools could do better if they are headed by more effective, dedicated and committed leaders. It is believed the head teacher's leadership has significant influence of students' academic performance. This has necessitated the need for the study to investigate the perceived impact of head teachers leadership style on the performance of public basic schools in the Anglican Cluster of Schools of the Kwadaso Municipality of the Ashanti Region of Ghana.

1.2   Statement of the Problem

The need to research into the leadership styles of heads of educational institutions has been a concern to many since the effectiveness of the leadership leads to the success of every organization. The importance of leaders in motivating for school improvement and implementing education reform has been high on the government's agenda for some time and the development of effective leadership has been a prime aim in educational reform.

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

Head teachers have to exercise their authorities as heads excellently for teachers to meritoriously accomplish their work to improve the performance of students (Cole, 2004). Literature on head teachers' leadership style focuses more on its effect on teachers' commitment and less on school performance. Also there is a perceived poor

leadership style of head teachers in the study area which have resulted in teacher attrition which has not been empirically investigated. These have motivated the researcher to discover the perceived impact of head teachers' leadership style on the performance of public basic schools in the Anglican Cluster of Schools of the Kwadaso Municipality

1.3 Purpose of the Study

The purpose of the study was to investigate the perceived impact of head teachers' leadership style on the performance of public basic schools in Anglican Cluster of Schools in the Kwadaso Municipality of the Ashanti Region.

1.4 Objectives of the Study

Specifically, the study sought to:

1 find out the kind of training head teachers receive to help equip them with the leadership competencies in basic schools in Anglican Cluster of Schools in the Kwadaso Municipality?

2 find out the leadership styles of head teachers in public basic schools in Anglican Cluster of Schools in the Kwadaso Municipality.

3 ascertain the perceived impact of leadership styles of head teachers on teachers' commitment in Anglican Cluster of Schools in the Kwadaso Municipality.

4 find out the perceived effects of the leadership styles of head teachers on students' performance in Anglican Cluster of Schools in the Kwadaso Municipality.

1.5   Research Questions

1. What kind of training do head teachers receive to help equip them with the leadership competencies in basic schools in Anglican Cluster of Schools in the Kwadaso Municipality?

2. What are the leadership styles of head teachers in basic schools in Anglican Cluster of Schools in the Kwadaso Municipality?

3. What are the perceived impacts of leadership style of head teachers on teachers' commitment in basic schools in Anglican Cluster of Schools in the Kwadaso Municipality?

4. What are the perceived effects of the leadership style of head teachers on student's performance in Anglican Cluster of Schools in the Kwadaso Municipality?

1.6   Significance of the Study

The findings of the study will contribute to the body of knowledge in educational leadership in Ghana's basic schools. Also the findings of the study will help policy makers in education to know the leadership style that promote teaching and learning to improve students' performance.

The findings of the study will again, serve as a blueprint for researchers who would do further studies in head teachers' leadership style and school /students' performance.

1.7 Delimitation of the Study

The study was delimited to the exploration of the impact of the head teachers' leadership style on the performance of public basic schools in the Anglican Cluster of schools in the Kwadaso Municipality though it would have been worthy to cover a larger area in the Municipality. The respondents were also delimited to only head teachers and teachers in the Kwadaso Municipality. The results may therefore be generalized with caution.

1.8 Limitations of the Study

Respondent bias in a study of this nature could not be ruled out. According to Gay and Airasian (2003) in self-reporting data collection procedures, respondents provide information as they consider appropriate to the given items. Thus, the head teachers in this study might not report accurately if they had acted in ways which were socially undesirable. To minimize this problem, the head teachers' responses were validated by comparing them with that of the teachers.

1.9 Organization of the Study

The study was organized into five chapters. Chapter One provided the background to the study, statement of the problem, research questions and objectives, delimitation of the study, limitations of the study and organization of the study. Chapter Two presented the review of relevant literature on what other researchers and authorities have written on the subject. Chapter Three consisted of the methods and procedures used to obtain and process data.

Chapter Four dealt with data analysis and discussion of the findings. Chapter Five summarized the findings, drew conclusions, made recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviewed related literature on the perceived impact of head teachers' leadership style on the performance of basic schools in the Anglican Cluster of Schools in the Kwadaso Municipality. It contains the review of concepts related to the topic, and works that have been done by other researchers which were considered relevant to the study as well as theoretical review.

2.1 The Concept of Teacher Leadership

There has been some conceptual confusion over the exact meaning of teacher leadership. For example, Welgemoed (1995) defines teacher leadership as the ability to encourage colleagues to change to do things they would not ordinarily consider without the influence of the leader. Katz (2001) indicated that teacher leaders are teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term. Katz (2001) identifies three facets of teacher leadership as follows:

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

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

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

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

1. Broad based involvement – involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities.

2. Skillful involvement – involving comprehensive understanding and demonstrated proficiency by participants of leadership dispositions, knowledge and skills.

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

The second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular

development and have a sense of ownership. Teacher colleagues shape school improvement efforts and take some lead in guiding teachers toward a collective goal.

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

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

The important point emanating from the literature is that teacher leaders are in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash, 2000). The literature also asserts that the principal reason for teacher leadership was to transform schools into professional learning communities (Katz, 2001) and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools. In this sense, teacher leadership aligns itself to Sergiovanni's (2001) notion of the 'life world' of the school rather than the 'system world' where attention was focused upon developing social, intellectual and other forms of human capital instead of concentrating upon achievement of narrow, instrumental ends.

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

2.2   What is Leadership?

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

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton, 1998). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment. Schermerhorn, Hunt and Osborn (2000) also define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what he/she wants from people. Therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increases productivity in the organisation.

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

Sergiovanni (1999) perceives leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation. Dubrin (1998) also define leadership as the ability to inspire confidence and support among followers who are expected to achieve organisational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is

the leader's responsibility to communicate the picture of what the organisation should be, convince followers and channel all activities toward accomplishing it.

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

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

2.2.1 School Leadership

The growing amount of literature from various researchers on leadership reflects a growing interest in the subject by various researchers and practitioners of leadership who are keen to investigate its different dimensions. Effective leadership is one that has been widely explored from various perspectives due to its close link with large profits in business organisations (Chemers, 1997). This has placed increasing demands upon educational organisations such as schools, to improve their effectiveness and efficiency (Bennett et al, 2001; Horner,2004) and has led to the notion that effective school leadership is key to school success, sustainable education reforms and organisational improvement (Blasé & Blasé, 1998).

These studies notwithstanding, much is yet to be discovered about school leadership in developing countries in Africa, especially in countries like Ghana. Most of the researches mentioned above have been carried out in developed countries such as the United States, United Kingdom, Australia, New Zealand and some other European countries, and as observed by Dimmock and Walker (2002), it lacks contextual specificity and relevance as most of its findings are based mainly on Eurocentric or Anglo-American theories, values and beliefs. They argued that although cross-fertilization of ideas and approaches is generally beneficial, there are dangers in failing to recognize that, theory, practice and imported expertise may not readily apply across national and cultural boundaries and that cross-cultural understanding may be usefully pursued through a comparative approach, one that allows administrative and leadership practices in different societies and cultures to be seen in relation to each other (Dimmock & Walker, 2002).

Issues about whether the heads and schools in developing countries such as Ghana would have the capacity and the needed resources to implement effective leadership practices identified in this research literature. This is because school leadership is very much a product of the socio-economic and political factors that are related to national and local context as well as the skills and attributes of individuals, and are very much influenced by the demands and expectations of the local school communities, most of which are changing over time (MacBeath & Riley, 2004). The authors further indicated that, the economy and cultural constraints of developing countries can influence how principals approach their leadership roles and tasks in their schools. There is also growing internationalization' of education, reinforced by a belief that, education models are transferable regardless of the context. This has shaped the thinking of policy-makers in both developed and developing countries, including Ghana. Therefore, in order to address it more appropriately for this study, the researcher will provide a thematic description of the leadership issues and experiences in these developed countries and where possible relate them to situations in Ghana.

According to Aikaman and Unterhalter (2005), educating a nation remains the most vital strategy for the development of the society throughout the developing world. Many studies on human capital development agree that it is the human resources of a nation and not it's capital or natural resources that ultimately determine the pace of its economic and social development. Nsubuga (2003) posited that the principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training. Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people

are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for national development.

The straightforward linkage between the levels of education is through the improvement of skilled labor, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively. In Uganda, formal education is based on seven years of primary and six years of secondary education. Vocational, technical and academic courses are offered through post primary education and training institutions. The education system, particularly secondary education, is still centrally managed by the Ministry of Education and Sport (MoES) whilst primary education is managed by local district administrations.

Uganda has consistently developed its education system, since it returned to stable government. Gross enrollment rates in primary schools at present is over 100%, because both under age and over age pupils are enrolled as education is free. After the introduction of the policy of free Universal Primary Education (UPE), the enrolments in primary schools increased substantially. The number of learners graduating from grade seven is set to more than double by 2010 and the selection of learners into secondary schools is becoming very competitive. The Government of Uganda developed a new policy on Post Primary Education and Training (PPET), which preceded the introduction of Universal Secondary Education (USE) to meet rising demand and increase access to

secondary schools and beyond, Nsubuga (2003). The goal is not only to increase equitable access, but also to improve quality and efficiency in the management of secondary schools.

Mass participation will require new management approaches. Such policy reforms may need good leadership so that the government achieves its objective of access and quality education. The role and importance of secondary education in national development is of utmost importance. Failure to expand access at secondary education level will undermine efforts to sustain UPE, and the achievement of the education related Millennium Development Goals (MDGs). Transition rates into the lower secondary level may fall unless access to lower secondary schooling is expanded (World Bank Report, 2008). The competitiveness, especially in high value added and knowledge based sectors of the economy, depends on knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills and application of science and technology which are most efficiently acquired through secondary education schooling. Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003).

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

2.3 Educational Leadership

According to Cole (2002), leadership at work in educational institutions is a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context. Leadership in that context pursues effective performance in schools, because it does not only examines tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration. Hence, leadership incorporates the accomplishment of the task, which is the organisational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998).

Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2004) defines leadership

as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organisation through the direction of the human resources that are the most important organisational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organisation at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin & Sashkin (2003) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organisation such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of mutating followers to achieve goals (Shashkin, 2003). This is supported by Lav Tzu (as reported in Shashkin, 2003) that good leadership commits to doing less and being more.

Good performance in any secondary school should not only be considered in terms of academic rigour, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. What is performance then and how is it measured in the context of schools?

Armstrong (2004), contends that performance refers to both behaviours and results, and adjusting organisational behaviours and actions of work to achieve results or outcomes. Behaviours are outcomes in their own right and reactions to the product of

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mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

In Ghana, the Ministry of Education (MoE) post people of the highest education management qualifications to head schools in the hope that they can better employ the best leadership principles. In addition, the MoE is frequently conducting workshops for head teachers and deputy head teachers on leadership, in order to help improve their leadership skills. However, despite the efforts, most schools' performance is still found wanting. In some schools, there is increasing poor performance in mainly the science subjects. The poor performance in science subjects is attributed partly to poor leadership at the school level, since teacher morale and welfare are very low. Indiscipline in schools is also on the increase, which affects the quality of education outcomes in schools. Many schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

2.4 The Importance of Leadership in School Supervision

Effective school supervision depends on good leadership. Therefore educational practitioners have recognized leadership as vitally important for educational institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-

increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness.

Schermerhorn, Hunt and Osborn (2000) maintain that leadership is the heart of any organisation, because it determines the success or failure of the organisation. Oyetunyi (2006) posits that in an organisation such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002) and Maicibi (2003) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters because leaders help reduce ambiguity and uncertainty in organisations.

School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools" (p. 95). Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they

become the overriding reason why some teachers do not perform as expected and some have to exit the profession. Linda (1999) quotes one of the teachers he interviewed in his research and who had this to say about her head teacher:

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

The key question is what is it about the head teacher to whom she referred that made her leadership so charming and hence effective? It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This study will therefore seek to analyze the different leadership styles of head teachers with a view to determining the most effective ones in terms of enhancing school performance. Some heads of schools who employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support.

The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic head teacher is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic head teacher, on the other hand, is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity.

The employee oriented school head focuses upon putting the subordinate at the centre of progress, with a view to tying the organization's success on the shoulders of the

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subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates' inputs in school functions are often high as a result of high morale and motivation. The behavioural leader explores styles such as the democratic, participative and laissez faire leadership styles.

According to Muyingo (2004), the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs.

2.5 The Difference Between Leadership and Management

In the words of Ubben, Hughes and Norris (2001), management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation. Consequently, the organisation almost always has a predictable atmosphere. Ubben et al. (2001) posited that the manager's belief is that the existing standard is good enough and foresees no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Therefore, it can be assumed that the primary job of a manager is the maintenance of the current model.

On the other hand, leadership according to Ubben et al. (2001) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard.

Bennis and Nanus (1985) argue that managers are people who do things right and leaders are people who do the right thing. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders do manage but use their management skill from a leadership perspective.

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

According to Lussier and Achua (2001) and Bell (1999), leadership and management are interwoven. Lussier and Achua (2001) believe that successful managers employ democratic form of leadership as they work with people in the organisation. In addition to that, Bell (1999) states that management entails formulating a vision for the school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way.

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

In support of Anderson et al.'s (1998) opinion about the need to amalgamate both management and leadership, Shermerhorn, Hunt and Osborn (2000) contend that the new leadership is inadequate as the emphasis on vision could be so much that the necessary day-to-day activities might be neglected. Therefore, both transformational and transactional leadership functions are needed for the success of an organisation (Leithwood, 2005). Nevertheless, Gronn (2003) reports that school reformers and standards proponents consider the head teachers as leaders instead of managers, because school reformers subscribe to the opinion that leadership is the vehicle for structural change and that the head teachers as the leaders of the school drive it. In effect, the head teachers are expected to initiate and work toward the realization of the necessary change in their schools.

In view of the above, it could be concluded that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organisational stability. Whereas, a leader's activities are directed toward establishing

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good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they endeavour to accomplish the shared vision in order to sustain continuous improvement of the organisational performance. However, both management and leadership skills are important for organisation's effectiveness.

2.6 Leadership Approaches and Models

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

2.6.1 Scientific management approach

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

2.6.2 The human relations approach

This is an approach to leadership that regards employees' needs as a legitimate responsibility. It arose in the 1920s and 1930s under the impact of the Hawthorne studies, which focused attention on workers instead of production. In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently,

allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings.

2.6.3 Theory X and Theory Y approach

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1957) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job.

On the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort. Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative,

democratic style of management. An example of the application of Theory Y is management by objectives.

2.7 Leadership Perspectives

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

2.8 Situational / Contingency Approaches to Leadership

Oyetunyi (2006) indicated that there are diverse, complex situations in schools that demand diverse leadership skills. The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004:4) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behaviour contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors

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determine the behaviour of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This implies that the best style of leadership is determined by the situation in which the leader works (Oyetunyi, 2006).

2.8.1 Path-goal Leadership Model

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

2.8.2 Charismatic Approach

Hoy and Miskel (2001) and Lussier and Achua (2001), as reported in Oyetunyi (2006), state that Max Weber initiated the charismatic leadership approach in 1947. According to these scholars, Weber used the term 'charisma' to explain a form of influence based on the followers' perceptions that a leader is endowed with exceptional characteristics.

Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organisational members and building commitment for the organisation's objectives. In the same vein, Lussier and Achua (2001) describe charismatic leaders as leaders who have distinguished qualities to inspire and motivate

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subordinates more than they would in a normal situation. Hoy and Miskel (2001), quotes House and his colleagues who contend that personality characteristics do not make a leader charismatic. But rather they contribute to the development of charismatic relationships (Oyetunyi, 2006).

Sashkin and Sashkin (2003) also observe that charismatic leaders seek control by controlling others; they initiate a kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2006) posits that charismatic leaders are not concerned about the followers and the organisation but about themselves, and so many of them make life unbearable for those who deal with them.

2.9 Theories of Leadership

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

Nkata (2005) posits that leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. Leadership, as studied through the traditional theories such as the Ohio State University studies, (Halpin, 1996), the managerial grid model (Blake & Mouton, 1985), and the contingency theories (Fielder, 1978), is often assumed to occur between a

leader and the followers (Cheng, 2002). However, most leadership theories are explored on the trait, behavioural, and contingency approaches (Mullins, 2002; Armstrong, 2004). As such, the following leadership theories provide scholars with a vision and introduce leadership behaviours that may assist head teachers and leaders of educational institutions to manage their schools.

2.10 Leadership Styles

Every formal organisation was established for a purpose, and even though some may deviate from them over time, it is generally accepted that they need to return to their goals is known to be the lack of effective leadership (Cheng, 2002). Sometimes leaders lose focus; but other times they simply suffer burn- out, and are thus incapable of serving as the necessary force responsible for directing the organisations' human and materials resources to the attainment of their goals. The essential and complex nature of leadership demands that it acquire the various skills, methods and style needed to deal with the many different individuals in the organisation. In some ways, leadership is a craft that must be administered to achieve the mission of organisations (Cheng, 2002). In this subsection, we will explore the various leadership styles that are available. There are few reasons for this exploration:

1. To become familiar with the possible ways in which different people lead.

2. To see how different circumstance can call for different styles of leading.

3. To be able to identify the various style in the field of administration.

4. To refrain from judging one style as better or worse, but rather appreciate the underlying circumstances involved in carving out a particular leadership style.

5. To become equipped in knowing which style works best for which situation.

6. To become familiar with the pros and cons of the various styles.

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

2.10.1 Autocratic, authoritarian, dictatorial Leadership

Autocratic, authoritarian, dictatorial leadership is a domineering style of administration where the leader alone dreams, determines, and sets out the policies, and also assigns tasks to members without previous consultation with them. Task and methods are imposed on members. There is very little real communication, if any, between the leader and the entire group. The leader issues directives without considerations of any other experts input first. Once the directives are given, they must be carried out without question, lest there be serious warnings, or possibly dismissal. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. Any opposing views are looked upon as attempts to overthrow their leadership (Cheng, 2002).

Coercion is a common mark of autocratic leadership, and the leaders themselves are often aloof; there is little interaction with staff. These leader are also known as dictators. They either have no respect for others' views, as they consider theirs to be superior, or they have no trust in the good intentions of others. Many psychologist believe that this style of leadership stems from fear and the feeling of insecurity. The leader's regular brutal force of action is therefore his defensive weapon. Other examples of his defensive weapons are the constant threats and punishments that are administered. Obviously, the theory that lies underneath the mentality of the dictator is theory x.

because of the type of beliefs he has of the members within the organization, the dictator does not share power or responsibility with them. He does not delegate much, as he thinks that people are all lazy, and must simply follow orders (Cheng, 2002).

Many scholars today would strongly oppose the practice of autocratic leadership, although there are some school heads and teachers who run their schools this way. In such schools, the staff has very little say, and even if there is student governance, it is generally only in name. some believe that the administration of organizations through the autocratic means is frequently responsible for riots or violent responses to leadership. The following are some of the disadvantage of this style of leadership: The varied talents among the staff are hardly seen, since staff do not get the opportunity to practice their skills.

1. There is usually low morale on the part of subordinates.

2. There is little initiative on the part of the workers.

3. People work out of fear, and there is no sense of partnership

4. There is little input from the workers.

5. There is very little information flow, and rumours are common, negatively affecting work input.

6. Personal and skills development on the part of the staff is very rare.

7. The leader is often overworked, and ends up with burnout.

8. There is constant tension and rumor mongering, as few really have accurate information regarding the direction or purpose of the organization (Cheng, 2002).

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

1. In certain emergency situations the autocratic style becomes rather more practical and useful.

2. Subordinates who are naturally submissive or not interested in sharing responsibilities may benefit from not having to do much.

3. In the case of assistants or subordinates who are not efficient, this style works best for the organization. The regular supervision helps them to achieve more, as left to themselves, they would be lost or would hurt the organisation.

4. It enables close supervision and better control for the leader.

2.10.2 Democratic Leadership

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

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

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

The following are some advantages of the democratic style:

1. There is respect for all, and so people are generally happy with the organizational processes.

2. There is less tension and more collaboration among staff.

3. New and better ways are often found, since ideas come from a multiplicity of sources.

4. The needs of the majority are known and taken care of.

5. There is mutual trust among staff.

6. The leader is not overburdened since he is used to delegating.

7. Staff at the lower end gets the opportunity to move up the ladder after having proven competence through delegation.

8. Riots are rare where people feel respected and listened to

9. Specialization occurs where people are given the tools they need to practice in their area of specialization.

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

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

2. In the case of workers who are not efficient, the organization may suffer as all may have taken part in the decision-making process.

3. There could be strong resistance from those who may have been consulted in the past and who may expect to be automatically included in the future.

4. This may create the wrong impression in some staff that their views ought to be sought after in every situation.

5. This process may take too much time as consulting with many could be frustrating (Ubben et al. 2001).

2.10.3 Laissez-faire Leadership

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

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

supervision. In this style, the leader does not seem to have any authority, as he has not simply delegated them, but granted them to all who have role to play. It could even be said that laissez-faire is the kind of leadership that has no specific leader. The leader in this style is not specific about the goals he expects of the workers; work is assigned in a vague manner, with the individual workers using their own preferred techniques to arrive at the final product (Cheng, 2002).

Naturally there is a lot of anarchy, conflict and chaos in the organisation. One major advantage of this style is described below:

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

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

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

2. The output of the organization may suffer tremendously, and the leader may even have difficult responding to correct them, as it was he who failed to take full leadership responsibilities in the first place.

3. The lack of full participation or application of the leader's supervisory skills can lead to a poor state for the leader and the organisation in consequence.

4. There is the possibility of junior staff assuming illegal leadership roles as a result of the laissez-faire attitude of the leader.

5. The leader would lose respect among all, including those he may have tried to please through his consistent inaction.

Generally, the above three are the main leadership style; he however, indicated there are others, smaller, usually not well-known or talked about in the literature. These are briefly presented here:

2.10.4 Pseudo-democratic

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

2.10.5 Nomothetic

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

2.10.6 Ideographic

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

2.10.7 Transactional leadership

Transactional leadership is another form of leadership style exhibited by most headmasters. According to Ubben et al. (2001) transactional leadership is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior and that each enters the transaction because of the expectation to fulfill self-interests and their leaders are supposed to maintain the status quo by satisfying the needs of the subordinates. Ubben et al. further states that, each enters the transaction because of the expectation to fulfil self-interests and their leaders are supposed to maintain the status quo by satisfying the needs of the subordinates. This leadership emphasises process in which the leader defines needs, assigns task and gives rewards to followers for good performance or punishment for mistakes (Ubben et al. 2001). For instance, the headmaster/mistress observes what the teachers want from work and tries to provide them with what they want depending on their performance. He/she exchanges rewards and promises of rewards for their efforts and responds to their immediate self-interest. Otherwise, he/she uses threats or punishment for their mistakes.

Lussier and Achua (2001) opine that a transactional leader has a command and control mentality. Ubben et al. (2001) are of the opinion that this kind of exchange

inhibits subordinates' commitment because it is a matter of performing duties as directed; the 'how' and 'what' of the job are given, meaning that teachers are labourers and they do the job because of what they will benefit from it, not because of their loyalty to the headmaster/mistress or the school. Leithwood and Jantzi (1990) perceive this concept as management rather than leadership. Thus a transactional leader sets goals for followers depending on the effort he/she expects from them; he/she does not expect the followers to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of followers. Therefore, the transactional leader does not transform followers or organisation.

Ubben et al. (2001) identifies some sub-factors of both transactional and transformational leadership. Sub-factors of transactional leadership include: contingency reward, management by exception and laissez-faire. Ubben et al. (2001) states that, contingent reward refers to the situation where the leader rewards the subordinates on completing an agreed-upon task. In other words, when the leader is satisfied with the performance of a follower, the leader responds positively by using rewards in form of praise, recognition and recommendation of such follower for promotion. Ubben et al. (2001) asserts that contingent reward is good, but not as good as any of the transformational components in terms of achieving results.

Ubben et al. (2001) holds that management by exception could be either active or passive. Active management by exception is related to a situation where the leader watches and searches for instances where subordinates deviate from rules and standards for the purpose of correction. In other words, the leader is all out looking for subordinates' mistakes while performing their duties. Passive management by exception

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refers to a situation where the leader intervenes only if the standards are not met. Ubben et al. (2001) believes that contingent reward or transformational elements tend to be more effective than corrective transaction. However, Ubben et al. (2001) maintains that active management by exception should only be used in necessary situations. Laissez faire, the last aspect of transactional leadership refers a situation where the leader abdicates responsibility and avoids making decisions; a situation where no one is in control creates a lawless environment (Ubben et al., 2001).

Harris's (2010) study reveals that state management by exception is a negative attribute of leadership as it demoralizes subordinates. This is especially true with regard to active management which is seen in terms of looking for mistakes or enforcing rules to avoid mistakes, rather than devising or adopting strategies to correct subordinates' mistakes when they occur. Transactional leadership discourages collaborations between the headmaster/mistress and teachers and disregards teacher's potential to contribute to school improvement. However, Sashkin and Sashkin (2003) assert that transactional leaders, through their effective management, get things done right, even though it may not always be that the right things are done. This assertion is affirmed by Harris, (2010) whose findings indicate that many heads are managers rather than leaders. This is because they spend most of their time on administrative work.

In effect, it is assumed that headmaster/mistress waste lots of valuable time on paper work preventing them from focusing on more important aspects of school.

2.10.8 Transformational Leadership

Sergiovanni (1999) hold that transformational leaders share power with followers rather than exercise power over followers. Thus, transformational leadership is meant to empower followers. The leaders are concerned with how to use their power to help followers to accomplish what they think are important, become successful and experience a greater sense of efficiency. Therefore, transformational leaders are aware that teachers need to be empowered to be able to function effectively. As a result, followers are exposed to responsibilities that release their potential. These leaders are more concerned with what followers are accomplishing rather than what they are doing. However, Owens (1998:214) observes that conventionally, schools have ever been places where adults have difficulty in sharing collegiality link which is important to leadership and teachers empowerment. According to Owens (1998) empowering teachers to establish a system for shaping the vision/mission of the school and indicating the importance of its accomplishment is the core aspects of the heads' leadership. As a result, the heads should exhibit unequivocal interest in fostering collegiality and collective leadership.

According to Cheng and Chan (2002) transformational leadership is a pivotal force for activating self-management in schools. Wilmore and Thomas (2001) stated that the quality of school leadership can be assessed by the ability of the headmaster/mistress to create a climate that fosters staff and pupil productivity and creativity. They add that transformational leaders are value driven and committed to the creation of learning communities. Lussier and Achua (2001) describe transformational leaders as visionary, change agent and skilful in dealing with complex issues, such as developing staff, mapping new directions, mobilizing resources, supporting employees, and responding to

work-related challenges. If transformational leadership is appropriately practiced, then there is the potential to transform the prevailing negative climate to a positive one in some senior secondary schools and to improve the existing positive climate in other community senior secondary schools in Botswana.

From the above, Owens (1998) stated that, an individual can apply leadership by 'working with and through teachers' to improve the manner in which the leader and the teachers socialise with one another. He believes that a vision of a better tomorrow, which is attractive, irresistible and is personally satisfying than the current situation will improve performance and productivity.

Lussier and Achua (2001) believe that transformational leaders create incentives for followers to continuously improve their work practices. In view of this, a climate that is conducive to effective teaching and learning is created. The authors further argue that transformational leadership provides direction for the school because transformational leaders are perceived to be educational reformers or agents of positive change in schools. Lussier and Achua (2001) hold that, the key goal of transformational leadership is to help teachers build and sustain a collaborative and work-oriented culture, to foster staff development and to help teachers to tackle problems together more effectively. Thus, it appears that transformational leaders give direction to staff and coordinate the work performed by different units in the school, develop a work-oriented school climate, and are given to the desire to continuously improve their work processes.

Sergiovanni (1999) state that there are three elements of transformational leadership, which are:

A collaborative shared decision-making: This underscores the importance of involving other members of staff in decision-making.

An emphasis on teacher professionalism and empowerment: As a result, transformational leaders emphasis a high professional standard and code of practice to teachers. In order to achieve this, leaders could empower teachers through skills development and delegation of authority.

Clear understanding of change and how to inspire others to work towards it: The main task of the heads is to be clear about the nature of change their school should embark on. Once this is achieved, mobilizing the support and commitment of staff becomes easier. With reference to this study, the question is whether heads in Ghana secondary schools assume the roles of transformational leaders in managing schools.

. Ubben et al. (2001) describes transformational leadership as an 'expansion of transactional leadership', which goes beyond 'exchange' by using one or more attributes of transformational leadership which are: idealized influence/charisma, inspirational motivation, intellectual stimulation and individualized consideration. Ubben et al. (2001) perceives idealized influence/charisma as the ability of the leader to build trust and respect in followers such that followers admire, respect, trust and fall for the leader's vision for the organisation. Ubben et al. (2001) opines that the leader is ready to take risks; he/she is responsible and reliable and exhibits high ethical and moral standards.

Ubben et al. (2001) describes inspirational motivation as the leader's ability to communicate high expectation to followers. This is rooted in the leader's beliefs and values that are communicated via leader's behaviour, which motivates and makes the followers see sense as well as the challenge in their work. Team spirit is awakened and

followers are enthusiastic about accomplishing the share vision for the organisation. Intellectual stimulation as described by Ubben et al. (2001) is the leader's ability to create an atmosphere that encourages followers' creativity and intuition by stimulating followers to be creative and innovative by 'questioning and assumptions, reframing problems' and seeking new ways of approaching issues. When followers make mistakes or express ideas, which are different from the leaders', followers are not criticized. The leaders seek new ideas and approaches of solving problems from the followers.

Ubben et al. (2001) perceives individual consideration as the leader's ability to give personal attention to subordinates' needs for improvement and growth. This is necessary as it affords the leader the opportunity to help subordinates to realize their full potential. The leader assumes the position of a mentor and creates relevant learning opportunities in a supportive atmosphere, recognizing and accepting individual differences in needs and values, listening effectively, using two-way communication and relating with followers in a friendly manner.

However, Hoy and Miskel (2001) maintain that the four styles of leadership under transformational leadership are more effective than transactional leadership in obtaining followers' level of growth and performance. Two of the transformational leadership characteristics (modelling, inspiring and purpose) and one of the transactional attributes (contingent reward) are strongly related to teacher efficacy and therefore students' performance (Hoy & Miskel, 2001).

Hoy and Miskel (2001) assert that transformational leadership resembles people's mental picture of an ideal leader because people prefer a leader who communicates an expectation of high performance instead of over emphasizing transactional activities;

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someone who develops others and raises teams. Transformational leadership has become an issue since headmaster/mistress are expected to bring visionary leadership to the organization. Leithwood & Jantzi (1990) stated that headmaster/mistress who succeeded in their job used a different method to motivate and bring about changes in their schools. It implies that those who are not successful have not used the kind of strategies that successful heads used.

2.10.9 Benevolent autocracy:

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

2.11 Leadership Studies Related to Head Teachers

A considerable amount of research has been conducted into the impact on staff of different leadership styles. Classic studies of different organizational climates in American schools incorporate consideration of the leadership styles that were found to be integral to the open and closed climates (Halpin, 1966 in Evans, 1999). The open head teacher was described as typically very enthusiastic, conscientious, hardworking, well balanced in temperament, not aloof and very much in control albeit in a subtle manner. In this climate head teachers are described as typically manifesting high morale and working collaboratively. Schools with the closed climates are typically led by principals who are aloof and impersonal and who emphasize the need for hard work. Teachers working under such a system normally dislike their head teachers.

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

The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance; the emphasis is upon persuasion and devotion (Ball, as cited in Evans, 1999). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures. They typically focus on quality of education provided and whether the institution is fulfilling its purpose (Ball, as cited in Linda, 1999).

Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are

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typically acquiesced because they feel intimidated or confront head teachers. This kind of leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision-making (Ball, as cited in Evans, 1999).

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

Locally in Uganda a few studies have been conducted on the subject of leadership styles in the various education institutions but not necessarily in secondary schools. For example, Mumbe (1995) carried out a study to investigate the leadership styles that were

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practiced in the Ugandan colleges of commerce and to determine whether the democratic or autocratic leadership style had an impact on job satisfaction of staff in these colleges. It was established that there was a significant difference in the leadership styles practiced in the Uganda Colleges of Commerce. The democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. It was also found that the democratic or autocratic leadership style had a significant impact on job satisfaction of the staff. Where the democratic leadership style was used, staff did not use negative behaviour or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behaviour and such behaviour included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

Mumbe (1995) conducted a study to investigate the head teacher's leadership style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers' job satisfaction. Conversely the laissez-faire leadership style did not affect the teachers' job satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic leadership style.

This study not only focused on the head teacher's leadership style and performance, but also on the relationship between the head teacher's leadership style and job satisfaction of teachers. In addition, the study focused on primary schools in Uganda

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which has different climate and culture as far as Ghana is concerned. This therefore necessitated a study to focus on public basic schools. Hence the need to design a study specifically to investigate the impact of the head teachers leadership style on the performance of public basic schools in the Anglican Cluster of Schools.

2.12 Roles and Responsibilities of School Leaders

Schools are becoming more autonomous and are facing higher levels of accountability, while serving more diverse pupil populations and being confronted with a broad range of social issues. Research into school leadership conducted by PricewaterhouseCoopers LLP (PwC) identified a number of key roles and responsibilities of school leaders. These encompass a range of both strategic and operational areas, as follows: Strategic direction and ethos; Teaching and learning; Developing and managing people; Networking and collaboration; Operations; and Accountability. It is evident therefore that school leaders will require a broad range of skills and qualities in order to effectively discharge these roles and responsibilities in leading the schools.

2.13 Role of Head Teachers in Human Resource Management

People are the most important resource in any organization. They provide the knowledge, skills and the energies which are essential ingredients of organizational success. Even in an era increasingly dominated by technology, what differentiates effective and ineffective organizations are the quality and commitment of the people who work there (Bush & Middlewood, 2004). In education people are particularly significant because of the demanding and vital role of developing the potential of children and young

people. Educational institution are 'people centred' because young people are at the heart of their business (Elliots & Hall, 1994). The teachers proficiency training manual (2007) the head teacher is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils within the school as well as guiding and counseling teacher trainee during teaching practice.

The head teacher is also supposed to induct and mentor new teachers. Owojori and Asauri (2010) agree that the function of the school head is also to induct new staff and assign duties to them. Nevertheless, it should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable. These are just but some of the role the head teachers towards management of the schools human resource. For the purpose of this study only the challenges that are experienced by the head teachers directly in their leadership were discussed in the following section.

2.13.1 Challenges in Recruitment

Teacher recruitment is school-based in some countries (Bennell, 2004). In Ghana the Ghana Education Service is supposed to ensure that the school has adequate teachers throughout and that in case of any shortage; they are supposed to provide solutions that would lead to the employment of new teachers. As such, it is imperative that they perform the roles of ensuring that the schools have adequate teachers and that some of the teachers who are bringing problems to the schools are disciplined.

2.13.2 Challenges in Induction Programmes

Induction is the process designed to acquaint newly employed individuals with the community, the school, and the colleagues. Through induction programs, there can be

improved employee retention and job performance (Rebore, 1991). An effective induction programme must have well-defined objectives that reflect the needs of new employees in specific school systems. The new employees become integrated as soon as possible, functionally and socially into the organization (Okumbe, 1998) Talbert, Camp and Camp (1992) show the process begins when the teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession.

Induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program. An important factor that influences whether beginning teachers will remain in the profession is the amount of support and guidance they receive from school administrators and colleagues. This should assist the new employees to settle down on the job as smoothly as possible (Talbert et al., 1992). Wanga (1988) commenting on the same says that it minimises the frustration and conflict behaviour for it serves a psychological purpose by providing for a controlled and gradual development of teachers confidence and ability. Many People, teachers inclusive leave organizations shortly after joining them due to the treatment they receive from other employees and employers during the initial phase of employment (Simatwa, 2010). Simatwa (2010) continues to indicate that, research on induction needs therefore, has shown that the induction process is difficult and lengthy, thus, beginning teachers require assistance for both extra curricula and curriculum activities.

Indoshi (2003) stated that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom benefit from it. Induction programs need to

be tailored according to beginning teachers' unique needs. Unique needs arise from the fact that the new schools where they are posted have many challenges. The pupils at this level are in their formative stages. These challenges pertain to the pedagogy and other social and safety needs. For instance methods of students discipline management have not been clearly stipulated by the Ministry of Education and with the outlawing of corporal punishment which was thought of as the main means of disciplining students (Simatwa, 2010).

Beginning teachers have to be inducted by the mentors on how to maintain discipline, change of attitude and increase in performance without the use of the cane. Strong, structured mentoring programme can create a safety net for the most vulnerable teachers by strengthening their skills and knowledge and pairing them with experienced, successful teachers. Such programs can initiate the processes of socialization to the teaching profession, guide adjustment to the procedures and more of the school and school system and further develop instructional and classroom management skills. With the new approach to free Secondary Education in 2008 (Republic of Kenya, 2008), the facilities are limited, classes larger than ever and yet the teachers performance is expected to be of high quality. This means that beginning teachers should be properly inducted to facilitate quality education. But research shows that too often, teachers are 'thrown in at the deep end' with little or no induction (Bennell, 2004) Such a program of induction can only be properly formulated and achieved when the induction needs of beginning teachers are identified and met.

As Ajowi, Simatwa and Ayodo (2011) put it, the challenges in conducting induction in Secondary Schools include financial constraint, work overload for mentors

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who must continue with other assigned duties, lack of time to offer a comprehensive induction, inadequate skill and knowledge by mentors, lack of documents such as policy blue prints and school bronchures to facilitate induction process, influence of informal induction from veteran teachers who are opposed to school administration. Rigid attitude and refusal to accept new ideas by newly appointed teachers during induction, discontent between what newly qualified teachers (NQTs) expect and the reality of facilities in the schools were also among the challenge mentioned.

2.13.3 Human Resource Development challenges

Human resource development (HRD) is viewed as the driving force for the success of organisations because of their skills, competencies, knowledge and experience (Becker, 1975; Schmidt & Lines, 2002; Harrison & Kessels, 2004). Moreover, it has been suggested that for organisations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning (Nadler &Wiggs, 1986; Nadler, 1989; O'Connell, 1999). Human resource development (HRD) is the process of increasing the knowledge, the skills and the capabilities of all the people in the organization (Myers, 1964).

In the words of Swanson (2009) HRD is defined as the process of developing and unleashing expertise for the purpose of improving organizational systems, work process, team and individual performance. The principal objective of training and development division is to make sure there is availability of a skilled and willing workforce to an organization (Training & Development, 2007). In order to achieve the goals and objectives of educational systems, particularly in post primary Education Board, there is need for staff professional development.

Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities. Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school / organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure and job security. There have been criticisms that organisations are either not focusing on any of these roles of HRD or are not striking a balance among the roles. Forexample, a study by Kusi (2008) indicated that there is evidence of a stronger emphasis on selection and recruitment than on employees' training and development (T & D). Employees are also reported to lack commitment towards learning and training, particularly the commitment to participate in training activities. For example, achieving full attendance for in-house training programmes is almost impossible. The percentage of absenteeism is usually between 15 and 30 percent per session (Abdallah, 2009)

Lower level employees lack the commitment to participate in training and development activities. Attitude is the most challenging aspect of employees' Training and Development. Skills are easy to enhance, but not attitudes. Service is not their top priority, they work as an employee, their mentality is as an employee, they are not committed to their job, they will take emergency leave for no reason at all, or they always come to work late. Employees' pessimistic attitudes and mindset towards their jobs can

be detrimental and challenging because behavioural changes, performance improvement and organisational effectiveness may be affected (Marsick & Watkins, 1994). Kusi (2008) supports the above observation by indicating that, teachers' lack of commitment and uncooperative attitudes, coupled with lateness and alcoholism which affects the output negatively is a challenge for heads today. This suggests that employees may have embedded pessimistic attitudes towards training and be fundamentally resistant to change. Of course, the phenomenon of change is often resisted, as it requires individuals to take aboard new learning and adopt new skills and competencies. Indeed, it was revealed that the senior workforce are unable to cope with the increase reliance on computers and rapid technological advancement, and thus developing them to become knowledge workers may pose a challenge or rather a waste of resources (Chermack, Lynham & Ruona, 2003). Other studies have also shown that employees usually leave their firms after being provided with training. This phenomenon exists because these trained employees or 'expertise elite' are highly sought after or 'poached' by competitor firms offering higher salaries and benefits (Debrah, 2002; Lloyd, 2002).

Chemisto (2007) says that in the situation of Kenya and Ghana, individual schools are unable to initiate staff training. The study also established that it was hard for the head teacher to choose among staff members who to attend the training without sounding tribal or biased. Coupled with that was the fact that the seminar were meant to address changes in the curriculum and prepare internally appointed heads of department(HODs) for new administration roles only but did not address their professional development which was itself a challenge.

2.14 Motivational Challenges

Motivation has been defined by various researchers in different ways but this study focused on work motivation. Bennell (2004) indicates that work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, will be realised. Pay on its own does not increase motivation. The assessment of the scheme by Glewwe & Kremer (2003) concluded that drop out did not fall, teacher attendance did not improve, homework assignments did not increase, and pedagogy did not change. However, pecuniary motives are likely to be dominant among teachers in those countries where pay and other material benefits are too low for individual and household survival needs to be met. Consequently, standards of professional conduct and performance are low and falling in many countries (Bennell, 2004). Among the challenges that head teachers face in managing motivation of teachers includes:

2.14.1 Work and Living Environment

Work and living environments for many teachers are poor, and tends to lower self-esteem and is generally de-motivating teachers. Housing is a major issue for nearly all teachers (Bennell, 2004). Chemisto (2007) found out that there are inadequate staff houses to accommodate all the teachers in the compound. Many commuted from far and that affected the preparation for the teachers' lessons.

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1994) adds that those working conditions, which include physical and

psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

2.14.2 Low Pay

Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions (Bennell, 2004).The profession of teaching has traditionally offered little recognition to the experienced and highly skilled teachers in comparison to the novice teacher, other than annual, incremental salary increases given to all teachers equally based on how many years they have taught.

Competitive salaries, with opportunities for growth, are key to efforts to recruit and retain the most qualified teachers. Teacher salary schedules, with their annual incremental increases, have traditionally been tied to classroom experience and to coursework and degrees completed. These practices, however, are out-of-touch with compensation practices in the private sector that tie salary to performance and to market demands. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities.

2.14.3 Recognition of Employees' Good Work Done

Some teachers think that their good works are not being recognised and athat is a challenge in school management. Robbins (2001) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done and this is a challenge to head teachers. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable.

2.14.4 Training and Development

According to Wan (2007), the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes which is a challenge to heads of organisations. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work

environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development.

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency. Gbadamosi (2002) adds that such human resource concepts as "commitment to the company" and the growth in "quality movements" has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi (2002) further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business

management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000) reported that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee retention.

2.14.5 Participative Management

According to Robbins (1993) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. If employees are not involved in decision making at the workplace it demotivates them and therefore lower their commitment to work.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. From their studies, Torrington (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children'. The extent to which teacher grievances are addressed is also a key issue.

2.14.6 Effective Communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the "process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning". Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999). This, if not done effectively could demotivate employees in the performance of their duties.

Armstrong (2006) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

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2.14.7 Career Growth and Promotion

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho et al (1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can motivate them to remain and work for the good of the organisation. Managers should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects. This would be a loss to the organisation as these young employees may have the potential to make significant contributions to the organisation in the long run.

2.15 Leadership Challenges and Teacher Performance

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

It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein 2000). In Ghana, instructional materials as well as the general conditions of infrastructure in public schools are also inadequate. These prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively.

2.16 Improving School Leadership in Ghana

Many countries across the globe are making conscious efforts to adapt to an educational system that responds to the needs of the contemporary society. He said some

African countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for their results (Debrah, 2002). Debrah further intimated that the function of school leadership in Africa today is increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning. Heads of educational institutions now have heavy workloads; many are reaching retirement, and it is getting harder to replace them. More often than not, potential candidates hesitate to apply for the job because of overburdened roles, insufficient and inadequate support and rewards. He further stressed that, the increased responsibilities and accountability of school leadership are creating the need for the distribution of leadership within schools.

Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly. The mass media and the citizenry at large do criticize school Headmasters/ Headmistresses/ Principals for poor learner performance and a lack of discipline in schools. It is perhaps a truism that Heads of schools today must serve as leaders for student learning, must know academic content, pedagogic techniques, and work with teachers to strengthen skills. Essah – Hienno (2009) added that heads of schools must collect, analyze and use data in ways that will fuel excellence: and they must rally learners, educators, parents and the community around the common goal of raising learner performance. Also, they must have leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies. He said if we need to improve school leadership in Ghana, we need to benchmark the following:

Distribution of leadership: By encouraging and ensuring that distribution of leadership can strengthen management and succession planning. This will better equip Assistant/Deputy Heads of educational institutions to take over from their superiors when they retire or otherwise. Distributing leadership across different people, no doubt, can help to meet the challenges facing schools today and improve school effectiveness.

Leadership teams: There is the need to support distribution of leadership by reinforcing the concept of leadership teams. Therefore, leadership training and development must be extended to school Heads, their deputies and potential future leaders in the school.

Bennell (2004) stated however that salary for teachers and for that matter school administrators should be given the attention it deserves. Many feel that the inputs made into the teaching profession are not commensurate with the salary that they take home; and the need also for area of concern which many people have glossed over, which is the lack of parent and community support. This stems from the fact that fewer parents are actively involved in the academic development of their wards. Lack of respect for the teaching profession is a source of worry, many look at the profession with scorn because many are those who use the profession as a stepping stone to getting into juicier' professions. Again, the negative criticism school leadership receives at the hands of the media and the public at large, when issues of the schools come to the public domain are enough to deter people from wanting to take leadership positions in the schools.

Bennell (2004) concluded that; there is also the need to change leadership and management styles in our schools. The top-down management and leadership style, where management decisions only trickle down to the School Head at the bottom who

have little power to influence policy must change. The School Head needs to be more of an educational manager or instructional leader than an administrator.

2.17 Qualities of Successful School Leaders

There is a strong association between leaders' personal qualities and leadership success. For example, a study by Day et al. (2007) finds that head teachers 'values are key components in their success. Successful heads improve pupil outcomes through who they are, their values, virtues, dispositions, attributes and competencies as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context.

Day et al. (2007) suggests that the most successful school leaders are open-minded; ready to learn from others; flexible; have a system of core values and high expectations of others; and are emotionally resilient and optimistic. It asserts that it is these traits that enable successful leaders to make progress in schools facing challenging circumstances. The study in particular finds that successful school leaders share certain attributes, as follows:

1. A strong sense of moral responsibility and a belief in equal opportunities;

2. A belief that every pupil deserves the same opportunities to succeed;

3. Respect and value for all people in and connected with the school;

4. A passion for learning and achievement; and

5. A commitment to pupils and staff.

These key attributes are common to almost all effective school leaders. In addition, further qualities and characteristics have been highlighted pertaining to leaders of schools serving disadvantaged areas.

2.18 Support for School Leaders on the Challenges they Faced

Zame, Hope and Respress (2008) stated that education reform in Ghana has ignored the importance of leadership development for principals. While this statement may be rebutted by evidence of programmes in various places in the country, the vast majority of principals do accede to, and tend to remain in, their positions without the benefit of professional development. The Zame et al. survey of 224 principals in the greater Accra region reported 29 per cent of them as having some form of training, with the predominating emphasis being on what might be described as maintenance tasks. Fifty per cent of principals ranked 'managing and organizing the school day-today functions' as the primary proficiency required of a principal. Assessing pupil performance was allocated to last place out of ten competencies practiced by principals in primary schools, with only 1.8 per cent citing it as current practice. While questionnaire items such as those used in arriving at this conclusion are open to differing interpretation there is, nonetheless, consistent evidence as to the primarily office-bound administrative role of the Ghanaian school principal or heads.

Oduro (2003) described principals or head teachers as performing a range of duties such as supervising the cleaning and tidying of the school campus, monitoring the hygiene of vendors who come on to the school compound, inspecting building projects, and attending to risks, injuries and illness among staff as well as pupils. (Oduro 2003) has

also reported that three-quarters of the principals he interviewed had little or no training and that leadership strategies tended to be largely based on trial and error. He said that many principals did not regard themselves as leaders, but as custodians of school properties and implementers of government policies. Oduro concluded there was an urgent need for intervention strategies which would equip school leaders with strategic approaches to professional development and classroom pedagogy.

As Director of the Institute of Educational Planning and Administration (IEPA) at the University of Cape Coast, George Oduro was highly respected and proved instrumental in establishing a programme for head teacher capacity building in order to address the needs he and Zame et al. had identified.

The 'Leadership for Learning' (LfL) programme involves a team from the University of Cambridge and funded by the Commonwealth Education Trust, working closely with the IEPA and with the support of the Ministry of Education and Ghana Education Service and UNICEF. The programme uses the Leadership for Learning framework developed through the international 'Carpe Vitam' LfL project which viewed both leadership and learning as agential activities, and incorporated three layers of learning, student, teacher and organization (Oduro, 2000). Five key principles operate at each of these three layers, and all are encompassed by democratic values and moral purpose. The headlines of the five principles are:

1. Maintaining a focus on learning as an activity;

2. Creating conditions favourable to learning as an activity;

3. Creating a dialogue about the connections between leadership and learning;

4. Sharing leadership;

5. Fostering a shared sense of accountability.

The programme commenced on the ground in 2009 with a cadre of 15 'professional development leaders' – educators carefully selected from regional offices and from the University of Cape Coast for their energy, insight and commitment. These 15 proved a vital to the whole programme. Initially they worked intensively with the Cambridge team, learning about the LfL framework and approach and, crucially, testing its applicability in the Ghanaian context. They helped plan and subsequently led a three-week residential workshop for the first cohort of 125 head teachers, drawn from all ten regions of the country. As the school leaders considered the five principles in their full detail, and in relation to all members of the school community and at all levels of learning, some long held attitudes were challenged and traditional practices questioned. The head teacher participants – all of whom had given up their holidays to attend the workshop and many who had travelled over 24 hours from their homes – worked long days and were hugely positive about the programme. Its impact was in:

1.   Providing a model of leadership development;

2.   Embedding a set of principles for learning-inspired leadership;

3.   Creating a collegial network of head teachers;

4.   Identifying the need for similar development work for those who support school leaders and monitor school improvement.

The 125 head teachers came together again nine months later for a two-week workshop to share their experiences, achievements and difficulties in developing leadership for learning practice, and to plan for sustainability. This time they were joined by their 'Circuit Supervisors' to whom head teachers are directly accountable, so they too

experienced and became conversant with the LfL framework. Such was participants' enthusiasm that a number of heads had shared their learning not only with their own school staff but also with heads of neighbouring schools. Circuit supervisors organised sessions for other school leaders in their area. Professional Development Leaders were often invited to assist at these sessions, and meantime the PDLs and Cambridge team held shorter sessions for District, Regional and National Directors of Education, thus involving all levels of the system. The five LfL principles became a common reference point for the ongoing dialogue among head teachers, circuit supervisors and directors.

The 15 Professional Development Leaders and the initial cohort of head teachers have gained the respect of the Ministry and the Ghana Education Service, convincing policy makers to invest in the continuing development of the programme and to extend it country wide. Many more workshops have been held, involving to date over 2000 head teachers, while the five LfL principles feature in the revised Head teachers' Handbook, produced by the Ghana Education Service as the guide for school leaders nationwide. Enthusiasm, engagement and authentic practice among the leading edge cohort of 125 heads have been supported in three main ways. Firstly, three-day meetings were held in the north and the south of the country eighteen months after the second workshop for heads to once again engage in dialogue about LfL with each other, with their circuit supervisors, with the PDLs, and a member of the Cambridge team. Secondly, a biannual newsletter has been produced by the programme coordinator at the IEPA University of Cape Coast, sharing stories of practice, highlighting certain schools, and focusing on different aspects of the framework. Thirdly, for the last nine months they have been sent weekly SMS messages – mobile phones being the most ubiquitous and reliable

communication technology across the country. A workshop for GES District Training Officers to develop their understanding of Leadership for Learning and how to promote LfL practices in their districts was planned for November 2012, but due to the national election it was postponed to early 2013.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter presents the methodology of the study which consisted of the research design, the population, sample and sampling technique, the instrument used, procedure for data collection, data analysis procedure and ethical consideration.

3.1 Research Design

Research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, effectively addressing the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2001; Trochim, 2006).

The researcher used descriptive survey design for the study. Descriptive survey research design helps provide answers to the questions of who, what, when, where, and how? which are usually associated with a particular research problem. It must however, be emphasized that, a descriptive study cannot conclusively ascertain answers to the research questions raised. The descriptive research method, in this study helped to obtain information concerning the current status of the phenomena and to describe "what existed" with respect to variables or conditions on the perceived impact of leadership style of school-heads on performance (Fraenkel & Wallen, 2006).

This approach enabled the researcher to gather data from head teachers and teachers to have a better insight to the perceived impact of head teachers' leadership style on the performance of schools and students. Data were collected using cross sectional

survey approach where the sampled population was studied at a specific period of time instead of over a long period of time (longitudinal approach).

3.2 Population of the Study

Creswell (2005) defines study population as a group of individuals or people with the same characteristics and in whom the researcher is interested. Population is also the complete set of subjects that can be studied – people, objects, animals, plants, organizations from which a sample may be obtained.

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The target population of the study was 80 consisting of 6 head teachers, 6 assistant head teachers and 68 teachers in three basic schools and one Kindergarten of the Anglican Cluster of schools in the Kwadaso Municipality of the Ashanti Region.

3.3 Sample and Sampling Technique

Sample

A sample is subset of a population and consists of individuals, objects or events that form the population. In order to get an appropriate sample size for the study, an updated list of all the head teachers, assistant head teachers and teachers in the Anglican Cluster of schools in the Kwadaso Municipality was obtained from the Municipal Directorate of Education. The study sampled 80 head teachers, assistant head teachers and teachers.

Sampling Technique

According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. The process of selecting a portion of the population to represent the entire population is known as sampling (Polit & Hungler 1999). It involves taking a representative selection of the population and using the data collected as research information to generalize to cover the entire population.

Census sampling technique was used to select all the 80 head teachers, assistant head teachers and teachers in the Anglican Cluster of schools in the Kwadaso Municipality for the study. This was because the researcher was interested in those who have the needed information such as the head teachers, assistants head and the teachers to participate in the study. The head teachers, assistants head and the teachers are also involved in every activity of the school and therefore know the impact of head teachers' leadership style on the performance of the schools.

3.4 Data Collection Instrument

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire as the data collection instrument.

According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to

statistical analysis. Most participants feel more comfortable responding to predetermined responses than items that require them to express their views and feelings.

The closed ended questionnaire was administered to all the 80 head teachers, assistant head teachers and teachers who were sampled for the study. According to White (2005), questionnaires are instrument that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research. The close-ended questionnaire was meant to assist the respondents to provide uniform response. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses and a high degree of respondents' objectivity. A questionnaire is cost effective and less time consuming as compared to other research tools.

3.5 Piloting

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

The questionnaire was piloted to determine its validity and reliability. Thirty questionnaires were administered on 30 head teachers and teachers selected randomly from the Kwadaso MA Cluster of schools. The purpose of the piloting was to enable the researcher to make the necessary modifications to items which might be inappropriate, determine the level of ambiguity of the questions for corrections (Bell, 2008). Ambiguous items were modified and inappropriate items were deleted or edited if possible. New

ideas and relevant items derived from the exercise were included in the final draft of the questionnaire.

3.5.1 Validity

Validity is the degree to which a test measures what it is supposed to measure. Face and content validity of the questionnaire were tested by the researcher. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned (Babbie and Mouton 2006:274). The validity of the instrument was established through expert opinion of my supervisor, literature searches, and pre-testing of the questionnaire.

3.5.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Bell, 2008). The questionnaire was administered on the same group of respondents twice in the pilot study with two weeks interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Crombach alpha of 0.85 which meant that the instrument used was highly reliable. According to Frankel and Wallen (1990), as a rule of thumb in a research, the reliability co-efficient should be 0.7 or preferably higher. With this, the questionnaire could be said to be reliable capable of collecting useful data for the study.

3.6 Data Collection Procedure

The researcher sought permission from the Kwadaso Municipal Director of Education to conduct the study after the University of Education, Winneba had approved of the research topic. The Municipal Director of Education gave the researcher, the authority to conduct the study after which the researcher visited all the sampled population to brief them on the purpose of the study after which the questionnaires were administered to them. The respondents were given two weeks to fill the questionnaire before they were collected.

3.7 Data Analysis Procedure

The data was cleaned with the aim of identifying mistakes and errors which might have been made and blank spaces which had not been filled. A codebook for the questionnaire was prepared to record the responses. The data was computed using the Statistical Package for Social Sciences (SPSS) software package. The data collected was analyzed using descriptive statistics and presented in tables with frequencies and percentages in relation to all the research questions.

3.8 Ethical Consideration

The thought of ethical issues was necessary for the purpose of ensuring the privacy as well as the security of the participants. Notable among the issues that were considered included consent, confidentiality, and data protection. Ethical issues come up at every stage of academic work. The researcher tried and observed all possible ethics as far as research and a study of this kind is concerned. Ethical clearance was obtained from

my department giving me an ethical backing for the research. Issues of plagiarism were addressed by acknowledging all sources of information appropriately. Respondents' approval was also sought and their confidentiality and anonymity not compromised; first by not letting them to put their names or any form of identification on the questionnaires.

The respondents were also assured that the results will be used only for academic purposes. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the utmost confidentiality. The purpose of the study was clearly explained to participants to seek their consents. Only those who understood or agreed to participate in the study were included. The respondents were then given informed consent form to sign.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The chapter presents and analyses data collected from the study. The data consists of the demographic characteristics of respondents with regard to age, sex and educational background and teaching experience. It also includes the presentation and analysis of the main data related to the research questions.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are presented in Table 4.1.

Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Female	48	60
Male	32	40
Total	**80**	**100**
Age		
31-40	31	39
41-50	25	31
51-60	24	30
Total	**80**	**100**
Qualification		
Diploma	12	15
Bachelor's Degree	45	56
Master's Degree	23	29
Total	**80**	**100**
Teaching Experience		
1-5 years	16	20
6-10 years	20	25
11-15 years	21	26
I6 years and above	23	29
Total	**80**	**100**

Source: Field Data 2019

Table 4.1 indicates that 60% of the respondents were females while 40% of the respondents were males. The result shows that females who were involved in the study were more than their male counterparts. Again, 39% of the respondents were between the age brackets of 31-40, 31% of the respondents were between the age brackets of 41-50 while 30% of the respondents were between the age brackets of 51-60.

Also, 20% of the respondents had the Diploma as their highest educational certificate, 56% of the respondents had the Bachelor's Degree as their highest educational certificate while 29% of the respondents had the Master's Degree as their highest educational certificate.

Finally, 20% of the respondents had been in the teaching profession for between1-5 years, 25% of the respondents had been in the teaching profession for between 6-10 years, 26% of the respondents had been in the teaching profession for between11-15 years while 29% of the respondents had been in the teaching profession for 16 years and above. The result shows that all the respondents who participated in the study were professional teachers who were matured and had a lot of experience on the job.

4.2 Analysis of the Main Data

Analysis of the main data are presented in relation to the research questions.

Research Question 1: What kind of training do head teachers receive to help equip them with the necessary leadership competencies?

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation

of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. The head teachers and their assistants were asked to indicate the kind of training they have received to help equip them with the necessary leadership competencies. The result is shown in Table 4.2.

Table 4.2: Head Teachers and Assistant Head Teachers' Response on the kind of training received to equip them with leadership competencies

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I have professional training in educational leadership	6 (50)	3(25)	3(25)	-
School management was part of my academic/professional training	3(25)	7(58)	2(17)	-
I have some background in human resource management	4(33)	5(42)	3(25)	-
I received some leadership training from Ghana Education Service GES prior to my appointment as a head	6(50)	4(33)	2(17)	-
The Ghana Education Service organizes regular refresher/in service training for school heads	5(42)	4(33)	3(25)	-
Ghana Education Service sends heads of schools for leadership training	3(25)	4(33)	5(42)	

Source: Field Data 2019

Table 4.2 indicates that 50% of the respondents strongly agreed that they had professional training in educational leadership, 25% agreed while another 25% disagreed. The result means that the respondents have had some leadership competencies as they have undergone professional training in educational leadership.

Again, 25% of the respondents strongly agreed that school management was part of their academic/professional training, 58% agreed while 17% of the respondents disagreed. The result suggests that the respondents had acquired some leadership competencies as they had undergone professional training in school management.

Also, 33% of the respondents strongly agreed that they had some background in human resource management , 42% agreed while 25% of the respondents disagreed. The result means that the respondents had acquired some leadership competencies as they had undergone some professional training in human resource management.

Moreover, 50% of the respondents strongly agreed that they had received some leadership training from the Ghana Education Service (GES) prior to their appointment as a heads, 33% agreed while 17% of the respondents disagreed. The result suggests that the respondents had acquired some leadership competencies as they had undergone professional training in school management from the GES.

Further, 42% of the respondents strongly agreed that the Ghana Education Service organised regular refresher/in service training for school heads, 33% agreed while 25% of the respondents disagreed. The result suggests that the respondents had acquired some leadership competencies as a result of regular refresher/in service training for school heads organized by the Ghana Education Service.

Finally, 25% of the respondents strongly agreed that the Ghana Education Service sent heads of schools for leadership training, 33% agreed while 42% disagreed. The result means that majority of the respondents have some leadership competencies as the Ghana Education Service send heads of schools for leadership training. However, 42% indicated that the Ghana Education Service did not send heads of schools for leadership training, therefore all the heads should be included in the training for heads.

The entire results in Table 4.2 are in tandem with Nsubuga (2003) that organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development.

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi (2002) adds that such human resource concepts as "commitment to the company" and the growth in "quality movements" has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Nsubuga (2003) further stated that improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability.

Research Question 2: What are the leadership styles or qualities of head teachers in basic schools in Anglican Cluster of Schools in the Kwadaso Municipality?

Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. The head teachers and their assistants were asked to indicate their leadership styles. The result is shown in Table 4.3.

Table 4.3 Leadership Styles or qualities of Head teachers in Basic Schools

Democratic leadership style	Strongly Agree	Agree	Disagree	Strongly Disagree
Involves teachers in decision making on academic policies of the school	32(40)	24(30)	13(16)	11(14)
Organizes staff meetings regularly and ensure healthy communication between the office and the staff at all times.	36(45)	29(36)	15(19)	-
Delegates powers to subordinates in times of Need	24(30)	39(49)	17(21)	-
Takes personal interest in the promotion and continuous development of teachers	15(19)	48(60)	12(15)	5(6)
Autocratic leadership style				
Makes sure that teachers follow laid down rules and regulations	21(26)	43(54)	16(20)	-
Takes sole decisions in times of emergencies	32(40)	33(41)	15(19)	-
Ensures strict discipline in the school	16(20)	47(59)	17(21)	-
Reprimands teachers who misbehave without favour	28(35)	36(45)	8(10)	8(10)
Laissez-faire Leadership Styles				
Gives teachers full mandate to make academic decisions in the classroom without interference	31(39)	41(51)	8(10)	-
Gives teachers the freedom to do as they deem is in the best interest of the school	23(29)	45(56)	12(15)	-
Leaves teachers to take decisions that promote progress of the school without interference	39(49)	23(29)	12(15)	6(7)

Source: Field Data 2019

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Table 4.3 shows that 40% of the respondents strongly agreed that their heads exhibited democratic leadership style as they involved teachers in decision making on academic policies of the school, 30% of them agreed 16% of them disagreed while 14% of them strongly disagreed. The result shows that majority of the participants (70%) affirmed that the head teachers involved teachers in decision making on academic policies of the school which is the mark of democratic leaders.

Also, 45% of the respondents strongly agreed that their heads exhibited democratic leadership style as they organized staff meetings regularly and ensured healthy communication between the office and the staff at all times, 36% of them agreed while 19% of them disagreed. The result also indicates that majority of the respondents (81%) believed the head teachers organized staff meetings regularly and ensured healthy communication between the office and the staff at all times which is the mark of democratic leaders.

Again, 30% of the respondents strongly agreed that their heads exhibited democratic leadership style as they delegated powers to subordinates in times of need, 49% of them agreed while 21% of them disagreed. The result clearly shows that 79% of the participants were of the view that the head teachers delegated powers to subordinates in times of need which is the mark of democratic leaders.

Further, 19% of the respondents strongly agreed that their heads exhibited democratic leadership style as they took personal interest in the promotion and continuous development of teachers, 60% of them agreed 15% of them disagreed while 6% of the respondents strongly disagreed. The result means that majority of the respondents (79%) acknowledged that the head teachers took personal interest in the

promotion and continuous development of teachers which is the mark of democratic leaders.

All the analysis on democratic leadership styles above agrees with the views of Mankoe (2007) who indicated that, the democratic style of leadership is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at their collective mission. Therefore policies are arrived at through discussions and group decisions. The leader helps his staff to operate as colleagues, collaborators, a team and partners. This style of leadership is characterized by responses of co-operation, enthusiasm, acceptance of more responsibility, and recognition of the worth of each worker. The leader here considers himself/herself as first among equals.

The leader who adopts this style is more likely to encourage assistants and other staff to be loyal and co-operative. Hidden potentials are more likely to be revealed and used to the advantage of the organization. Theory Y is what underlies this leadership style, and as a result, decisions are shared. The leader delegates responsibilities to his staff, although the final decisions remain with him. There is a lot of collaboration and consultation, and all along, the leader does not impose his ideas on the subjects, the leader ensures that there are sufficient incentives for workers.

Even though generally the heads were seen to be democratic, 26% of the respondents strongly agreed that their heads exhibited some elements of autocratic leadership style as they made sure that teachers followed laid down rules and regulations rigidly, 54% of them while 20% of them disagreed. The result suggests that the head

teachers made sure that teachers followed laid down rules and regulations rigidly which is the mark of autocratic leaders.

More so, 40% of the respondents strongly agreed that their heads exhibited autocratic leadership style as they took sole decisions in times of emergencies, 41% of them agreed while 19% of them disagreed. The result means that the head teachers take sole decisions in times of emergencies which is the mark of autocratic leaders.

Again, 20% of the respondents strongly agreed that their heads exhibited autocratic leadership style as they ensured strict discipline in the school, 59% of them agreed while 21% of them disagreed. The result means that the head teachers ensure strict discipline in the school which is the mark of autocratic leaders.

Also, 35% of the respondents strongly agreed that their heads exhibited autocratic leadership style as they reprimanded teachers who misbehaved, 45% of them agreed, 10% of them disagreed while another 10% of the respondents strongly disagreed. The result means that the head teachers reprimanded teachers who misbehaved which is the mark of autocratic leaders.

All the results on autocratic leadership style above are in consonance with the views of Mankoe (2007) that autocratic, authoritarian or dictatorial leadership is a domineering style of administration where the leader alone dreams, determines, and sets out the policies, and also assigns tasks to members without previous consultation with them. Tasks and methods are imposed on members. There is very little real communication, if any, between the leader and the entire group. The leader issues directives without considerations of any other expert's input first. Once the directives are given, they must be carried out without question, lest there be serious warnings, or

possibly dismissal. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. Any opposing views are viewed as attempts to overthrow their leadership.

Coercion is a common mark of autocratic leadership, and the leaders themselves are often aloof; there is little interaction with staff. These leaders are also known as dictators. They either have no respect for others' views, as they consider theirs to be superior, or they have no trust in the good intentions of others. Many psychologists believe that this style of leadership stems from fear and the feeling of insecurity. The leader's regular brutal force of action is therefore his defensive weapon. Other examples of his defensive weapons are the constant threats and punishments that are administered. Obviously, the theory that lies underneath the mentality of the dictator is theory X because of the type of beliefs the leader has of the members within the organization, the dictator does not share power or responsibility with them. The leader does not delegate much, as he thinks that people are all lazy, and must simply follow orders.

In spite of the many negative comments, there are some reported advantages of the autocratic leadership style which are in consonance with the findings of this study, which include:

1. In certain emergency situations the autocratic style becomes rather more practical and useful.

2. Subordinates who are naturally submissive or not interested in sharing responsibilities may benefit from not having to do much.

3. In the case of assistants or subordinates who are not efficient, this style works best for the organization. The regular supervision helps them to achieve more, as left to them; they would be lost or would hurt the organization.

4. It enables close supervision and better control for the leader.

Table 4.3 again shows that 39% of the respondents strongly agreed that their heads exhibited laissez-faire leadership style as they gave teachers full mandate to make academic decisions in the classroom without interference, 51% agreed while 10% disagreed. The result means that the head teachers gave teachers the full mandate to make academic decisions in the classroom without interference which is the mark of laissez-faire leaders.

Also 29% of the respondents strongly agreed that their heads exhibited laissez-faire leadership style as they gave teachers the freedom to do what they deemed was in the best interest of the school, 56% agreed while 15% disagreed. The result means that the head teachers gave teachers the freedom to do what they deemed was in the best interest of the school which is the mark of laissez-faire leaders.

Finally, 49% of the respondents strongly agreed that their heads exhibited laissez-faire leadership style as they left teachers to take decisions that promote progress of the school without interference, 29% agreed, 15% disagreed while 7% of the respondents strongly disagreed. The result means that the head teacher allowed teachers to take decisions that promoted progress of the school without interference which is the mark of laissez-faire leaders.

All the findings on laissez-faire leadership above are consistenct with Mankoe's (2007) views that with laissez-faire leadership, the leader grants freedom or autonomy to the staff and members of the organization. The leader allows individual decisions without participation.

One main advantage of the laissez-faire leadership style is that in situations where the subordinates are seasoned experts in their individual fields, this system of leadership is rather more appropriate. An example is in a well-established university, where it would not be expected that the vice chancellor would make daily rounds, checking on attendance of lecturers or their quality of teaching (Mankoe, 2007). At the university level where there is a comparatively larger and higher amount of expertise, the vice chancellor supervises work through his/her deans, directors and heads of departments, and may himself pop in as and when he/she so desires or is able.

It is not surprising that the head teachers exhibited traces of democratic, autocratic and laissez-faire leadership styles because according to the situational theory, there is no universally accepted leadership style which is the best in all situations. It is believed that the best leader is the one who studies the situation and adopts the style that best suits it.

Research Question 3: What are the perceived influences of leadership style of head teachers on teachers' commitment in basic schools in Anglican Cluster of Schools in the Kwadaso Municipality?

There are some perceived influences of leadership style of head teachers on teachers' commitment in basic schools. The respondents were called upon to rate their

opinion on some influences of leadership style of head teachers on teachers' commitment. The result is presented in Table 4.4.

Table 4.4: Teachers' Responses on Influences of Head Teachers' Leadership Style on their Commitment in Basic Schools

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My head uses clearly communicated criteria for judging staff performance to improve staff commitment	18(26)	42(62)	8(12)	-
My head provides frequent feedback to teachers regarding classroom performance	24(35)	38(56)	6(9)	-
My head encourages the use of different instructional communication and teaching strategies	26(38)	32(47)	10(15)	-
My head communicates clearly to the staff regarding instructional matters to improve instruction and commitment	22(32)	36(53)	10(15)	-
Teachers are willing to go the extra mile to get things done	18(26)	38(56)	6(9)	6(9)
My head keeps teachers abreast with changes in the school's activities for teachers' success	20(29)	32(47)	10(15)	6(9)

Source: Field Data 2019

Table 4.4 shows that 26% of the respondents strongly agreed that their heads used clearly communicated criteria for judging staff performance to improve their commitment, 62% agreed while 12% disagreed. The result means that the heads used clearly communicated criteria for judging staff performance to improve the teachers'

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commitment. The result is in conformity with the views of Bell (2008), that leadership incorporates stating clearly the vision and mission of the school and communicating this vision and mission to others to implement to improve performance.

Also, 35% of the respondents strongly agreed that their heads provided frequent feedback to teachers regarding classroom performance, 56% agreed while 9% disagreed. The result means that the heads provided frequent feedback to teachers about classroom performance, which would ultimately, improve teachers' commitment. Bush (2003) indicated that any administration that provides little feedback, negatively impact teachers' self-confidence. In support, Bandura (1997) stated that the provision of feedback and appraisals give teachers' a sense of commitment to improve performance and commitment.

Again, 38% of the respondents strongly agreed that their heads encouraged the use of different instructional communication and teaching strategies, 47% agreed while 15% disagreed. The result means that the heads to a large extent encouraged the use of different instructional communication and teaching strategies which were necessary ingredients for improving teacher performance and commitment. According to Oyetunyi (2006), in an organization such as a school, the importance of leadership is reflected in every aspect of the school, like instructional practices, academic achievement, students' discipline, and school climate among others. Schermerhorn, Hunt and Osborn (2000) also postulate that leadership is the heart of any organization, because it determines the success or failure of the organization.

Moreover, 32% of the respondents strongly agreed that their heads communicated clearly to the staff regarding instructional matters to improve instruction and

commitment, 53% agreed while 15% disagreed. The result means that majority of the respondents (85%) were of the view that, the heads communicated clearly to the understanding of the staff about instructional matters to improve instruction and commitment. Fullan (2001) indicated that without the head's leadership, efforts to raise student achievement cannot succeed. Sashkin and Sashkin (2003) also stated that leadership matters because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance.

More so, 26% of the respondents strongly agreed that teachers were willing to go the extra mile to get things done, 56% agreed, 9% disagreed while another 9% of the respondents strongly disagreed. The result suggests that teachers are willing to go the extra mile to get things done due to the favourable style of leadership of their heads. Hoy et al., (1992) opined that the role of the head is to develop a supportive environment that enables teachers to maximize their potential in the execution of their work in the schools.

Finally, 29% of the respondents strongly agreed that their heads kept teachers abreast of changes in the school's activities for teachers' success, 47% agreed, 15% disagreed while another 9% strongly disagreed. The result suggests that generally, the heads kept teachers abreast with changes in the school's activities for their success. Fullan (2001) indicated that generally, effective leaders foster a supportive environment as well as confidence in the teachers which promotes teachers' belief that they have the ability to instruct their students effectively.

Research Question 4: What are the perceived effects of the leadership style of head teachers on the school and student's performance in Anglican Cluster of Schools in the Kwadaso Municipality?

Table 4.5: Effects of the Leadership Style of Head teachers on the School and Student's Performance

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Improves head teacher-teacher relationship to enhance school performance	41(51)	39(49)	-	-
Improvement in students' contribution in class discussions	37(46)	28(35)	15(19)	-
Inspires teachers to improve on their instructional capabilities to improve students' performance	32(40)	48(60)	-	-
Improves teachers' morale and discipline in the school	24(30)	44(55)	12(15)	-
Motivates students to learn hard to achieve academic excellence	28(35)	45(56)	7(9)	-
Improves time management and curriculum evaluation to improve success of the school	20(25)	37(46)	12(15)	11(14)
The syllabus is completed on time	28(35)	40(50)	12(15)	-
Student participation in class discussion have improved	31(39)	49(61)	-	-
Students play active role in class	27(34)	41(51)	12(15)	-
More students are promoted to the next level due to improved performance	23(29)	39(49)	18 (22)	-
B.E.C.E result of students has improved tremendously	36(45)	44(55)	-	-

Source: Field Data 2019

Table 4.5 shows that 51% of the respondents strongly agreed that head teachers leadership style improved head teacher-teacher relationship to enhance school performance while 49% of them agreed. The result suggests that all the participants believed the head teachers' leadership style improved head teacher-teacher relationship greatly to enhance school performance.

Also, 46% of the respondents strongly agreed that head teachers leadership style brought improvement in students' contribution in class discussions, 35% of them agreed while 19% of them disagreed. The result indicates that majority of the respondents (81%) admitted that head teachers' leadership style improved students' contribution in class discussions.

Again, 40% of the respondents strongly agreed that head teachers leadership style inspired teachers to improve on their instructional capabilities to improve students' performance   while 60% of them agreed. The result clearly shows that the respondents unanimously agreed that head teachers' leadership style inspired teachers to improve on their instructional capabilities to improve students' performance and school's success.

Furthermore, 30% of the respondents strongly agreed that head teachers leadership style improved teachers morale and discipline in the school, 55% of them agreed while 15% of them disagreed. The result suggests that head teachers' leadership style generally, improves teachers' morale and discipline in school.

Furthermore, 35% of the respondents strongly agreed that head teachers leadership style motivated students to learn hard to achieve academic excellence, 56% of them agreed while 9% of them disagreed. The result shows that nearly all the respondents

(91%) agreed that head teachers' leadership style is a source of motivation for students to learn hard to achieve academic excellence.

Moreover, 25% of the respondents strongly agreed that head teachers' leadership style improved time management and curriculum evaluation to improve success of the school, 46% of them agreed, 15% of them disagreed while 14% of the respondents strongly disagreed. The result shows that majority of the respondents (71%) were of the view that head teachers' leadership style improves time management and curriculum evaluation to improve success of the school.

Also, 35% of the respondents strongly agreed that head teachers leadership style enabled the syllabus to be completed on time, 50% of them agreed while 15% of them disagreed. The result means that, as much as 85% of the respondents believed, with a favourable leadership style of the head teachers, the syllabus are completed on time.

Again, 39% of the respondents strongly agreed that due to head teachers' leadership style, students' participation in class discussion have improved while 61% of them agreed. The result clearly shows that the respondents totally agreed that head teachers' leadership style improves students' participation in class discussions.

Also, 34% of the respondents strongly agreed that due to head teachers' leadership style, students' played active role in class, 51% of them agreed while 15% of them disagreed. The result means that 85% of the respondents believed that the good leadership style of the head teachers enable the students to play active role in class to improve performance.

Again, 29% of the respondents strongly agreed that as a result of head teachers leadership style, more students were promoted to the next level due to improved performance, 49% of them agreed while 22% of them disagreed. The result means that favourable head teacher's leadership style enables more students to be promoted to the next level as performance are improved.

Finally, 45% of the respondents strongly agreed that due to head teachers leadership style, B.E.C.E result of students was improved tremendously while 55% of them agreed. The result clearly shows that the respondents unanimously agreed that favourable leadership style of head teachers brings about improvement in B.E.C.E result of students tremendously.

The entire result in Table 4.5 are consistent with the views of Sashkin and Sashkin (2003) that school leadership can be situated within the larger framework of institutional leadership where leadership skills and styles are necessary for effective management and performance. It is also in line with Linda's (1999) opinion that research findings indicate that, there is a positive relationship between teacher morale, job satisfaction and motivation, students' success and the type of leadership in schools.

In support, Oyetunyi (2006) posited that in an organization such as a school, the importance of leadership style is reflected in every aspect of the school, like instructional practices, academic achievement, students' learning, discipline, and school climate among others. Also according to Nkata (2005), educational practitioners have recognized leadership as important for educational institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of educational development worldwide are more demanding than ever before. Building a sense of

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educational development in school structures leads to the realization that a shared vision

focusing on the relationship between school leadership and performance of schools and

students in particular is the only prerequisite for effective standards (Maicibi, 2005).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of the Study

The purpose of the study was to investigate the perceived impact of the head teachers' leadership style on the performance of public basic schools in Anglican Cluster of Schools in the Kwadaso Municipality of the Ashanti Region. The objectives of the study were to find out the leadership competencies and expertise of basic school head teachers, determine the leadership styles of head teachers in public basic schools, ascertain the perceived impact of leadership style of head teachers on teachers' commitment and to determine the perceived effect of the leadership style of head teachers on the school and student's performance in Anglican Cluster of Schools in the Kwadaso Municipality. The target population of study was 80 consisting of 6 head teachers, 6 assistant head teachers and 68 teachers in three basic schools and one Kindergarten of the Anglican Cluster of schools in the Kwadaso Municipality of the Ashanti Region. Census sampling technique was used to select all the 80 head teachers, assistant head teachers and teachers in the Anglican Cluster of schools in the Kwadaso Municipality for the study. Closed ended questionnaire was used as the data collection instrument for the

study. The data was computed using the Statistical Package for Social Sciences (SPSS) software package, analyzed descriptively and presented using tables, frequencies and percentages in relation to the research questions.

5.2 Key Findings

1. The study revealed that head teachers and their assistants had leadership competencies as they had professional training in educational leadership, school management was part of their academic/professional training, had some background in human resource management, had received some leadership training from the Ghana Education Service (GES) prior to their appointment as head. Also the Ghana Education Service organized regular refresher/in-service training for them and also gave them leadership training.

2. The study again revealed that the leadership style head teachers used were that they involved teachers in decision making on academic policies of the school, organized staff meetings regularly and ensured healthy communication between the office and the staff at all times, delegated powers to subordinates in times of need, took personal interest in the promotion and continuous development of teachers which are all marks of a democratic leader. Also, the head teachers depicted autocratic leadership style as they made sure that teachers followed laid down rules and regulations, took sole decisions in times of emergencies, ensured strict discipline in the school and reprimanded teachers who misbehaved without favour. Again, the head teachers exhibited laissez-faire leadership style as they gave teachers full mandate to make academic decisions in the classroom without

interference, gave teachers the freedom to do as they deemed was in the best interest of the school and left teachers to take decisions that promoted progress of the school without interference.

3. The study also revealed that the head teachers' leadership style had influenced teachers commitment as they used clearly communicated criteria for judging staff performance to improve staff commitment, provided frequent feedback to teachers regarding classroom performance, encouraged the use of different instructional communication and teaching strategies, communicated clearly to the staff regarding instructional matters to improve instruction and commitment and that teachers were willing to go the extra mile to get things done. The heads also kept teachers abreast with changes in the school's activities for teachers' success.

4. The study lastly revealed that head teachers leadership style helped to improve head teacher-teacher relationship to enhance school performance, improved students' contribution in class discussions, inspired teachers to improve on their instructional capabilities to improve students' performance, improved teachers morale and discipline in the school, motivates students to learn hard to achieve academic excellence, improved time management and curriculum evaluation to improve success of the school, enabled teachers to complete the syllabus on time, improved students participation in class discussions, enabled students to play active role in class to improve performance, enabled more students to be promoted to the next level due to improved performance and also brought about improvement in students' B.E.C.E result tremendously.

5.3 Conclusions

Based on the findings of the study, the following conclusions are drawn;

1. If head teachers and their assistance continue to receive or undergo leadership training prior to their appointment or after, they would receive the necessary competencies to increase performance.

2. A blend of leadership styles such as democratic style, autocratic and laissez-faire leadership styles in head teachers lead to effective leadership.

3. Effective leadership styles depicted by head teachers and their assistants in the study area had influence on teachers' commitment in the teaching and learning environment.

4. A blended or situational leadership style portrayed by head teachers and their assistants in the study area positively affected teachers' job performance and satisfaction which encouraged the teachers to use varied teaching strategies to improve instruction for students' success.

5. Bad leadership styles of head teachers may lead to high teacher attrition in the study area, while good leadership style could lead to effective teacher and student performance.

5.4 Recommendations

The following recommendations are made based on the findings and conclusions of the study.

1. The Municipal Director of Education should make sure all heads of educational institutions are given leadership training to enable them have leadership

competencies prior to their appointments. This is necessitated by the fact that, though it was generally accepted that the heads were given leadership training to have leadership competencies prior to their appointment which helped them to exhibit good leadership, a few of them thought otherwise.

2. The Municipal Director of Education through their supervisory and monitoring roles should always insist on the use of leadership styles that influence teachers' commitment to promote teaching and learning by heads of educational institutions under their care. This is necessary as it was found that there was positive relationship between leadership style and teacher commitment.

3. The Municipal Director of Education should ensure that heads of educational institutions are given regular in-service training to be abreast with current trends in leadership to further enhance their work as heads of schools.

4. Head teachers and their assistants should learn to blend leadership styles such as democratic style, autocratic and laissez-faire leadership styles in order to be head effective leaders. This is because a blended or situational leadership style portrayed by head teachers and their assistants can positively influence teachers' job performance and satisfaction.

5. The head teachers should improve staff involvement in decision making on academic policies of the school. They must organise regular staff meetings and ensure healthy communication between the office and the staff at all times.

6. The District Education Directorate and head teachers should take personal interest in the promotion and continuous professional development of teachers to enable them improve on their instructional delivery to students.

5.5 Suggestion for Further Study

The study was carried out to investigate the perceived impact of head teachers' leadership style on the performance of public basic schools in Anglican Cluster of Schools in the Kwadaso Municipality of the Ashanti Region. Since this study was restricted to the Anglican Cluster of Schools, a further study is therefore suggested to replicate this study in other municipalities of the Ashanti Region to investigate the perceived impact of the head teachers' leadership style on the performance of all public basic schools. This will help to make the purposes of generalization of the findings accurate.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

The purpose of the study was to investigate the perceived impact of head teachers' leadership style on the performance of public Basic Schools in the Anglican Cluster of Schools of the Kwadaso Municipality the information provided will be used purely for my academic research, and will be treated anonymously and privately as possible.

INSTRUCTION: **Please (√) tick the most appropriate response.**

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1 What is your gender?

Male [   ]

Female [   ]

2 What is your age?

31-40 years [   ]

41-50 [   ]

51-60 [   ]

3 What is your highest educational qualification?
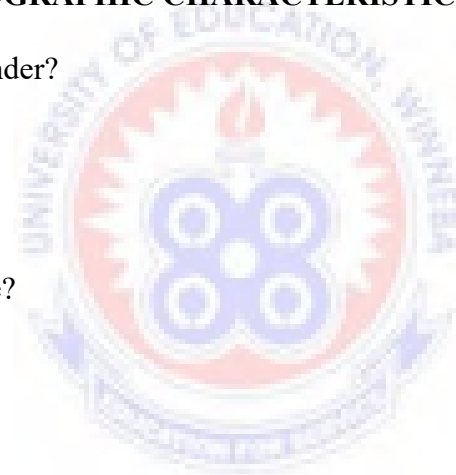
Diploma/HND   [   ]

Bachelor's degree   [   ]

Master's degree   [   ]

4 How long have you worked in the Ghana Education Service?

1-5 years   [   ]

6-10 years   [   ]

122

11-15 years   [   ]

 Above 16 years [   ]

SECTION B: LEADERSHIP COMPETENCIES OF HEAD TEACHERS

Please indicate your level of agreement or disagreement to the following statements on Leadership competencies of Heads of Schools by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=1) Strongly Agree (A=2) Disagree=3) 4) Strongly Disagree (SD=4)**.

	Statement	SA	A	D	SD
1.	I have a professional training in educational leadership				
2.	School management was part of my academic/professional training				
3.	I have some background in human resource management				
4.	I received some leadership training from Ghana Education Service GES prior to my appointment as a head				
5.	The Ghana Education Service organizes regular refresher/ in service training for school heads				
6.	Ghana Education Service heads of schools for leadership training				

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

Please indicate your level of agreement or disagreement to the following statements on leadership styles of the head teachers by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=1) Strongly Agree (A=2) Disagree=3) 4) Strongly Disagree (SD=4)**.

		SA	A	D	SD
	Democratic leadership style				
1	Involve teachers in decision making on academic policies of the school				
2	Organize staff meetings regularly and ensure healthy communication between the office and the staff at all times.				
3	Delegate powers to subordinates in times of need				
4	Take personal interest in the promotion and continuous development of teachers				
	Autocratic leadership style				
5	Make sure that teachers follow laid down rules and regulations				
6	Take sole decisions in times of emergencies				
7	Ensure strict discipline in the school				

8	Reprimand teachers who misbehave without favour				
	Laissez-faire Leadership Styles				
9	Gives teachers full mandate to make academic decisions in the classroom without interference				
10	Give teachers the freedom to do as they deem is in the best interest of the school				
11	Leave teachers to take decisions that promote progress of the school without interference				

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

Please indicate your level of agreement or disagreement to the following statements on how head teachers leadership style influences teachers' commitment by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=1) Strongly Agree (A=2) Disagree=3) 4) Strongly Disagree (SD=4)**.

	Statement	**SA**	**A**	**D**	**SD**
1	Uses clearly communicated criteria for judging staff performance to improve staff commitment				
2	Provide frequent feedback to teachers regarding classroom performance				

3	Encourages the use of different instructional communication and teaching strategies				
4	Communicates clearly to the staff regarding instructional matters to improve instruction and commitment				
5	Teachers are willing to go the extra mile to get things done				
6	Keeps teachers abreast of changes in the school activities				

SECTION E: HOW LEADERSHIP STYLE OF HEAD TEACHERS INFLUENCE ACADEMIC PERFORMANCE OF THE SCHOOL AND STUDENTS (FOR ALL RESPONDENTS)

Please indicate your level of agreement or disagreement to the following statements on how leadership style of head teachers influence academic performance of students by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=1) Strongly Agree (A=2) Disagree=3) 4) Strongly Disagree (SD=4)**.

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

	Statement	SA	A	D	SD
28	Improves head teacher- teacher relationship to enhance school performance				
29	Improvement in students' contribution in class discussions				
30	Inspires teachers to improve on their instructional capabilities to improve students' performance				
31	Improves teachers morale and discipline in the school				
32	Motivates students to learn hard to achieve academic excellence				
33	Improves time management and curriculum evaluation to improve success of the school				
34	The syllabus is completed on time				
35	Student participation in class discussion have improved				
36	Students play active role in class				
37	More students are promoted to the next level due to improved performance				
38	B.E.C.E result of students has improved tremendously				