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THE ROLE OF INTERPERSONAL RELATIONSHIPS AMONG OPINION LEADERS IN THE DEVELOPMENT OF EDUCATION: A CASE STUDY OF KINTAMPO NORTH MUNICIPALITY

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

JULY, 2016

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DECLARATION

STUDENT'S DECLARATION

I, JOSEPH OPPONG, 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 that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE……

DATE……

SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME: REV. DR. ALEXANDER K. EDWARDS

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DATE:…….....

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ACKNOWLEDGEMENTS

I thank the Almighty God for giving me the knowledge, direction and strength to put together the material in this work. I particularly thank Rev. Dr. Alexander Edwards, my supervisor, for supervising and guiding me through the whole process of this work. His genuine concern, suggestions and support are much appreciated.

I also acknowledge the contributions of the Department's lecturers, whose comments and constructive criticism during seminars, helped to shape this work. I would be most grateful to acknowledge and extend my profound gratitude to the clergy, teachers, traditional leaders, Municipal Director of Education and his officials, Kintampo North Municipal Assembly and all the research participants. May God exponentially bless you. My heartfelt thanks go to the many individuals at Kintampo North Municipality who contributed immensely during the data collection process. A special thanks to the authors of these reference materials and Rev. Professor Samuel Nyame Boapeah. Without their contributions, this write up would not have been actualized. Also, I cannot forget my course mates, Constance Bonsu, Samson Wumbe and William Opoku Ofosuhene. I say a big thanks to you and well done.

My deepest gratitude goes to my wife, Comfort Oppong and our four children, Felicity Oppong, Francisca Oppong Dansoaa, Mattathias Oppong and Ignatius Oppong for their tremendous support and encouragement in diverse ways during the entire period of this work.

Finally, my thanks go to the entire Temple of Fire Baptist Church members at Kintampo for sparing me much time to work on this project. To God be the Glory for the great things He has done.

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DEDICATION

To my lovely wife Comfort Oppong and our four children: Felicity Oppong, Francisca Oppong Dansoaa, Mattathias Oppong and Ignatius.

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ABSTRACT

The aim of this study is to examine the role of interpersonal relationship among opinion leaders in the development of education in the Kintampo North Municipality with the purpose of identifying the factors militating against interpersonal relationship and finding amicable solutions for the improvement of education. Also, the purpose is to find out whether the role of interpersonal relationship among opinion leaders positively or adversely affecting the development of education in Kintampo North Municipality. A sample size of 30, involving 20 teachers, four clergy and six traditional leaders were selected using purposive sampling which is a nonrandom sampling technique from Kintampo North Municipality. Question and interview guides were used to solicit data from the participants selected. Four research questions were set. The data was analyzed manually by using case-study located within the interpretive-qualitative framework. Data was prepared across the respondents, immersed, transcribed, themes generated and described. The result informed us that a tripartite model of relationship were used to find amicable solution to disunity among opinion leaders. Semi-structured interviews and questionnaires were the data collection instruments used. The researcher has also explained the research process, research paradigms, choice of methods and the actual direction of the study. Based on the findings of the study, it was recommended that interpersonal relationship among opinion leaders and community development should be captured in the national education curriculum and be taught in school starting from the Junior High Schools.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Leadership has generated excitement, curiosity and interest among many researchers decades ago. Achua and Lussier (2010) had said, when people think about leadership, images come to mind of powerful dynamic individuals who command victorious armies, shape the events of nations, develop religions, or direct corporate empires. Many leadership theories have been developed in the literature and among others are transformational, transactional, situational, spirituality, servant, and charismatic and so on and so forth. Researchers have come out to understand the complexities of leadership definition. Leadership researchers have defined leadership in many diverse ways. They usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them (Yukl, 2010).

Leadership is the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization (Yukl, 2010). Yukl continues that most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization. He did not only mention influence in the definition but also motivation. Senyucel (2009) had this to say, after all, our economy depends on maintaining the motivation and commitment of employees and their increasing performance at work. Motivation is very essential because it is one of the greatest challenges for organizations, in particular for the human resource functions, is to create and maintain a motivated and committed workforce.

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Leadership is the ability to influence a group toward the achievement of a vision or set of goals (Robbins & Judge, 2011). They proceed that the source of this influence may be formal, such as that provided by managerial rank in an organization. Here, it means a leader must get followers and exert influence on them to achieve the vision of the organization. An organizational vision is the mental picture of a future state. Treat (1989) says, a leader has a vision or a purpose for getting out of bed, for working all night long, for getting up early, for not being tired, for not getting sick. They have a purpose to keep going no matter what. Studies have shown that leaders with these dominant qualities, and particularly those with strong vision, get sick less than any other person in the company. Treat (1989) notes studies show that most department heads and supervisory personnel usually get sick at the end of major accomplishments. When there is deadline, something to push for, things are great! As soon as the job is accomplished, they are sick. There is no more vision, so they have time to stay home.

The researcher sees leadership as the process of positively influencing others to follow and to do extraordinary things enthusiastically to achieve stated organizational goals. It means that the leaders influence must be positive and effectual. Achua and Lussier (2010) said, influencing is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change. They continue that influence is the essence of leadership. Influencing is also about the relationship between leaders and followers. Here, the researcher sees that when a leader has a positive influence, the followers will do more than what is expected of them with excitement, eagerness, commitment and gladness. Khera (2004) says, nothing great is ever achieved without enthusiasm. Enthusiasm and success go hand in hand, but enthusiasm comes first.

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He opines that enthusiasm inspires confidence, raises morale, builds loyalty and is priceless. Enthusiasm is contagious. One can feel enthusiasm by the way a leader talks, walks or shakes hands.

Kouzes and Posner (2012) talked about the fact that leadership is all about relationship. This assertion is true in all human endeavours in our society. The Greek Word "Koinonia" can be translated into English as "fellowship, friendship or relationship. Relationship means links, contacts or dealings between people, groups, or countries or the way in which certain things, ideas, events are connected. We know that leadership is all about relationship such as co-operation, communication, delegation and negotiation between the leader and his or her subordinates. Also, for leader's relationship to be effective, these three domains must be ensured: credibility, integrity and authenticity. Elwell (1999) had said, the basic meaning conveyed by the Greek term "Koinonia" is that of participation. He continues that both fellowship and communication as translations of this term. Miller and Guthrie (1984) admittedly said, "relationships are critical to life and health and are a primary measure of wealth. To be a person is to be in relationship" (p.85). They proceed that wealth and bounty, therefore, come in relationship. The nature of wealth is relationship. Miller and Guthrie did not begrudge the axiom "No man is an inland" This means that personality demands community and live gregariously. The researcher has seen that relationship is the life blood of every organization and without it all human institutions and areas of work will lack development or development becomes stagnant. In a nutshell, all of life is to be lived in relationship.

Treat (1989) outlined four dominant factors of growth such as vision, communication, position and relationship. To him, relationship is the master key of growth. How a leader relates to himself, his staff, and the public is very essential and

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productive. It takes the leader's dynamic, healthy relationship with himself and others for great accomplishment of vision. He pushes forward that a leader must be a relationship builder. As an effective leader, it is your responsibility to build relationships with your subordinates. Treat (1989) says, making friendships and having relationships with people is not only a responsibility, it is one of the greatest benefits.

Interpersonal relationship addresses the knowledge, skills, attitudes and behaviours all students need to participate in positive, caring and respectful relationship in the family and with individuals at school, in the community, and in the workplace. The reasons assigned for the formation of interpersonal relationships are disclosure, competence, complementarily, motivation or rewards. Factors promoting interpersonal relationship such as communication, listening, attention, co-operation, collaboration, delegation and negotiation must be effectively ensured.

Kouzes and Posner (2012) had this to say, an exemplary leader knows that if he/she wants to gain commitment and achieve the greatest standard in an organization, he/she must resort to five (5) noticeable characteristics of an exemplary leadership. These are model the way, inspire a shared vision, challenge the process, enable others to act and encourage the hearts of others.

Kouzes and Posner (2012) briefly explained that a leader has to model the way for others by demonstrating intense commitment to his/her beliefs with each and every action. We know that titles are granted, but it is ones' own behaviour such as credibility, integrity and authenticity that wins him or her respect. They proceed that

"*The leader must inspire a shared vision by communicating his/her hopes and dreams so that his /her constituents shall clearly understand and accept them as their*

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own" (p.13). The leader's enthusiasm, excitement and commitment must be contagious.

Thirdly, the leader must challenge the process by searching for opportunities by seeking innovative ways of change, growth and improvement. Maxwell's law of process says, leadership develops daily, not in a day. He proceeds that if you continually invest in your leadership development, letting your "assets" compound, the inevitable result is growth over time. Leaders challenged the status quo by finding innovative way of doing it.

Fourthly, Kouzes and Posner said, a leader enables others to act. They strongly believe that teamwork brings the best results. In the law of solid ground, Maxwell believes that trust is the foundation of leadership. Strengthening others is essentially the process of turning followers into leaders and making them capable of acting on their own initiative. Heward-Mills (2002) said it is important not to go to the top alone. If you go up there alone, you will be isolated. Under Maxwell's law of inner circle said "A leader's potential is determined by those closest to him" (Maxwell, 2007). He continues that leaders do not succeed alone. Maxwell's law of empowerment has this to say, "only secure leaders give powers to others". He proceeds that enlarging others makes you larger. A leader is someone who is able to acknowledge the special ability on another person's life and show appreciation.

Finally, Kouzes and Posner said that a leader encourages the hearts of others. They explained that the hearts of constituents would be touched when a leader celebrates their values and victories in the organization in public. This will energize the followers to go extra mile in the organization. Kouzes and Posner said, "It is part of the leaders' job to show appreciation for people's contributions and create a culture

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of celebration". Khera (2004) says, "The effectiveness is diluted if we show our appreciation for someone six months after he has done something commendable" (p. 191).

Opinion leaders are the ones who can adopt new ideas and thinking and are capable of influencing their colleagues. Opinion leaders also use influence in everything they do in order to have positive impact on their followers for the accomplishment of their desired goals, objectives and vision. Yukl (2010) says, to be effective as a leader, it is necessary to influence people to carry out requests, supports proposals, and implement decisions. He continues that "in large organizations, the effectiveness of managers depends on the influence over superiors and peers as influence over subordinates. To understand what makes managers effective requires an analysis of the complex web of power relationships and influence process found in all organizations"(p.198). Those leaders bring changes by creating awareness, modeling the new behaviour and giving more encouragement to such contemplating changes. Key opinion leaders are those who can influence the other people the most. Also, they are individually within the organizations which are perceived trustworthy, influential, credible and have a lots of social networks. They have got these contacts through their daily personal interactions with the people. Studies tell us that training is very rarely needed to make key opinion leaders. Leaders must constantly adapt and change, just as the world is changing also is opinion. The most significant impact an opinion leader can make is to have their opinions inform policy. Note that if one wants to make a change, one must be the best example of that change and others will follow. It is challengeable to influence others behaviours as well as thoughts. It is quite cumbersome to change the perspective of a particular person towards new things.

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Owusu-Banahene (2008) says, “development refers to a progressive series of changes that occur in an orderly, predictable sequence or pattern as a result of maturation and experience or learning” (p. 55). He pushes forward that development refers to the qualitative changes that an individual undergoes in the course of his/her life span. These changes include physical, motor intellectual and personality changes. Also, there are three domains of development that need to be ensured. They are physical development, cognitive development and psychosocial development.

Physical development includes changes in the body in the brain, sense organs, muscles, bones, motor skills and sexual development. Cognitive development has to do with changes in reasoning and thinking, with language acquisition, and with how individuals gain and store knowledge in their environment. This is essential because learning refers to comparatively important changes in thinking, feeling and behaviour, but it needs to be limited to the changes that results from relatively specific experiences of events (Owusu-Banahene & Sarfo, 2009). Lastly, psychosocial development concerns changes in feelings or emotions as well as changes in how individuals relate to other people. This includes relationship with family, peers and teachers as well as an individual’s personal identity or sense of self. Identity and social relationships tend to evolve together (Owusu-Banahene, 2008). How a person looks physically can affect how his/her relationship with his/her friends. Also, his/her ability of reasoning can influence his/her ability to understand the needs of others and in this way affect the quality of his /her relationship with others.

Also educational development is very essential. The researcher sees the need to define education. Oti-Agyen (2009) defines education as the process of self-empowerment through which one’s immediate environment experiences rapid development in terms of social, economic, religious and political growth. He

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continuous that "most scholars consider education to be the process of acquiring knowledge, skills and attitudes for rapid socio-economic development" (p. 13).

Etymologically, education comes from the Greek Word "educato" meaning "drawing out" of something. Kouzes and Posner (2012) said, education is a leading out. To them, the word education comes from the root "ex", meaning 'out' and 'duco', I lead "They opined that education is simply a leading out of what is already there"(p. 391).Kouzes and Posner (2012) note that education should always be liberating. It should be about releasing what is already inside. We know and believe that experience plays a large role in leadership development, and we also believe that formal education can play an important role, too. Hughes, Ginnett and Curphy (2009) pushed forward that many sets of researchers have found that education level or academic performance in college was positively related to future managerial success. Burke and Day (as cited in Hughes et al., 2009) found that educational programmes generally had a positive effect on leadership development. Thus, formal education and training programmes can help one become a better leader.

Therefore, one cannot talk about education without learning. Driscoll, 2005 (as cited in Owusu-Banahene, 2008) says, learning has been defined as the relatively permanent change in behavior or behavioural potentiality as a result of the learner's experience and interaction with the world. Social Scientists view learning as a relatively permanent change in behaviour or capability that results from experience. Because learning is so vital to social life, societies seldom leave it to chance; most societies undertake to transmit particular attitudes, knowledge, and skills to their members through formal, systematic training (Hughes & Kroehler, 2005). They continue that education is one aspect of the many-sided process of socialization by which people acquire behaviours essential for effective participation in society. It

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entails an explicit process in which some individuals assume the status of teacher and others the status of student and carry out their associated roles.

Higher education is a serious mechanism for socio economic progression among would-be individuals and an important driver of economic mobility in our society. A well educated workforce is vital to our nation's future economic growth. Ghanaian companies and businesses require a higher skilled workforce to meet the demands of today's increasingly competitive global economy. Education in Ghana cannot be an issue to be ignored or abrogated. As indicated by President Barack Obama on February 27th, 2012) "we cannot allow higher education to be a luxury in this country. It is an economic imperative that every family in America has to be able to afford" (Synder & Dillow, 2012). Under this research study, the researcher outlines four categories of defining returns or benefits to education. These benefits are the private, social, economic and non-economic returns to a nation.

Firstly, private returns refer to benefits received by the individual who acquires the additional schooling. Research shows that individuals who graduate and have access to quality education throughout primary and secondary schools are more likely to find gainful employment, have stable families, and be active and productive citizens (Mitra, 2011). People with higher level of education tend to live longer, healthier lives and depends less on government-funded health programmes than people with less education. Nukunya (2007) notes that naturally well-educated salaried people would be expected to support themselves and would not require regular assistance from others. They are also expected to be in a better position to imbibe modern values which would make them look on these obligations as irksome or irritating. They are the very people who become the targets of the poorer, illiterate and help-seeking relations. Organization for Economic Cooperation and Development

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OECD (2009) notes that relative earnings of workers with different levels of education are strongly linked to raise incomes. Evidence suggest that some individuals might be receiving relatively low returns on their investment in education that is, and they earn relatively low wages even though they have relatively high levels of education.

Secondly, according to Asafu-Adjaye (2012) social benefits or returns on education are the benefits of education, which accrue to the society. Riddell (2004) said, social returns to education refer to both positive and negative outcomes that accrue to individuals other than the person or family making the decision about how much schooling to acquire. Most importantly, the (OECD, 2009) point out that an analysis of the impact of learning on various outcomes need to take account of both the role of social capital and human capital. In this sense, we need to take account of the context in which learning takes place and the way in which families, schools and communities generate social capital. It is not just the individuals who have gone to college who benefit the larger society. Not only do graduates pay more taxes on their typically higher incomes, but they also tend to have better health, rely less on government social programmes, are less likely to be incarcerated, and are more likely to engage in civil activities (Cunningham, 2006).

Thirdly, Mitra (2011) had said, government support for public education is thus crucial for individual employment, the broad creation of human capital, and overall economic growth policies that boost government investment in education can help reduce income inequality while expanding economic opportunity. Economists and others have suggested many ways through which education may affect growth – not merely the private returns to individuals' greater human capital but also a variety of externalities. For highly developed countries, the most frequently discussed

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externality is education investments fostering technological innovation, thereby making capital and labour more productive, generating income (Aghion, Bonstan, Hoxby &Vandenbussche, 2009). They proceeded to say that policy makers often assert that if their state spends more on educating its population, incomes will grow sufficiently to more than recover the investment. As population in OECD countries age, higher levels of education and larger participation in employment can help to ensure more people are economically active and help to alleviate the burden of financing public pension schemes (OECD, 2009).Addo (2010)argues that every country requires competent and experienced people for development and such people must be well trained. Higher education, therefore, prepared the workforce level of an economy. The workforce needs must be seen in both qualitative and quantitative terms. Qualitatively, education equips the labour force with the necessary skills and competencies, which are essential for the advancement of the nation.

Lastly, with reference to non-economic benefits of education, Riddell (2004) argues that static knowledge spillovers arise as more education raises not only the productivity of those receiving the education but also the productivity of those they work with and interact with. Spillovers can take place through the exchange of ideas, imitator, and learning by-doing. Damon and Glewee (2011) considered three "non - economic" pathways by which one person's education may benefit others, and the empirical evidence on those effects. These three "non-economic" benefits are: Civil participation and voting, Education reduces criminal behaviour, and Education enhances social interactions.

To Mitra (2011) research over time has confirmed that better educated individuals are more likely to be engaged in political activities and to make informed decisions in the electoral process. He continues to explain that youth who are more

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educated are also more likely to participate in civic activities, such as involvement in religious and community groups. He pushes forward that the European Centre for the Development of Vocational Training (2011) observed that governments have been looking beyond the traditional measures of success-such as per capital income, or rate of employment of non- economic aspects of wellbeing and societal progress, health, civil engagement, political interest, crime, family dynamics, intergenerational transmission of success, and even happiness.

Kintampo North Municipality

Kintampo District was established in 1988 under LI 1480 of People's National Defence Council (PNDC) during President Jerry John Rawlings' regime. In 2004, the Kintampo District was divided into North and South. The District was named Kintampo North District by Legislative Instrument of the Local Government Act, Act 462, LI 1762, and later upgraded to Kintampo Municipal by Legislative Instrument of the Local government Act, Act 462, LI 1871 under the New Patriotic Party led by President John Agyekum Kuffour. The Kintampo Municipality is one of the 27 Municipalities /Districts in the Brong Ahafo Region of Ghana. Kintampo Municipality is located between latitudes $8^0$45'N and 7^0 45'N and longitudes $1^0$20'W and $2^0$1'E. It shares boundaries with five other Municipalities namely, Central Gonja Municipality to the North, Bole Municipality to the West; East Gonja Municipality to the North-East; Kintampo South Municipality to the South; and Pru Municipality to the South-East. The Municipal Capital, Kintampo, is about 130km away by road from the regional capital and lies East of the Brong Ahafo, Regional Capital, Sunyani. The Municipality has a surface area of about 5,108km^2. In terms of location, the

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Municipality is strategically located at the centre of Ghana and serves as a transit point between the northern and southern sectors of the country,

Under the political administration, a Municipal Assembly is the highest political and administrative authority with the Municipal Chief Executive as both the administrative and political head. The Co-ordinating Director is responsible for the day to day administration of the assembly. The Municipality has four zonal councils, which are located in Kintampo, Babatokuma, Kadelso, and New Longoro. These councils assist the planning authority in the implementation of government policies and programmes. Traditionally, there are two main traditional paramount systems in the Municipality. These are the Nkoranzamahene and the Momanhene. Each of the paramouncies has divisional chiefs under them. The Mo paramount has nineteen sub-chiefs and Nkoranza has over thirty sub-chiefs. The ethnic composition of the Municipality is heterogeneous with the Mo's and Nkoranza's being the indigenous custodians of the land. There are however, a large proportion of Northern tribes, which forms the third force in the Municipality not forgetting of other Akan tribes, Ewes, Gas and others.

The Kintampo Municipality population stood at 95,480 comprising 47,302 (49%) male and 48,178 (50.5%) female in the 2012. The Kintampo Municipality has an estimated population density of 21.75 persons per square kilometer. This means that there is no pressure on the land and the land is available for farming and other purposes. Under education, there are 154 public educational institutions in the municipality. They are made up of fifty-nine Kingdergartens, fifty-nine primary schools, thirty-three Junior High Schools, one vocational, one Senior High School and one College of Health as tertiary institution.

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Statement of the Problem

The area of great concern to the researcher is the problem of not getting one traditional chief who may have absolute say in matters of educational development in Kintampo North Municipality. The residents and the dwellers have observed and complained that there is a great division among the two traditional chiefs, the Nkoranzamanhene and Momanhene. Due to this, each traditional chief is claiming superiority of his own area. This traditional triumphalism has caused interpersonal relationship problems among other opinion leaders and has adversely affected the development of education in the Municipality. Treat (1989) opines that relationship is the master key of growth and development. Acquiring land to build schools and other projects always generate controversies among the two paramount chiefs that is Nkoranzamanhene and Momanhene and their subjects as well. This land litigation problem has retarded education and other developmental activities. Even an individual acquiring land for building purposes in some areas usually generate disputes among the sub-chiefs. Nukunya (2007) opines that land litigation problem is rampant among most chiefs in Ghana.

We know that education is a basic human right that has to be enjoyed by every child irrespective of their country of origin, ethnic group, religious affiliation, and social class. A child that has access to quality education has a better chance of being productive, and participating fully in the economy and the development of their societies. It has become apparent that the standard of education had fallen in the Kintampo North Municipality. Through the Kintampo Municipal Education Service Director, the poor examination results of 2013 have become obvious. Out of the 1143 candidates presented for the Basic Education Certificate Examination (BECE), only 488 representing (40.3%) passed. But none of those who passed had aggregate six (6).

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This means that even students who passed did not have good grades at all. This has become evident because of uncooperative, self-centeredness behaviour, unconcerned attitude toward people, poor communication skills, and close-mindedness behaviour of some opinion leaders and more especially teachers towards the development of education in the Municipality.

Table 1: Basic Education Certificate Examination Results from 2009 to 2013

YEAR	BOYS	GIRLS	AVERAGE TOTAL
2009	54.9	37.3	47.3
2010	64.9	50.5	59.3
2011	32.9	26.1	30.0
2012	48.9	38.1	44.90
2013	43.70	35.20	40.30

In 1995, the Free Compulsory Universal Basic Education (FCUBE) was launched in Ghana with the following objectives: improving quality of teaching and learning; improving access to basic education and improving management efficiency (Oti-Agyen, 2007). It has become obvious that Kintampo North Municipal Assembly as well as the Municipal Education Service do sponsor few candidates to further their education to the higher levels. The Kintampo Municipal Director of Education, Mr Engelbert Prosper Sracoo admits as challenge that sponsorship of teacher trainees to further their education are not adequately done by the Municipal Assembly. Free Compulsory Universal Basic Education (FCUBE) Programme 1995 states that Ghana's long-term vision is to become a middle income country by 2020. This vision

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is clearly stated in this way: "To ensure that all citizens regardless of gender or social status are functionally literate and productive at the maximum" (Oti-Agyen, 2007). He continues that the "vision 2020" document further states that the educational system will have the primary responsibility for providing the means for the population to acquire the necessary skills to cope successfully in an increasing global economy. According to the Kintampo Municipal Director Education, Mr Engelbert Prosper Sracoo admits the following challenges: Dropout rate is high in the Municipality; students do not go to school on market days; lack of accommodation for teachers at the villages making them commute daily to school from the towns; and students do not attend school after registration. Education and literacy levels are important characteristics of the population and reflect the human resource development potential particularly among young persons in the country.

An analysis of education and literacy, therefore, throws light on the challenges that affect the capacity of the population as vital human resource for the country's socio-economic development (Ghana Statistical Service, 2013). This agency continues by saying that the level of education of young people is an indication of the quality of the population in terms of their knowledge, skills and expertise in the production of goods and services in the country. Many of the residents are agitating and are of the view that because illiteracy level is high, it has negatively affected the total development of Kintampo North Municipality.

Chieftaincy as an institution is bedevilled with conflicts. These disputes undermine the development of some areas in Ghana. Nukunya (2007) opines that chiefs have been accused of being obstacles to economic and social development. He continues that most chiefs in Ghana engaged in expensive land litigations with other

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their subjects or other chiefs. A typical example in Kintampo is the rivalry between Nkoranzamanhene and Moomanhene.

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Enrolment for 2013 and Trend

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Purpose of the Study

The aim of this study is to examine the role of interpersonal relationship among opinion leaders in the development of education in the Kintampo North Municipality with the purpose of identifying the factors militating against interpersonal relationship and finding amicable solutions for the improvement of education. Also, the purpose is to find out whether the role of interpersonal relationship among opinion leaders positively or adversely affected the development of education in Kintampo North Municipality.

Objectives of the Study

The study sought to:

1. Provide better understanding of the roles of interpersonal relationships among opinion leaders.
2. Address the factors militating against interpersonal relationship among opinion leaders such as chiefs, teachers and clergy in the Kintampo North Municipality.
3. Examine how interpersonal relationship among opinion leaders contribute to the development of education.
4. Identify the benefits of education in the Kintampo North Municipality

Research Questions

The study was guided by the following research questions:

1. How do we provide better understanding of the roles of interpersonal relationships among opinion leaders?

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2. How do we address the factors militating against interpersonal relationship among opinion leaders in Kintampo North Municipality?
3. How do the examination of the interpersonal relationship among opinion leaders contribute to the development of education?
4. How do we identify the benefits of education in Kintampo North Municipality?

Significance of the Study

There are number of reasons for undertaking this research. This study has theoretical and policy implications. Theoretically, future researcher shall obtain more data from the reviewed literature and the developed literature from the research participants. Good research is "good because it advances our collective understanding, a researcher or scholar needs to understand what has been before, the strength and weaknesses of existing studies, and what they might mean. A researcher cannot perform significant research without first understanding the literature in the field (Boote & Beile, 2005). Kusi (2012) says, literature review is very relevant in the production of any useful research. He continues that reviewing related literature helps the researcher to develop a conceptual framework to guide his/her study. The findings will afford educational policy makers and opinion leaders the opportunity to re-examine the relational problems facing them that have adverse effect on the development of education. This supports (Kusi, 2012) who says, the findings could fundamentally inform policy in the context of your study. He proceeds that where readers find similarities between their contexts and the context of your study, your findings could also form the basis of their local policy as well as alongside other related studies to inform policy in a wider context. This study will break new grounds

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for future researchers to research into how interpersonal relationships among opinion leaders negatively affecting the entire community development in areas such as environmental degradation and marriage divorce and their impacts on education. Kusi (2012) supports this by saying that it lays a foundation for future research into the phenomenon, especially if the study is a ground-breaking one that is first of its kind in the context.

Scope and Delimitation of the Study

This research focused on the role of interpersonal relationships among opinion leaders in the development of education in Kintampo North Municipality. Communities within the Kintampo North Municipality selected for study include Kintampo, Babatokuma, Kadelso and New Longoro. These communities were selected because they consist of the four zonal councils in the Municipality. Semi-structured interviews were conducted with the traditional leaders. Semi-structured questionnaires were administered to teachers and clergy as well in the Municipality.

The study was carried out in Kintampo North Municipality which is in the Brong Ahafo Region of Ghana and did not cover all the Metropolitan, Municipal and District Assemblies in Ghana. The participants were traditional leaders, teachers and clergy who form the opinion leaders in Kintampo North Municipality. Only few qualitative techniques were used to present, analyze and interpret the field data. Therefore, findings could not be generalized to cover all the Metropolitan, Municipal and District Assemblies in Ghana. The researcher desires to conduct quality research to control the variables chosen.

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Limitations of the Study

A nationwide study would have been very appropriate for the researcher to involve many opinion leaders all over the country, but the difficulty involved is the movement from one location to another and logistical constraints. Kusi (2012) indicates that when it comes to case selection, one advantage is manageability. This factor is particularly important for students who are constrained by limited resources. Kusi continues that it is advisable for such students to select 'a bite size case' instead of an 'elephant size case' (p.73), especially if the study is being conducted single-handedly in part fulfillment of their programmes. This manageability factors has necessitated the researcher to limit the study to a smaller sample of traditional leaders, teachers and clergy. Therefore, the researcher has considered those factors mentioned above and decided to limit the case selection to small sample of opinion leaders such as traditional leaders, teachers and clergy in Kintampo North Municipality (KNM). This indicates that the findings cannot be generalised.

The Operational Definitions of Key Terms

IR: Interpersonal Relationship addresses the knowledge, skills and attitudes and behaviours all students need to participate in positive, caring and respectful relationship in the family and with individuals at school, in the community, and in the workplace.

OL: Opinion Leaders are the ones who can adopt new ideas and thinking and are capable of influencing their colleagues. They are individually within the community which are perceived trustworthy, influential, credible and have a lot of social networks.

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DE: The Development of Education talks about how our educational systems have developed and have benefited the country up to the present stage.

Organization of the Study

The study is structured into five chapters. Chapter one deals with the introduction which covers the background to the study, Kintampo North Municipality, Statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and delimitation of the study, limitations of the study, and ends with operational definitions of the variables. Chapter two is a review of related literature. Chapter three deals with the methodology of the research. Chapter four deals with the results, or findings of the study. It specifically deals with the data collected from the research participants (traditional leaders, teachers and clergy) in Kintampo North Municipality. Chapter five is about the discussion, summary of the main findings, conclusions and recommendations.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The previous chapter dealt with the general background to the study. This chapter covers five sections. The section one discusses the theoretical framework of the study. The section two discusses the conceptual framework. Also, section three examines the reviewed of related literature of the role of interpersonal relationships among opinion leaders in the development of education in Kintampo North Municipality. The researcher reviews the following into details: who are opinion leaders? Characteristics of leaders, the components of interpersonal relationships, characteristics of successful, long lasting relationships and factors militating against interpersonal relationships. Also various worldviews of development and brief history of the development of education in Ghana in the literature will be examined as well as the returns of education. Section four looks at philosophical underpinnings of the study. Section five examines a way forward to improve interpersonal relationships among opinion leaders in Kintampo North Municipality.

Theoretical Framework

This present study embraces leadership theory propounded by Kouzes and Posner (2012) that "leadership is a relationship" (p. 20). Kouzes and Posner threw more light on this theory by saying that "any discussion of leadership must attend to the dynamics of this relationship" (p.23). Therefore, they opine that strategies, tactics, skills, and practices are empty without an understanding of the fundamental human aspirations that connect leaders and constituents. They continue to say that leadership is a relationship between those who aspire to lead and those who choose to follow. In

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other to prove this theory, they examine the critical variables for success in the top three jobs in large organisations, Jodi Taylor and her colleagues at the Center for Creative Leadership found the number one success factor to be "relationship with subordinates" (Kouzes & Posner, 2007). Similar results were found in a study by Public Allies who sought the opinions of eighteen-to thirty-year-olds on the subject of leadership which came out that "Getting along well with other people" is very essential in leadership development.

Kouzes and Posner (2007) opine that success in leadership, success in business, and success in life has been, is now, and will continue to be a function of how well people work and play together. Success in leading will be wholly dependent upon the capacity to build and sustain those human relationships that enable people to get extraordinary things done on a regular basis.

Kouzes and Posner (2012) developed this theory under four thematic areas: honest, forward-looking, competent, and inspiring. They pushed forward that honesty has been selected more often than any other leadership characteristics. It emerges as the single most essential ingredient in the leader-constituent relationship. The followers want to know that their leader is truthful, ethical, and principled. No matter what the setting, everyone wants to be fully confident in their leaders, and to be fully confident they have to believe their leaders are people of strong character and solid integrity (Kouzes & Posner, 2012).

Under forward-looking, Kouzes and Posner said that constituents expect leaders to have a sense of direction and a concern for the future of the organization. The ability of forward-looking on the part of a leader is to set or select a desirable destination toward which the company, agency, congregation, or community should

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head. The constituents want a leader to have a well-defined orientation towards the future.

Also leadership competence refers to the leader's track record and ability to get things done (Kouzes & Posner, 2012). It is the kind of competence that inspires confidence that the leader will be able to guide the entire organization, large or small, in the direction in which it needs to go. Kouzes and Posner (2012) made it clear that a leader must have the ability to bring out the best in others in order to enable others to act. They continued that new research is revealing that the ability to enable others to act has become the critical differentiator between success and failure in the executive ranks.

Under inspiring, the followers expect their leaders to be enthusiastic, and positive about the future. Kouzes and Posner said, although the enthusiasm, energy, and positive attitude of a good leader may not change the content of work, they certainly can make the context more meaningful. This is crucial at any time, but in terms great uncertainty, leading with positive emotions is absolutely essential to moving people upward and forward.

Kouzes and Posner (2007) made it clear that an exemplary leader knows that if he/she wants to gain commitment and achieve the greatest standard in an organization, he/she must resort to five noticeable characteristics of an exemplary leadership. These are: model the way, inspire a shared vision, challenge the process, enable others to act and encourage the hearts of others. They pushed forward that any discussion of leadership must attend to the dynamics of this relationship.

Based upon Kouzes and Posner's theory, traditional leaders, clergy as well as classroom teachers need to develop relationships among themselves in order to bring about the development of education and its returns or benefits in Kintampo North

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Municipality. The researcher has seen that dynamic relationship is the life blood of every organization and without it all human institutions and endeavours will lack development and growth. Miller and Guthrie (1984) said, relationships are critical to life and health and are a primary measure of wealth. Note that wealth and bounty come in relationship. Therefore, to ensure healthy relationships among opinion leaders in the Kintampo North Municipality is to foster educational development. This is true because Treat (1989) has made it unmistakably clear that relationship is the master key of growth and development. He opines that to ensure growth and accelerated development, a leader must be a relationship builder.

Another theory of concern is interpersonal relationship. Interpersonal relationship addresses the knowledge, skills, attitudes and behaviours each leader needs to exhibit for effective development. According to Hogan and Warrenfelz (2003) the skills and behaviours found in virtually every organizational competency model fall into one of the three categories: Intrapersonal, interpersonal and leadership skills. Intrapersonal skills are those leadership competencies and behaviours having to do with adapting to stress, goal orientation, and adhering to rules. It is important to note that these skills and behaviours do not involve interacting with others and they are among the most difficult to change. They pushed forward that interpersonal skills are those that involve direct interaction, such as communicating and building relationships with others, these skills are somewhat easier to develop.

Lastly, Hogan and Warrenfelz (2003) said, leadership skills are those skills and behaviours concerned with building teams and getting results through others, and these are more easily developed than the skills and behaviours associated with the first two categories.

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Hughes, Ginnett and Curphy (2009) said, model of leadership competencies is important as it allows people to see connections between seemingly different organisational competency models and makes predictions about how easy or difficult it will be to change various leadership behaviours and skills. Hogan and Warrenfelz proceed that leaders wanting to build high performing teams need to effectively cope with stress, set high goals, and play by rules. They also need to communicate and build relationships with others. Krile, Curphy and Laud (2005) talked about community leadership which is the process of building a team of volunteers to accomplish some important community outcome and represents an alternative conceptualization of leadership behaviour.

The researcher has seen that community leadership is equated with opinion leaders. This is because the examples of community leadership might include forming a group to raise funds for a new library, community centre, organizing symposia for various schools in the community, debates, quizzes, gathering volunteers for a blood drive, or organizing a campaign to stop the construction of shady roads and so on. Thus, community leadership takes place whenever a group of volunteers gets together to make something happen or not happen in their local community. Apart from looking at some of the leadership and relationship theories, it is also imperative to look at the conceptual framework of relationship and leadership as well as educational development.

Conceptual Framework

First, the researcher examines the connotation of these two words "interpersonal relationship" and "leader". According to Berscheid and Ammazzalorso (2004), the concept of a relationship refers to two people whose behaviour is

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interdependent in that a change in behaviour in one is likely to produce a change in behaviour of the other. It has become a rule of thumb that without healthy or dynamic relationships among leaders and subordinates any developmental agenda will experience fiasco. A close relationship denotes an interaction pattern that takes place over a long period of time; the partners' influence each other is strong and frequent, and many different types of behaviour are affected (Kelly & Thibaut, 1983). Fiske (2004) says, in common with other close relationships, romantic relationships involve interdependence, strong feelings, committed intent and overlapping self-concept. But unique to romantic relationships are passion and exclusive commitment.

Interpersonal relationships in western cultures tend to be individualistic, voluntary and temporary, those in non-western cultures are more collectivist, involuntary and permanent (Moghaddam, Tayor & Wright (1993). They proceed by saying that the cultural values and environmental conditions in North America have led North American social psychologists to be primarily concerned with first-time acquaintances, friendships and intimate relationships, primarily because those appear to be relationships most relevant to the North American urban cultural experience. Moghaddam et al. (1993) concerning voluntary said, western psychologists have studied a wide range of such relationships during the past twenty years or so, some of which may seem more voluntary than others. Duck (1999) gives the following examples: relationships of blended families, cross-sex non-romantic friendships, romantic or friendly relationships in the work place, relationships between cooperative neighbours, relationships between prisoners and guards, sibling relationship, children relating to other children, and adults' relationships with their parents. This means that relationships make life meaningful, whether they are good or bad. Without healthy relationships between a leader and constituents developmental

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agenda in any organization will experience stagnation and result in an unhealthy relationships. Berscheid and Ammazzalorso (2004) said, the necessity of your happiness depends on satisfying close relationships with friends, family and romantic partners. Duck (1999) says, relationships run right through everyday life, and for this reason everyone is interested in how relationships work and how to make them work better. He continues that the study of relationship is difficult because taken-for-granted assumptions make it hard to stand back and think about how they work. Duck pushes forward that one difficulty in relationship research is the direction of causality (what causes what). This means that friends may turn to be similar to one another in personality, but is merely correlational data and, scientifically, does not demonstrate whether friends become more similar during acquaintances or they become friends in the first place because of similarity in personalities.

In attempting to understand leadership, scholars understandably have spent much of their energy studying successful and unsuccessful leaders in various endeavours (Hughes, Ginnett & Curphy, 2009). They proceed that sometimes, scholars have done this systematically by studying good leaders as group and they have done this more subjectively, drawing lessons about leadership from the behaviour or character of an individual leader such as Martin Luther King Jr., Bill Gates, or Hillary Clinton. Hughes et al. said that Fred Fieldler was the first researcher to recognize the importance of leader, follower, and the situation in the leadership process. Fieldler (1967) used these three components to develop his contingency model leadership, a theory of interactional framework for analyzing leadership. Hollander, (1978) develops transactional approach to leadership which we called the interactional framework. Hollander's framework depicts leadership as a function of three elements: the leader, the followers, and the situation.

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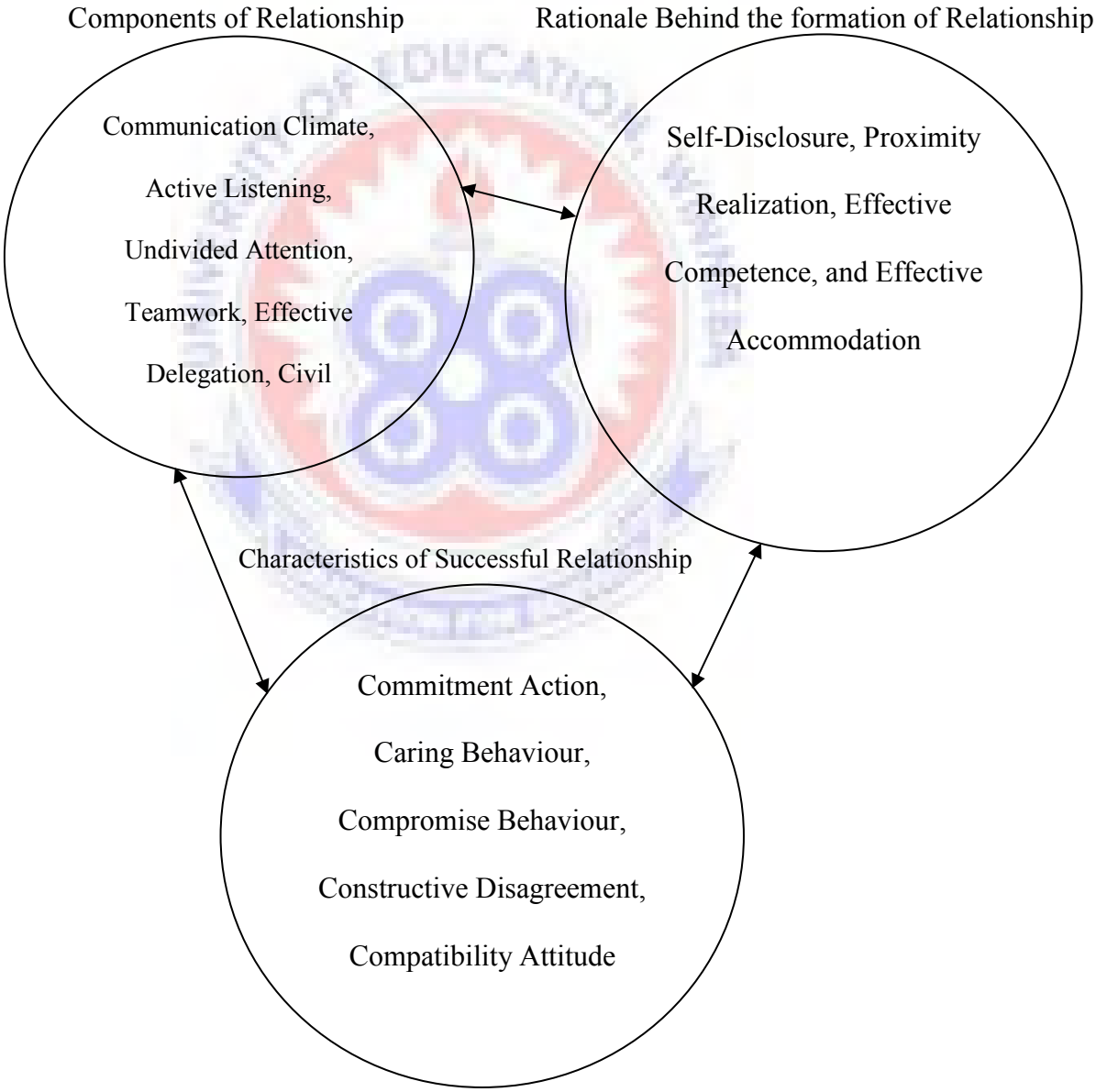
Once traditional leaders, clergy and classroom teachers imbibe these affective values of leadership relationships in their day to day activities, there could be an enhanced educational development in Kintampo North Municipality. The researcher has proposed models that could guide traditional leaders to help them achieve the role interpersonal relationship play in leaders and the development of education in the areas of its benefits to the community.

Figure 1: A Tripartite Model of Relationship



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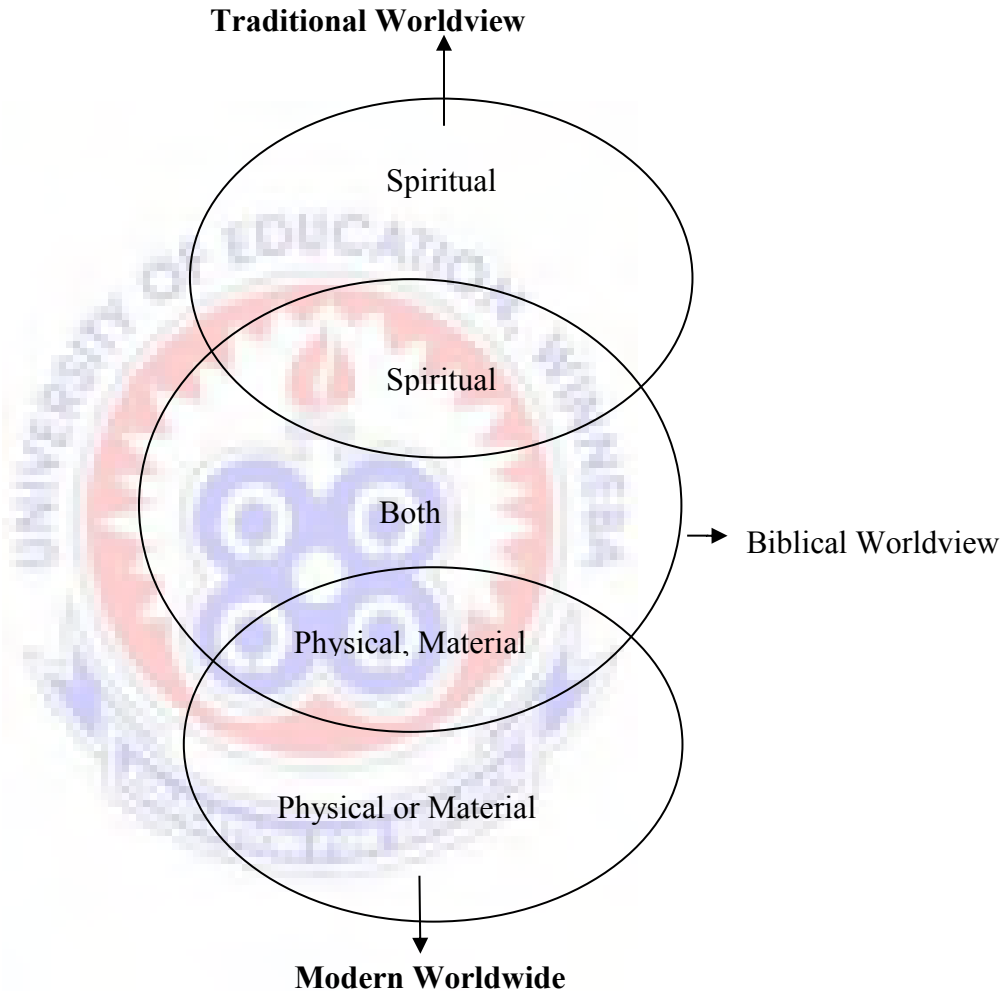
The researcher has explained the above tripartite model of relationship into details by using concepts and theories developed in the literature by many scholars and researchers (The researcher developed , 2016).

Figure 2: Trichotomy Worldviews of Development Model



The researcher has explained the above trichotomy worldviews of development model into detail by using concepts and theories reviewed in the literature by many scholars and researchers. Researcher developed the above model 2016 from (Boapeah, 2006; Miller & Guthrie, 1984).

The researcher has seen that a worldview is a conceptual issue. It is also a mental model, picture or representation of how a person, group, community sees the world in

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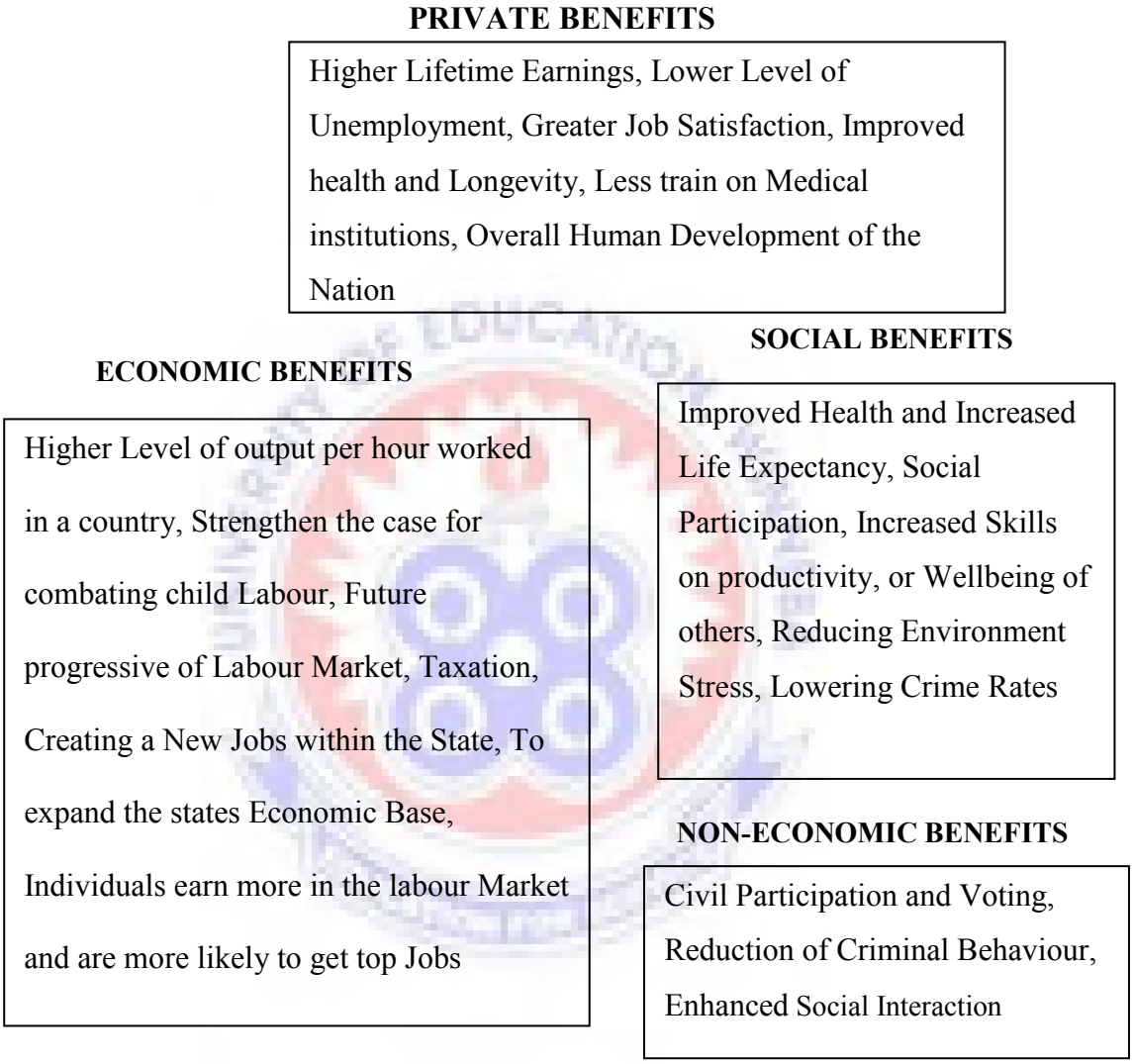
which we live. These worldviews of development is very essential in the sense that traditional leaders, clergy and teachers view reality and development of education differently. This model will be explained into details later on.

Figure 3. Quadrant Model of Educational Benefits



According to (OECD, 2013), what is the ultimate purpose of education? Early Philosophers such as Aristotle and Plato pointed out that education was central to the moral fulfilment of individuals and the well-being of the society in which they live. In the past few decades, research has supported this conventional wisdom, revealing that education not only enables individuals to perform better in the labour market, but also helps to improve their overall health, promote active citizenship. This research

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reviewed literature on four theories, which looked similar to what is proposed by Owen (2004), Private benefits of education, social, economic and non-economic benefits into detail under the returns of education.

What is Leadership?

There are no universal definitions of leadership because leadership is complex, and because leadership is studied in different ways that require different definitions. The various definitions can help us appreciate the multitude of factors that affect leadership, as well as different perspectives from which to view it. Having a large number of leadership definitions may seem confusing, it is important to understand that there is no single correct definition. Leadership researchers usually define leadership according to individual perspectives and the aspects of the phenomenon of most interest to them. Yukl (2010) had this to say, leadership has been defined in terms of traits, behaviour, influence, roles relationship, interaction patterns, and occupation of an administrative position.

Leadership is the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organisation (Yukl, 2010). He proceeds that most definitions of leadership reflect the aspiration that involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organisation. Senyucel (2009) says, after all, our economy depends on maintaining the motivation and commitment of employees and their increasing performance at work. In psychology, motivation is a term used to explain why people behave in a certain way. Bartol and Martin 1998 (as cited in Senyucel, 2009) defined motivation as the force that ignites, directs, and maintains our behaviour.

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Leadership is the ability to influence a group toward the achievement of a vision or set of goals (Robbins & Judge, 2011). They continue to say that the source of this influence may be formal, such as that provided by managerial rank in an organisation. It means that a leader must get constituents and exert positive influence on them to achieve the vision in the organisation. We need leaders today to challenge the status quo, create visions of the future, and inspire organisational members to achieve the vision. We know that vision is the mental picture of a future state. Robbins and Judge (2011) said, a vision is incomplete without an accompanying vision statement, a formal articulation of an organisation's vision or mission.

The researcher sees leadership as the process of positively influencing others to follow and to do an extraordinary thing enthusiastically to achieve stated organizational goals. It indicates that the leader's influence must be positive and effectual. Influencing is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement ideas through change. Influencing is also about the relationship between leaders and subordinates. Here, the researcher sees that when a leader has a positive influence, the subordinates will do more than what is expected of them with enthusiasm, excitement, eagerness, commitment and gladness. Hersey et al. (2008) said, leadership occurs whenever one person attempts to influence the behaviour of an individual or groups, regardless of the reason. It may be for one's own goals or for the goals of others. Leaders gain the commitment and enthusiasm of followers who are willing to be influenced. Note that leaders and followers often change roles throughout the influencing process. This is why Achua and Lussier (2010) emphatically said, "good followers are not "Yes people" who simply follow the leader without giving input that influences the leader" (p. 7).

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Simply put, effective leaders influence followers, and their followers influence them. Khera (2004) says, nothing great is ever achieved without enthusiasm. He continues that enthusiasm inspires confidence, raises morale, builds loyalty and is priceless. We know that the end of leadership involve getting results through others, and the means of leadership involve the ability to build cohesive, goal-oriented teams. Good leaders are those who build teams to get results across a variety of situations.

Leadership Development through Education and Training

We believe experience plays a large role in leadership development and we also believe education can play an important role, too. Many sets of researchers have found that education level or academic performance in college was positively related to future managerial success. Burke and Day 1986, (as cited in Hughes et al., 2009) found that education programmes generally had a positive effect on leadership development. They pushed forward that formal education and training programmes can help one become a better leader. Conger 1996, (as cited in Hughes et al., 2009) said, effective training depends on the combined use of four different teaching methods which he calls personal growth, skill building, feedback, and conceptual awareness. They opined that leadership is developed through education and experience and that formal education is one of the best ways to develop multiple perspectives on leadership. Ocran and Ocran (2004) had said, "If a man empties his purse into his head, nobody can take it away from him. An investment in education pays the best interest" (p. 169).

Diversity training can facilitate the management of a diverse workforce. Training sessions are aimed at increasing people's awareness of and empathy for people from different cultures and background. Achua and Lussier (2010) had this to

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say, not all diversity –training programmes are successful. Diversity training is most likely to be successful when it is not a one –time, but an ongoing or repeated activity, and when there are follow –up activities to see whether the training objectives were accomplished.

Achua and Lussier continued that sometimes effectively managing diversity requires that leaders of an organisation receive additional education to make them better able to communicate and work with diverse employees. Through education and training, the leaders must benefits from the following: Develop personal characteristics that support diversity, Leaders are taught to see diversity in the larger context of the organisation's long –term vision,

Leaders learn how to communicate effectively and encourage feedback from all employees regardless of background, how to accept criticism, and how to adjust their behaviour when appropriate, and Leaders learn how to mentor and empower employees of diverse culture.

We all know that without an educated and committed leadership team, the task of creating and managing a diverse workforce is unlikely to yield positive results. Robbins and Judge (2011) admitted that training specialist conduct exercises that allow employees to experience the satisfaction teamwork and provide workshops help employees improve the problem-solving, communication, negotiation, conflict –management, and coaching skills. Yukl (2010) opines that the effectiveness of formal training programme depends on how well they are designed. The design of training should take into account learning theory, the specific learning objectives, characteristics of the trainees, and practical considerations such as constraints and costs in relation to benefits. Yukl listed the following conditions for successful training: Clear learning objectives, clear meaningful content, appropriate sequencing

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of content, appropriate mix of training methods, opportunity for active practice, relevant, timely feedback, trainee self-confidence and appropriate follow – up activities.

Hughes and Kroehler (2005) said, most societies undertake to transmit particular attitudes, knowledge and skills to their members through formal, systematic training – what sociologists call the institution of education. They proceed that education is one aspect of the many –sided process of socialisation by which people acquire behaviours essential for effective participation in society. Khera (2004) had said, education refers to both formal and informal education. He continues that "education ought to teach us not only how to make a living but also how to live" (p. 10).

Our behaviour changes according to our experiences with various people. If we have a positive experience with a person, our attitude towards him is likely to be positive and conversely negative experience tends to make us cautions. Experiences and events become reference points in our lives; we draw conclusions which serve as guidelines for the future. Kouzes and Posner (2007) had this to say, investments in training and development produce profits: companies that spend more than the average amount on training have a higher return on investment than companies that are below average spenders.

Who are Opinion Leaders?

Opinion leaders are the ones who can adopt new ideas and thinking and are capable of influencing their colleagues. Opinion leaders also use influence in everything they do in order to have positive impactation on their subordinates for the advancement and accomplishment of their desired goals and vision. Yukl, (2010) says

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in large organisations, the effectiveness of managers depends on influence over superiors and peers as influence over subordinates. Those leaders bring changes by creating awareness, modeling the new behaviour and giving more encouragement to such contemplating changes.

Key opinion leaders are those who can influence the other people the most. Also, they are individual within the organisations which are perceived trustworthy, influential, and credible and have a lot of social networks. Opinion leaders must constantly adapt and change, just as the world is changing also is opinion. The most significant impact an opinion leader can make is to have their opinion inform policy.

Characteristics of Leadership

No matter what leadership style or leadership theory one study, Kouzes and Posner had made it clear that leadership is all about relationship. This assertion is true in all human endeavours in our society. Leaders mobilize others to want to get extraordinary things done in organisations. It is about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separations into solidarity, and risks into rewards. It is about leadership that creates the climate in which people turn challenging opportunities into remarkable successes. This section will enable the readers to know that an exemplary leader knows that if he/she wants to gain commitment and achieve the greatest standard in an organization, he/she must resort to five noticeable characteristics of an exemplary leadership. These are: model the way, inspire a shared vision, challenge the process, enable others to act and encourage the hearts of others. Under these five characteristic, two commitments of each will be explained briefly as Kouzes and Posner had done.

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In the first commitment, Kouzes and Posner said, to be a leader, you must find your voice by clarifying your personal value. This means that a leader has to model the way for others by demonstrating intense commitment to his /her beliefs with each and every action. We know that titles are granted, but it is one own behaviour such as credibility, integrity and authenticity that wins him or her respect. As Gayle Hamilton, a director with Pacific Gas and Electric Company told us, "I would never ask anyone to do anything I was unwilling to do first" (Kouzes & Posner, 2007). Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen. We know that credibility is in the eye of the beholder, and only when we can see how others see us can we improve in ways that are responsive. Another way to find your voice is to listen carefully to the voices of your mentors and role models. Your value as a leader and as an individual contributor is determined not only by your guiding beliefs but also by your ability to act on them. To strengthen credibility, you must continuously assess your existing abilities and learn new ones. Laegaard and Bindslev (2006) said, a leader sets out a good example for others and has clarified his personal values. Preparing the way for others and targeting the effort requires the development of a connection between own values and the values of the organisation.

Secondly, Kouzes and Posner talked about the fact that leaders must set the example by aligning actions with shared values. Setting an example is essentially doing what you say you will do. This indicates that leading means one has to be a good example and live what to say. This will enable one to persuade others honestly. Leaders must walk the talk. Creating alignment around key values, researchers have demonstrated that there are three central themes in the values of highly successful strong-culture organisations such as: high performance standards, a caring attitude

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toward people, and a sense of uniqueness and pride. As Maxwell's law of the picture says, followers need a clear picture from their leaders. To do so, leaders must remember these things: Followers are always watching what your do; we should work on changing ourselves before trying to improve others (Maxwell, 2007). Leaders who prepare the way commit themselves to taking the lead as a good example for others by acting according to expressed values. They continuously plan small victories, which cause a feeling of progress and increased commitment. Followers are attracted to leaders who are dynamic and energetic. They are filled with energy and enthusiasm themselves when their leader speak with passion about shared beliefs. It is the duty of any leader to keep people focused by constantly affirming publicly what we all stand for.

The third commitment has to do with envision the future by imaging exciting and ennobling possibilities. A leader with healthy relationship must have a vision for the future. Treat (1989) says, vision is the mental picture of a future state. He proceeds that vision is the ability to see your dreams, goals, and your desires before they exist in the natural. Kouzes and Posner said, the most essential role of vision in organisational life is to give focus to human energy. Leaders think about their past and talk about future. Leaders give life to the vision and make manifest the purpose so that his or her constituents may experience them in their five senses. Laegaard and Bindslev (2006) said, the vision of an attractive future is a leader's magnetic course, which adds meaning to everyday life in the organisation. A leader knows that a vision, which is only the leader's own, does not create change and movement. The means of realising the vision is the leader's strong belief that people who co-operate make a difference.

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Enlist others in a common vision by appealing to shared aspiration is the fourth commitment proposed by Kouzes and Posner. This means that leaders must communicate their hopes and dreams, so that their constituents shall clearly understand and accept them as their own. The leader enthusiasm, excitement and commitment must be contagious. Leaders encourage a shared vision and involve themselves in communicating the future as a favourable opportunity. This is done by involving all the employees in a shared vision which appeals to values, interest, hopes and dreams. To attract people from divergent backgrounds and interests, you must discover what aspirations, goals, needs, and dreams they have in common. Kouzes and Posner also said people are bound to differ in much of what they value; you must work through the differences to find what can bring them together. Your ability to enlist people depends on how effective you are at detecting the tie that binds. Since we know that visions exist in the future, leaders have to get others in the present to imagine what that future will look like, feel like, sound like, even smell like. The leader must transform the intangible visions into tangibles.

Commitment five talks about the fact that leaders search for opportunities by seeking innovative ways to change, grow, and improve. Exemplary leaders, therefore, are proactive: they actively seek and create new opportunities for his or her constituents. For them to grow and improve, leaders are open to receiving ideas from anyone and anywhere. Under the seven S-Action words for changes by Edwards' 2012 lecture notes, intentionally and authentically judging what works and what needs changing should be a mark of leader. They challenged the status quo by finding innovative way of doing it. Challenges enable extraordinary results to be created. Leaders are characterised by seeking challenges so that they can test their abilities as problem solvers. They are open to new ways of improving the organisation and take

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up the process of change. Leaders realize that innovation does not come from the leader alone but is often acknowledged by listening. Leaders are responsive to advice and guidance from customers and employees.

Leaders experiment and take risks by constantly generating small wins and learning from mistakes is the sixth commitment. Kouzes and Posner said, leaders are experimenters. Due to this, leaders recognize failure as a necessary fact of the innovative life. They continue that instead of punishing it, they encourage it; instead of trying to fix blame for mistakes, they learn from them; instead of adding rules, they encourage flexibility. Maxwell's Law of Process says, leadership develops daily, not in a day. He proceeds that if you continually invest in your leadership development, letting your "assets" compound, the inevitable results growth over time (Maxwell, 2007). Laegaard and Bindslev said, leaders challenge processes and involve themselves in finding opportunities for change and growth, and innovation and improvement. They do so through experiments and by actively using personal qualities as result-orientation and calculated acceptance of risk.

Foster collaboration by promoting co-operative goals and building trust is the seventh commitment. Here, good leaders do not think they are the best and that they can do virtually everything by themselves. They strongly believe that teamwork brings the best results. In the law of solid ground, Maxwell believes that trust is the foundation of leadership. Kouzes and Posner had this to say, collaboration can be sustained only when leaders promote a sense of mutual reliance. They continued that help begets help just as trust begets trust. Leaders know that they cannot run the company alone. They aim for good employees to achieve good performance in the organisation. Leaders influence organisations with an atmosphere of mutual respect in teams who feel responsible to the results of the organisation.

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However, strengthen others by sharing power and discretion is the eighth commitment. Strengthening others is essentially the process of turning followers into leaders and making them capable of acting on their own initiative. Exemplary leaders use their power in service of others because they know that capable and confident people perform better. We know that people who are most central to solving the organisation's crucial problems and ensuring the company's long-term viability have the most power. Also, shared power results in higher job fulfilment and performances throughout the organisation. Note that leader who can strengthen others can boost worker performance. Herward-Mills (2002) said it is important not to go to the top alone. If you go up there alone you will become isolated. Under Maxwell's law of inner circle said, "A leader's potential is determined by those closest to him." He continues that leaders do not succeed alone. Also, Maxwell's law of empowerment had this to say, "Only secure leaders give power to others". He proceeds that enlarging others makes you larger. Leaders who make others act commit themselves to promoting and encouraging shared objectives and building trust. They do so by sharing information and knowledge giving the employees authority making them visible, and increasing their responsibility.

Commit nine is recognize contributions by showing appreciation for individual excellence. Good leaders recognize and reward what individuals do to contribute to vision and values of the organisation. Leaders show appreciation for individuals performance exhibited in contributing to the development and advancement of the organisation. Laegaard and Bindslev, (2006) said, leaders expect great results from themselves and others. In return, they provide clear guidelines, recognition, personal attention and meaningful feedback. They make everyone feel like winners by communicating what the individual employee and the team have

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accomplished. Results are celebrated after a successful job so that hard work is combined with fun in a way that reinforces the two. Heward-Mills (2002) opines that a leader is someone who is able to acknowledge the special ability on another person's life and show appreciation. The Psychologist, Williams James said, "One of the deepest desires of human beings is the desire to be appreciated. The feeling of being unwanted is hurtful." Kouzes and Posner said, rewards are most effective when they are highly specific and in close proximity to the appropriate behaviour. One of the most important results of being out and about as leader is that you can personally observe people doing things right and then reward them either on the sport or at the next public gathering. Khera (2004) said, sincere appreciation is one of the greatest gifts one can give another person. It makes a person feel important.

The last commitment is to celebrate the values and victories by creating a spirit of community. Celebrating values and victories together reinforces the fact that extraordinary performance is the result of many people's efforts. By celebrating people's accomplishments visible and in group setting, leaders create and sustain team spirit, by basing celebrations on the accomplishment of key values and milestones, they sustain people's focus. Kouzes and Posner remarked that celebrations should always serve dual purposes. One is to honour a principle or an achievement, and the other is to create a spirit of community. The hearts of constituents would be touched when a leader celebrates their values and victories in the organisation in public. This will energize the followers to go extra mile in the organization. We know that leaders who appeal to the heart give the individual employee credit for his contribution to the success of the organisation and appreciate results in front all of employees openly and often. Kouzes and Posner said, it is part of the leader's job to show appreciation for people's contributions and appreciate a culture of celebration. Khera (2004) says the

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effectiveness is diluted if we show appreciation for someone six months after he has done something commendable.

The Components of Interpersonal Relationship

An interpersonal relationship is the nature of interaction that occurs between two or more people. A strong bond between two or more people refers to interpersonal relationship. People in an interpersonal relationship may interact overly, face-to-face or even anonymously. Interpersonal Relationships occur between people who fill each other's explicit or implicit physical or emotional needs in some way. One's interpersonal relationship may occur with friends, family, co-workers, strangers, chat room participants, doctors or clients. We have acknowledged that for interpersonal relationship to be ensured the following components must be critically examined: Communication climate, active listening, undivided attention, willingness co-operation or teamwork, effective delegation and civil collaboration.

Communication Climate

Dixon 1993 (as cited in Archer, Adentwi and Sam, 2008) had defined communication as an attempt to achieve as complete and as accurate an understanding as possible between two or more people. It is an act characterized by a desire in one or more individuals to exchange information, idea or feelings. They pushed forward that interpersonal communication is characterized by the ordinary everyday face-to-face interactions with other members of the school community individually or in small groups at a very personal level. Communication climates are metaphors for the feelings we have when interacting with others. Communication climate is the emotional feelings that are present when people interact with one another. The

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twenty-one (21) irrefutable laws of leadership, John C. Maxwell emphasizes that knowing how to get along with people is the greatest tool for achieving success. Communication is an important asset in building and maintaining relationships (Ocran & Ocran, 2004).

Conceptually, there are two major channels or networks of communication in every organisation that is formal and informal communication with their sub-domains which need to be ensured and examined by leaders and managers. Unquestionably, however, the really big revolution for must managers has been in the communications sector. Advances in area such as telephony, computing, electronic mail and audio and video conferencing have really changed the look of the office as well as its ability to handle workloads (Greener, 2010). Bear in mind that communication can never be more effective than its source. To grow and develop any organisation or community, we must communicate skillfully and effectively.

Communication climate develop according to communicators responses to one another. Robbins and Judge (2011) said, communication serves four major functions within a group or organisation: Control, motivation, emotional expression and information. When employees are required to communicate any job-related grievance to their immediate boss, to follow their job description, or to comply with company policies, communication is performing a control function. Communication fosters motivation by clarifying to employees what they must do, how well they are doing, and how to improve performance if it is subpar. Thirdly, communication, therefore, provides for the emotional expression of feelings and fulfillment of social needs. The final function of communication is to facilitate decision making. Communication provides the information individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choices. The communication

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within the group is a fundamental mechanism by which members show their satisfaction and frustrations. Under communication process, Robbins and Judge (2011) said before communication can take place it needs a purpose, a message to be conveyed between a sender and a receiver.

Active Listening

We know that listening is part of communication. Good leaders and followers recognise the value of two-way communication. Hughes et al., (2009) said, listening to others is just as important as expressing oneself clearly to them. People in leadership roles are only as good as the information they have, and much of their information comes from watching and listening to what goes on around them. We know that the best listeners are active listeners, not passive listeners. They continue that to truly get the fullest meaning out of what someone else says, one needs to practice active listening.

Many people are looking for an ear that will listen. "He who no longer listens to his brother or sister will soon no longer be listening to God either" (Clinebell, 1999). He continues that he who cannot listen long and patiently will presently be talking beside the point and never really speaking to others. It is disheartening when both leaders and constituents are passive listeners which will result in an inactive performance and participation in an organization. We know that individuals who listen actively exhibit a certain pattern of non-verbal behaviours, do not disrupt the sender's message, try to put the sender's message into their own words, and scan the sender for various nonverbal signals. Active listening ensures interpersonal relationship in an endeavour.

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Undivided Attention

We know that the greatest gift one can give to someone is the purity of one's attention. People want to recognize and pay attention to its critical features in an organisation. Under attentional processes, we tend to be most influenced by models that are attractive, repeatedly available, important to us, or similar to us in our estimation (Robbins & Judge, 2011). Leaders must have undivided attention and commitment about the work assigned them. According to Oxford Advanced Learner's Dictionary, attention is the action of turning one's mind to something or somebody or noticing something or somebody; an issue which has become the focus of media. Note that without passion for the work we do, attention and commitment become impossible. Myers, (2004) says, distinctive people always draw attention. He continues that your difference from others probably made you more noticeable and the object of more attention. We know that people define you by your most distinctive trails and behaviours. People who capture our attention seem more responsible for what happens.

Willingness Co-operation or Teamwork

Teamwork is a way of life in the postmodern organisation. Teams have become the basic structure through which work is done in organisation. We know that all teams are groups but not all groups are teams. This is because a manager can put together a group of people and never build a team. Achua and Lussier, (2010) define teams as a unit of interdependent individual with complementary skills who are committed to a common purpose and set of performance goals and to common expectations, for which they hold themselves accountable. The team concept implies a sense of shared mission and collective responsibility. They continue that the

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leadership style in a team it is more likely to be participative or empowerment – oriented. We also know that teams have become the basic unit of empowerment - large enough for the collective strength and synergy of diverse talents and small enough for effective participation and bonding. Achua and Lussier said, teams strive for equality between members; in the best teams, there are no stars, and everyone suppresses individual ego for the good of the whole.

Heward-Mills, (2005) had this to say, anyone who wants to extend his ministry and bear much fruit has to learn to work with many other people. He proceeds that it would be better to work alone than with a team of disloyal, disgruntled, disunited and disaffected people. It is not possible to have an effective team with such people. Heward-Mills admittedly said, he has only been able to do as much as he has done because of the team with whom he works. Hersey, Blanchard and Johnson, (2008) said, committing leaders help to ensure that all members are part of the decision-making process, show relationships between ideas, may restate suggestions to pull them together and summarise and offer potential decisions for the team to accept or reject. A leader asks to see if the team is nearing a decision, attempts to reconcile disagreements and facilitate the participation of everyone in the decision, and helps keep communication channels open by reducing tension and getting people to explore differences.

Effective Delegation

Chinese proverb puts it this way, "Tell me and I will forget, show me and I may remember, involve me and I will understand. Delegation refers to the process of entrusting authority and responsibility to other people. Here, it is assigning of certain responsibility along with the necessary authority by a superior to his or her

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subordinates. Jones (2005) says, delegation can be used either as a tool for motivating and training staff members to realize their full potential. He pushes forward that it is an important technique for leaders to acquire, not simply because it relieves them of workload, but because it can be used as a way of motivating those with whom they work.

Literature in educational leadership and management identifies two different level of delegation and these are the 'gofer delegation' and 'stewardship delegation.' The former means 'go for this, go for that, do this, do that, and tell me when it is done' The latter is focused on outcomes instead of methods. It offers the team members a choice of how to do things and responsibility for whatever happens (Jones, 2005). Hughes et al., (2009) said, delegation implies that one has been empowered by one's leader, boss or coach to take responsibility for completing certain tasks or engaging in certain activities. The essence of leadership is achieving goals through others, not trying to accomplish them by oneself. They proceed that learning to think like a leader partly involves developing a frame of mind wherein one thinks in terms of the whole group's or organisation's capabilities and not just one's own.

Delegation develops followers. Developing subordinates is one of the most important responsibilities any leader has, and delegating significant tasks to them is one of the best ways to support their growth. Hughes et al. said it can feel threatening to delegate a significant responsibility to another person because doing so reduces direct personal control over the work one will be judged by. Greener (2010) says, effective delegation, therefore, requires an agreement between the manager who is doing the delegating and the person to whom the task is being delegated. Without such an agreement, (normally negotiated rather than imposed), the process is likely to be both unworkable and unpleasant.

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Whenever leaders delegate, they must give subordinates authority along with responsibility. In the final analysis, however, leaders always remain fully responsible and accountable for any delegated task. Achua and Lussier (2010) had this to say, effective delegation requires that a leader should carefully consider several factors relating to the task, time requirement, and follower characteristics before delegating. Effective delegation allows people to prosper in their own uniqueness. They said the leader can delegate responsibility and authority, but not your accountability.

Civil Collaboration

Hughes et al., (2009) said, collaboration reflects an effort to fully satisfy both parties. This is a problem-solving approach that requires the integration of each party's concerns. Robbins and Judge (2011) opine that in collaborating, the parties intend to solve a problem by clarifying difference rather than by accommodating various points of view. If you attempt to find a win –win solution that allows both parties' goals to be completely achieved, that is collaborating. Here, if a leader and subordinate work together in civility, the development of dynamic relationship in an organisation will be effective.

Civility is the polite behaviour toward each other or one another in an organisation. In a civilized school or organisation the following four (4R's) must be critically observed. Respectful, Responsibility, Relationship and Recognition. In school organisation, respect and civility are behaviorally significant. The school head, staff and the educands must show respect to ethics and morals and structured behaviours of the school. Kouzes and Posner (2007) said, "Title are granted, but it is your behaviour that wins your respect". They continued that exemplary leaders know

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that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others.

Responsibility refers to a charge or task assigned to some to perform on the basis of the confidence reposed in the person. The school head, teachers and school prefects must be responsible in their areas of work assigned them diligently. Khera (2004) says, acceptance of responsibility is a reflection of our attitudes and the environment we operate in. He continues that a person who does not accept responsibility is not absolved from being responsible. The leader and followers must cultivate responsible behaviour.

Relationship means links, contacts, or dealings between people, groups or the way in which certain things, ideas, events are connected. Miller and Guthrie (1984) said, relationship are critical to life and health and are primary measure of wealth. To be a person is to be in relationships. Relationship such as co-operation, communication, delegation and negotiation between the leaders and subordinates must be critically ensured. Lastly, recognition refers to acceptance that something is true or legal with respect to a position or quality (Boapeah, 2006).The community head, school as an organisation, we must acknowledge the dignity of human beings, as co-worker with God.

The Rationale behind the Formation of Relationship

In any organisation, there is the need to form relationship. The reasons why we form relationship are crucial for the effective accelerated development and advancement of the organisation. The following are some of the reasons why we form relationships. Self-disclosure, proximity realisation, effective motivation, effective competence and effective accommodation.

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Self-Disclosure

Worchel, Cooper, Goethals and Olson, (2000) said, self-disclosure can be defined as talking to another person about private matters; for example, your needs, values, attitudes, worries, background and aspirations. We generally find self-disclosure highly rewarding because it offers the possibility of both self-construction and self-realisation. We also generally like it when others disclose to us, thereby communicating liking and trust. To Worchel et al., self-disclosure can also reduce loneliness, although lonely people may be less likely to disclose themselves in the first place.

We know that self –disclosure often leads to intimacy with the person with whom we are sharing personal information. Hendrick (1981) had this to say, in an intimate relationships, including marriage, mutual self-disclosure enhances the quality of the relationship. Cohn and Strassbery (1983) admittedly said, one important determinant of self-disclosure is reciprocity. The more someone discloses to us, the more we disclose to him or her. They proceed that reciprocity can produce relationship marked by a high degree of mutual self-disclosure even though the individuals in it are not generally high self-disclosure. Research on self-disclosure shows consistent differences between men and women in both their degree of self-disclosure and what they actually reveal. They continue that women generally more than men, especially reveal about emotions, relationships, and other personal matters. Cunningham (1981) says, times may be changing, but research shows that men are still evaluated more negatively than women for personal self-disclosure, perhaps because men see disclosing as a sign of weakness. Note that self-disclosure helps to facilitate interpersonal relationship. Self-disclosure is the event of sharing information with another.

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Proximity Realisation

One of the rationales behind the formation of relationship is proximity of the organisational members. We tend to form relationship with others we are close to. Proximity (physical closeness or propinquity) represents a minimum requirement for attraction: the further apart two people live, the lower the probability they will ever meet, let alone become friends. Physical proximity has become less important with the creation and expansion of Internet dating sites, chat rooms and email. It is much easier now to become friends, even lovers, with individuals at great geographical. Proximity increases the opportunity for interaction, which, in turn, increases familiarity. The more two people interact, the more polarised their attitudes towards each other become usually in the direction of greater liking. This, in turns, increases the likehood of further interaction, but only if the interaction is on an equal footing. We know that people normally form friendship with those they encounter frequently.

Effective Motivation

One may ask why do followers join some teams but not others? How do you get followers to exhibit enough of the critical behaviours needed for the team to succeed? And why are some leaders capable of getting followers to go above and beyond the call of duty? The ability to motivate others is a fundamental leadership skill and has strong connections to managerial incompetence. Hughes et al., (2009) said, competence managers are those who can consistently get followers to engage in the behaviours needed to accomplish team goals. One of the greatest challenges for organisations, in particular for the human resource functions, is to create and maintain a motivated and committed workforce. Senyucel (2009) had this to say, after all, our

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economy depends on maintaining the motivation and commitment of employees and their increasing performance at work.

Motivation is the force that ignites, directs and maintains our behavior (Bartol & Martin 1998). This definition has three key components. The first is ignition, which is the initial feeling of interest that a person has towards achieving a set goal. The second is direction, which is the set of actions that people will take in order to achieve their goal. Direction is influenced by what an individual most desire to do. The third is maintenance of the behavior until the goal is achieved. Maintenance equates to how much an individual is willing to stay in that direction when difficulties arise (Di Cesare & Sadri, 2003). They proceeded that if an employee is willing to get a pay rise, he or she will probably be more willing to stay for extra hours and take extra tasks at work.

Eliot et al., (2000) as cited in Owusu-Banahene (2008), motivation is an internal state that arouses us to action, pushes us in particular direction, and keeps us engaging in certain activities. This means that motivation increases an individual's energy and activity level, directs an individual towards certain goals, and promotes initiation of certain activities and persistence in those activities. The Encarta dictionary says, motivate means "give somebody incentive" "or making somebody willing". Quinn (2010) says, the good leaders is one who can marshall the energies and enthusiasm of the employees so that they work in a desired direction and towards the goals of the leader and the organisation. Here, what the leader wants is the group of employees who are productive and interested in contributing to the work.

There are basically two types of motivation namely: intrinsic or internal and extrinsic or external motivation. Quinn (2010) says, intrinsic motivation is that motivation that comes from a source inside the individual. Owusu-Banahene (2008)

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had this to say, intrinsic motivation required much persistence and effort put forward by an individual student. He continues that students with intrinsic motivation would develop goals such as, the goal to learn and the goal to achieve. Literature defines intrinsic motivators as the ones that concern the individual and originates from the nature of work itself such a job satisfaction, personal development, acknowledgement from managers or an interest in a task or a project at work.

Hoyenga and Hoyenga 1984 (as cited in Owusu-Banahene 2008) said, extrinsic motivation refers to motives that are outside of and separate from the behaviour cause; the motive for the behaviour is the inherent in or essential to the behaviour itself. Khera (2004), pushes that external motivation can also take the form of incentives, bonuses, commission, recognition and so forth. Bratton (2007) made it clear that extrinsic motivators are the ones that are beyond individual's control and they are tangible such as pay increase, bonuses or other material goods.

Effective Competence

Competence is the ability along with the willingness and desire to apply what is learned. Desire is the attitude that makes a skillful person competent (Khera, 2004). We also know that there are many skillful people who are incompetent. The fact remains that ability without right attitude is wasted. Khera (2004) says, the foundation of success, regardless of your chosen field, is attitude. Competency is a skill performed to a specific standard under specific conditions. Robbins and Judge (2011) had said, competency means that everyone has the right and obligation to do what he or she is best at; total information, and dynamic development. Every team member has to teach someone else his or her current task requirements in order to be dispensable and ready for the next task and fair sharing.

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Kouzes and Posner (2012) said, leadership competence refers to the Leader's track record and ability to get things done. It is the kind of competence that inspires confidence that the leader will be able to guide the entire organisation, large or small, in the direction in which it needs to go. They continue that to enlist in another's cause, we must believe that the person is competent to guide us where we were headed. We must see the leader as capable and effective. We know that people formed relationship in order for them to be helped and assisted by other people. Bear in mind that nobody is prepared to follow a weak and incompetent leader or colleague.

Effective Accommodation

A party who seeks to appease an opponent may be willing to place the opponent's interest above his or her own, sacrificing to maintain the relationship. We refer to this intention as accommodating (Robbins & Judge, 2011).They proceed that accommodating is supporting someone else's opinion despite your own reservation about it. Accommodating is the willingness of one party in a conflict to place the opponent's interest above his or her own.

Accommodation is useful when you find you are wrong and to allow a better position to be heard, to learn, to show your reasonableness, when issue are more important to others than to yourself and to satisfy others and maintain cooperation, to build social credits for later issues, to minimize loss when you are outmatched and losing, when harmony and stability are especially important, and to allow subordinates to develop by learning from mistakes (Hughes et al., 2009). They had this to say, accommodation reflects a mirror image of competition, entirely giving in

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to someone else's concerns without making any efforts to achieve one's own ends. This is a tactic of appeasement.

Characteristics of Successful, Long Lasting Relationship

The following are some of the characteristics of successful, long lasting relationship: commitment action, caring behavior, compromise behavior, constructive disagreement and compatibility attitude.

Commitment Action

Commitment has been an interesting topic for management for some years because it can be used to understand and predict desired employee behaviour, particularly in the areas of performance, absenteeism and emotional attachment to the organisation (Senyucel, 2009). One of the defining characteristics of human resource management is managing organisational climate that leads to employee commitment. Senyucel proceeds that commitment is a particular interest for human resource management in the last decade in the areas of selection, performance appraisal, career management and decision making.

The assumption is that employees who are highly committed to work are more likely to put effort towards learning, training and development with the intention of improving their performance. According to the general human resource management philosophy, commitment is the shared responsibility between management and employees and commitment towards the organisation is increased by maximising human resource practices. This in return will result in high employee commitment and how absenteeism and labour turnover.

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Responsibility for guiding various aspects of the change can be delegated to other change agents, but the leader who is identified as the primary proponent and sponsor of the change must continue to provide the attention and endorsement that signal commitment to see it through to the end (Yukl, 2010). Continued attention and endorsement signal a leader's commitment to see the change programme through to a successful conclusion. Yukl pushes forward by saying that demonstrating commitment is more than just talking about the importance of the change. Commitment to assigned goals was often as high as commitment to goals followers helped to set, provided the leader was perceived to have legitimate authority, expressed confidence in followers, and provided clear standards for performance (Hughes et al., 2009). Khera (2004) says, integrity and wisdom are the two pillars on which to build and keep commitment.

Literature presents two main models of commitment: traditional model and behavioural or attitudinal model of commitment. Senyucel (2009), in the traditional model of commitment the focus is on the basic assumption that employees who are committed contribute to achieve organisational goals in more positive ways than the ones that are less committed. We know that it is very simplistic and very much associates commitment with employees willingness to stay in the organisation. Alatristaand Arrow smith (2003) said, traditional model of commitment is often defined in terms of loyalty to the organisation and attachment to individual or groups in the organisation which leads to two problems. First, commitment cannot be discussed without the concept of job satisfaction. Second, commitment can often be conceived as a set of attitudes. They proceed that recent research highlights that employee characteristics (educational level, demographics, etc) and personality (values, beliefs, expectations, etc) are also highly relevant.

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Mowday, Porter and Steers (1982) admitted that some authors and researchers see behavioural commitment distinct from the attitudinal commitment. Behavioural commitment model suggests commitment results from employee's past actions which are binding. This model claims that behaviour of employees lead to development of commitment attitudes. It involves binding employees to certain organisational tasks through personal acceptance and responsibility; employees become locked in to the organisation. Muthuveloo and Rose (2005) said, majority of authors believe that it is more useful to consider behavioural and attitudinal commitment as interrelated. They argue that committed attitudes lead committing behaviour and committing behavours lead committed attitudes. The real issue is not whether commitment process begins with attitude or with behaviour, but it involves an interplay of both behaviours and attitudes over a period of time.

Attitudinal model of commitment is probably the most popular model of understanding employee commitment. The main assumption is that commitment is the relative strength of an employee's loyalty to, identification with, and involvement in the organisation. This model suggests that to increase commitment, employees need to have an understanding and strong belief in organisational values and goals; and willingness to put effort to achieve these goals (Shepherd &Mathews, 2000).

As a combination of both attitudinal and behavioural approaches, organisational commitment is defined as employees' acceptance, involvement and dedication (AID) toward achieving the organisation's goals. It is the willingness of employees to accept organisational values, and goals and to work towards achieving these; to be fully involved, non- work related, of the organisation, and to dedicate time, and effort, towards the betterment of the organisation (Muthuveloo & Rose, 2005).

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Caring Behaviour

Caring behaviour is the feeling that another person's satisfactions are as important to you as your own (Worchel et al., 2000). Subordinates are desirous to work effectively with leaders who are much concerned about their welfare and aspirations in life. Kouzes and Posner (2012) note that constituents look for leaders who demonstrate an enthusiastic and genuine belief in the capacity of others, who strengthen people's will, who supply the means to achieve, and who express optimism for the future. They proceed that constituents want leaders who remain passionate despite obstacles and setbacks. In uncertain times, leaders with a positive, confident, can –do approach to life and businesses are desperately needed. Maxwell (1995) made it emphatically clear that the growth and development of people is the highest calling of leadership. So leaders must show concern towards the welfare and growth of followers. Kouzes and Posner (2012) had this to say, genuine acts of caring uplift the spirits and draw people forward. They continue that leaders know that celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through extraordinarily tough times.

Compromise Behaviour

Compromising is a situation in which each party to a conflict is willing to give up something. In compromising, there is no clear winner or loser. Rather, there is a willingness to ration the object of the conflict and accept a solution that provides incomplete satisfaction of both parties concerns (Robbins & Judge, 2011). They pushed forward that the distinguishing characteristic of compromising, therefore, is that each party intends to give up something. In terms of intra organisational

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behavour, all things being equal, integrative bargaining is preferable to distributive bargaining because the former builds long –term relationships. Integrative bargaining bonds negotiators and allows them to leave the bargaining table feeling they have achieved a victory (Robbins & Judge, 2011). They proceed that one should realize that compromise may be your worst enemy in negotiating a win –win agreement. The reason is that compromising reduces the pressure to bargain integratively.

Hughes et al., (2009) admonish us to use the following five compromise approaches:

"When goals are important, but not worth the effort or potential disruption of more assertive modes, when opponents with equal power are committed to mutually exclusive goals, to achieve temporary settlements of complex issues, to arrive at expedient solutions under time pressures, and as a backup when collaboration or competition is unsuccessful"(p. 676).

Constructive Disagreement

Behaviours that help to build relationship, manage emotion and accept and resolve conflict are considered constructive responses. They emphasize task –completion and problem –solving, creativity and exchange of ideas and the expression of positive emotions. When constructive behaviours are the norm in a group or organisation, typical outcomes include: Win-win solutions, Open and honest communication of feelings, the need of both parties being met, Non-judgmental actions, Less instances of sticking adamantly to one position, Active resolution of conflict, thoughtful, not impulsive, responses and improved team performance. Disagreements with family members, friends and co-workers do not have to be relationship damaging experiences. Arguments do not always have to end badly. Instead, constructive conflict or disagreement can occur, our relationships can be

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strengthened rather than weakened by the conflict. Constructive disagreement or criticism means having a useful and helpful effect rather than being negative or with no purpose. Constructive criticism promotes interpersonal relationships among workers in an organisation.

Compatibility Attitude

Oxford Advanced Learner's Dictionary, compatibility means the ability of people or things to live or exist together without problems. We know that two people cannot co-exist without agreeing to each other. Compatible attitude could be occurred as a positive result from the following: organisational culture, corporate culture, conforming or groupthink and social facilitation.

Culture is a complex network of values and norms that guide individual's behaviour. It involves a set of beliefs, values, assumptions, expectations and experiences that are acquired through learning and socialising and shared by members of a social unit, like people in an organisation (Rousseau, 1990). Culture is that pattern of basic assumptions that a given group has created, formed or developed during a learning process owing to problems with external adaptation and internal interaction (Laegaard & Bindlev, 2006).

Greener (2010) said corporate culture is defined by many writers as being "the way we do things round here". It is manifested in the rituals of an organisation, in its people, dress, habits, working times and styles, attitudes, office layout, almost every intangible aspect of its being. It is also perpetuated by stories, office gossip, heroes and heroines, décor, social life and the language that various parts of the organisation regularly use at work.

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Conformity or groupthink refers to the tendency for individual group members to suppress and not give voice to their individual thoughts and ideas in the presence of an idea that seems popular with the group. It arises when group members conform to the will of the group to avoid disagreeing with the group and creating conflict and appearing as bad team player. But as the paradox shows, sometimes the will of the group is not the will of any individual member (Patterson, 2010).

Lastly, when the lights come on and the crowds begin to cheer, some athletes seem to rise to the occasion and perform beyond their limits while others seem to lose confidence, concentration, and the ability to perform. The psychologists and organisational researchers refer to this phenomenon as social facilitation. Social facilitation posits that individual perform differently in the present of others than they do when they are alone. Knowing that others are observing them brings about a state of physiological arousal that causes people to act differently than when they are unobserved (Patternson, 2010).

Factors Militating Against Interpersonal Relationship

Interpersonal relationships become problematic when one or more of the participants has needs that are not met with the relationship. Someone who wishes to end a relationship may intentionally neglect the needs of the other person, but sometimes needs change and the people fail to keep up with those changes. According to 2010 article in the Time Magazine, changes in life may feel daunting to people with close interpersonal relationships. The Magazine notes that close emotional connections and relationships may provide a sense of safety and security that reduces stress and promotes good health. Some of the factors militating against interpersonal relationship are: self-centeredness, poor communication skills,

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unconcerned attitudes toward people, Incompatibility attitude, and uncompromised or close-mindedness.

Self-Centeredness

The American Heritage Dictionary of the English Language defined self – centered as limited to or caring only about yourself and your own needs and neglecting the needs of others. Self-centered person is like selfish person concerned chiefly or only with yourself and your advantage to the exclusion of others. An example of self-centered is taking the last of the food in the house when you know others are starving. Robbins and Judge (2011) said, World Report study showed the power of the self -serving bias. Researchers asked one group of people "If someone sues you and you win the case, should he pay your legal costs?" Eighty-five percent responded "Yes". Another group was asked "If you sue someone and lose the case, should you pay his costs?" Only forty –four percent answered "yes" (p. 205).

People usually use a number of shortcuts when we judge others. These techniques are frequently valuable: they allow us to make accurate perceptions rapidly and provide valid data for making predictions. Understanding these shortcuts can help you recognize when they can result in significant distortions. The self- serving bias lets us claim credit for our successes but avoid responsibility for our failures. A related concept, rationalisation, lets us construct explanations for our behaviours that may be inaccurate or self-serving (Robbins & Judge, 2011).

Poor Communication Skills

Communicating is indeed one of the major elements of success in any human relationship. People are by nature social animals, and the means of living in a manner

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that is healthy and that would enhance this social life of the human person is through proper communication (Afful-Broni, 2006). He continues that it has been reliably discovered that one of the most potent means of psychologically and socially killing a person and cutting him off any community or organisation is through negative communication. Afful-Broni has made two assertions about negative communication: By negative communication in this context we are referring to the deliberate refusal to communicate valuable information to a person or a group's survival. Negative communication is also understood to mean the situation whereby information flow is poorly done, so deliberately twisted through improver transmission through and by a deputy, or where the information is intentionally or incompletely made to arrive so late that it is of no use to the recipients.

An essential leadership task is to discern in as professional a manner as possible which data to share and which to withhold. We know that sociology, anthropology and psychology all play significant roles in effective communication or lack thereof. Afful-Broni had also said, social science inquiry in the area of interpersonal communication has contributed immensely to the understanding of the difficult and challenging roles that administrators have to keep people together and informed without tearing them apart through too much communication. Snowden and Gorton (2002) had this to say, teachers and administrators paying superficial attention to what children have to say, adults speaking discourteously, and staff members actively discouraging students from talking to them create a negative verbal communication environment. We know that with poor communication, interpersonal relationship with the community, organisation and school will become distorted.

Snowden and Gorton (2002) said failure in communication lie at the heart of problems in organisation, goal setting, productivity and evaluation. We know that no

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one can manage a modern organisation who is not knowledgeable in communication principles, techniques and skilled in their use. Guarino (1974) considers the ability to communicate the most essential talent in the area of leadership. Owusu-Banahene and Sarfo (2009) listed six barriers to effective communication as: Social and cultural gaps, Limited receptiveness, Negative attitude towards the teacher, Limited understanding and memory, Insufficient emphasis by the teacher and Contradictory message.

Unconcerned Attitude toward People

This is a lack of care, interest or worry about something other people would care about. This is also known as antisocial personality disorder which is characterized by a pervasive pattern of disregard for, or violation of, the rights of others.

Berzin (2006) explains, it is not to attend to what is positive and so also is not to protect the mind from those things which cannot provide lasting satisfaction. It provides, its basis for increasing the unhealthy state and decreasing health ones. Unconcerned people are careless and careless people are not giving enough attention and thought to what others are doing so that they can make mistakes. Careless people are not all worried about anything in the community or an organisation.

Sometimes alienation of workers can breed unconcerned attitude toward people. Hughes and Kroehler (2005) said, when individuals fail to find their work fulfilling and satisfying, they may experience alienation- a pervasion sense of powerlessness, meaninglessness, normlessness, isolation and self-estrangement. Blauner 1964 (as cited in Hughes & Krochler, 2005) showed that when work is simple, repetitive, and engages workers is only a small part of the overall work

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process, workers feel disconnected and alienated from it. Patterson (2010) said, alienated followers are the ones who would rather sit around and complain about the ways things work than actually doing anything about the problems themselves. He continues that "strong leadership can also create cultures of openness, shared decision-making, and employee involvement to transform 'alienated followers' into effective followers" (p.48).

Incompatibility Attitude

According to Oxford Advanced Learner's Dictionary, incompatibility means two actions, ideas that are not acceptable or possible together because of basic differences. Two people who are incompatible are very different from each other and so are not able to live or work happily together. If two people in organization who does not see eye in eye with each other, the interpersonal relationship in the organisation will collapse and the development will become stagnant.

Grimes 1991 (as cited in Hughes & Kroehler, 2005) talked about the conflict theory of social equality which holds that stratification exists because it benefits individuals and groups who have the power to dominate and exploit others. Whereas functionalists stress the common interests that members of society share, conflict theorist focus on the interests that divide people. They preceded that viewed from the conflict perspective, society is an arena in which people struggle for privilege, prestige, and power, and advantaged groups enforce their advantage through coercion.

People show incompatible attitude because of cultural differences. Kottak (2004) said, the perception of cultural differences can have disastrous effects an social interaction. He proceeds that ethnic differences often lead to conflict and violence

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because of a sense of injustices resource distribution, economic or political competition, and reaction to prejudice or discrimination.

Uncompromised or Close-Mindedness

Uncompromise person is absent-minded. Absent-mindedness in where a person shows inattentive or forgetful behaviour. It can have three different causes: A low level of attention "Blanking or Zoning out", intense attention to a singles object of focus (hyper-focus) that makes a person oblivious to events around him or her, and unwarranted distraction from the object of focus by irrelevant thoughts or environmental events.

According to Oxford Advanced Learner's Dictionary, uncompromising person is unwilling to change his or her opinion or behaviour. We know it is only a fool who does change his or her mind. Kouzes and Posner (2012) said, leaders pay attention to the capacity of their constituents to take control of challenging situations and become fully committed to change. Maxwell's Law of Proces (Maxwell, 2007) stipulates leaders are learners who invest or develop over a period of time through perseverance. Maxwell maintains that leadership develops daily, not a day. We know that when growth stops, decay begins. Chose-mindedness or uncompromised attitudes among some leaders and some subordinates destroy interpersonal relationships in the organisation.

What is Worldview of Development?

A worldview is a conceptual issue. It is a mental model, picture, or representation of how a person, group, community, society or nation sees the world in which we live. It can be described as a belief system, mind-set, or paradigm. Every

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person, group, organisation, community, society, or nation has a worldview. Hughes (2000) defines worldview as the shared framework of ideas held by a particular society concerning how they see the world. Miller (2005) defines worldview as a set of assumptions held consciously or unconsciously in faith about the basic makeup of the world and how the world works.

A worldview is therefore characterised by a set of truths or a pattern of beliefs which are deeply seated in people's minds which invariably constitute a religion which is practiced. Boapeah (2006) states that a worldview starts as an idea with an individual and spreads through space and time to followers who, in turn, carry the message until it becomes institutionalised; until it becomes a norm. There are three basic worldviews of seeing the reality of development. These are the traditional, modern, and biblical worldviews.

Traditional Worldview

The traditional worldview accepts the existence of both the spiritual and material worlds and that these are interrelated (Myers, 2000). However, the traditional worldview sees reality as spiritual. For this school of thought, the real world is seen and everything is controlled by spirits. It sees everything as a mystery or a hidden truth and physical world is transitory. Omenyo 2000 (as cited in Boapeah, 2006) said, in the traditional African culture, God is generally viewed as transcendent thus requiring intermediaries through whom he functions and is approached. Spirits, lesser gods, and ancestors who have access to both worlds mediate the interrelational between the spiritual and material worlds. Boapeah continues that these intermediaries are believed to provide solutions to personal and social problems, and

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offer spiritual protection for people against witches, wizards, and sorcerers considered as possessing evil psychic powers.

Boapeah opines that the traditional worldview of development therefore locates the cause of poverty outside the physical world and in the hands of spirits, lesser gods, and ancestors. This is because the bad things that happen to human beings such as storms, floods, bushfires, earthquakes, droughts, diseases, sickness and others are due to the gods either being angry or inattentive to human needs. Thus, the solution to human atrocities lies there; it lies in the spiritual realm. It involves constantly appeasing the gods, pleasing them and living in harmony with them. Development, therefore, connotes living at peace with the gods through constant worship, appeasement, remembrance, and keeping tradition.

Modern Worldview

The modern worldview tends to separate the spiritual and physical domains of life and considers them as unrelated. Miller (2005) says, the modern worldview sees reality as physical or material. In the modern worldview, God is not immanent (present in the world) and does not communicate with humans. To secularists, there is no God, with human being at the centre of affairs who mediates between right and wrong.

Boapeah (2006) says, the modern worldview locates the cause of poverty in structural bottlenecks in society. These find expression and are demonstrated in human realities such as population explosion, inadequate resources for the world population, limited infrastructure, lack of skills, unequal distribution of the gains from domestic and world trade. He continues that the problem is due to the exploitation of the poor by the rich through unjust social and economic structures.

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Myers (2000) says, the solution then lies in the physical realm, it lies with humankind. It entails the judicious redistribution of resources. Thus, in modern worldview, development is understood as a material response to overcoming the absence of material things such as money, water, food, clothing, shelter, means of transport and their associated social systems that produce them. Belshaw, Sugden and Calderisi, (2001) say, "it is worth noting that a consultation on a World Bank study on poverty in the twenty first century held in Johannesburg in early 2001 came to the conclusion that any measure and definition of poverty that does not include the religious dimension is inadequate" (p.210).

Biblical Worldview

The biblical worldview accepts the existence of both the spiritual and material worlds. The biblical worldview is God's view of the world, and because God is the Creator and Sustainer of Creation, His view is the one that ultimately matters (Miller & Guthrie, 1984). The biblical worldview sees reality as both spiritual and physical. Boapeah (2006) says, the reality is that there is a personal and relational God who created the universe, both spiritual and physical. The relational God is not only present in the world but He is also involved in the affairs of the world and the world responds to His purpose and intervention" (p. 18).

Myers (2000) had said, the biblical worldview sees poverty as fundamentally a relational reality. It locates poverty in the content of broken five dimensional relationships and abuse of relationships in terms of relationship with God, self, others, community, and the environment. He proceeds that the solution therefore lies in reconciliation. This involves restoring relationship with God, self, others, community, and environment. The biblical worldview of development is holistic. It

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is about seeking positive change in the whole of human life, materially, socially and spiritually. It entails seeking and enjoying life as God intended. The role of faith in development is to seek transformation and liberation of people from conditions of dependency and structures of oppression (Belshaw et al., 2001).

The Development of Education in Ghana

Every society has its own distinctive ways of educating its members. The term education is broad and has variously been described as what happens to us from the day we are born to the day we die. Oti-Agyen (2007) said, education is concerned with individuals, their social, physical and spiritual development. Gillet (as cited in Oti-Agyen, 2007) defines education as something concerned "with tradition, preserving and transmitting of values, ideas, practices which have proved over the years to be worthwhile" (p.1). She further emphasizes that throughout the ages one of the aims of education has been to induct the child into established ways of society.

Before the advent of formal education in Ghana, the people had their own system of education, which because of its comprehensive nature, was capable of meeting the needs of the society. This type of education was largely an initiation into the life of the adult community. Indigenous Ghanaian education was highly informal in nature. We know that in those days Ghanaian parents were the first educators of the child and they continued to maintain the educative function throughout the child's upbringing. Bartels (1965) calls this type of education, "home education." In all, there were four essential methods which were employed in this "home education" phenomenon. These were observation, imitation, conversation, and participation. He continues that in educating the youth, the spirit of communalism was highly promoted. They were encouraged to play, eat, work and share things together

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(altruism) in order to promote the spirit of co-operation and togetherness and "we feeling". Egoistic tendencies were greatly de-emphasized. In this sense, it became the primary responsibility of all to defend and protect social cohesiveness and communal solidarity. Bartels puts it this way, "Whenever the moral peace of society is threatened, he is (was) ready to bind himself with an oath and to take risk to restore it, for wounds received in the interest of the community and before its eyes are the only wounds worth receiving. The followings are the strengths of indigenous Ghanaian education as presented by Oti-Agyen (2007).

Firstly, indigenous Ghanaian education promotes communalism or the spirit of "we-feeling'. Secondly, the issue of unemployment was virtually absent, since such education provided easy job opportunities. Thirdly, it was multi-valiant; aimed at the total development of the person. It took into account the physical, mental, social and moral development of the people. One may say, it was holistic in nature. Fourthly, every adult played the role of a teacher. It was the duty of all the elders in a family to train their young ones so that they would bring honour and not disgrace to the whole community. Thus, shortage of teachers was not an issue to be bordered with at all. Fifthly, it was less expensive, compared with modern educational system. Paying of school fees, and other financial requirements of the modern school system were virtually absent. Sixthly, much premium was placed on the moral upbringing of the youth. Consequently, moral decadence, which has engulfed modern society, was largely absent. Discipline and comportment among the young were very highly.

Also, the followings are the weaknesses of indigenous Ghanaian education as indicated by Oti-Agyen, (2007):

Firstly, to a large extent, the child was only an observer in the teaching and learning process. The Socratic method of asking intelligent questions and probing

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deep into issues was greatly de-emphasized, and this was bound to stifle creativity and originality. Secondly, it focused on the group more than the individual. These individual differences were not an issue of any real importance, for example once some of the learners have understood the principles being taught, it was taken for granted that learning has taken place for the entire group.

Thirdly, (Oti-Agyen, 2007) argued that birth and environment dictated the channels of development for birth fixed for life and social status of each individual in traditional Ghanaian society. For instance, once your parents were farmers the likelihood for you becoming a farmer was very high. Fourthly, figures and letters were not learned by the people. It has been argued that there could be future for such a system, and it was bound to breakdown on its first encounter with the outside world. Fifthly, another major weakness in the system was the lack of sense of comparison and estimating.

The researcher had come to the acknowledgement of the fact that in spite of these weaknesses, it could still be said that traditional Ghanaian education was essential and useful to the needs of the society, given its moral, practical, physical, vocational orientation and spiritual upliftment.

Introduction to Islam and Islamic Education in Ghana

The arrival of Islam in Ghana actually preceded that of Christianity. By all accounts and calculations, the infiltration of the northern part of the country (the home of Ghanaian Moslems), may be presumed to have begun before the 17th Seventeenth Century (Oppong, 1973). Those responsible for its introduction are said to be Muslim Wangara traders in gold, followed by Hausa immigrants trading in Kola. Oti-Agyen (2007) said, Muslim scholars who were as well traders from

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Hausaland in Northern Nigeria and the Wangara trader from Mali settled in Northern Ghana to engage in commercial activities. He continues that these traders were very instrumental in introducing and consolidating the Islamic religion in Northern Ghana. Nukunya (2007) had this to say, in the large centralised political systems including Gonja and Dagomba (Dagbon) where the faith is stronger than in the non-centralised societies, an essential aspect of the Islamisation process was the conversion of the kings. According to Oppong (1973) conversion of the Dagomba king took place about the beginning of the 18th Century, while in Gonja the kingship was associated with Islam from its inception (Goody, 1966). Though the kings actual conversion probably happened latter.

The nature and characteristics of Islamic education in Ghana is briefly explained below: Firstly, the greatest emphasis was (is) on scriptural and literacy authority. Islamic education, in general, placed much premium on theology, Islamic law and history, Arabic grammar, Arabic literature and rhetoric, Qur'anic exegesis, prophetic traditions, and not on intellectual and scientific curiosity. Secondly, is not structured according to age. Thirdly Islamic education was (is) not competitive. The fourth, point is that, like indigenous African education, traditional Islamic education (did) does not rely on one's ability to pay fees. Every Muslim scholar (was) is supposed to be a teacher and was rewarded through almsgiving, the amount of which varies with the individual student's ability to give, not by fixed fees. Furthermore, one important method of Islamic education is rote learning (memorisation) and recitation. Finally, the Arabic language occupies an important place in Islamic education. In the eyes of Muslim, Arabic is the language of God, in a way that has no parallel in the Christian tradition. Nukunya (2007) said Islamic education may give religious

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training to the recipient but would never qualify him for the new job market except in the private religious arena.

Christian Education in Ghana

The introduction of Western formal education in Modern Ghana was closely tied to the coming of the European merchants to the Guinea Coast from the middle of the fifteenth –century. The first of these merchants were the Portuguese, who even though were primarily interested in trading activities, felt the need to provide formal education to the indigenous people to serve as a catalyst for smooth commercial activities (Oti-Agyen, 2007). He continues that apart from the Portuguese, other Europeans followers' suit and whose interest in providing education in the country was equally high. These were the Dutch, the Danes, and the British. Because these merchants lived in the castles scattered along the coast, the schools they established were all confined to these places and therefore were commonly referred to as "Castle Schools". Children who largely benefited from these schools were the sons of European traders by African wives who were normally referred to as "mulattos" and the sons of native wealthy merchants.

The Portuguese merchants arrived at the coast of modern Ghana in January 1471) being led by Don-diego De Axambugar. For eleven years, the engaged in trade with the people of Elmina and eventually obtained a land from the King of Elmina and built a magnificent castle in 1482 and named it Sao Jorge da Mina (or St. George). In 1529, they established the first school in Ghana at the castle upon instruction by King John III of Portugal. Essentially, the school was to teach the African (Gold Coast) children how to read and write, and also to teach them the Christian religion.

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Christianity and formal classroom education went hand in hand from the very beginning of missionary activities (Nukunya, 2007). He proceeds that the Presbyterian Training College (PTC) at Akropong, built by the Basel Mission in 1848 was the first such institution in the country, while Mfantsipim (1876), Methodist, was the first secondary school, followed by Adisadel (1910), Anglican, both located at Cape Coast. The missions contributed significantly to the development of education in the following ways: To start with, it is noteworthy that in spirit of scarce resources and hostile environmental conditions, the early Missionaries single –handedly bore the onerous responsibilities of building schools, employing teachers, designing curriculum and maintaining standard of discipline in the schools (Oti-Agyen, 2007). Even though, it has been argued by scholars like (Odamtten, 1978, Foster, 1965 & Antwi 1992) that the schools established by the missions were used to promote the work of evangelisation and dissemination of Western culture. They nevertheless concede or admit that the schools played an important role in the socio –economic development of the country. Antwi, for example, writes that, access to formal education offered prospects of a regular income, increased prestige and a chance to travel abroad.

One major contribution of missionary education was the pioneering role they played, in the scientific study and development of local languages. They translated the Bible and wrote books in local Ghanaian languages. They also introduced vernacular as the medium of instruction in the primary schools. The missionaries assisted to raise the standard of living by introducing healthier and better housing facilities, drinking wells and new crops such as mangoes and pears. For example, the Basel missionaries first introduced the cultivation of cotton in Gold Coast. One of the greatest of the missionary contributions is that they provided Ghana with leaders who

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came to assume major responsibilities in building our nation. Political leaders like Dr. Aggrey, Dr. Kwame Nkrumah, Dr. K. A. Busia and Dr. J. B. Danquah were products of missionary educational enterprise.

However, there were negative aspects as enumerated by Nukunya (2007). It is often claimed by way of criticism of the early educators that their emphesis was too much on literacy and numeracy per se without much attention being given to practical training. The missions in their attempt to spread Christianity condemned virtually all African cultural practices. This in no small measure, retarded African culture and spiritual development. The pupils were being trained to emulate the lifestyles of the Europeans who were for the most part involved in bookwork. Another serious complaint was the foreign content of the local school syllabus. Given the "bookish" bias of the educational programme. Instead most of the elementary arts and social science subjects were given foreign orientation. The emphasis on literacy and the foreign content of education combined to seriously alienate the Ghanaian from his traditional environment and culture. Lastly, education also led to individualism and serious weakening of the traditional authority structure and kin group solidarity.

In conclusion, there is no doubt that the benefits derived from the Missionary educational endeavours far outweigh the negative aspects and therefore, their educational activities were beneficial to the country.

The Returns of Education

Ghanais endowed with a good education system. After Ghana gained its independence in 1957 the education system, then modeled on the British system, has undergone a series of reforms. Especially, the reform in the 1980's geared the education system away from purely academic to more in turn with the nations

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manpower needs. Higher education is a critical mechanism for socio-economic advancement among aspiring individuals and an essential driver of economic mobility in our society. A well, educated workforce is sacrosanct to our nation's future economic growth. Ghanaian companies and businesses required a highly skilled workforce to meet the demands of today's increasingly competitive global economy. There are four categories of defining benefits to education. These are the private, social, economic, and non-economic returns to a nation.

Private Benefits of Education

Private returns refer to benefits received by the individual who acquires the additional schooling. These include economic benefits such as higher lifetime earnings, lower levels of unemployment and greater Job satisfaction. They many also include consequence such as improved health and longevity (Riddell, 2004). According to Owens (2004), notes that individuals in our two types of costs (out of pocket and forgone production) while society incurs public subsidy and spillover effects in productivity.

> *"Every individual who pursues higher education does so with a certain aim in mind. This might be to get promotion in future, to get pay rise or just to raise his or her status in society. Higher education enables individuals to create economic benefits for the nation. The new knowledge and skills acquired by way of education helps with the overall human development of the nation"(Addo, 2010:81).*

According to (Diana &Yarrish, 2008), the most pronounced benefits to the highly educated individual is increased wages. An increase in individual wages results in increased tax revenue for society. They proceed that the overall health of the

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population increases as educational attainment rises, contributing to increased work longevity and less strain on medical institutions. A population that is better educated has less unemployment, reduced dependences on public assistance progammes, and greater tax revenue. Education also plays a key role in the reduction of crime, improved public health, and greater political and civil engagement (Mitra, 2011). Researchers have found that learning promotes a sense of control in lifestyle choices in individuals that enriches their lives on multiple levels, and improves health as a direct result (Mitra, 2011). OECD (2009) notes that relative earnings of workers with different levels of education are strongly linked to raise incomes. Evidence suggest that some individuals might be receiving relatively low returns on their investment in education, that is, they earn relatively low wages even though they have relatively high levels of education.

Research evidence from most countries and across different time periods depict that better educated individuals earn higher wages, experience less unemployment, and work in more prestigious occupations than their less-educated counterparts Card, 1998 (as cited in Asafu-Adjaye, 2012). He further indicated that education that education improves the ability of the individuals to deal with information and communication and higher levels of education has been identified with innovation in production technology

Social Benefits of Education

Social returns on education are the benefits of education, which accrue to the society (Asafu-Adjaye, 2012). Investment in education engenders both economic and non-economic social returns, which are essential for collective progress. Riddell (2004) said social returns to education refer to positive or negative outcomes that

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accrue to individuals other than the person or family making the decision about how much schooling to acquire.

The OECD 2000, (as cited in Owens 2004) note that social benefits of learning way be either direct (example improved health, social participation, social cohesion), or spillover effects such as positive impact of increased skills on productivity or the wellbeing of others. Owens further gave possible contribution to improving social equality, strengthening national cohesiveness, reducing environmental stress through its effects on fertility and population growth and lowering crime rates. Also, it contributes to the production of community wealth. Another example is that higher levels of education reduce fertility rates in females and eventual net population growth. This in turn is associated with less poverty and in poorer countries reduced water pollution and eventually better protection of the environment.

Wolfe and Zuvekas 1997 (as cited in Owens, 2004) found out that increased schooling appears to relate to better health and increased life expectancy. Studies have found that people with more or higher education are more likely to have healthy diets and exercise frequently, or engage in bound drinking. Income is one way in which education helps individuals improve their social outcomes. Evidence generally supports the income effect of education on social outcomes. Education may help individuals to develop skills, improve their social status and gain access to networks that could lead to enchanced social outcomes, independently from the effect of education on income (OECD, 2013). Reduction in crime, brought about by extended length of time spent in education, would appear to benefit society as a whole. It seems that the benefit is largely attributable to increased income (Murray, 2007).

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Economic Benefits of Education

State government subsidies to public colleges and universities, which clearly benefit the students enrolled in these public institutions finances most of this different. Yet taxpayers who never attend, and whose children do not attend public colleges and universities may question why they should be taxed to benefit the individuals enrolled in those institutions (Damon & Glewwe, 2011). Damon and Glewwe state that there are three economic justifications for state subsidies to higher education. First, the educational services provided by public colleges and universities may generate public benefits beyond the private benefits the graduates receive. Second, these subsidies may redistribute resources from higher to lower income citizens, and provide access to higher education to individuals who otherwise may be excluded. Finally, public universities' research may benefit the public. Damon and Glewwe opine that better – educated people are also more likely to be employed by the state and private intuitions than those not educated.

Brown and Heaney (1997) pushed forward that the traditional approach to economic impact views increases in expenditures by a university as a means to create new jobs within the state and to expand the state's economic base. Green, Machin, Murphy and Zhu (2010) said, there is ample evidence that private school attendance generates significant economic advantages later on in life as individuals earn more in the labour market and are more likely to get top jobs.

A wide range of econometric studies indicate that the incomes individuals can command depend on their level of education. If people with education earn more than those without, should not the same be true of countries? If not the rate of change of output per hourworked, at least the level of output per hour worked in a country ought to depend on the educational attainment of the population (Stevens & Weale, 2002).

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According to (Psacharopoulos & Patrinos, 2004) in developing countries, review corroborates the 'education for all' drive, especially in Sub-Saharan Africa. The results also strengthen the case for combating child labour, not only in terms of physical hazard to the child but also in terms of a forgone investment. Dickson and Harmon (2011) explained that if individuals are choosing social sub-optimal levels of education due to high levels of risk aversion, then the government, by initially subsiding the individual cost of education, and claiming it back through future progressive labour market taxation, could increase a society's educational attainment levels by diversifying individual risk of education investment. Education is considered essential in poverty alleviation as it improves the earning capacities of individuals. However, evidence around the world shows that although the effect of education on earnings generally acknowledged by Asafu-Adjaye, (2012).

Riddell (2004) explained that human beings are curious creatures, and they enjoy learning and acquiring new knowledge. Education also has considerable "investment value". Those who acquire additional schooling generally earn more over their lifetimes, achieve higher levels of employment, and enjoy careers that are more satisfying. Education may also enable people to more fully enjoy life, appreciate literature and culture, and be more informed and socially involved citizens.

Non-Economic Benefits of Education

Damon and Glewwe (2011) considered three "non-income: pathways by which one person's education may profit or benefit others significantly, and the empirical evidence on these effects. These three "non –economic" benefits are:

Firstly, they talked about civil participation and voting. They explained that it is difficult to assign a value to increased civil behaviour given the wide variety of

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such activities, yet to assign a value to higher voter participation one can use the cost of increased voter participation incurred by voter mobilization and education campaigns.

Secondly, they talked about the fact that education reduces criminal behaviour. Crime reductions from education are a social benefit for the community where the educated individual lives. Reducing crime has other benefits, such as lower spending on police, courts and direct harm to crime victims.

Thirdly, education enhanced social interactions. This is a final public benefits of more educated populance is intuitive. Most people agree that they enjoy social interactions with well- educated individuals at work and outside of work. The overall social benefit is underestimated if one examines only the benefit that can be quantified. Workers who never enrolled in public colleges and universities benefit from those who did because of spillover effects, such as acquiring skills from those institutions' graduates through social interactions outside of work. Mitra (2011) notes the cognitive –intellectual gains that children and youth make in school contribute to the social and economic benefits derived from education for all members of society. He continues to examine other "Spillover" effects from education that transform individual gains into social gains. The individual benefits of a good education have broad benefits for society when improved "human capital" capacity –personal knowledge, skills, and critical judgment is taken by the individual into the workplace and the Public Square. All of society benefits when more people are able to find adequate and stable employment. A better educated workforce not only leads to more research and innovation, but the benefits of this economic innovation are then spread more widely and powerfully throughout a better educated public.

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The public bears a huge financial burden from crime and its related costs to society. The overall "price tag" for crime includes tangible and intangible cost to victims, courts costs, associated with prosecution of crime, the costs of incarceration (infrastructure, staff, housing and food, counseling, prisoner's education programmes), the indirect economic costs associated with productivity and wages lost to both victions and offenders, and the decreased opportunities available to those with a prison record. Abraham (2008) said, investment in human capital may fluctuate even under smooth technological change because of the finite horizon of individual decisions and the limited adjustment of the skilled labour supply. Riddell (2006) opines that the clearest evidence of positive social benefits from post- secondary education is that associated with growth enhancing effects from technological change and innovation and knowledge spillovers from more educated workers. There is also some evidence that post-secondary education enhances civic participation.

The Way forward to improve Interpersonal Relationship among Opinion Leaders

According to Afful-Broni (2006), communicating is indeed one of the major elements of success in any human relationship. We know that people are by nature social animals, and the means of living in a manner that is healthy and that would enhance this social life of human person is through proper communication. Afful-Broni continues that communication requires many ingriends including self-discipline and a co-operative spirit and non-verbal cures such as body language, gestures and intonations that play into communication among opinion leaders. According to Galloway (1968), sociology, anthrology and psychology all play significant roles in effective communication. Afful-Broni (2006) says, social science inquiry in the area

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of interpersonal communication has contributed immmersely to the understanding of the difficult and challenging roles that leaders have to keep people together and informed without tearing them apart through poor communication.

The way forward to improve interpersonal relationships among opinion leaders is group cohesion. According to Hughes, Ginnett and Curphy (2009) group cohesion is the glue that keeps a group together. They continue that it is the sum of forces that attracts leaders to a group, provides resistance to leaving it, and motivates them in it. We know that highly cohesive groups or leaders interact with and influence each other more than do less cohesive groups or leaders. Also, team-building worships must be continually organized by traditional leaders, clergy and teachers in order to foster healthy and dynamic interpersonal relationship and development of education in Kintampo North Municipality. Achua and Lussier, (2010) said, having a team leader who can effectively influence the whole team can mean the differences between success and failure. Effective teams typically have effective team leaders who empty multiple influence tactics to control and direct team members actions toward the achievement of organizational goals (Orwig & Finney,2007).In order to foster the development of team spirit, opinion leaders should observe with a keen eye what is going on in the team, make contributions when necessary, encourage a climate of dialogue, turn obstacles into opportunities, and see themselves and others as part of the team's pool of knowledge, skills and ideas (Latham, 2004).

According to Achna and Lussier, (2010) a way forward to improve interpersonal relationship among opinion leaders is by delegation. They said, delegation is the process of assigning responsibility and authority for accomplishing objectives. Effective delegation requires that an opinion leader should carefully

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consider several factors relating to the task, time requirement, the follower characteristics before delegating.

One of the ways forward to improve interpersonal relationship among opinion leaders is collaboration. When Thomas, (1976) described five general approaches to managing conflict, he made mention of collaboration which reflects on effort to fully satisfy both parties. This is problem-solving approach that requires the integration of each party's concerns. To foster collaboration in relationship, the traditional leaders, clergy and teachers should find an integrative solution when both sets of concerns are too important to be compromised. Also, to gain commitment by incorporating concerns into a consensus and to work through feelings which have interfered with a relationship.

Commitment on the part of opinion leaders in one of the ways forward to improve interpersonal relationships. Hersey, Blanchard and Johnson, (2008) said, the essential qualities and relationships necessary for successful management and leadership can be explained and understood in terms of commitment, a characteristic common to all individuals recognized for managerial excellence. They push forward that there must be effective managers and leaders share a fundamentally similar set of five commitments such as: commitment to the customer, commitment to the organization, commitment to self, commitment to people and commitment to the task. Traditional leaders, clergy and teachers should see to it that motivation is essential factor to improve interpersonal relationship among each other and in any organization. Locke and Latham (2004) said, many researchers define motivation as anything that provides direction, intensity, and persistence to behaviour. In this wise, traditional leader, clergy and teachers should motivate their subordinates for dynamic interpersonal relationship.

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Philosophical Underpinning of the Study

In this study, the researcher applies constructivism philosophy. Constructivism has roots in philosophy, psychology, sociology and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Owusu-Banahene, 2008). Social constructivists approaches emphasis the social contexts of learning and that knowledge is mutually built and constructed, (Vygotsky, 1978). He further postulates that students constructed knowledge through social interaction with others. Social constructivism is the philosophical thinking of qualitative researchers. The social constructivists argue that human beings are social animals, we socialize and interact and through socialization and interaction, we understand each other, know each other and share our experiences. Therefore, social problems can be best addressed through interaction with those affected by the problem.

Louis and Cohen, Manion and Morrison (2000) suggested that social reality can be seen from different points of view and constructed in diverse ways by the realists. According to Kusi (2012), in choosing a methodology for research, the researcher is guided by the ontological and epistemological positions with regard to knowledge acquisition. These positions influence decision concerning research approach, choice of methods and frames for analysis and future can guide research design at all stages. Sikes (2004), said, researchers could view social reality as external, independent, given and objectively real or socially constructed, subjectively experienced and the result of human thought as expressed through languages.

There are two main schools of thought concerning ontological beliefs about social reality. Burrel and Morgan (1979) argue that social reality has external

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existence and is independent of the researcher. They pushed forward that the realist believes that social reality is existing 'out there' and, therefore, can be accessed through scientific approaches, which are objective in nature.

Burrel and Morgan second ontological assumption is linked to the nominalist school of thought, which argues that social reality has no external existence such that it can be objectively and dispassionately accessed; it is rather the result of human thinking- and is referred to as interpretive paradigm. Sikes (2004) said, qualitative studies are underpinned by this latter ontological standpoint about social reality and it informs methodological decisions in an attempt to gather valid data to make valid interpretation for the creation of valid knowledge.

Epistemology is the component of philosophy deals essentially with the critical examination of the nature, the scope, the limit and criteria of human knowledge (Oti-Agyen, 2009). Gray (2004) suggested three epistemological positions. The first position is objectionist epistemology, which argues that reality exists independently of the knower and therefore research aims to discover such truth through a scientific approach. The second epistemological position is subjective epistemology. This position accepts that participants have the ability to construct knowledge, but argues that meaning is imposed on the actors by the objects. The third is constructive epistemology, which dismisses the objectionist epistemology and argues that "meaning is constructed not discovered so subjects construct their own meaning in different ways, even in relation to the same phenomenon" (p. 17). In nutshell, the ontological assumption and epistemological assumption are linked to the paradigm that informs this study as a researcher.

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Summary

This chapter has reviewed literature pertaining to the interpersonal relationships among opinion leaders and the development of education in the area of its returns. The theoretical framework of relationship and conceptual models were designed. Furthermore, the components, rationale and characteristics of successful relationships. Other factors hindering interpersonal relationships were touched on. Leadership and its characteristics were examined in the literature. Various worldviews of development were critically reviewed in the literature. The development of education in Ghana and its benefits in Kintampo North Municipality were examined, philosophical underpinnings of the study were and finally, the way forward to improve interpersonal relationships among opinion leaders

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CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The researcher closes the previous chapter with the philosophical underpinnings of the study giving rise to this chapter. This chapter deals with the research methodology used in the study. Its discusses the following into details: research paradigm, interpretive paradigm, research setting, qualitative research design, case study method, population and sample frame, sample techniques and sample size, purposive sampling, data collection instrument, data collection procedure, population sampling challenges, data analysis and validating the findings.

Research Paradigm

A paradigm is 'a set of assumptions about how the issue of concern to the researcher should be studied (Henn, Weinstein & Foard, 2006). Kusi (2012) said there are many research paradigms, each of which has an epistemological foundation. These are the positivist, interpretive, constructivist and critical paradigms. The positivist paradigm is being located within the normative studies and linked to the objectionist epistemological viewpoint (Esterberg, 2002). He continues to argue that the aim of the positivist researchers is to unearth a set of laws that can be used to predict general patterns of human behavior. Corbetta (2003) summarises the main issues in the positivist paradigm by saying that social reality utilizing the conceptual framework, the techniques of observation and measurement, the instruments of mathematical analysis, and the procedures of inference of the natural sciences. Kusi (2012) said one of the philosophical positions which guide qualitative researchers is the critical or emancipatory paradigm. He postulates that this position is relatively

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new in social sciences. Cohen et al. (2007) said, the adherents of the critical/emancipatory paradigm argue that social reality is better understood when researchers take into consideration the socio-political and historical values/factors which limit the actions and thoughts of individuals and groups within a society. Critical/emancipatory paradigm aim to expose inequalities, malpractices, injustices, exploitations and marginalized groups; and help explain generalized oppression in order to participate social change. The aims of the above paradigms do not fit for the achievement of the present study by the researcher. It has become incumbent on the researcher to resort to interpretive paradigm which is the most acceptable and presentable for this study.

Interpretive Paradigm

The foundation of the interpretive paradigm is the constructivist epistemology discussed above. The history of this paradigm could be traced from the work of Weber (1864-1930), who argues that our understanding of the social world can be deepened when we make an effort to understand it from the perspectives of the people being studied rather than explaining their behaviour through cause and effect (Weber, 1949). Rugg and Petre (2007) had this to say, interpretive paradigm argues that social reality is created jointly through meaningful interaction between the researcher and the researched on agreement in the latter's socio-cultural context.

Interpretive research also takes into consideration the feelings, experiences and worldviews of the researched as data. Therefore, if you are working within the interpretive paradigm you have to collect data verbally (Bessey, 1999). He opines that data collected in your qualitative study is usually richer; in a language sense, a positivist data. The researcher has chosen interpretive paradigm for this particular

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study for these reasons outlined by Kusi (2012): First, it allows the researcher to access the experiences and viewpoints of research participants. Second, the paradigm recognizes the role of the researcher and the research participants in knowledge construction, acknowledging interpretations as 'socially constructed realities'. Lastly, the interpretive paradigm is useful in an attempt to understand a phenomenon in all its complexity in a particular socio-cultural context. Kusi has made it clear that the interpretive paradigm has become popular in educational research and underpins most qualitative studies conducted in recent times.

Research Setting

The study was conducted at Kintampo North Municipality in the BrongAhafo Region of Ghana. The setting of the study was chosen because of the chieftaincy disputes among traditional leaders, and its effects on the development of education in the Municipality. The abysmal performance of educands in the West African Examination Council had become evident. This has come about as a result of truancy on the part of teachers, lack of accommodation for teachers at the villages, sandwich programme affecting school work and sponsorship of teacher trainees not done by the Assembly. Also, dropout rate is high in the Municipality, students do not go to school on market days and educands do not attend school after registration.

Qualitative Research Design

Qualitative research can be described as any social science research that produces results that are not obtained by statistical procedures or other methods of quantification (Bouma & Atkinson, 1999). They pushed forward that some of the data may be quantified, but the analysis is qualitative. It can refer to research about

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people's lives, their stories, and behavior, and it can also be used to examine organisations, relationships, and social movements. Research done this manner produces descriptive data such as people's own spoken or written words or observable behavior.

The aim of this qualitative study is to explore the issues vexing the role of interpersonal relationship among opinion leaders like traditional leaders, clergy and teachers towards the development of education in Kintampo North Municipality. Creswell (2008) indicated that qualitative research explores a social or human problem by building a complex holistic picture, analysing words rather than numbers, and providing detailed information on the views of the participants in their natural settings. The information gathered in a qualitative study reflects the experiences, feelings, or judgments of individuals taking part in an investigation of a research problem or issue whether as subjects or as observers of the scene (Verma & Mallick, 1999).

Qualitative research is an embrella term that encompasses many research approaches including historical research, phenomenological study, ethnographic study and case study (Kusi, 2012). The experiences of participants in qualitative studies are shaped in their context and will be impossible to be understood if removed from that context (Kincheloe, 2012).

Case Study Method

The term case refers to a unit about which information is collected. It can be a group or individual or organisation. Case study refers to a method of investigation involving an in-depth study of a particular phenomenon for a specific purpose (Kusi, 2012). Denscombe (2003) indicates four bases for justifying the selection for a study.

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First, he notes that a case is selected because it is an extreme instance, implying it is contrary to the normal-it is an abnormal case. Second, he notes that an area is selected because it is suitable for theory-building. Third, a case might be selected to test the validity of a theory, especially in a context where it is unlikely to occur. Finally, he points out that a case is selected because it is a typical instance. In case study research, the researcher provides a detailed account of one or more cases. Johnson and Christensen (2012) said "case study research can be used to address exploratory, descriptive, and explanatory research questions" (p.49). They push forward that after analyzing each case, the researcher can make cross-case comparisons, searching for similarities and differences. In this study, the researcher applied case study principles that involves the role of interpersonal relationships among opinion leaders such as traditional leaders, clergy and teachers towards the development of education in Kintampo North Municipality,

Population and Sample Frame

In research, population refers to the universe or the aggregates of subjects understudied. It comprises the totality of units. Johnson and Christensen (2012) view population as the large group to which a researcher wants to generalize his or her sample results. The present study population covers the traditional leaders, teachers and clergy in Kintampo North Municipality.

Out of the 30 traditional leaders, 6 of them were interviewed. Also, out of 120 degree trained teachers, 20 of them were selected to answer the semi-structured questionnaires. Out of the 20 trained clergy, 4 of them were selected to answer semi-structured questionnaires.

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A sample is a set of units drawing from a population or universe Johnson and Christensen (2012) said, a sample is a set of cases taken from a larger population. The researcher sees sampling as the process of selecting sample units from a given population or universe. The researcher samples and generalizes from the samples he draws in our everyday life. Care is taken to make sure the sample is an accurate reflection of the whole from which is taken (Bouma & Atkinson, 1999). They continued that part of the whole is studied and the results are taken to be an accurate reflection of the whole.

Table 2: Population and Sample Table

Participants	Actual	Sample	Percentage (%)
Traditional leaders	30	6	20%
Clergy	20	4	20%
Teachers	120	20	16%
Total	170	30	17.6%

Sample Techniques

The subjects included in the sample were selected to meet certain specific criteria. The selected subjects had to meet the following criteria to be included in the sample: worked for at least three years as trained teachers, with degree in education or above, worked for at least four years as trained ministers with diploma in ministry or theology or above and served at least five years as traditional leader.

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Sample Size Determination

Regarding sample size for students project Bouma and Atkinson (1999) gave two basic rules; absolute figure and proportion. In absolute figure, a minimum of thirty (30) respondents is acceptable as sample size. In proportion, a minimum of 10% of the population is acceptable as a sample size. Bouma and Atkinson, (1999) opined that the first step in sample selection is to identify the population about which you want to know something. Johnson and Christensen, (2012) admitted that the simplest answer is that the larger the sample size, the better, because larger samples results in smaller sampling error, which means that your sample values will be closer to the true population values or the parameters. They proceeded that as a rule of thumb, one has to use the whole population when numbers are 100 or less. Also, their second answer to the question of sample size is that you may want to examine the research literature that is most similar to the research you hope to conduct and see how many research participants were used in those studies. The researcher chose 6 traditional leaders, 20 teachers and 4 clergy because it was a manageable sample size for this study. Kusi (2012) says that selecting a large number of interviewees for a qualitative research, in particular will result in superficial perspectives, the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual. Also, the researcher selected 6 traditional leaders, 20 degree trained teachers and 4 clergy because he intended to avoid difficulty in transcribing, coding, analyzing large number of data that might be generated by a massive number because to transcribe, code and analyse such data can be extremely difficult, especially if the researcher does not possess knowledge in using software such as Nvivo, Atlasti, Ethrograph, and Maxgda, which facilitate qualitative data analysis (Creswell, 2005).

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Purposive Sampling

The researcher used purposive sampling technique to get the participants. Sampling is the process of selecting sample units from a given population or universe (Johnson & Christensen, 2012). They continued that purposive sampling involves selecting units or respondents from the population that are best suited to answer the researcher's questions. Qualitative researchers must first decide whom or what they want to study. Johnson and Christensen (2012) said, this initial task is based on consideration of which populations or phenomena are relevant to the research focus being proposed or developed. They continued that the researcher typically defines a set of criteria or attributes that the people to be studied must possess and used these criteria to distinguish the people of potential interest from those people who should be excluded from consideration.

Purposive sampling is a non-random sampling technique in which the researcher solicits persons with specific characteristics to participate in research study. In purposive sampling sometimes called judgmental sampling, the researcher specifies the characteristics of the population of interest and locates individuals with those characteristics (Johnson & Christensen, 2012). Simply put, purposive sampling involves selecting units or respondents from the population that are best suited to answer the researcher's questions. Here, the researcher selects cases or units that are judged to typify the views of the population being studied. Purposive sampling is useful in pilot studies and studies that will gain insight into some phenomenon. In purposive sampling, only tentative generalization may be made. Purposive sampling has the same limitations as any nonrandom sampling method. Johnson and Christensen (2012) made it emphatically clear that the ability to generalize from a sample to a population on the basis of a single research study is severely limited.

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Data Collection Instrument

The researcher used primary source. The primary source in which the creator was a direct witness or in some other way directly involved or related to the event (Johnson & Christensen, 2012). Primary sources are information circulating by people in the Kintampo North Municipality. The researcher employed semi-structured interview to collect data from traditional leaders. This enabled the researcher to be acquainted with the environment and obtains the firsthand information on the subjects of the study.

The researcher used the interview guide approach to explore specific topics and ask specific open-ended questions (Johnson & Christensen, 2012). These questions are provided on an interview protocol written. Johnson and Christensen (2012) are of the opinion that qualitative interview are also called depth interviews because they can be used to obtain in-depth information about a participants thoughts, beliefs, knowledge, reasoning, motivation and feelings about a topic. Patton (1987) said, qualitative interviewing allows a researcher to enter into the inner world of another person and to gain an understanding of that person's perspective. Bell (2008) indicates that the method involves the researcher participating in the daily life of an individual, groups or community and listening, observing, questioning and understanding or trying to understand the life of the individual concerned. O' Leary, (2005) opines that these instruments are flexible to a greater extent, offer interviewees the opportunity to express their views, feelings, and experiences freely, and the interviewers the freedom to divert from the items/questions in the schedule to seek clarifications during the interview process.

Semi-structured questionnaires were used as data collection to teachers, and clergy in the Kintampo North Municipality. Questionnaires were used to obtain

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information from subject across the opinion leaders mentioned above and how their roles of interpersonal relationship affect the development of education in Kintampo North Municipality.

Cohen, Manion and Morrison (2000) pushed forward that with semi-structured questionnaires, a series of questions, statement or items are presented and respondent is asked to answer, respond to or comment on them in a way he/she thinks best. They continued that there is a clear structure, sequence and focus, but the format is open-ended, enabling the respondent to respond in his or her own items. Questionnaires were written in simple and plain English Language for easy understanding, completion and analyses. In a qualitative study, semi-structured questionnaires can be used to gather information about institutions, organizations, and the general research context to identify issue which can be explored further using another method (Kusi, 2012). He continues that semi-structured questionnaire enables researchers to unearth relevant information. Primary sources were used to buttress the data gathered from the secondary sources.

Secondary sources were available in the books, articles, pamphlets, journal articles and profiles. The researcher read and consulted many books, journal articles on the subject carried on elsewhere. The variables were documentary reviewed. Secondary source is a source that is created from primary sources, secondary sources or some combination of the two (Johnson & Christensen, 2012). The secondary data is existing data originally collected or left behind at an earlier by a different person for a different purpose.

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Data Collection Procedure

Since the researcher worked in the interpretive-qualitative framework, he had to be present with all his convictions and understandings, interacting with the traditional leaders, teachers and clergy at their places and offices of convenience. This aided the researcher to be aware of the roles of interpersonal relationship that prevail in each of the organization.

Also, the researcher conducted the interview on one-on-one basis. This method provided the researcher the opportunity to clarify issues that the interviewees raised during the interview or follow up questions. This method also encouraged the participants to open up more during the interview interactions. Each interviews with the interviewees lasted about 30 minutes. Questionnaires which were one of the main data collection instruments were personally distributed by the researcher to the selected subjects to complete. The researcher made sure the questionnaires were filled by the intended recipients. During the interview section, the researcher took brief notes.

In March 14, 2014, a letter of introduction from the Department of Educational Leadership, University of Education, Winneba was sent to the Municipal Director, Ghana Education Service,Kintampo Municipality, the traditional leaders and Chairman, Christian Council, Chairman, Ghana Pentecostal and Charismatic Council in Kintampo Municipality, providing the details of the study regarding data collection, the issue of confidentiality and anonymity.

Population Sampling Challenges

One cannot enter a house without permission being sought. Therefore, one can only conduct qualitative research study when permission is sought from the

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participants institution. Creswell opines that researchers should seek and obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection (Creswell, 2005). Kusi (2012) argues that data collection is facilitated if people get prior knowledge about their involvement in the study. This aided the researcher to get the accessible population. Johnson and Christensen (2012), explain that the accessible populations are the research participants who are available for participation in the research. When permission was granted, the researcher was able to send letters to each participants as well as seeking for their indulgence to participate in the study and to tell them about the interview items and questionnaire items which were to be given to them. It was preparatory letters just to make them aware ahead of the study.

Data Analysis

Qualitative data can be analyzed in diverse ways according Kusi (2012). After the data was collected, it was organized and analyzed by focus by questions; focus by research question and focus by group analyses. Kusi (2012) says, focus-by question analytical strategy is suitable when questions in the schedule are semi-structured or open-ended. This requires the researcher to organize the data across all interviewees and their responses with the aim of looking for consistencies and differences and also explore the links and relationship between responses.

The researcher used interim analysis. Miles and Huberman (1994) said, interim analysis is the cyclical process of collecting and analyzing data during a single research study. Marshall and Rossman (2006) noted that repeated reading through the data is necessary because data generated by qualitative instruments are massive in nature or voluminous. The data is analyzed with descriptions and meanings rather

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than numbers. Kusi (2012) notes that this can take the form of narration, description of issues relating to identified themes, or description of responses to each of the questions in the instruments used for data collection. These qualitative forms were used: documentary materials, newspaper reports, journal articles and profiles.

The data was coded and the results were presented based on the scores and the percentages to each category of data. Miles and Huberman (1994) said, codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study. Codes usually attached to "chunks" of varying size-words, phrases, sentences, or whole paragraphs.

Kusi (2012) notes that the choice of a strategy for data analysis is influenced by your theoretical and philosophical assumptions regarding knowledge construction, the research approach employed, as well as the methods used for the data collection. He proceeds that thematic approach is one of the most commonly used strategies for analyzing qualitative data. This strategy requires transcription of the data, immersing yourself in it through repeated reading, coding the data according to identified categories/themes, followed by the description of the data under the related themes.

Validating the Findings

According to Creswell (2009) validation is one of the strengths of qualitative research and it is based on determining whether the findings are accurate from the stand point of the researcher, the participants or readers of an account. Johnson and Christensen (2012) said, validation is the process of gathering evidence that supports inferences made on the basis of test scores. This involves evaluating the researchers' interpretations, theoretical rationale, and soundness.

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According to Guba, the trustworthiness criteria in qualitative research encompass credibility, dependability, transferability and conformability. Johnson and Christensen (2012) note that most qualitative researchers argue that some qualitative research studies are better than others and they use the term validity or trustworthiness to refer to this quality difference. They continue that when qualitative researchers speak of research validity, they are usually referring to qualitative research that is plausible, credible, trustworthy, and therefore defensible.

Maxwell (1992) identified three types of validity that are especially relevant to qualitative research. They are descriptive validity, interpretive validity and theoretical validity. Firstly, Maxwell says descriptive validity refers to the factual accuracy of the account as reported by the researcher. Also, he says, descriptive validity refers to accuracy in reporting descriptive information such as events, objects, people, behaviours, settings, and so forth. This form of validity is vital because description is a major objective in nearly all qualitative research. Secondly, interpretive validity refers to portraying accurately the meanings attached by participants to what is being studied by the researcher. Specifically, it refers to the degree to which the researcher participants' viewpoints, thoughts, feelings, intensions, and experiences are accurately understood by the qualitative researcher and portrayed in the research report. Maxwell continues that the most important skills required for conducting qualitative research is understanding the research participants' "inner worlds". This will require the researcher to get inside the heads of the participants, look through the participants' eyes, and see and feel what they see and feel. Lastly, Maxwell says, theoretical validity refers to the degree to which a theoretical explanation developed from a researcher study fits the data and is therefore credible and defensible.

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The researcher took the final reports of specific descriptions or themes back to the participants' and determined whether these participants felt that they were accurate. This aided the researcher to avoid one potential threat to validity which is researcher bias. Johnson and Christensen (2012) said, the researcher must report to reflexivity, which means that the researcher actively engages in critical self-reflection about his or her potential biases and predispositions.

Summary

The researcher has given a detailed explanation of the research design used in the study. He has also explained into detail the research process, choices of methods and the direction of the study. The researcher has also thoroughly or exhaustively discussed the approaches that were used to analyze the data.

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CHAPTER FOUR

FINDINGS AND DISCUSSION

Introduction

Chapter four focuses on the findings and discussion of the study. The discussion and findings from the data collected are based on the four research questions. The researcher sees to it that the selected subjects such as teachers and the clergy met the sample criteria before the administration of the questionnaires. Also, the traditional leaders met the sample technique before the interviews were conducted by the researcher.

Observation

As indicated in the research methods of this thesis, questionnaires and one-to-one interviews were basically used to gather primary information in the field. Majority of the questions required a point of view and explanations. Even though responses vary in some instances, there are recurring views in most of the instances. As a result the responses are presented in their frequencies of occurrence, that is, conclusions were drawn ranging from views that were most expressed to those that were least occurring or were least expressed.

The researcher met the teachers and the clergy one by one after organizing the data according to respondents. The semi-structured questionnaires given to them were collected by the researcher himself after three weeks. The time allotted to the respondents became necessary because a semi-structured questionnaire enables researchers to unearth relevant information (Kusi, 2012). A semi-structured questionnaire has a number of strengths. One of them is that respondents can after any information, express any opinion they wish, although the amount of space provided

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for an answer will generally limit the responses (O' Leary, 2005). Moreover, the respondents freely wrote their feelings and opinions in their own words. Actually, this process was a big challenge to the researcher and time consuming and labour intensive.

Also, the researcher used semi-structured interview for the traditional leaders. The researcher employed two field investigators or assistants to write down the responses of the traditional leaders. Their write up of the responses from the traditional leaders had helped the researcher to read and re-read for the purpose of reducing voluminous data solicited from the respondents. This process urged the researcher to become intimate with the conversations of the respondents. Wragg (2002) has this to say, this instrument is mostly used by researchers especially in education as it allows respondents to express themselves at length, but offers enough shape to prevent aimless rambling. He continues that researchers using the instrument get the opportunity to seek classification through probing and expand the responses of interviewees to ascertain their feelings and experiences.

The data analysis involves intensive and repeated reading of the data with the aim of familiarizing by the researcher. Marshall and Rossman (2006) noted that reading, reading, and reading through the data once more forces the researcher to become intimately familiar with those data. Repeated reading through the data is essential because data generated by qualitative instruments are massive in nature or voluminous (Kusi, 2012). The researcher immersing himself/herself in the data enables him/her to carefully reduce it for analysis. The next section discusses the views and attitudes of teachers, clergy and traditional leaders on the role of interpersonal relationships among opinion leaders towards the development of education in Kintampo North Municipality.

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Research Question 1: How do we provide better understanding of the roles of interpersonal relationships among opinion leaders?

The objective of the study was to provide better understanding of the roles of the interpersonal relationship among opinion leaders. Questions were set to solicit the views and experiences of teachers, clergy and traditional leaders in order to ascertain trusted data for this study. The teachers and clergy were asked to respond to seven items of the questionnaires that express their personal opinions. The traditional leaders were also asked to respond to seven items in the semi-structured interviews by expressing their personal views or opinions through interaction between the researcher and his two assistants and the respondent as well. Field notes were taken on respondents views and written by the researcher. Also, 30 questionnaires and interview guides were prepared and used during the data collection. 20 semi-structured questionnaires were given to teachers, 4 were also given to the clergy while 6 semi-structured interviews were given to traditional leaders.

The Views and Experiences of Teachers

Data from questionnaires indicate that the researcher saw that most of teachers were of the views that the role of interpersonal relationship among opinion leaders be better understood in terms of good communication, self-disclosure, competence, proximity, motivation and accommodation. These teachers supported most of the things in the literature: undivided attention, effective communication, teamwork, effective delegation, civil collaboration and cooperation. Some of the teachers continue to explain that good communication can ensure peace, unity and development among opinion leaders. Under good communication, three of the teachers said *"there is the element of love, respect, trust, helping each other and*

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having positive attitude towards others become paramount". These teachers views expressed have a link with Archer, Adentwi and Sam (2008) who argue that communication climate are metaphors for feelings we have when interacting with others or communication climate is the emotional feelings that are present when people interact with one another.

Two of the teachers made mention of *"teamwork, co-operation and delegation as essential elements of relationship among opinion leaders. They explain that if opinion leaders work together as one team to fight a common goal, they would achieve much in whatever they decide to do"*. The researcher has seen that teamwork has become the basic structure through which work is done in any organization. These teachers agree with Achua and Lussier (2010) who define teams as a unit of interdependent individual with complementary skills who are committed to a common purpose and set of performance goals and to common expectations, for which they hold themselves accountable. These teachers said, *"the opinion leaders must learn to delegation responsibilities to followers in order to foster healthy relationships"*. In this case, they support Jones (2005) who says, delegation can be used either as a tool for motivation and training staff members to realize their full potential.

One of the teachers said, *"the role of interpersonal relationships among opinion leaders be better understood in the area of influence been exhibited by leaders"*. This teacher view and experience supports Achua and Lussier (2010) who said, influencing is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change.

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Views and Experiences of the Clergy

The findings indicated that three of the clergy said, *"the role of interpersonal relationship among opinion leaders be better understood in areas of working together towards attaining the objective of the community"*. They pushed forward that *"together we stand and divided we fall"*. This means that opinion leaders should work together as team for them to ensure the development of education in their community. They agree with Heward-Mill (2005) who says anyone who wants to extend his or her ministry and bear much fruits has to learn to work with many other people. Achua and Lussier (2010) made it clear that the leadership style in a team is more likely to be participative or empowerment oriented.

Three of the ministers made mention of *"good communication among opinion leaders as sacrosanct factor to ensure interpersonal relationship"*. They explain that if opinion leaders communicate usually, it ensures unity, trust and mutual understanding among each other. These ministers of the gospel support what Ocran and Ocran (2004) opine that good communication is an important asset in building and maintaining relationships. They proceed that if the opinion leaders fail to communication regularly, they will be experiencing information manipulating. This is what Robbins and Judge (2011) called filtering. Filtering refers to a senders purposely manipulating information so the receiver will see it more favourably.

One minister was of the view that *"transparency and truthfulness among opinion leaders could be seen as marks of interpersonal relationship. The community members would understand the opinion leaders better in terms of interpersonal relationships when they cultivate transparent and truthful attitudes with each other"*. This was in line with what Kouzes and Posner (2007) said, tithes are granted, but it is one's own behviour such as credibility, integrity and authenticity that wins him or her

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respect. This is supported by Worchel et al., (2000) who said, our view of our relationship with another person is usually conveyed by our overall manner or interpersonal style.

Views and Experiences of Traditional Leaders

In the process of interviewing, the researcher saw that all the traditional leaders made mention of proper communication between the opinion leaders could be attributed to the community members' understanding of the role of interpersonal relationship. The data obtained from the respondents inform us that relationship without good communication will lead to unhealthy relationship among opinion leaders as well as the community members. Therefore, good communication is important and should be encouraged to be practiced so long as interpersonal relationship is concerned. The information has relation with what Worchel et al. (2000), indicated regarding the two level of communication such as the content and the relationship levels. They explained that communication at the relationship level is about how one person views himself or herself in relation to the other person. Communication at the relationship level is typically done nonverbally through tone of voice, gestures, facial experiences, and general demeanor. Also, communication at the content level is about task that people are working on, situations that they are facing together, or problems they are trying to solve. This level is typically done verbally, that is, with words.

The traditional leaders proceeded to explain that though good communication, trust, faithfulness, credibility, attentive listening and attention could be made possible. The researcher has seen that good or effective communication is the life blood of every community. Also, to grow and develop any element in the community, it has

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become evident or apparent that opinion leaders as well as community members must communicate skillfully and effectively. Furthermore, we often convey how we view our relationship with another person by the way we say things rather than what we say.

Research Question 2: How do we address the factors militating against interpersonal relationship among opinion leaders in Kintampo North Municipality?

The respondents were asked through the questionnaire and interview guides to address and provide solutions to the relational problems facing opinion leaders. Through the problem statement, the researcher observed that the resident of the community complained that there is great division among the two traditional chiefs, the Nkoranzamanhene and Momanhene. Owing to this, each traditional chief is claiming superiority of his own area. This traditional triumphalism has caused interpersonal relationship problems among other opinion leaders. The researcher wanted the respondents to find and provide amicable solutions to the above item.

The Views and the Experiences of Teachers

The question guide indicated how diverse views were expressed by the teachers. Fifteen of the teachers responded *"by indicating that the Kintampo Municipality need a paramount chief to be the overlord of the land in order to avoid leadership crisis. They proceed by saying that the traditional leaders should be taught that there should be one leader and the rest should be subordinates"*. This is in support of what (Robbins & Judge, 2011) said, a leader must get followers and exert influence on them to achieve the vision of the community. The researcher is of the

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view that these paramount chiefs must be an exemplary leaders with these five characteristics proposed by Kouzes and Posner (2007) model the way, inspire a shared vision, challenge the process, enable others to act and encourage the hearts of others. The above will enable us to solve the relational problems facing the opinion leaders.

The rest of the teachers wrote that *"to solve the relational problems the political and traditional leaders have to team up with educationist as well as teachers. They continue to advise that traditional leaders should avoid partisan politics that is stipulated in the country's constitution"*. The researcher has observed that politics should been seen as a problem of the entire community. The opinion leaders should see to it that anything that endangers or threatens the interpersonal relationship in the community should be discarded and discouraged.

The Views and Experiences of Clergy

Most of the ministers explain this point by saying that *"in order to solve relational problems facing the opinion leaders, traditional triumphalism which has caused interpersonal relationship difficulty among the chiefs be abolished. Also, they continue that respect should be accorded to the custodians of the land and vice versa"*. This point is in support of Nikoi-Ashley (2008) who says, we should show respect for others' culture (beliefs, values, and language) of people from different ethnic backgrounds. This will eliminate ethnic conflict and promote peace in the community. Nikoi-Ashely continues that opinion leaders must value peace and stability by living in harmony with one another regardless of ethnic, cultural, religious and political background.

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One of the respondents stated that *"To resolve relational problems among opinion leaders is to activate love which is the foundation of all human relationships"*. This view expressed was in line with Myers (2000) who said, the biblical worldview sees poverty as fundamentally a relational reality. This worldview locates poverty in the content of the broken five dimensional relationships and abuse of relationships in terms of relationship with God, self, others, community and the environment. The researcher has seen that the remedy to relational problems among leaders lies in love and reconciliation. Through love, respect, humility, simplicity and all others virtues could be exhibited for healthy relationship building.

The Views and Experiences of Traditional Leaders

During the interview with the traditional leaders, the researcher and his assistants, four of the traditional leaders made mention of *"socialization unit formation among opinion leaders which will help resolve relational problems facing them. They continue to suggest that this social unit could be established by senior ministers or pastors of the community"*. The researcher asked them to suggest the name that should be given to that social club. This name became obvious. *"The Opinion Leaders Social Club for Development"* (*OLSCD*). They opine that *"these social club members should constitute: the chiefs, queen mothers, the clergy, Imams, assembly persons, Municipal Chief Executive, Municipal Commander of Police, Municipal Education Director, Town Planning Officer, the Circuit Court Magistrate and so on and so forth"*.

The researcher is also of the view that this social club which is one of the agents of socialization will be able to help and solve relational problem facing the opinion leaders. This is because Hughes and Kroehler (2005) said, social integration

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refers to the density of social relationships, literally the number of relationships that exist among a collection of people. The more people are connected to one another, the stronger and more meaningful are the sentiments that emerge out of these relationships (Pope, 1976). He continues to argue that social integration is necessary for the maintenance of the social order and the happiness of individuals.

Two of the traditional leaders said *"relational problems facing opinion leaders could be resolved through cross sectional deliberation and unify discussion of social issues and social communication"*. The researcher opines that communication is a fundamental process in socialization. Hughes and Kroehler (2005) made it clear that communication refers to the process by which people transmit information, ideas, attitudes, and mental states to one another and is made possible by the human ability to create complex symbol system including language. They pushed forward that communication is an indispensable mechanism by which human beings attain social goals.

Research Question 3: How do the examination of interpersonal relationship among Opinion Leaders contribute to the development of education?

Again, the respondents were asked through the questionnaire and interview guides to examine whether or not the relationship among opinion leaders in Kintampo North Municipality contribute to the development of education. In the problem statement, the researcher got to know that the standard of education had fallen through Kintampo North Municipal Education Service Director. It became obvious that Kintampo North Municipal Assembly as well as Municipal Education Service did sponsor few candidates to further their education to the higher levels.

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The Views and Experiences of Teachers

To the above item, sixteen of the respondents responded "No" to mean that *"interpersonal relationship among opinion leaders are not yielding positive results toward the development of education. They opine that lack of teamwork and involvement of most of the opinion leaders in educational matters, unconcerned attitude has set in"*. The researcher has observed that most principal clients of education such as teachers, parents, traditional leaders, students and clergy are neglected when taking major decisions on education. They expressed their misgivings about funds being raised in the municipality which should have been geared towards the development of education but misused by one person because he/she knows no one can come and ask about its misappropriation and misapplication. Also, they explained that lack of disunity among opinion leaders, the use of common funds to build schools, libraries and assistance giving to the needy but brilliant students were not adequate for the development of education. These respondents said because of uncooperative, self-centeredness behavior, poor communication and lack of proper supervision among most of the opinion leaders, the standard of education has fallen unreasonably in the Municipality.

The other four respondents who responded "yes" to the above item claimed that *"the interpersonal relationships among opinion leaders have brought about the development of education"*. This is because the opinion leaders had ensured the formulating of policies for the betterment of education. The researcher saw that these respondents did not have an in-depth understanding of the question and as such; they could not explain their point further.

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The Views and Experiences of the Clergy

One astonishing thing about this question is that all the respondents answered "No" to mean that the interpersonal relationships among opinion leaders are adversely affecting the development of education. They explain that *"because of disunity among opinion leaders they cannot enact local by-laws to stop educands from streetism and absenteeism which have negative correlational effects on academic performance. The opinion leaders cannot come together to formulate educational policies that would be beneficial to the teachers and the students as they continue to explain. They proceed to lament that educational administrators do not involve the clergy, chiefs and other opinion leaders in curriculum planning and implementation teams".* This view is in line with that of Adentwi and Sarfo (2011) that curriculum is expected to be determined and developed by society to serve its educational purposes. The researcher has seen some kind of relationship that exists between curriculum and society. This is because schools and the other training institutions are society's specialized agencies for the systematic education of the learners. Adentwi and Sarfo (2011) said, as a matter of fact, in the case of the public schools, they owe almost all that they can boast of to the generosity of the society: the central government and the community in the catchment areas in which the school is established. The researcher has seen that religious groups exercise considerable influence on the schools because in Ghana, as elsewhere, the religious bodies were the first to set up schools. The schools were nurtured under their supervision for a long time until they were taken over by the government. These religious groups subsequently, have continued to support the schools by providing needed infrastructure and other logistics.

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The Views and Experiences of Traditional Leaders

Amazingly, all the six interviewees responded "No" to mean that there are relationships among opinion leaders but that does not extend to educational matters that is why their relationships do not contribute to the development of education in the Municipality. They explain that *"the Educational Directorate does not seek the involvement of chiefs in educational matters as well as the clergy and teachers. They suggested that complete board should be established for the chiefs and other opinion leaders in the community as curriculum evaluation team"*. Under this, Adentwi and Sarfo (2011) said, educational authorities and the lay public alike get keenly interested in finding out the extent to which school programmes, process and products are yielding the desire results. The researcher observes that this scenario has given rise to what has become known as educational or curriculum evaluation.

Eisner (1994) points out five important uses of evaluation such as: to diagnose weakness in curriculum and instructional process, to revise curricula, to compare instructional programmes with each other, to anticipate educational needs, and to determine if objectives have been achieved. The interviewees also opine that *"the chiefs should be involved in the curriculum planning and implementation teams"*. The traditional leaders support what was put forward in the literature my Fullan (2007) that implementation consist of the process of putting into practice an idea , program, or set of activities and structures new to the people attempting or expected to change. The researcher is convinced that if opinion leaders are involved in the above, educational standard in the Municipality will experience accelerated growth and development.

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Research Question 4: How do we identify the benefits of education in Kintampo North Municipality?

Again, the respondents were asked through the question and interview guides to identify some of the benefits of education in the Municipality. Through the problem statement, it became obvious that education and literacy levels are important characteristics of the population and reflect the human resource development potential. Ghana Statistical Service (2013) had this to say, the level of education of young people is an indication of the quality of the population in terms of knowledge, skills and experience in the production of goods and services in the country.

The Views and Experiences of Teachers

The researcher saw that all the respondents were able to state some of the benefits of education in the community. The following are some of the benefits outlined by the teachers: *"The individual acquires knowledge and skills, the individual will get employment and make a living through the salary, education helps to improve health and longevity of individual, education unifies all cultures, ethnic groups, respect and appreciate one another, the society is ensured of a good workforce which will bring out maximum output, and the country will get enough tax from the working population to help in the development of the country"*.

The above opinions outlined by the teachers are also in line with the literature. The researcher becomes aware that all the teachers believe the assertion that leadership is developed through education and training. Also, many of the teachers said because illiteracy level is high, it has adversely affected the total development of the community.

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The teachers said, *"it can never be gainsaid that knowledge and skills cannot be acquired without education".* Under knowledge and skills the teachers support Benjamin Bloom's taxonomy of educational objectives such as cognitive, affective and phsychomotor and their domains of learning (Amoakohene, 2008). The researcher has seen that this point is in support of the definition push forward by Sarfo (2007) that *"education may be defined as a process by which individuals born into a society learn the ways of life that include knowledge, skills and attitudes of the society so that they can function effectively as members of the society" (p. 5).* Sarfo (2007) continues to say that *"to educate means to train people to acquire these knowledge, skills and attitudes" (p. 4).*

The teachers also said, *"the educated individuals in the society easily get employment than uneducated individuals".*Ocran and Ocran (2004) said, *"there are obviously two types of education; one should teach us how to make a living and the other how to live" (p. 135).* They continued that if a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pay the best interest. The teachers said, "*education unifies all cultures, ethnic groups, respect and appreciate one another".* The researcher has seen that this point is also in support of what Ulgens (1997) said, *"education can also be define as the intentional activities through which individuals intentionally encultured into the norms, values and practices of a society: but in relation to educated individual's interest" (p.5).*

The Views and Experiences of Clergy

To the clergy, the following are the benefits briefly explained: *"the individual will be gainfully employed and pay income tax for the development of the community, there will be low crime rate in the community, also, new jobs will be created within*

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the community because of high skills and knowledge acquired from education, reducing of environmental stress and land degradation become possible through education and education reduces diseases and conflicts in the society and improves health delivery".

The respondents lamented bitterly that because illiteracy level is very high in Kintampo Community, it has negatively affected the development in area like land degradation through yearly bush fire outbreaks. The researcher observes that one aspect of rethinking nature's role in God's overall plan is simply to learn more about the environment. Also, ecological wisdom could be gleaned from nature, from science, from other religious traditions and from human mistakes. Young (1994) notes that, *"each church should become a creation awareness center" (p. 273)*. Young continues that the Scriptures provide a holistic framework by which the church could understand all the parts of the cosmic ecosystem and how they relate to each other. The researcher admonishes the church to search the Scriptures, know how much it talks about the cosmic ecosystem and interpret it accordingly to her adherents.

The Views and Experiences of Traditional Leaders

The traditional leaders interview guides indicated that education has some benefits as far as development is concerned. They also made mention of the following*: knowledge and skills acquired empower an individual to be employed by the government; education moulds individual character formation and role models in the community, education develops an individual to offer good suggestions and ideas for the upliftment of the people in the community, also, it develops agriculture sector of the economy and an individual in the community will be self-employed and result in an increase in health status.*

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The researcher observes that all the interviewees said, one of the benefits of education is that it curtails deforestation and land degradation. All the respondents did not begrudge what is in the literature but anxiously said, it is not a reality in the community because of low standard of education. They complained that deforestation has led to a drying up of water sources and soil nutrients that sustain agricultural productivity. Deforestation has also brought about the extinction of non-timber forest product on which community depends on for food, preservatives medicine, construction and other basic needs. Forest Governance in Ghana (March 2006) for instance has said that, "the forest commission has joined the forest industry in blaming bush fires, farmers and chain-saw operators for deforestation". The chiefs also said, the major factors leading to forest degradation in the Municipality: unemployment and poverty, corruption and immoral leaders, farming and poor forest management, individual greed and timber companies. The researcher acknowledges that these bush fire, according to Adarkwa-Dadzie (2001) destroy the protective vegetative cover of the lands and thus exposing it to erosion by the wind or the rain.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the findings, conclusions and recommendations for the study. It also provides suggestions for further research. The purpose of this study was to examine the role of interpersonal relationships among opinion leaders towards the development of education in the Kintampo North Municipality with the aim of identifying the factors militating against interpersonal relationship and finding amicable solutions for the improvement of education. Also, the purpose was to find out how the role of interpersonal relationships among opinion leaders positively or adversely affecting the development of education in Kintampo North Municipality.

Furthermore, four objectives were set out to guide the study and these were: to provide better understanding of the roles of interpersonal relationship among opinion leaders; to address factors militating against interpersonal relationships among opinion leaders such as the chiefs, teachers and the clergy in Kintampo North Municipality, to examine how interpersonal relationships among opinion leaders and the development of education in Kintampo North Municipality; and to identify the benefits or returns of education in Kintampo North Municipality.

To achieve these objectives, the following four research questions were set:

1. How do we provide better understanding of the roles of interpersonal relationships among opinion leaders?
2. How do we address the factors militating against interpersonal relationship among opinion leaders in Kintampo North Municipality?

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3. How do the examination of the interpersonal relationship among opinion leaders contribute to the development of education?
4. How do we identify the benefits education in Kintampo North Municipality?

Summary of Main Findings

The first research question sought to explore how do the role of interpersonal relationships among opinion leaders be better understood. The study revealed that the participants understand interpersonal relationships better in areas like, proper communication, motivation, accommodation, competence, self-disclosure, delegation, teamwork, co-operation, togetherness, transparency, truthfulness, faithfulness, credibility, attentive listening and attention giving to each other. The participants expressed their views that the above components can enhance better and dynamic relationships among opinion leaders.

The second research question sought to find out how factors militating against interpersonal relationships among opinion leaders in Kintampo North Municipality could be addressed. It came to light through the respondents that there should be one paramount chief to supervise the affairs of the community. Also traditional triumphalism among opinion leaders should be avoided; respect should be accorded to the custodians of the land and their cultural beliefs and values. All these virtues love respect, humility, simplicity and reconciliation should be established among opinion leaders for dynamic relationships. The formation of the Opinion Leaders Social Club of Development (OLSCD) will also help solve relational problems. It became apparent through the participants that social integration, cross sectional deliberation and unify discussion of social issues will help eradicate relational problems facing the opinion leaders.

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On the third research question, respondents were asked to examine how interpersonal relationship among opinion leaders contribute to the development of education. The respondents were of the view that because of lack of teamwork, lack of involvement of principal clients of education such as teachers, parents, traditional leaders, educands, clergy and so forth, this had adversely affected the development of education in Kintampo North Municipality. It also became obvious that uncooperative, self-centeredness behavior, poor communication and lack of proper supervision had negatively affected the development of education. Also, misappropriation and misapplication of state and community funds had adversely affected the development of education. Another negative effect is disunity and absenteeism on the part of both teachers and educands had affected the development of education negatively.

On the fourth research question, the participants were asked to identify the benefits or returns of education in Kintampo North Municipality. The findings indicated that education has numerous benefits including : Lower level of unemployment, human development of the nation, acquisition of knowledge and skills, reducing environmental stress, improved health and increase in life expectancy, lowering crime rate, social participation, higher level of output per hour, expansion of State's economic base, strengthening the case for combating child labour, higher productivity, job satisfaction, future progressive labour market taxation, creating new jobs within the State, reduction in deforestation, increase forest management, reduces land degradation and bush fire outbreaks. The participants lamented bitterly that because illiteracy level is very high in Kintampo North Municipality, the above benefits have not fully materialized. All the above findings were not begrudging literature but rather compromising the reviewed of related literature.

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Conclusions

Based on the findings of the study, these conclusions were made. There would be no development in any area of human endearvour without healthy relationship permeating. The main factor confronting the development of education in Kintampo North Municipality is lack of relationship among opinion leaders such as Nkoranzamanhene and Momanhene. This traditional struggle has its horizontal dimension effects on other opinion leaders and the residents as well. To forestall these divisions, the research participants suggested that the tripartite model of relationship and its domains in chapter two figure I must be strictly adhered to. These are: components of relationship, rationale behind the formation of relationship and characteristics of successful or long lasting relationship. Also, the related literature reviewed on the benefits of education, it has become apparent that the quadrant model of educational benefits such as: private, economic, social and non-economic benefits. To understand development properly, the trichotomy worldviews of development model such: traditional, modern and biblical worldviews of development must be adhered to. According Boapeah, the traditional worldview of development, therefore, locates the cause of poverty outside the physical world and in the hands of the spirits, lesser gods and ancestors. Furthermore, the modern worldview locates the cause of poverty in structural bottlenecks in society. In modern worldview, development is understood as a material response to overcoming the absence of materials things such as: money, water, food, clothing, shelter and their associated social system that produce them. The biblical worldview sees poverty as fundamentally a relational reality. It locates poverty in the content of five dimensional relationships and abuse of relationships in terms of relationship with God, self, others, community and the environment.

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Findings indicate that the respondents viewed leaders as influential people. This will help the leader to communicate ideas, gaining acceptance and motivating followers to support, initiate and implement the ideas through change. This influence would be possible on the part of leaders through the following virtues: transparency, truthfulness, faithfulness, credibility, integrity and authenticity. This is very essential because a leader attitude contributes to success more that his/her intelligence and knowledge of specific facts and figures. Leaders roles cannot be examined without good attitudes exhibited.

Realizing that the opinion leaders relational problems could be solved through respect for others culture, beliefs and values, the respondents suggested that there is a need to genuinely love each other and respect their opinions expressed. These other virtues; humility, simplicity should be encouraged for dynamic relationship building and put a stop to disunity among leadership. Other participants suggested that the formation of one of the agents of socialization across opinion leaders for effective collaboration and deliberation of social issues will assist solve relational problems facing them. Social integration, sectional deliberation and social communication will serve as mechanism to find remedy to relational problems confronting leaders in the municipality.

It became apparent through the respondents that the interpersonal relationship among opinion leaders is not contributing positively towards the development of education in the Municipality. Most of the participants expressed their problems by listing some of the factors militating against interpersonal relationship, such as: Lack of teamwork, self-centeredness behavior, proper supervision and lack of involvement of most of the opinion leaders in educational matters. Others suggested that schools were to be nurtured under the principal clients of education. The Directors of

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education should involve the chiefs, clergy, teachers and educands when taking matters of importance in education.

The respondents were able to list and briefly explain the returns of education in the country at large. The participants have indepth knowledge and understanding of the benefits of education but complained that all those benefits are not fully realized in Kintampo Municipality because the illiteracy level is too high. They lamented that education is not fighting against the vices in the community such as deforestation, land degradation, bush fires, and chain-saw operations. This does not begrudge what Plato argued that education should teach a man to fight against the ugly and to strive constantly for the good and beautiful (Oti-Agyen, 2009). Generally, most scholars consider education to be the process of acquiring knowledge, skills and attitudes for rapid socio-economic development.

Recommendations

The researcher recommends that opinion leaders should be included in the curriculum planning, curriculum design, improvement, implementation and curriculum evaluation teams. This will help the opinion leaders in any community to take active part in the management of school activities. If this recommendation is adhered to, it will assist in the acceleration of the development of education in the country at large. The community leaders' involvement in educational matters should help to curtail the falling standards of education.

Also, the researcher recommends that interpersonal relationship in leadership should be included in the school curriculum. This is essential because all human endearvours boil down to leadership. The teaching and learning of this course should start from Junior High Schools. This course will help to uproot and eradicate the

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multiplicity of leadership crisis facing the development of our country and Africa continent as a whole in areas like socio-economic, socio-political, socio-cultural and religious environments.

It is recommended that Ghana Education Service should do everything possible within its power to make sure once a while seminars and workshops for opinion leaders in every district, municipal and metropolitan assemblies are organised to alert them on the role interpersonal relationships play in leadership and development of the community. It has become rule of thumb that relationship is the life blood of every organizational development. We must take critical note that without healthy relationships development will experience stagnation.

The researcher recommends that for the community to develop, subjects like community development should be included in the curriculum and studied. The teaching and learning of this course should also start from Junior High Schools for the rapid assimilation of new ideas by educands. Under this course, the various religious leaders should do everything possible within their jurisdiction to teach their adherents the trichotomy worldviews of development model designed by the researcher. This should be treated sacrosanct because a worldview is characterized by a set of truth or a pattern of beliefs which are deeply seated in people's mind which invariably constitute a religion which is practiced.

During the interview, some of the participants suggested that social club should be established among opinion leaders by the senior ministers in the community. Due to this, the researcher recommends that because human beings live gregariously, the Opinion Leaders Social Club for Development (OLSCD) should be formed and meet monthly to establish dynamic relationship among them and to foster the development of Kintampo community through deliberations and discussions.

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The researcher further recommends that critical measures should be taken to stop deforestation, forest and land degradation and bush fires that had become rampant in the community. If the traditional leaders, forestry officials, the government machinery and religious bodies take measures to control and preserve our forest, forest degradation and bush fires would be minimized in the municipality. It seems to the researcher that the church's interpretation of the Bible with regards to ecology is fallacious. Therefore rethinking natures' role in God's overall plan is critical. This calls for radical shift in the way nature is perceived. Probably the healing that humans yearn for in themselves, nature and societies be realized when church rethinks nature's role in God's economy.

Suggestions for Further Research

The researcher would like to make some suggestions, based on critical examination and discussion of the topic, the role of interpersonal relationships among opinion Leaders towards the development of education.

Also, due to the nature of qualitative research, a small sample size was employed for this particular study. The researcher also limited this study to only three opinion leaders. Further researchers should think of involving more research participants to get different views and opinions on the topic under study.

Based on the findings, the researcher recommends that a further research might be conducted on the Marriage Divorce and its impact on education in Kintampo North Municipality.

Also the study should be conducted on Forest Degradation in Kintampo North Municipality and its impact on education: The Church's Response. Finally further researchers could conduct research on The Impact of Socialization and Its

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Implications for Educational Development. How to Cultivate and Maintain Right Relationships among School Administrators for Development.

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APPENDICES

APPENDIX I

Application for a Letter of Introduction

Temple of Fire Baptist
Church
Post Office Box 40
Kintampo-Brong Ahafo
March 9, 2014

THE HEAD OF DEPARTMENT,
EDUCATIONAL LEADERSHIP,
UNIVERSITY OF EDUCATION, WINNEBA,
KUMASI.

Dear Sir,

APPLICATION FOR A LETTER OF INTRODUCTION

I am a second year Post Graduate student about to collect data for my research. My research area is on "The Role of Interpersonal Relationships among Opinion Leaders toward the Development of Education" in Kintampo North Municipality in the Brong Ahafo Region.

Kindly find below my details:

Name: Joseph Oppong
Course: M.Phil Educational Leadership
Index No.: 8121770061

I would be grateful if you could give me a letter to introduce me to the Kintampo North Municipal Assembly, Municipal Education Directorate, Christian Council and Traditional Leaders I will contact for the needed data.

Yours faithfully,

Joseph Oppong

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APPENDIX II

INTRODUCTORY LETTER

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APPENDIX III

Questionnaire for Teachers

Questions guide 1 to 7 in this section request your views on the role of interpersonal relationships among opinion leaders towards the development of education in Kintampo North Municipality.

1. Please, do you believe the assertion that interpersonal relationship among leaders can contribute to the development of education? (A)Yes (B) No

   If "yes" or "No", can you list three (3) reasons and briefly explain them?

2. What are some of the components or rationale behind the formation of relationship? List any three (3) of the reasons and briefly explain.
3. How do we solve the relational problems facing opinion leaders in Kintampo North Municipality?
4. Please, can you mention four (4) of the factors militating against interpersonal relationship among opinion leaders in the Municipality? Briefly explain why these factors mentioned can hinder interpersonal relationship.
5. In your Opinion, is education developing in Kintampo North Municipality?

(A) Yes (B) No

Please, briefly explain three (3) reasons for choosing the answer.

6. Do you believe the assertion that leadership is developed through education, training and workshop? (A) Yes (B) No

   If "yes" or "No", can you list three (3) reasons and briefly explain them.

7. Do you know that education has some returns or benefits? (A) Yes (B) No Please, list and briefly explain three benefits of education.

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APPENDIX IV

Questionnaire for Clergy

Question guide 1 to 7 in this section request your views on the role of interpersonal relationships among opinion leaders towards the development of education in Kintampo North Municipality.

1. Please, do you believe the assertion that interpersonal relationship among leaders can contribute to the development of education? (A)Yes (B) No

   If "yes" or "No", can you list three (3) reasons and briefly explain them?

2. What are some of the components or rationale behind the formation of relationship? List any two (2) of the reasons and briefly explain.
3. How do we solve the relational problems facing opinion leaders in Kintampo North Municipality?
4. Please, can you mention three (3) of the factors militating against interpersonal relationship among opinion leaders in the Municipality? Briefly explain why these factors mentioned can hinder interpersonal relationship.
5. In your Opinion, is education developing in Kintampo North Municipality?

   (A) Yes (B) No

   Please, briefly explain two (2) reasons for choosing the answer.

6. Do you believe the assertion that leadership is developed through education, training and workshop? (A) Yes (B) No

   If "yes" or "No", can you list two (2) reasons and briefly explain them.

7. Do you know that education has some returns or benefits? (A) Yes (B) No Please, list and briefly explain three benefits of education.

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APPENDIX V

Interview Guide for Traditional Leaders

Interview guides 1 to 7 in this section request your views on the role of interpersonal relationships among opinion leaders towards the development of education in Kintampo North Municipality.

1. Please, do you believe the assertion that interpersonal relationship among leaders can contribute to the development of education? (A)Yes (B) No

   If "yes" or "No", can you mention two (2) reasons and briefly explain them?

2. What are some of the components or rationale behind the formation of relationship? Mention any two (2) of the reasons and briefly explain.
3. How do we solve the relational problems facing opinion leaders in Kintampo North Municipality?
4. Please, can you mention two (2) of the factors militating against interpersonal relationship among opinion leaders in the Municipality? Briefly explain why these factors mentioned can hinder interpersonal relationship.
5. In your Opinion, is education developing in Kintampo North Municipality?

   (B) Yes (B) No

   Please, briefly explain two (2) reasons for choosing the answer.

6. Do you believe the assertion that leadership is developed through education, training and workshop? (A) Yes (B) No

   If "yes" or "No", can you mention two (2) reasons and briefly explain them.

7. Do you know that education has some returns or benefits? (A) Yes (B) No Please, list and briefly explain three benefits of education.

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APPENDIX VI

Kintampo Municipal Map