UNIVERSITY OF EDUCATION, WINNEBA

HEAD TEACHERS' LEADERSHIP STYLES AND TEACHER EFFECTIVENESS IN PUBLIC JUNIOR HIGH SCHOOLS AT SUHUM, GHANA

PATIENCE ADADE

MASTER OF PHILOSOPHY

2021

UNIVERSITY OF EDUCATION, WINNEBA

HEAD TEACHERS' LEADERSHIP STYLES AND TEACHER EFFECTIVENESS IN PUBLIC JUNIOR HIGH SCHOOLS AT SUHUM, GHANA

PATIENCE ADADE

A thesis in the Department of Educational Administration and Management, Faculty of educational Studies, submitted to the School of Graduate Studies in partial fulfilment of the requirements for the award of the degree of Master of Philosophy (Educational Administration and Management) in the University of Education, Winneba

SEPTEMBER, 2021

DECLARATION

Student's Declaration

I, Patience Adade, 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 original work and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ....

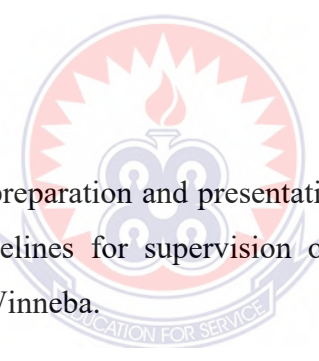Date: ....

Supervisor's Declaration

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

Mr. Kweku Esia-Donkoh (Supervisor)

Signature: ....

Date: ....

DEDICATION

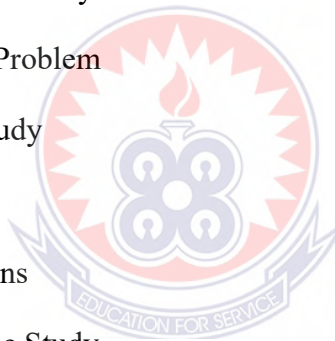To my mother, Gifty Akomeah, my brothers and sisters.

ACKNOWLEDGEMENTS

I give praise, glory and honour to the Almighty God for His protection, wisdom, and how far He has brought me in spite of the challenges experienced.

I owe a special word of gratitude to my supervisor, Mr Kweku Esia-Donkoh, a Senior Lecturer at the Department of Educational Foundations, University of Education, Winneba, for his patience, professional guidance, continuous inspiration, and generally, his immense contribution to the successful completion of my thesis. Sir, your patience and care made this work worth presenting. Thank you. I am also grateful to all the lecturers in the Department of Educational Administration and Management, University of Education, Winneba, for their positive influence on my academic and social progress, especially at the postgraduate level. To the Director and Staff of the Directorate of the Ghana Education Service of the Suhum Municipality, Head teachers and teachers of public Junior High Schools at Suhum, I say a big thank you for your willingness, readiness and support for me to collect data on time. To all my course mates, friends, and everybody who in diverse ways assisted me during my Masters programme, and to make this thesis possible, I say, "thank you". Last but not least, I acknowledge all authors whose works I consulted in writing my thesis. I am however solely responsible for any shortcomings in this work.

TABLE OF CONTENTS

Content   **Page**

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

ABSTRACT

This study investigated the effect of head teachers' leadeship style on teacher effectiveness in public Junior High Schools at Suhum, in the Suhum Municipality of the Eastern Region of Ghana. This study was underpinned by the House and Mitchel's (1974) Path-goal theory, and employed a quantitative cross-sectional survey design. Purposive and stratified random sampling strategies were used to select one hundred and twenty-six (126) teacher respondents for this study. Quantitative data were obtained through the use of a structured questionnaire. Data were analysed by using both descriptive (frequency, percentage, mean, and standard deviation) and inferential statistics (Linear Multiple Regression, and Independent Samples T-Test), and organised under tables based on the research questions and hypothesis. The study showed that even though head teachers practiced a blend of directive, supportive, participative, and achievement-oriented leadership styles in the path-goal theory, the directive leadership style was mostly practiced, followed by the participative leadership style, achievement-oriented leadership style, and supportive leadership style. Thus, directive leadership style was predominantly used by the head teachers while supportive leadership style was the least used. It was also revealed that the level of teacher effectiveness in public Junior High Schools at Suhum was very high, and that all the components of teacher effectiveness used in the study also recorded very high levels. Nevertheless, teaching skills recorded the highest mean, followed by interpersonal relations, classroom management skills, and descipline and regularity. Interestingly, the findings revealed no statistically significant effect of the head teachers' leadership style on teacher effectiveness. The study also established a statistically significant difference in teacher effectiveness in public Junior High Schools at Suhum in relation to the sex of the teachers. Among the recommendations is that the Directorate of the Ghana Education Service at the Suhum Municipality should organise regular workshops and in-service training programmes to equip the head teachers of public Junior High Schools at Suhum with improved knowledge and skills to appropriately utilise leadership styles, especially with achievement-oriented and supportive leadership styles to improve teacher effectiveness.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education plays significant role in nation building through the development of human resource. It is therefore seen as an essential human activity since investment in education is crucial for both professional growth and economic development (Anderson, 2004). According to Olaniyan and Okemakinde (2008), education can be used to develop the human resource necessary for economic and social transformation. The concept of education and human capital emphasizes that the development of skills is an important factor in production activities. Marr et al (2013) are of the view that to make people highly productive, education is the key. Therefore education is a necessary tool for the development of a nation and hence essential for every nation.

Schools are learning organisations where practices allow for continuous learning, and as such, serve as the mediator for achieving school improvement (Silins & Mulford, 2002), and refresh the processes involving current and future needs (Huber, 2004). It is widely acknowledged that education given in schools will not be complete and will not achieve its purpose without teachers. The reason for this is that teachers are considered one of the most important part of any educational process (Rao & Kumar, 2004), and accountable in the educational process (David & Macayanan, 2010). Calaguas (2012) asserts that teachers have a great deal of influence in the whole eduational process and in the lives of learners. This impact is based on the fact that teaching is a specialised skill that comprises know-how in a given academic field, and

1

the ability to create for the learners, an enabling environment in which they can gain maximum learning (Tan de-Ramos, 2011).

All teachers, whether the most experienced and accomplished or new to the profession, are capable of improving and becoming more effective (Teacher Effectiveness Measure Manual, 2012). Teachers are very essential in the successful implementation of school activities to achieve set goals. It is for this reason that Beri and Shu'Aibu (2018) argue that teachers are most needed resources for the smooth and effective implementation and achieving school goals and policies. It is therefore essential for teachers to be encouraged to put up their best at all times, and must be assited to be effective. Teacher effectivness refers to the collection of features, skills, and actions of teachers at all levels of education that assist learners to reach anticipated outcomes (Hunt, 2009). Thus, teacher effectiveness can be measured by some teacher attributes like interacting with students, teaching strategies, motivation, classroom management, content knowledge (Aina, Olanipekun and Garuba, 2015). According to Awofala (2012), teacher effectiveness is likened to individual teachers' performance. Hunt (2009) also adds that teacher effectiveness includes knowledge, attitudes, and performance of teachers. It is argued that teacher characteristics are one of the factors that influence the overall effectivness of teachers (Anderson, 2004; Pagani & Seghieri, 2002).

An effective teacher plays an important role in the teaching and learning process by helping students to create an image of their own understanding of a problem (Emmer & Sabornie 2015). Anderson (2004, p. 20) identifies teacher characteristics as "relatively stable traits that are related to and influence the way teachers practice their profession". This means that effective teachers realise goals they have set for

2

themselves or set for them by others. According to Hunt (2009), effective teachers assist and encourage learners to attain specific learning objectives as well as broader goals such as problem solving, critical thinking, collaborative learning, and becoming effective citizens. According to Igbal et. al (2015), effective teacher is the one who discharges his/her duties effectively and accordingly in the school towards the achievement of the specified goals of the school as well as national educational goals. Learners of effective teachers develop love of learning and believe in themselves as lifelong learners (Teacher Effectiveness Measure Manual, 2012). According to Konsolas, Anastasiou and Loukeri (2014), a lot of studies on factors that promote teacher effectivness has been conducted by many educational scholars and researchers.

Of the factors, Flores (2007) asserts that leadership practices seem to have a positive impact on teachers' lifelong professional development in the school setting. Leadership as a concept has been given a wide range of meanings and interpretations by different scholars based on their schools of thought. Leadership is a social process in which the leader solicits the voluntary participation of his followers in order to achieve organizational success and objectives (Buckmaster, 2004). According to Astin and Austin (2001), leadership is the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives by means of creating and maintaining a sense of vision, culture and interpersonal relationships. In the same way, Trevisani (2016), explained leadership as the ability to control others to achieve set goals in a given organization. It could be the goal of organization or an individual, but it is guided by the set goals. Similarly, Igbal & Haider (2015) see leadership as a process by which leaders can direct, guide and influence the behaviour and work of others towards the accomplishment of

3

specific goal in a given situation. According to Hersey and Blanchard (2009), leadership is a position of power held by an individual in a group, which gives him an opportunity to exercise interpersonal impact on the group members for inspiring and directing their energy towards achieving certain goals. Okumbe (2013), defines leadership as a process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that binds a group together and motivates it towards goals by transforming the groups' potentials into reality.

Leadership in school has gained considerable attention, discussion and extensive study globally. School leaders are considered as stakes of the educational system and also seen as major agents of promoting school effectiveness. This is evident in the various roles these school leaders are expected to perform daily and often. This indicates the essential role the school leaders play in facilitating and monitoring the quality and standards in education in the country (OECD, 2008). School leadership has become a priority in educational policy discourse globally with school leaders increasingly recognized as pivotal in enhancing access to quality education for all students (Biamba, 2012). School leadership as an international educational policy agenda, plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climate (OECD, 2008).

School leadership can also be defined as the ability of the head teacher to influence teachers so that the teachers willingly work towards the achievement of set educational goals. Additionally, School leadership can defined as the ability of the head teacher to influence the teachers and students to work towards the achievement of educational goals and objectives of the school.

4

Effective school leadership is essential in improving the efficiency and quality of schooling. Furthermore, school leadership plays a crucial role in creating an enthusiastic atmosphere and culture in an educational institution (OECD, 2008). Moreso, effective leaders inspire and influence others through their self-confidence and motivation and it is essential to unite learners and instructors under a conducive environment which will effectively improve the education system (Sultan & Bashir, 2005). The focus on school leadership is the result of a combination of three factors: evidence from research, changing and complex expectations about the school system, and the imperative to improve quality education, as expressed in national 'Education for All' assessment reports (EFA, 2015). School leadership has emerged as a key policy priority in line with the new vision for education articulated in the fourth Sustainable Development Goal, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (OECD, 2001).

The twenty-five years of the EFA (Education for All) movement have been marked by a shift in focus from quantity (access, enrolment and retention) to quality, as most countries have reached or are approaching universal enrolment at the level of primary or basic education. In their search for quality, countries have invested in teacher training, learning materials, equipment and facilities, but few have attempted to tap the potential of school leadership as a lever for improving teaching and learning outcomes (EFA, 2015). In the efforts to improve quality of education and effectiveness globally, policymakers, inspired by a range of research, have emphasized the dynamics of teaching and learning, as well as the role of instructional materials. Better and more efficient learning outcomes can be achieved by optimizing the levels of inputs in the educational process. The 2006 Global Monitoring Report noted, among the main educational inputs, that learning time, learning materials,

facilities and leadership are well-known determinants of learning quality and the success of the school (Bush, 2013). The EFA global assessment (EFA, 2015), suggested that many countries are emphasizing school governance, management and leadership in their pursuit of better quality, effectiveness and efficiency in education delivery.

Bogler (2001) and Fullan (2002) also argue that leadership in schools have the potential to empower teachers to be commited to change and enhance learning in schools. Similarly, Iqbal, Anwar and Haider (2015) see leadership as a process by which leaders can direct, guide and influence the behaviour and work of others towards the accomplishment of specific goal in a given situation. Leadership as explained by Beri and Shu'Aibu (2018) "involves the process of getting employees in an organisation to work effectively towards the achievement of oganisational goal". This implies that leadership is an activity through which a leader leads others through influence and inspiration as well as motivation in order to have things done in line with the guidelines to achieve goals.

In schools, the leaders are to oversee to the administrative and managerial duties and the day-to-day activities. The head teacher has significant role to play in the quest for achieving the set goals and objectives of the school. Some of these roles include; ensuring that teachers discharge and execute their duties effectively and efficiently, resources are used effectively, instructional time is effectively managed, regular assessment of pupils performances, teachers participate actively in both extra and co-curricular activities, etc. These attributes account for a good tone and climate of an effective school. Hence, the leaders can be regarded as major agents in the promotion of school effectiveness. This is evident in the numerous functions they are expected to perform daily and often laying bare the critical roles of the school leaders in

establishing and monitoring the quality standards of education in their designated schools (Igbal et. al.,2015). For a school to execute its role successfully it must be able to afford a forecast educational leadership which is based on reliable leadership principles and techniques (Okumbe, 2013). Studies on school leadership suggest that effective school leadership is basic to successful school development and improvement of teaching and learning (OECD, 2008).

In an educational organizations, the head teachers plays a vital role in decision making, enhancing teacher and school effectiveness in that jurisdiction as the head teachers are responsible for running all the affairs of the school. The head teacher is directly responsible to direct the teachers toward achieving the goals of an organization. A head teacher's attitude towards teachers in executing their duties creates a positive or negative relationship with each other and that a positive environment is created when the head teacher uses suitable leadership styles in administering their duties as leaders (Mehrotra, 2005).

Leadership styles are the features of behavior which is used to impress and encourage people towards the achieving organizational goals (Pervaiz, 2010). Likewise, Clark (2000) suggests that leadership style is the pattern through which the leader guides and encourages members of the organization to accomplish the set goals of the organization. Sebastian and Allensworth (2012) are of the view that the leadership styles adopted by the head teacher is critical for assisting individual teacher to improve his/her effectiveness in the school thereby improving teacher and student perfomances. Hurduzue (2015) opine that effective leadership styles adopted by head teachers could promote excellence in the development of teachers and students of the educational institution. The leader-follower relationship is one of the most contentious issues in the corporate world. A good leader is essential for getting good

7

results from employees and improving their emotional aspects. (Choudhary et al., 2013).

The effectiveness of teachers of the school depends on the co-operation among the head teacher, the teacher and the students. The head teachers and teachers form the fundamental aspect of operational education. Hence, the leader's ability to influence the teachers and communicate clear ideas, coveted objectives and vision that turns self-interest into commitment to job towards achieving organizational goals cannot be overemphasized. Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and co-operation between the school head teacher, teachers and students. The leadership styles adopted by the head teachers can make the teachers in a school effective or ineffective.

A school can be defined as a social institution of the education system designed to provide teaching and learning environment for students under the direction of teachers. In such environment, there should be someone to lead the school planning, implementation of educational policies, monitoring, supervising, evaluating policies and also reporting the outcomes in a professional and comprehensive manner (OECD, 2001). In Ghana, these basic schools are administered by , leaders who ensures the implementation of government educational policies, teacher effectiveness, promoting effective teaching and learning, the effective and efficient use of resources towards the achievement of national goals for Basic Education. These leaders in the Basic schools are appointed teachers who are experienced in the field of Basic School Education and have managerial and leadership knowledge and skills.

In schools, strong and effective leadership is considered to be the critical ingredient in driving change and strategic innovation. Thus, for teachers to be effective in

performing their tasks to achieve school and educational goals, head teachers who serve as leaders of the schools need to influence teachers through inspriation, motivation, and implementing tasks in line with the laid down procedures. Furthermore, head teachers' leadership plays a crucial role in creating an enthusiastic atmosphere and culture in a school setting (Alghazo & Al-Anazi, 2016). Even though scholars have hyped leadership styles as drivers of the school's success, other practitioners have recounted the effects of inappropriate leadership styles. For instance, Northouse (2013) recounts the costs of unsuitable leadership styles such as poor employee performance and attrition in contemporary organizations. Teachers aid learning and as such inappropriate leadership of the school may result in teachers not being effective in the discharge of their duties. Leadership styles applied by the head teacher influences the job performance and effectiveness of the teachers and students in the educational organisation (Yahaya, Osman, Mohammed, Gibrilla, and Issah, 2014). Effective leadership is considered to be a critical ingredient in driving change and strategic innovation. Leadership is seen to be the hub of transforming values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards (Kouzes and Postner, 2007). Schools are bad or good, in a healthy or unhealthy, moral and physical condition, if schools rise to fame or sink to obscurity head teachers have charge of them. Schools do not become great because of magnificent buildings but because of magnificent leadership (Nasongo et. al.2009).

Various studies have been undertaken by different scholars and researchers on the effect of leadership styles on teacher effectiveness in schools. For instance, Arya (2015) conducted a study to determine the relationship between leadership styles of principals and teacher effectiveness and found out that supportive and participative

leadership styles have a significant effect on teacher effectivness. Same may not be said of the effect of leadership styles and teacher effectiveness in public Junior High Schools in Suhum township in the Eastern Region of Ghana since such a study has not been conducted in the town.

1.2 Statement of the Problem

The Organisation for Economic Cooperation and Development's (OECD) research findings in 2001 showed that the child's academic performance is influenced by three factors, namely the family, the teacher and the school's environment. Of these three factors, the teacher and the school environment are greatly affected by the leadership of the school. The conditions of teacher's working life are influenced by the leadership provided by head teachers. It is widely assumed that the leadership of a school directly influences the effectiveness of teachers and the achievement outcomes of students (OECD, 2001; Pont, Nusche and Moorman, 2008). Positive environment is created when the head teacher uses suitable leadership styles in implementing activities of the school (Mehrotra, 2005).

According to Sushila (2004), the head teacher is the leader of the school, and the pivot around which many aspects of the school revolve. The head teacher's vision inspiration, initiative and management are fundamental in creating a climate which enables every member of the school community to flourish. The quality of a teacher has been identified by researchers as a keen influence for positive learning outcomes of the diverse learners in the classroom (Alghazo et. al., 2016). In order for teachers to be successful in improving pupils' performance they must posses some competencies and attitudes which include knowledge about students and their development, planning and designing appropriate learning experiences, using ongoing

10

assessment to monitor students' learning, classroom management skills, instructional time management, using variety of instructional strategies, creating an effective learning environment, punctuality and regularity. A cursory observation made by the researcher on the day-to-day activities in pubic Junior high Schools at Suhum revealed that some teachers are not punctual to school, which create an ineffective learning environment. Some of the teachers do not use appropriate instructional strategies and their involvement in the supervision of learners' activities in and outside the classroom are not encouraging. This makes one questions the aptness of the leadership styles adopted by the head teachers in public Junior Highs schools at Suhum. More over, research shows, there is a significant effect of leadership styles on teacher effectiveness. For example, Saowanee (2015) proved in a study that administrators' leadership styles have significant effect on teacher effectiveness. In addition, Igbal (2012) revealed in a study that there is a significant relationship between leadership styles and teacher effectiveness. These studies were conducted outside Suhum Municipality which makes it important to investigate the effect of head teachers' leadership styles on teacher effectiveness in Suhum Municipality. Also, it seems no research on head teachers leadership styles and teacher effectiveness has been conducted in the study certain. It is against this backdrop that this study was conducted to investigate the effect of head teachers' leadership styles on teacher effectivness in public Junior High Schools at Suhum.

1.3 Purpose of the Study

The main aim of this study was to investigate the effect of head teachers' leadership styles on teacher effectivess in public Junior High Schools at Suhum, in the Suhum Municipality of the Eastern Region of Ghana.

1.4 Objectives

The objectives of this study were to:

1. investigate the leadership style predominantly used by head teachers of public junior high schools at Suhum.

2. determine the level of teacher effectiveness in public junior high schools at Suhum.

3. examine the effect of head teachers' leadership styles on teacher effectiveness in public junior high schools at Suhum.

4. investigate whether diferences exist in teacher effectiveness in public junior high school in Suhum with respect to sex of teacher.

1.5 Research Questions

1. What leadership style is mainly exhibited by head teachers of public junior high schools at Suhum?

2. What is the level of teacher effectiveness in public junior high schools at Suhum?

3. What is the effect of head teachers' leadership style on teacher effectiveness in public junior high schools at Suhum?

1.6 Hypothesis

$H0_1$:There is no statistically significant difference in teacher effectiveness in public junior high schools at Suhum with respect to sex of teachers.

H_1: There is a statistically significant difference in teacher effectiveness in public junior high schools at Suhum with respect to sex of teachers.

1.7 Significance of the Study

The study has implications for head teachers, teachers, and the Suhum Municipal Directorate of the Ghana Education Service. The findings of this study will assist the head teachers to identify their leadership styles, and how they relate with teacher effectivenss. With this knowledge, head teachers will be able to strengthen the application of certain leadership styles if it is found out that the leadership styles have a positive influence on their teachers' effectivness. Again, it will enable the head teachers to alter their leadership styles that do not influence their teachers' effectiveness. More so, the findings of this study will make the head teachers conscious of the level of their teachers' effectiveness, and put in place measures to improve and sustain their effectiveness in order to achieve school and educational goals.

It is also anticipated that the findings of this study will enable teachers in public Junior High Schools at Suhum to be fully aware of their level of effectiveness so that they could make efforts to improve on areas that they may fall short of expectation. Besides, the findings will make the teachers aware of the kind of leadership styles that are needed to influence their effectiveness so that they can align themselves to those styles that positively relate to their effectivensess. Finally, it is hoped that the findings of this study will guide the Suhum Municipal Directorate of the Ghana Education Service to know the leadership styles of head teachers in pubic Junior High Schools at Suhum and the level of teachers' effectivness in order to put in place strategies for improvement.

13

1.7 Delimitation

This study was delinated to the path-goal leadership style and considererd directive, supportive, participative, and achievement-oriented leadership styles of the head teachers and teacher effectiveness in public Junior High Schools at Suhum. The factors of teacher effectiveness considered were instructional skills, classroom management skills, interpersonal skills, and discipline and puntuality. It was also delimited to teachers who had spent at least a year in their respective schools. Teachers in private junior high schools at Suhum were not be included in this study.

1.8 Organisation of the Study

The study is organised under five chapters. Chapter One, which is the introduction to the whole study, looks at the context of the study by discussing the background to the study, the statement of the problem, the purpose of the study, objectives of the study and research questions, the purpose of the study, significance of the study, delimitation, and organisation of the study. Chapter Two deals with the review of related literature. Chapter Three describes the methodology used in the conduct of the study. Issues discussed under this chapter include research design, population, sample and sampling technique(s), the instruments used to collect data, as well as their validity and reliability, and the methods used in analysing the data. Chapter Four presents the findings of the study, while the summary of the findings, recommendations, and suggestions for further studies are discussed under Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature reviewed on the phenonmenon under study. It discusses literature on the concept of leadership and meaning of school leadership. The theoretical framework (Path-Goal Leadership Theory) underpinning this study is discussed alongside other leadership theories (full range leadership theory, and Fiedler's Contingency Model of Leadership). Empirical literature on leadership styles adopted by head teachers are reviewed under this chapter. More so, the meaning, components, and level of teacher effectiveness are discussed of also discussed. The effect of ladership style on teacher effectiveness, and the conceptual framework are also discussed under this chapter.

2.1 The Concept of Leadership

Leadership as a concept has a plethora of meanings and interpretations by different scholars based on their schools of thought. According to Hersey and Blanchard (2009), leadership is a position of power held by an individual in a group, which gives him an opportunity to exercise interpersonal impact on the group members for inspiring and directing their energy towards achieving certain goals. Similarly, Okumbe (2013) defines leadership as a process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that binds a group together and motivates it towards goals by transforming the groups' potentials into reality. Trevisani (2016) explained leadership as the ability to control others to achieve set goals in a given organization. It could be the goal of organization or an individual, but it is guided by the set goals.

Similarly, Igbal et al. (2015) see leadership as a process by which leaders can direct, guide and influence the behaviour and work of others towards the accomplishment of specific goal in a given situation. Yukl (2015), defines leadership as a process where one person exerts influence intentionally on a group of people in an organization through relationship, structure, and guide. Ali (2012), defined leadership as interpersonal influence exercised in a situation and directed through the communication process, towards the attainment of the specified goals. According to Packard (2009), leadership is a process of directing a group of people to accomplish designated goal. Leadership is all about organisational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organisation in question, and doing whatever it takes to push and support people to move in that direction (Leithwood, Wahlstrom, Anderson & Louis, 2010).

From the definitions, leadership could be defined as a process of social influence in which one person encourages and supports others in an organization to accomplish a common task or organizational goals. The leader is the one who has influence and expected to carry out leadership roles. The leader purposely exerts influence on the followers of the group in order to achieve organizational goals. Leadership is often regarded as a important factor in the success or failure of institutions. In that, the leadership styles adopted by a leader in running the affairs of an organization influences other people to direct them in a way to accomplish an organizational goals.

2.2 Meaning of School Leadership

A school can be defined as a social institution of the education system designed to provide teaching and learning environment for students under the direction of teachers. In such environment, there should be someone to lead the school planning,

implementation of educational policies, monitoring, supervising, evaluating policies and also reporting the outcomes in a professional and comprehensive manner (OECD, 2001). In Ghana, these basic schools are administered by, leaders who ensures the implementation of government educational policies, teacher effectiveness, promoting effective teaching and learning, the effective and efficient use of resources towards the achievement of national goals for Basic Education. These leaders in the Basic Schools are appointed teachers who are experienced in the field of Basic School Education and have managerial knowledge and skills. These lead teachers are called head teachers.

Head teachers, as school leaders, oversee to the administrative and managerial duties and the day-to-day activities. Thus, the role of head teachers in the leadership of basic schools in Ghana cannot be overemphasized. According to Sirisookslip, Ariratana, & Ngang (2015), school leadership could be explained as a process of developing all stakeholders of the school, setting directions (mission and vision) for the school, and transforming the school into a more effective social organisation that fosters effective teaching and learning for all learners with the aim of achieving school and educational goals. School leadership could therefore be seen as the ability of the head teacher to influence teachers, learners, and all other stakehoders of the school to willingly work towards the achievement of set educational goals. Again, school leadership is conceptualised as the ability of the head teacher to influence the teachers and students to work towards the achievement of educational goals and objectives of the school.

School leadership has gained considerable attention, discussion and extensive study globally. School leaders are considered as stakes of the educational system and also seen as major agents of the promoting school effectiveness. This is evident in the

17

various roles these school leaders are expected to perform daily and often. This indicates the essential role the school leaders play in facilitating and monitoring the quality and standards in education in the country (OECD, 2009). School leadership has become a priority in educational policy discourse globally with school leaders increasingly recognized as pivotal in enhancing access to quality education for all students (Biamba, 2012).

School leadership as an international educational policy agenda, plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climate. Effective school leadership is essential to improve the efficiency and quality of schooling (Organization for Economic Cooperation and Development, 2008). The focus on school leadership is the result of a combination of three factors: evidence from research, changing and complex expectations about the school system, and the imperative to improve quality education, as expressed in national 'Education for All' assessment reports (Education For All, 2015). School leadership has emerged as a key policy priority in line with the new vision for education articulated in the fourth Sustainable Development Goal, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Alghazo and Al-Anazi (2016) therefore argue that school leadership plays a crucial role in creating an enthusiastic atmosphere and culture in an educational institution.

Many countries have invested in teacher training, learning materials, equipment and facilities with the view of achieving quality in education but few have attempted to tap the potential of school leadership as a lever for improving teaching and learning outcomes (EFA, 2015). The EFA global assessment (United Nations Educational Scientific and Cultural Organzation, 2015), however, suggested that this was

beginning to change, with many countries emphasizing school governance, management and leadership in their pursuit of better quality, effectiveness and efficiency in education delivery. The head teacher has significant role to play in the quest for achieving the set goals and objectives of the school. Some of these roles include; ensuring that teachers discharge and execute their duties effectively and efficiently, resources are used effectively, instructional time is effectively managed, regular assessment of pupil's performances, teachers participate actively in both extra and co-curricular activities, etc.

These attributes account for a good tone and climate of an effective school. Hence, the leaders can be regarded as major agents in the promotion of school effectiveness. This is evident in the numerous functions they are expected to perform daily and often laying bare the critical roles of the school leaders in establishing and monitoring the quality standards of education in their designated schools (Igbal et. al.,2015). For a school to execute its role successfully it must be able to afford a forecast educational leadership which is based on reliable leadership principles and techniques (Okumbe, 2013). The leader is in a position to shape, regulate, control and change the attitudes, behaviour and performance of his group members. Studies on school leadership suggest that effective school leadership is basic to successful school development and improvement of teaching and learning (Pont et. al, 2008).

In basic schools, the head teacher plays a vital role in decision making, enhancing teacher and school effectiveness in that jurisdiction as the head teachers are responsible for running all the affairs of the school. The head teacher is directly responsible in directing teachers toward achieving the goals of the school. Mehrotra (2005) asserts that a head teacher's attitude towards teachers in executing their duties

creates a positive or negative relationship with each other, and that a positive environment is created when the head teacher uses suitable leadership styles in discharging their duties as leaders. The head teachers and teachers form the fundamental aspect of operational education. Hence, the leader's ability to influence the teachers and communicate clear ideas, coveted objectives and vision that turns self-interest into commitment to job towards achieving organizational goals cannot be over-emphasized. More so, effective leaders inspire and influence others through their self-confidence and motivation and it is essential to unite learners and instructors under a conducive environment which will effectively improve the education system (Sultana and Bashir, 2005).

School leadership is shared or distributed with a growing expectation that head teachers facilitate and work effectively with other staff in leadership roles towards the achievement of organizational goals, with particular focus on improving teaching and learning outcomes (Anderson, Nguyen-Jahiel, McNurlen, Archodidou and Kim, 2001). Leithwood et al. (2006) are of the view that, school-level influences generally contribute to student learning, motivate and enhance teachers' sound pedagogic processes, school culture and quality of the school leadership. Barber (2010) also argues that the salience of school leadership is heightened for steering high-performing school systems.

Successful school leaders apply core leadership practices to create an enabling school environment, and to support and motivate teachers, who, in turn, improve teaching and learning outcome (Leithwood, 2006). Organisation for Economic Co-operation and Development (OECD) suggests that effective school leadership is essential to improve the efficiency, equity and quality of education (Pont et al., 2008).The focus

on school leadership is the result of a combination of three factors: evidence from research, changing and complex expectations of the school system, and the imperative to improve quality education as expressed in national 'Education for All' assessment reports (EFA, 2015). The quality of leadership makes the difference between the success and failure of a school. In highly effective schools, as well as schools which have reversed trend of poor performance and declining achievement. It is the head teacher who sets the pace, leading and motivating pupils and teachers to perform to their highest potential. Schools make a difference in students' success and achievements and head teachers leadership is one of the school factors which contribute to the success and failure of the school (OECD, 2001). Head teachers in effective schools involve themselves in improving instruction, training and are also responsible for the day-to-day assignments of duties and supervision of the teacher. Teachers are normally required to follow the directions of the head teacher of which there are liable disciplinary actions (Pervaiz, 2010).

2.2 Theoretical Framework

This study was underpinned by the path-goal leadership theory which was first introduced by Martin Evans in 1970 and then further developed by House in 1971. The term "path-goal" originates from the notion that effective leaders must clarify the path for their followers to follow in order for them to achieve their work goals. The path-goal theory assumes leaders' flexibility and also suggests that leaders choose behaviors that best suit subordinate needs and work situations. The central idea of Path-Goal Theory is that the leader is responsible for providing followers with everything they need to follow their path to their goal (Negron, 2008). Path-goal theory clarifies that the leader is responsible for providing followers with the information, support, or other resources necessary to achieve specified organizational

21

goals. Then also the leader must illuminate the path to the goal and explain how to make the path successful for the followers towards the achievement of organizational goals. Northouse (2013), is of the view that, the theory is called path-goal because its major concern is how the leader influences the subordinates' perceptions of their work goals, personal goals and the way forward to goal attainment. The path-goal theory can pre-eminently be thought of as a process in which leaders select specific behaviours that are paramount to the employees' needs and the working environment so that the employees may be guided through the path in the attainment of their daily work activities or goals. Essentially, a leader can assist subordinates by selecting a leadership style that provides what is lacking in a specific work setting (Northouse, 2013). Goal-path theory is based on the premise that a leader's behavior impacts the satisfaction, motivation and performance of employees. This theory is based on expectancy theory, the assertion that an individual will act in a certain way based on the expectation of a desirable outcome. Path-goal theory assumes that a leader complements their employees and will compensate for their shortcomings. Effective leaders, according to this theory, give their employees a clear path to follow to achieve goals, removing pitfalls and obstacles. The theory provides guidance for ways leaders can encourage and support employees in reaching goals.

The goal-path theory is built on the premise that a leader's behavior influences employee satisfaction, motivation, and performance. This theory is grounded on expectancy theory, which asserts that a leader act in a certain way based on the expectation of a desirable outcome. The path-goal theory assumes that a leader complements their employees and compensates for their shortcomings. According to this theory, effective leaders provide their employees with a clear path to achieve

goals while removing pitfalls and obstacles. The theory provides guidance on how leaders can encourage and support employees in reaching their goals.

As the name Path-Goal implies, the leader must guide the team members along the path they must take to reach the leader's goal. This path may differ for different teams or individuals, but it should all lead to the achievement of the overall goal. To ensure performance and motivation, the leader must also align individual goals with organizational goals. The leader and team must also anticipate potential problems and obstacles that may arise. Along the way, the leader is there to incentivize the team by appropriately rewarding and punishing performance, preferably in a transparent manner that the team can anticipate and expect.

According to Negron (2008), the path-goal theory was designed to identify a leader's most practiced style as a motivation to get subordinates to accomplish goals. The theory suggests that a leader's behaviour is motivating to a degree that the behaviour increases subordinate goal attainment desire and clarifies the paths to these goals (Northouse, 2013). The path-goal theory reinforces the idea that motivation plays an important role in the supervisor-subordinate interaction towards the overall successful achievement of organizational goals (Negron, 2008). One of the strategic functions of the leader is to enhance the psychological states of subordinates that results in motivation to perform or in satisfaction with the job. In other words, leaders need to be cognizant with the required steps by providing guidance, support, and necessary assistance and clarify goals, paths and enhance satisfaction through extrinsic rewards which in-turn increases subordinates' intrinsic motivation to achieve their own goals and the organizational goals effectively.

According to Northouse (2013), the path-goal theory presents two basic situational contingencies variables which are the group members' personal characteristics and the work environment. The nature of task and the subordinates' needs, informs the leadership style that the leader should employ in that situation thus the contingency variables or personal characteristics of followers. Thus one styles is contingent upon situational factors, the leader tries to influence subordinates' perceptions to motivate them, which in turn leads to subordinates' role clarity, goal expectancy, satisfaction and performance. The proponents of the path-goal theory identified four different types of leadership styles or behaviours namely; directive, participative, supportive, and achievement-oriented leadership styles. As per this theory, leaders alter their styles to accommodate the workforce and the work environment in order to accomplish organizational goals and objectives. The leader is also in charge of explaining how the team should act in various situations, which is critical in achieving goals. So, essentially, the leader is the director. The Path-Goal toolbox contains four different leadership behaviors, and the leader must assess the situation before deciding which behavior to use and how to deploy it.

Path-Goal Theory is a leadership approach in which the leader clearly defines goals as well as the path to achieve them. Depending on the employee and environmental factors, the leader employs directive, supportive, participatory, and achievement-oriented leadership behaviors to motivate, guide, and remove obstacles (Northouse 2013). Some of the employee characteristics that can be used to gauge what kind of leadership behaviour to be employed in a specific situation include: Skill and ability, experience, structure and control level of empowerment etc.

Some environmental factors to consider are: Task complexity and structure, organizational structure and ways of working, team dynamics etc.

24

All the four types of leadership styles have some common key characteristics, which are: providing instructions and setting rules, clarifying an employee's roles and responsibilities, removing any obstacles that prevent the completion of tasks, giving awards or punishment when appropriate etc.

The directive style of leadership is a kind of leadership in which all power depends on the leader. This is because leaders take decisions for their followers and expect them to follow these instructions. The directive leadership style is characterized by the leader providing clear guidance on tasks and expectations and expects the rules and regulations fully to be complied with. The leader of the directive explains to the subordinates the expectations, offers guidance and assure the implementation of the procedures and rules, and also stipulates what needs to be done and when. Northouse, (2013), opines that, the directive leader initiates a project, gives responsibilities and direct to the followers to apply specific standards to the quality of work, define tasks, and exercise firm rules and boundaries and complete work with set deadlines and that such leaders tend to focus on their own experiences and opinions above others and also set the direction of the vision and the mission. This means that direct reports are not required to offer suggestions or provide feedback but performance is solely judged by how well assigned tasks are performed.

Negron (2008) also explains that the directive leader is adept at giving instructions, setting expectations, and establishing timelines and performance standards. Hence, the autocratic leadership style can be considered a behavioural comparative of directive leadership. According to Carter, Sims & Moore (2021), a directive leader makes all the decisions and gives orders to his or her team, offers tight control and follow-up combined with high clarity in rules, roles and expectations are key elements of directive leadership. He further explained that adopting a directive leadership style

enhances discipline, places emphasis on performance, and activity consistency especially during an emergency. However, undue pressure and the centralization of powers may require the dismissal of valuable workers. Practicing deep relationship building and connecting with subordinates is essential for successful directive leadership. Though directive leadership has several benefits such as; provision of structure to unstructured tasks, emphasizes safety and security, creates clarity of role expectations, reduces issues with de-motivated workers, it is most effective when the leader's experience and knowledge can be used to implement specific structures for others. When the tasks assigned to employees are complex or ambiguous, directive leadership behaviour has been found to be helpful and appropriate. The directive leadership style provides strong formal authority and helps subordinates understand how tasks must be completed. Setting performance standards and establishing clear rules and regulations with explicit performance expectations for subordinates can be beneficial in situations where individuals lack the competencies to perform tasks. (Lussier & Achua, 2013).
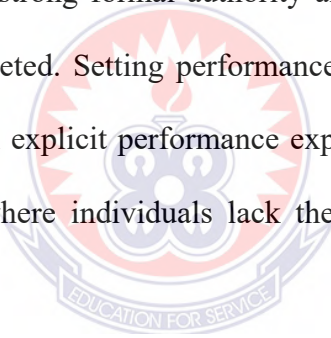
The supportive leadership style prioritizes employee development and training from the start, with the expectation that those investments will pay off in high productivity and excellent performance. Rafferty and Griffin (2004) explain that supportive leadership style focuses on the needs and well-being of followers and the facilitation of a desirable climate for interaction. Supportive leadership is similar to individualized consideration, a sub-dimension of transformational leadership, in that both types of leadership encompass expressing interest in individual followers and attending and responding to their personal needs. They further explained that the individualized attention and consideration to follower includes developmental aspects, such as advising followers on their careers, carefully observing and monitoring their

progress, and recommending necessary training. The supportive leadership focuses more on social and emotional support, which is manifested in behaviours such as sympathizing, caring, and listening to the subordinates. It does not only fosters positive employee relationships, but it also eventually empowers team members to develop their professional skills and work well autonomously with little active management and guidance. Supportive leaders are those who are willing to focus on identifying what changes and support are required to ensure their team's well-being by removing any unnecessary obstacles and as a result, deliver a high standard of performance.

Muhammed, Yussif, Sanni, Ifeyinwa, Bature and Kazeem (2014) are of the view that the supportive leader pays great attention to the needs and well-being of subordinates, and acts responsively to create a friendly environment for improving the confidence level of subordinates. Similarly, Negron, (2008) is of the view that, the supportive leader creates a friendly climate and verbally recognizes subordinates' achievement in a form of reward and further explain that the supportive style of leadership is suitable when subordinates show a lack of confidence in their ability to complete a task successfully and have little motivation. In supportive leadership, the manager is not so interested in giving orders and managing every detail as in giving employees the tools they need to produce results themselves. These leaders show empathy and treat subordinates equally and increases employee performance by creating an environment of mutual respect, fostering cooperation and trust, and offering emotional support (Daft & Lane 2005). Supportive leader provides psychological support, foster mutual trust and respects, helps employees in difficult task and appreciates subordinates efforts by providing positive feedback to cultivate high performance among the employees (Hernandez, Eberly, Avolio, & Johnson 2011). Supportive leadership

27

involves building confidence, inspiring and supporting subordinates to overcome challenges, encouraging teamwork, ensuring good member relations, and also showing commitment to make this management style valuable, because it does not only foster positive employee relations, but ultimately empowers team members to develop their professionals. Delegation is still a crucial component of supportive leadership, but it is more than just assigning tasks and waiting for outcomes. A supportive leader works with the employee until he or she is confident and skilled enough to handle tasks with little or no supervision in the future. They work with employees to improve skills and talent until the manager no longer has to worry about a task being completed correctly and the employee is fully empowered in a specific area. This contributes to the development of a productive and loyal team capable of delivering effective results for business growth. Creating a supportive environment, by nature provides a mentoring approach for employees to benefit from, which in turn benefits the leader and the organization as a whole (Daft & Lane 2005).

The participative leader encourages the subordinate's participation in the process of decision making. Under this type of leadership style, employees are involved much more heavily in the organisational activities than they would be in any other leadership styles, with greater efforts taken to keep subordinates informed, and greater priority placed on their development. According to Iqbal et al. (2015), participative leadership can be seen as a leadership styles that relies heavily on the leader functioning as a facilitator rather than simply issuing orders or making assignments. Therefore, participative leadership style involves all members of a team in identifying essential goals and developing procedures or strategies towards reaching organizational goals. By crowdsourcing opinions and contributions, decision making becomes a collective endeavour that taps into the skills, ideas, and expertise of every

28

member since the entire team effectively involved in the running of the organisation. Participative leadership is one of the most important leadership styles that is confirmed by various researches that it has a strong link with employee performance (Mulki, Caemmerer, & Heggde 2015). Participatory leadership allows employees to participate in organizational decision-making processes and provides them with a higher level of independence at work as well as a variety of options for completing tasks. Employees feel valued at work, which improves their experience. Participative leadership encourages job enrichment, delegation of authority, decision making, creativity, intrinsic motivation, and the development of a sense of empowerment and belonging. This enhances their connection to the organization and inspires them to reach top performance. The participatory decision making is extremely beneficial to the organization. It benefits management, employees, and the organization as a whole. Employee motivation at work improves, as does the organization's innovativeness, and employees' work-life balance improves. Participative leadership values delegation of duties and responsibilities and also involves people in decision making (Yukl 2013). Employees are more satisfied at work if they are involved in key decisions that affect them. Their pride and ownership of organizational processes increase when they feel recognized by management (Harter, Schmidt & Hayes, 2012). Involving employees in decision making ensures that their relationship with the organization's leadership greatly improves because decisions made in organizations can greatly affect the stability of the organization and the security of employees. Leaders grow more respected, and employees are more accepting of the leadership's direction. This type of leadership builds trust between management and employees (Robbins, 2014).

Mwaisaka, K'Aol, G., & Ouma, (2019), are of the view that participation of employees in decision-making can increase the motivation of employees, enhance the quality of decisions, increases the employees' acceptance of decisions especially when issues of fairness are involved. Participative leadership style encourages collaboration since there is a forum for ideas to be heard which facilitates the free flow of ideas thereby creating a conducive environment to discuss and invite others to contribute their ideas, refine, evaluate and build upon ideas. Hence the participative leadership style decreases competition among subordinates since ideas are shared and evaluated by the entire team and possibly incorporated into company practice. This makes subordinates less interested in the original ownership of an idea but improves the morale of team members because, subordinates feel their contributions are appreciated and are therefore less likely to leave this place of work since they are appreciated and feel less pressured. Involving employees in decision making ensures that their relationship with the organization's leadership greatly improves because decisions made in the organization can greatly affect the stability of the organization and the security of employees. Leaders grow more respected, and employees are more accepting of the leadership's direction. This type of leadership builds trust between management and employees (Robbins, 2014).

Northouse (2013) describes achievement-oriented leadership style as a type of leadership style where the leaders' main focus is on the achievement of the organizational goals and therefore sets challenging goals for subordinates by devise strategies and ensures successful implementation of these strategies in order to achieve those goals. Achievement-oriented leadership Achievement-oriented leader gives the employees challenging performance targets, seeks continuous performance from their employees and expects high standard performance. This leader

demonstrates great confidence on the employees (Northouse, 2013). Achievement-oriented leader enhances the performance of subordinates by defining standards and ensuring the achievement of these standards are maintained by the subordinates. The leader shows great confidence in the capability of the subordinates and also influences the job satisfaction and acceptance of the leaders environmental factors which influences follower-motivational behave in the context of the goal performance as well as the path to achieving the goals. Achievement-oriented leader gives the employees challenging performance targets, seeks continuous performance from their employees and expects high standard performance. Leaders who are goal-oriented not only set challenging performance goals for their employees, but also for themselves. They are also accountable for achieving organizational-wide goals. These leaders are consistent in their pursuit of the performance towards the achievement of objectives that have been established, actively collect employee information and provide consistent feedback. (Suradi, 2017).

These leaders do not only set challenging performance goals for their employees but also for themselves. The leaders also take responsibility for the achievement of organizational wide objectives. Suradi (2017) also asserts that achievement-oriented leaders take calculated risks with the organizational goals in mind, and actively gather information from employees while consistent feedback is provided for subordinates.

According to Lussier and Achua, (2010), achievement-oriented leadership is appropriate in circumstances where employees are not highly resistant to autocracy, have an outward focus, and are easy followers of their leadership direction. They identify the elements of achievement-oriented leadership styles to include; employee confidence, strategy execution, goal setting and organization commitment. Mwaisaka &

31

Ouma (2019), argues that when leaders give subordinates difficult tasks, the employees feel the leaders have confidence in their capabilities. Similarly, Ratyan, Khalaf, & Rasli (2013) indicate that when employees perform their assigned duties successfully and are rewarded, it enhances the their (employees') confidence in the organization.

Northouse (2010), stipulates some of the advantages of achievement-oriented leaders as: offer advice and happy to share experience, goals are clearly communicated, the stipulated deadlines are in line with clearly defined objectives, help manage time better etc. On the contrary, the leaders' focus on the achievement of goals reduces the chances of employees wanting to improve the process, and focus on completing tasks which reduces creativity and innovation and causes tension. Montgomery and Hirth, (2008) is of the view that basic behaviours expected of the leaders under the achievement-oriented leadership style include the combination of people and tasks. The task orientation includes explaining roles, information, delegation, problem-solving, innovation and creativity management. Whereas, the focus on people includes personnel development, team building, management and consulting, average level of leadership control and internal organizational orientation on the part of the leader. The achievement-oriented leadership styles boosts employee confidence, strategy execution, goal setting and organization commitment. The leaders assign difficult tasks to subordinates and the employees believe the leaders have confidence in their capabilities. When employees complete their tasks and are rewarded, it boosts their trust in the organization.

2.3 Other Leadership Theories

Apart from the Path-Goal Leadership Theory, different theories of leadership have been propounded by different scholars and researchers. Two of these other leadership theories have been discussed.

2.3.1 Full-range Leadership

The Full Range Leadership Model is an approach to leadership styles that covers low to high engagement leading to different leadership efficiency. Full range leadership as the name suggests, depicts a whole range of leadership styles. This theory was developed by Burns in 1978 and was extended in 1985 by prominent leadership researchers Bernard Bass and Bruce Avolio. Leaders can be fully engaged or completely disengaged. They can also be extremely effective or completely ineffective. The actions of a specific leader can be classified along these two axes and labeled as one of three leadership styles: transformational, transactional, or laissez-faire. Romascanu & Stănescu (2017), explained that this model comprises of three types of leadership behaviours namely; transformational leadership, transactional leadership and laissez faire and that this leadership theory has showed substantial validity for predicting a number of leadership outcomes including leader performance and effectiveness ratings and in addition to follower satisfaction and motivation. Full Range Leadership theory revolves around two axes. These are the degree of activity and the degree of effectiveness. According to the full range leadership model, every leadership style can be understood by categorizing it along two axes: one for the leader's level of involvement and the other for the level of effectiveness. The activity axis is concerned with how active or passive the leader is in his or her way of relating to the subordinates and towards the aims and goals of the organization. It is possible to see how different styles are related more coherently by placing them on a two-

33

dimensional axis. It also provided a better understanding of how a company's style can evolve over time by adapting to the organic nature of its life cycle. Basically this axis designates the leader's level of engagement and involvement in the leadership process. The effectiveness axis is concerned with the effect a specific leadership style has on the followers, group and organizational outcomes such as performance, internal motivation and wellbeing. The model indicates that a leader demonstrates all the styles to some extent, in some situations (Sosik, & Jung, 2011).

2.3.2 Fiedler's Contingency Model of Leadership

The Fiedler Contingency Model was created in the1967 by Fred Fiedler, a scientist who studied the personality and characteristics of leaders (Judge Colbert, & Ilies, 2004). The model states that there is no one best style of leadership instead; a leader's effectiveness is based on a situation and the most effective leadership style for any given situation is one that aligns with the situation at hand.

 According to Fiedler's Contingency Theory, people can be great leaders, because a leader's effectiveness depends on the harmony between their leadership style and the situation at hand. This is as result of two factors: leadership style and situational favorableness also known as situational control. The leadership contingency model, expounds how leadership depends on the situation at hand. Hence, for a leader to be effective, their leadership style must fit the situation. Using this model, one has to identify his/her own leadership style, assess the situation that requires leadership, and determine whether he/she is the right leader. This system determines how favorable the situation is to the leader in terms of three situational variables based on the leader's individual behaviour. These are the leader's interpersonal relations with the members of the group, the power and authority provided to the leader by his position, and the structure of the task assigned to the leader's group. The structure of these two

34

leadership factors is related to subordinate satisfaction and effectiveness. For this reason, Fiedler believed the right leader must be chosen for each job based on their skill set and the requirements of the situation. In order to best match leaders with situations, each leader must first understand their natural leadership style and then, evaluate whether their leadership style is right for the situation. This implies that, Fiedler determined a leaders' ability to succeed rests on two factors: Natural leadership style and Situational favorableness.

According to Judge et al. (2004), the situation is the major determinant of a leader`s effectiveness in this model. Fiedler's contingency theory of leadership elucidates that a leader's effectiveness is determined by how well his/her leadership style matches the situation. Therefore, leaders are put into situations that match their leadership style. Fiedler believed that leadership style is fixed, and it can be measured using a scale called Least-Preferred Co-worker (LPC) Scale. The model explains that task-oriented leaders usually view their LPCs more negatively. However, relationship-oriented leaders usually view their LPCs more positively. The situation or favorableness to leadership consists of three dimensions which are; the leader-member relations, task structure, and leader position power. Fiedler argues that understanding ones leadership style is essential for serving a team.

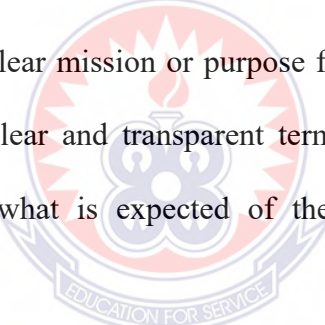**2.4 Leadership Styles Used by Head teachers**

The significance of basic school head teachers' leadership styles cannot be overstated. According to research, leadership is second only to classroom instruction in terms of all school-related factors that contribute to what students learn in school. The effect of leadership styles on student learning are much greater in schools. It implies that a

troubled school requires a strong or powerful leader, whom some experts refer to as a catalyst, before it can be turned around (Leithwood, Louis, & Anderson, 2004).

The leadership style of a leader is the combination of behaviours, task and relationship. Leadership styles or traits are the characteristic ways in which a leader uses power, makes decision, and interacts with others. The selection of leadership styles is motivated by the reality that these leadership styles influence subordinate's satisfaction as well as performance. Heads of schools constitute dynamic leaders who influence classroom teachers who are their immediate subordinates in the school management system. The appropriateness and effectiveness of leadership style depend on the operating situation in which a leader matches his/her leadership style with the task of their followers (Hersey, Blanchard, & Johnson, 2001). One of the key factors influencing school effectiveness is the nature and quality of leadership and management provided by each school. Good leadership provides the necessary direction, clarity, and rewards for an organization's effective performance (Okumbe, 2001).

The conditions of effective teachers are one of the most important factors of education. working life are influenced by the administration and leadership provided by head teachers and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (OECD, 2001; Pont, Nusche and Moorman, 2008). Research findings from Chitiavi (2002) revealed that school improvement and effectiveness can be realized through contributions of the head teachers' leadership styles. Human resources are the most important resources in any organization, and as such, the organization's success is entirely dependent on how effectively its workers are managed. As a result, significant efforts must be made to achieve integration with a sense of actualizing organizational goals.

(Okumbe, 2001). Therefore, there is wide recognition of the need to establish and strengthen effective school leadership, as a means of improving education quality, school performance and students' learning outcomes. The review confirm Townsend's (2011) observation that there is a global trend towards reinforcing school leadership. It also demonstrates that successful school leaders can improve teaching and learning indirectly and most powerfully through their support and influence on staff motivation, commitment and working conditions (Leithwood et al., 2008). It is an established fact that the success of any organization is influenced by the leadership style. The role played by the head teachers in the school is also crucial in determining the success of school-based management and teacher satisfaction (Haruni, and Mafwimbo, 2014). Most effective school leaders concentrate their efforts on the work at hand by developing a clear mission or purpose for the school. They communicate the purpose or goals in clear and transparent terms so that the key players in the enterprise are aware of what is expected of them. (Mclever, Kearns, Lyons & Sussman, 2009).

Different studies have been undertaken on path-goal leadership styles exhibited by leaders of organisations, including the school system. For instance, Agbenyega (2016) examined leadership style and teacher performance in public senior high schools in the Keta Municipality and established that headmasters mostly practiced directive leadership style as compared to achievement-oriented, supportive, and participative leadership styles. Thus, participative leadership style was the least used by the headmasters. Ibrahim and Shakya (2013) examined principals' leadership styles in secondary schools in Dubai, and concluded that the principals used the participative leadership style most while the directive leadership style was least used. The finding

of this study implied that the principals involved the teachers in decision making, and the climate in the schools was collaborative.

Similarly, Giltinane (2013) established that nurse managers used all four leadership styles of the path-goal leadership theory depending on the situation. This finding indicated that the nurse managers practiced a mix of leadership styles in the path-goal model based on specific situations. However, the supportive leadership style was most frequently used followed by achievement-oriented leadership style, participative leadership style and the directive leadership style was the least used. However, Azaare and Gross (2011) discovered that nurse managers in Ghana largely exhibited directive leadership style.

The findings from the studies reviewed on the leadership styles used by head teachers and leaders of other organisations show that leaders generally used the directive, supportive, participative, and achievement oriented leadership styles found in the path-goal theory in different organisational contexts. There is evidence from the reviewed empirical literature that the findings seem to differ. There is an indication that some leaders practiced the supportive leadership style most while the directive style was less frequently used. However, there were instances where the leaders applied the directive leadership style most than the other styles. Therefore, the supportive and directive leadership styles were identified as most dominant among the leaders.

2.5 Meaning of Teacher Effectiveness

The classroom is a dynamic environment, bringing together students from different backgrounds with different abilities and personalities. Teachers are instruments who can ignite powerful thoughts in students, help them unleash their true potential. A

teacher with the right skills inspires and influences the entire student lives. Being an effective teacher therefore requires the possession of creative and innovative skills to be used during the teaching and learning process in order to meet students' individual needs. Teacher effectiveness refers to the teachers' ability to understand the individual profiles (strengths and weakness) of every student to enable the teacher to device strategies to assist the student reach desired outcomes including the attainment of specific learning objectives as well as broader goals. Teacher effectiveness as a concept encompasses; competence, development, quality, improvement, evaluation, monitoring and reviewing skills, appropriateness of teaching strategies, accountability and performance.   An effective teacher can be described as a perfectionist, encouraging, approachable, caring, intelligent, but most importantly, affective and understanding. The teachers' knowledge, enthusiasm, and responsibility for creating a warm class climate enhances the students' desire to learn and to accept the challenges of thinking and enquiring into all that the teacher offers. According to Igbal et. al (2015), effective teacher is the one who discharges his/her duties effectively and accordingly in the school towards the achievement of the specified goals of education. Likewise, Darling-Hammond (2010), defines an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Another school of thought assets that, teachers contribute to student's positive academic performance, attitudinal, social outcomes, co-operative behavior, regular attendance, the development of classroom and school that value diversity and civic-mindedness.   An effective teacher plays an important role in teaching and learning process by helping students to create image of their own understanding of a problem (Emmer & Sabornie 2015).

According to Anderson (2004), an effective teacher is a teacher who achieves the educational goals set for them through appropriate teaching strategies, motivation, pedagogical content knowledge and classroom management. Some of the dimensions that can be used to measure teacher effectiveness include: Appropriate instructional strategies, on-going assessment, classroom management, instructional time management, engagement in co-curricular activities. Teacher effectiveness as concepts encompasses; competent, development, quality, improvement, evaluation, monitoring, reviewing, skilled, appropriateness of teaching strategies, accountability, and performance.

Grant (2011), identified four dimensions that can be used to characterize effective teacher as follows: instructional effectiveness, use of assessment for students' learning, positive learning environment and teacher quality. Grant further explained that, effective teachers engage in cultivating basic skills, healthy habits, scientific temperament, positive attitudes, value orientation, value judgment and ability to adjust in ever changing psychological environment among the students. Teacher effectiveness can be measured by some teacher attributes like interacting with students, teaching strategies, motivation, classroom management, content knowledge (Aina et.al, 2015). The effectiveness of teachers of the school depends on the co-operation among the head teacher, the teacher and the students. Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and co-operation between the school head teacher, teachers and students.

Stronge et al. (2011), identifies four dimensions that can be used to characterize effective teacher as follows: instructional effectiveness, use of assessment for students' learning, positive learning environment and teacher quality. He further explained that to be an effective teacher also have organizational, management and

communication skills, be able to organize instructions, and providing relevant assessment and fair evaluations. Therefore, this paper presents some of the main qualities needed to be an effective teacher focusing on the professional and personal skills such as instructional skills, classroom management skills, discipline and punctuality, interpersonal skills etc.

2.5.1 Instructional Skills

Instruction may be defined as actions taken by teachers to create a stimulating learning environment to provide guidance and instructional tools and activities to facilitate learning and contribute to the development of behavior to ensure that the students have the best learning outcome. According to Moore and McArthur (2000), instruction is also defined as procedures, teaching and learning activities that support the ability of students to learn new concepts. Learning skills can be described as specific teaching behaviours, constantly utilized in teaching and learning. These skills are necessary to structure suitable learning experience for students to improve the communication between teachers and learners to enhance information flow in order to facilitate students' ability to learn new materials. According to Rezaeian, Sharifirad, Jazini, & Etemadi (2012), these instructional skills include the best methods of questioning, talking, explaining, demonstrating and planning, structuring, concentrating and managing all aspects of the learning and process. She explains further that these teaching skills encourage teachers to review and reflect on their own teaching practice, strategies, methods and skills that enhance their repertoire of teaching approaches. Furthermore, increasing the knowledge and the know-how of the various teaching approaches will increase the ability to teach effectively in general. According to Baker, Haager, Gersten, & Graves (2005), these activities should take into account both the instructional goals and the curriculum content and

41

components that influence learning quality as activities to be performed in the teaching and learning process.

Instructional skills of teachers include good preparation for lessons, teaching according to learners' abilities, teaching difficult lessons, and assessing and awarding marks. Planning lesson means designing and organizing the learning. It can be defined as the sum of organized and sequenced learning which consists of aims, contents, methods, resources, evaluation activities and diversity management measures. According to Marzano,(2003), the effectiveness of teaching can be mainly achieved by preventing the occurrence of random or mysterious processes. The teaching and learning process must therefore be structured, implemented and assessed in a systematic, planned and purposeful way. Teachers should be well-prepared for all stages of the teaching and learning process, bringing all necessary materials to the classroom. Planning and organizing lessons prior to meeting with students in the classroom is critical to the teaching and learning process because all appropriate methodologies and teaching and learning materials are considered at this stage. Preparation prior to lesson delivery will therefore guide the teacher in incorporating the necessary and appropriate teaching and learning materials to facilitate students' learning of new concepts. Sokal, Smith, & Mowat (2003) pointed out that good planning ensures that activities to be performed in the lesson are scheduled appropriately to guide the teacher to perform all planned activities within the stipulated time to maximize learner outcomes. A well-planned lesson also keeps teachers and students in-control, boost their confidence and minimizes the likelihood of misbehaviour throughout the process.

The classroom is a dynamic environment, made up of students from different cultural backgrounds who have different knowledge of experiences, learning styles, interests, intelligence quotients and motivation to learn. In terms of language background, learning speed, learning ability, and motivation, no two students can be the same. Therefore, bringing these students from various backgrounds with varying learning abilities and personalities, into one classroom to learn, necessitates the use of creative and innovative teaching strategies in order to meet each student's individual needs. According to Winebrenner (2010), some students may find the learning task very easy to handle, whereas others may find it difficult to comprehend as some students may find some topics boring, strange, or meaningless, while others may find them enjoyable, familiar, or interesting. Furthermore, some students typically excel in certain areas of learning and these areas of learning strength can be used to assist the students in succeeding in the classroom and reaching their full potential.

According to Stronge,Tucker, and Hindman (2004), effective teachers recognize that students develop at different rates and that there will be a wide range of student abilities and aptitudes in every classroom. For these reasons, it is critical to understand the students' needs, learning strategies and styles, personality, motivation, attitude, abilities, and even background in order to help them personalize their learning. By personalizing the tasks, all students can participate voluntarily, ensuring effective teaching and learning. Similarly, Şimşek (2011) maintains that teaching requires not only systematic learning guidance, but also a deliberate organization of experiences to help students achieve the desired performance change. The use of various teaching methods in the provision of courses is therefore essential to improve learning quality.

According to Winebrenner (2010), all students are capable of learning, hence, teachers must ensure that all students participate fully in all activities. She identified creative teaching strategies to assist her in teaching students with various needs in the ways they learn best. These include differentiated instruction where the unique learning needs of each learner is considered in a way that classroom activities are structured to meet such unique individual learner needs. Another strategy is for the teacher to identify and understand the learning styles of learners. Students learn in a variety of ways through the use of their senses. Visual learners benefit the most from visual information, whereas auditory learners benefit the most from verbal or audio presentations. Tactile-kinesthetic learners perform well when they are touching or moving in some way while absorbing information. Though students can often learn to some extent in all of these different ways, many excel in one.

In ensuring effective instructional skills, teachers need to capitalise on the interest of learners. One of the best ways to motivate students is to incorporate their interests into the learning activities. Last but not least, teachers should make use of group activities to develop in the learners the competencies of collaboration, teamwork, co-operation, coomunication, and critical and creative thinking. Group projects provide excellent opportunities for teachers to combine students' talents in complementary ways. A student who struggles in one area of a subject may excel in another. Therefore, grouping learners for classroom activities will enable them exhibit their strengths and learn from peers. This encourages the weaker students to participate fully in learning activities and learn at their own pace.

Difficult subjects should not be avoided but must be taught at all costs. Jumping over a difficult topic does not shield or protect students, but rather compounds the problem

at the next level. Before bringing up a difficult topic in class, teachers must have in-depth knowledge of the topic to avoid gross misinformation or invalid discussions, as well as maintain open communication to ensure that everyone is involved in the teaching and learning process and understands what is going on in the classroom. Teachers must understand students and their needs while keeping in mind that each student is unique and comes to the classroom with different prior experiences, levels of maturity, and readiness to grasp new concepts. As a result, the teacher must discover what the students know about the topic and their prior experiences with it. In order to make teaching interesting and successful, appropriate teaching and learning methodologies, as well as appropriate learning materials, must be chosen. Then also, creating a serene, conducive and friendly environment to discuss the difficult topics and making the lesson activity-based, learner-centered and also ensuring students maximum participation can provide a greater feeling of control among students to facilitate absorption and assimilation of the new concept.

The term assessment refers to all activities undertaken by teachers and their students in their own evaluation, which provide information to be used as feedback in order to modify their activities in the field of teaching and learning. Assessment is the process of gathering information about students' achievement in order to make instructional decisions. Assessing students during the presentation and post-presentation stages of the teaching and learning process is critical because it allows the teacher to determine the progress and level of understanding of the new concept being taught, the students' participation in the lessons and also provide feedback on the methods used by the teacher during the lesson delivery. Marzano, Kaplan, Nunnery, Myran & Blackburn (2006) explains classroom assessment as one of the most potent weapons in a teacher's arsenal. Hence, it is critical that quality assessment take place during the

teaching-learning process. Burke (2010) contends that continuous assessments are used throughout the learning experience to inform and modify teaching to better meet student needs, and that continuous feedback is provided to improve learning during the teaching and learning segment. He went on to say that summative assessment evaluates students' final efforts to demonstrate learning at the end of the learning segment and the formative assessment report on the students' final results given to the students, their parents, and the administration, as well as the school district, the state, and the national government in order to make educational decisions.

2.5.2 Classroom Management Skills

Classroom management refers to the wide range of skills and techniques that teachers employ to ensure that their classroom runs smoothly and without disruptive student behavior. It all revolves around having a structured learning environment with clear rules that encourage learning as well as consequences that reduce or eliminate behaviors that impede learning (Marzano, Marzano & Pickering, 2003). Classroom similarly, Gage, Scott, Hirn & MacSuga-Gage (2018) explain that, classroom management refers to the broad range of skills and techniques used by teachers to keep students organized, orderly, focused, attentive, on task, and academically productive during class. When teachers use effective classroom management strategies, they minimize the behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning. Effective teachers have strong classroom-management skills, whereas an inexperienced or less effective teacher has a disorderly classroom full of students who are not working or paying attention.

The hallmark of an effective teacher is to provide serene, safe and secure learning environment to enhance effective and successful learning. The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. The Classroom teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

A teacher's most important activity in a class environment is the one related to managing classroom effectively since learning and teaching cannot take place in a mismanaged classroom. According to Marzano (2003), classroom management is a term used to describe the process of ensuring that classroom lessons run smoothly without disruptive behaviours from students compromising the delivery of instructions. Implementing an effective behavior management strategy is critical for earning your students' respect and ensuring that all students have an equal opportunity to reach their full potential. Noisy, disruptive classrooms do not promote a productive learning environment, so cultivating an atmosphere of mutual respect through a combination of discipline and reward can benefit both you and your students. McLeod, Fisher & Hoover (2003), is of the view that classroom management is the proactive prevention of disruptive behaviors as well as the effective response to them after they occur. Sokal et. al. (2003), are of the view that classroom management should be a high priority and an area of concern to the teacher during the teaching and learning process. Everything a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place can be classroom management strategies.

Classroom management focus on instructions which influences the students in terms of psychological behaviour to learn and also classroom organization which motivates

the students to learn. Classroom climate is one of the most important factors to improve students' achievement. Having an optimal relationship with the students helps to create a warm and safe classroom environment so that students can achieve their potential, as they feel safe and confident to participate in instructional activities. Good classroom management fosters an environment in which activities can be carried out effectively and efficiently, maximizing both teachers' effort and energy and students' learning outcome. Therefore, effective classroom management is essential because it affects your ability and effectiveness of the teacher, as well as the students' success. If the classroom is out of control, no matter how passionate and dedicated the teacher is, learning will struggle (Evertson & Weinstein 2006). Classroom management is one of the most serious obstacles in promoting effective teaching. The vast majority of classroom behaviour problems are caused by students' failure to follow procedures and routines, which in turn are caused by teachers who lack procedures and routines.

Indiscipline is one of the problems usually encountered by teachers in the classroom which impedes meaningful and successful learning during the instructional delivery. According to Evertson & Weinstein (2006), educators have always rated indiscipline as one of the most serious obstacles in promoting effective teaching and learning. Hence, proper classroom management skills employed by the teacher will lead to class control and conducive teaching and learning environment. Noisy, disruptive classrooms do no encourage productive learning, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial to both teachers and students. The ability of teachers to organize and manage unacceptable behaviours in the classroom is critical to positive learning outcomes. It is therefore essential for an effective teacher to possess a wide range of skills and

techniques that can be used in the classroom to keep students organized, orderly, focused, attentive on task, and academically productive during an instructional period. Formulating appropriate class rules and regulations are necessary in order to improve student's class comportment, time management and punctuality issues. In general, students should learn to discipline themselves so that they can grow into adults who are responsible and law-abiding, concerned about the welfare of others, and capable of carrying on the important responsibilities of life in the face of frustration, tempting distractions, and other difficulties. Schools should help students develop self-discipline by instilling such values and

Ensuring learners participate in the teaching and learning activities forms part of the classroom management skills of the teacher. Teachers deal with a diverse group of students who approach learning in a variety of ways. Some students show a keen interest in learning, whereas others become distracted at the slightest provocation. An effective teacher should cultivate student engagement skills in order to motivate students by making educational content interesting to them through the use of various strategies such as the use of visuals and impressive feats and facts. Using activity-based lessons would allow all students to fully participate in the teaching and learning process. Encourage students of mixed abilities to work together by promoting small group or whole class activities. Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life. Reda (2009) opined that students who participate in classroom activities are more motivated, their learning is supported, their communication is improved, and higher order thinking skills are promotion, they pick up information quickly and feel proud of their self-reported achievements. Increased student participation in class

activities leads to improved absorption and assimilation of new concepts and reduces concept memorization. He further explained that, the ideal classroom require that students participate in the teaching and learning activities to enhance their interest in learning of new concept.

Siti et al. (2010), are of view that behaviours exhibited by teacher during teaching and learning process, such as supporting student who find it difficult to perform a task, understanding students, being approachable and friendly through positive gestures and facial expressions encourages students to actively participate in classroom activities which enhance their engagement in greater thinking abilities. Similarly, Mustapha et al. (2010) observed from a study that there are some negative characteristics that the teachers and the classmates exhibit which influence the level of students classroom participation negatively. They explained that teachers who exhibited negative behaviours such as poor teaching skills and being unapproachable, who showed signs of disapproval, discouragement or lack of interest in the student deterred and discouraged the students from participating in class activities.

Co-curricular activities are non-academic activities planned, implemented activities held outside of instructional hours by the school that students are to participate in. These activities are ways to improve social interaction, healthy recreation, leadership, self-discipline, and self-confidence. These co-curricular activities are learning experiences that supplement what students learn in the classroom in some way. According to Gardner et al. (2008), co-curricular activities seem to complement the academic curriculum through live experience activities as well as instilling talents in students in order to enhance self-development. Few examples of common educational opportunities that are considered as co-curricular activities include; musical

50

performances, art shows, debate competitions, fine arts, indoor sports, outdoor sports, camps, visits etc. They suggests that co-curricular activities develop students' personality which are equally important as that of the academic curriculum.

Reeves (2008) states that there is a strong association between student involvement in co-curricular activities and improved attendance, behaviour, and academic performance. According to Gardner et al. (2008), participation in organized activities in school is positively associated with educational, civic, and to some extent, occupational success in young adulthoods. Morrissey (2005) noted that students' engagement in co-curricular activities can cause a reduction in delinquency and less engagement in risky behaviours. These factors explain why students should balance their lives with academics and other activities as participating in these well-rounded activities may impact their success in the future. Though co-curricular activities create meaningful connection between the academic processes and students' engagement and performance, it should not interfere with classroom engagements.

Leithwood et al., (2010) The instructional time is defined as "the potential time left for learning after unplanned events, recesses, transitions, interruptions, and the like are deducted from the total potential time." The practices of using the designated curriculum and allotted instructional time are consistent with the vision of Ghana's pre-tertiary teacher education program, which aims to make teachers function effectively in schools. Instructions should be given to students with the goal of ensuring their achievement and overall academic success. This necessitates that the allotted instructional time be used judiciously. (Ministry of Education, 2012).

Instructional time is a valuable and costly resource in the production of education because effective instructional time management leads to increased academic

achievement. The concept of time in teaching is one of the most important variables in improving educational outcomes and ensuring student success. Allotted instructional time is in conformity with the vision of the pre-tertiary education programme in Ghana which aims at making students function effectively in the schools and the society at large (Ministry of Education, 2003). The instructional time allotted to pupils is aimed at guaranteeing their academic success and achievement. This necessitates that the allotted instructional time be used effectively for the benefit of the students, because the teacher's thorough use of the allotted classroom instructional time facilitates the acquisition of needed values, knowledge, and skills, as well as the optimization of the students' learning outcomes (Burke, 2010). Similarly, Leithwood Anderson, Mascall, & Strauss, (2010) are of the view that, the amount of time actually committed to an instruction indicates that an instructional time spent has a substantial impact on the nature of student learning.

The Ghana Education Service condition and scheme of service, as well as the code of professional conduct for teachers as indicated by Ghan National Association of Teachers stipulate no teacher shall engage in private or personal conversation during class period when he/she is expected to teach or supervise the students at work or play. Again, no teacher shall trade or transact any private financial business on the school premises during school hours, and no teacher shall perform unofficial duties or activities during school hours without permission from the head of his/her institution (GNAT 2009). Total utilisation of the allotted classroom instructional time by the teacher permits the acquisition of the needed values, knowledge, skills and enhancement of the potentials of the teacher. The total engagement of students in this sense is significant and costly in the production of education.

The concept of time in schooling and teaching is one of the most important variables in improving educational outcomes and ensuring student success (Cattaneo et al.2016). The general notion is that, the exposure of students to good teaching with effective instructional time management will result in improved academic performance. Instructional time is positively related to student academic performance. This is suggestive of the fact that inadequate instructional time and subsequently poor teaching and learning often lead to exam malpractices stemming from a host of factors including incompletion of course syllabus which has a bearing on instructional time utilisation in the school setting. Moreover, teachers play an important role in improving time management and punctuality issues among students. It is believed that if teachers do not manage time properly during the process of teaching in the classroom, it may interfere with the students' learning. Therefore, time management among teachers in teaching and learning process is necessary to improve student's time management and punctuality issues.

Şimşek (2011) Instructional time can be explained as the time available during school working days which is allocated by school authority for teaching and learning and for the development of the desired behaviuor in students outcomes. Time helps to regulate the duration for teaching in the classroom. Allocated time allows the content to be delivered within a specified period of time according to GES rules and regulations regarding the number of school days per year and the length of the school day. That is, the time block set aside for a lesson. Effective monitoring and supervision of instructional time utilisation in the classroom enhance teacher accountability for teaching and learning. The amount of quality instructional time is one of the most powerful variables in determining student learning hence adhering to classroom schedules is necessary.

2.5.3 Discipline and Punctuality

Discipline in school is the pivot around which a school's effectiveness revolves, and it is crucial because it has a direct effect on learner outcomes. The public presumes that schools are the preferred environment to transform productive and useful citizens of any nations. Also, discipline is needed to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society (Aguba, 2009).

Discipline can be defined as a way to manage students' unacceptable behaviours and guide students to stay focused during and throughout the teaching and learning process. Discipline is to teach the students manners and how show respect to school authorities, to observe school rules and regulations and to maintain established standard behaviours. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school administrators and teachers should enforce acceptable behaviour in their students. The ability and willingness to do what one ought to do without external control. Hence one can say discipline is internally motivated within the individual and depends on the state of mind of an individual. It is voluntary and an individual deliberately makes efforts to conform to an established code of conduct. Discipline as a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and as a system of rules (Abubakar 2000).

Indiscipline is one of the problems usually encountered by teachers in the classroom which impedes meaningful and successful learning during the instructional delivery. According to Evertson et al. (2006) educators have always rated indiscipline as one of the most serious obstacles in promoting effective teaching and learning. Discipline

54

directly affects the kind of relationship that exist between teachers and students. Hence teachers are to possess some important disciplinary skills which can foster good teacher-student relationship. Some of these skills includes; being respectful to students, responding to students, reciprocating their interest, setting an effective routine with the right amount of flexibility, proper communication and building healthy relationship with students. Implementing an effective behaviour management strategy is crucial to gain students respect and ensure students have equal chances of reaching their full potential. Agbenyega (2006) retains that discipline is one of the key attributes of effective schools and most school which experienced frequent deviant students' behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school. One can say that discipline comes through effective management of an organisation.

Punctuality is the act of being on time. Time is a valuable and vital resource in the world. It is the time that creates, changes, creates, decorates, maintains, develops, strengthens, and succeeds the present while also securing the future of the people and nations. Time is a great healer and caregiver for any unethical, unsocial, and priceless matter or event. No one can stop a nation from becoming developed and successful if time is managed properly according to the needs and requirements of its matters and phenomena (Garhammer, 2002).

Managing the time according to meet the time needs and requirements of work and activities in order to utilize, save and do not waste the time for an effective organizational progress and success is essential. School time management includes the construction and implementation of time table, distribution of subjects, total number of periods taken by teachers, lesson planning, regularity and punctuality of teachers in school and class, advance planning of class activities, counseling and

guidance of teachers, time allocation to students individually, organization and preparation of co-curricular activities for students (Sahito1, Khawaja , Panhwar , Siddiqui & Saeed, 2016). Managing school time involves making the best use of one's time in order to maximize productivity and achievement. It is concerned with the management of work schedules through advanced planning, organizing, and implementation in order to achieve their and the organizations' goals and objectives. Time is most likely the most valuable asset available to people and organizations to understand the process of time management and one's contribution to the success of personal and professional lives (Garhammer, 2002). Being punctual to school offers both teachers and students enough time to prepare for the day's activities.

Punctuality is defined by responsibility, commitment, and the seriousness with which duties are taken. Punctuality among teachers reflects self-discipline and dedication to work and to guiding students to acquire knowledge. Punctuality is essential for an effective teaching and learning process and in schools at large because all of the day-to-day activities that take place there are time-bound. All activities are allotted specific time, from compound cleaning to morning assembly to the end of the school day. It is therefore important for teachers to arrive on time to school and be on time for lessons because time lost for instruction cannot be recovered. Continuous or frequent loss of instructional time is harmful to the teaching and learning process as it reduces the amount of time students need to learn. Teachers also serve as role models for students, encouraging them to emulate the good behaviors exhibited by these exemplary teachers Şimşek, (2011). Discipline and punctuality involves teacher regularity, being on time for instructional delivery, completion of syllabus, and maintain discipline n class and setting of rules and regulations. According to GES (2003), teachers' negative conducts such as irregular attendance to work, absenteeism,

56

inadequate use of contact hours and inadequate number of periods affect good quality education delivery in the country. According to Gyansah, Esilfie and Atta (2014), regularity is not just about not being at work but it also includes arriving late for lessons, leaving the workplace early, having extended lunch breaks, attending to private business during working hours, not attending to assigned roles in respect of employment contract terms even though one is at the workplace, feigned illness, and other unexplained absences from the school. The economic costs associated with managing the loss of instructional time in cases such as these are high and produce additional burdens on already strained school systems (Martin & Murtagh, 2015).

Miller et al. (2008) also state that the effect of teacher irregularity on teaching processes is one of the important variables that may explain the difference between the success levels of students. These show the enormity of damage that teacher irregularity has on the students learning outcomes in the classroom. Also, Bruno (2002) indicates that students in a classroom eventually lose the desire to learn when the teacher is frequently absent because this poor attitude might impede students' academic performance. A study conducted indicated that when teacher absence rates increase, student mean scores also declined (Obeng- Denteh et al., 2011). The frequent absence of a classroom teacher reduces students' motivation to attend school, which may lead to an increase in student absenteeism.

Time management is a critical tool for successful and effective classroom teaching and learning. Time management can be said to be the foundation of discipline for students that largely determined quality of their learning. In school environment, especially teachers play an important role in improving punctuality and time management skills for academic success (Sultana and Bashir, 2013). It is believed that

if teachers do not manage time properly during the process of teaching in the classroom, it may interfere with the students' learning. Therefore, time management among teachers in teaching and learning process is also necessary to improve student's time management and punctuality issues. Glickman, et al (2004) point out that instructional time management have the potential to improve classroom instruction and encourage teachers to provide supportive and task-oriented learning environment. In order to ensure effective teaching and learning, teachers provide instructions using the designated allotted instructional time for the subject. A good time planning is required of each teacher in the process of teaching in order to create systematic teaching environments that attract students following the punctuality in their learning.

Teachers running out of time to cover the curriculum has become a common occurrence in most schools these days. The reasons may vary and may include: improper or split syllabus planning, holidays declared due to natural calamities, a large amount of academic time being used for school event practice, teacher absenteeism or unavailability, difficulty in bridging the learning gap among students in the classroom, and so on. Whatever the reason, this irregularity may cause the teacher to rush through the syllabus, which has always been found to have a significant impact on students' learning outcomes. With only a few options left to the teacher to complete the syllabus at any cost before the due date, teachers may have to go to the extent of making students stay after school hours, canceling their activity classes to generate academic time, and many other things, or leave the situation as it is, resulting in learners moving to the next grade without completing the previous syllabus.

Ramesh (2017) suggests that, in order to avoid such occurrences, teachers should begin with split syllabus planning for a given class and subject right at the start of the academic year. Every teacher should devote sufficient time to goal-setting in order to minimize the possibility of deviation. He also proposed a sample format for split syllabus planning, estimating the number of periods needed to complete a unit and the number of teaching periods, and then accounting for all possible deviation factors. The actual date of completion of a unit could be earlier than the proposed date, or it could be later than the proposed date. Teacher absenteeism, unavailability, unforeseen holidays, loss of academic time due to practice for major school events, and difficulty bridging the learning gap among students in a class are all possible causes of deviation.

A climate in which students and teachers feel safe, supported, and respected lays the groundwork for good discipline. As self-control and good behaviour become the norm in the classroom, the climate will improve (Faircloth & Hamm, 2005). To be an effective teacher, one must be able to assist students in developing good study and work habits by setting ground rules to emphasize the importance of classroom dignity is the first step in developing good classroom management skills. Discipline is an essential component of effective classroom management because it ensures that positive behaviour is encouraged in the classrooms. Vallikat, (2020) identified some ways to improve and maintain discipline in the classroom as follows:

1. Effective planning and organizing teaching and learning activities and materials.

2. Resolving issues from the start is ideal because it is preferable to handle issues that arise before they become too large to even handle because students

need to feel valued and listened to, otherwise, they will concoct more mischief to attract attention.

3. Establish proper procedures in the classroom and have a decent control procedure to keep the students in check. Proper code of classroom rules, and regulations must be followed.

4. Communicate the procedure by explaining the rules to the students after establishing the right procedures for students to know what is expected of them so that they can do it accordingly.

5. The teachers must also practice the rules and regulations that have been established.

6. Make all class activities interactive to facilitate better student engagement for students to have less time to be mischievous.

7. Establish a connection with the students by creating a good rapport and the students will be more disciplined and understanding because mutual respect improves harmony in the classroom.

8. Reward good behaviour in the classroom, this will encourage other students to behave better.

9. Be fair as a teacher and do not be prejudiced or biased because students appreciates fairness.

2.5.4 Interpersonal Skills

According to Stronge et al. (2004) the social interactions between the teacher and students encourage students leaning and achievement. Besides, this helps introvert or low self-esteem learners to be better intregrated in the group. This increases students´ participation and motivation, which enhance a more favourable leaning environment, and challenge the students to succeed. Then also effective teachers collaborate with

other teachers and administrators to ensure students success (Geo, bell, Litty, 2008). Teachers are expected to manage a wide range of academic and social processes each day. Thus, it is important to assess their intrapersonal skills and interpersonal skills in relation to their teaching efficacy as manifested in the teaching and learning process. The teacher's knowledge of themselves, how they understand personal feelings and moods, and how well they relate to others particularly with their students and their colleagues in the academe needs to be given emphasis in the educational scenario. As facilitators of teaching and learning in the classroom, a high level of intrapersonal skills, interpersonal skills, and teaching efficacy need to be possessed by teachers in order to become effective classroom managers (Tenedero, 2001).

Teachers' attitudes have an impact on students' lives, therefore, every effective teacher must have good inter-personal skills as well as effective speaking and presentation skills. Because the strength of education lies within the teacher, the quality of the teacher's performance is the most basic element in classroom life. Interpersonal skills is the ability of an individual to interact effectively with students, teachers, principals, and others. Interpersonal skills involve the interpretation of social interactions with others. The combination of various skills such as listening, communicating, discerning, and interpreting, helps individuals to better relate and interact with other individuals. Those with intrapersonal skills learn to cope with the world around them. Knowledge of the self through reflection is especially important to help individuals to mature in social context (Tenedero, 2001).

Tenedero, Dunn, Honigsfeld, Doolan, Bostrom, Russo, & Schiering (2009) is of the view that the ability of an individual to initiate, develop, and maintain caring and productive relationships is also determined by his or her interpersonal skills. The teacher's understanding of themselves, how they understand personal feelings and

61

moods, and how well they relate to others, particularly their students and colleagues in academia, must be emphasized. He further explained that teachers must have strong interpersonal skills as facilitators of teaching and learning in the classroom in order to be effective classroom managers. Knoell (2012) believes that learning occurs best in an environment with positive interpersonal relationships and interactions, where learners feel appreciated, acknowledged, respected, and admired. The combination of various skills such as listening, communicating, discerning, and interpreting enables people to better relate to and interact with others.

Interpersonal skills involves ability to address problems of learners, cordial teacher to teacher relationship, and communicating with parents about concerns of learners. Learners in the classrooms have varying levels of social knowledge and skill, and they behave in ways that are consistent with their experiences and beliefs. Some behaviours are appropriate and produce positive results while others are inappropriate and produce negative results. The effective management of students' problems assists them to avoid conflicts in the classroom and in their daily lives. Classroom problem-solving activities can be an excellent way to prepare students to solve real-world problems. The ability to critically analyse a problem, map out all of its elements, and then prepare a workable solution is one of the most valuable skills one can acquire in life, whether in school, work, or social relationships. Such activities promote both cognitive and social development, and can provide students with the skills they need to deal with problems for the rest of their lives.

Eisner (2002) also suggests that teachers must show kindness, gentleness, and encouragement, as well as genuine concern and empathy toward students by understanding their concerns. Similarly, Stronge et al. (2004) states that effective

teachers listen to their students' arguments, personal live experiences, and then advise them on how to solve their problems while maintaining confidentiality. They go on to say that caring entails more than just listening to, understanding, and knowing the students, it also entails being patient, kind, warm, and sensitive to the students. Showing utmost concern for the students' well-being assists them to gain confidence in their ability to make appropriate decisions for themselves and also maintain a friendly relationship. Similarly, Knoell (2012) opines that learning occurs best in an environment where there is positive interpersonal relationships, interactions and in which learner feel appreciated, acknowledged, respected and admired. Wolk, (2002) stated that a strong relationships with the students helps to decrease discipline problems. Therefore, a teacher who spends more time interacting socially with the students, working directly with them, and demonstrates a sense of fun and willingness to participate, in a friendly and personal manner, is considered to be effective. Knowing the students and having a teaching-student relationship with them creates a warm classroom and learning environment.

A good working relationship between teachers is a necessary tool for achieving organizational goals because cooperation creates a conducive work environment free of unnecessary competition and tension among teachers, which promotes unity. Teaching can be physically and mentally exhausting, as well as emotionally draining. It is especially difficult to balance work and family life, and other teachers are invaluable sources of support. When teachers rely on one another for help, they form bonds based on trust and empathy. Regular interactions between teachers are essential for developing long-term professional and mentorship relationships. When teachers feel supported, they are better able to support their students. Tolada (2012) is of the view that, good relationship among teachers enhance the interests and strengths of

each teacher and it allows teachers to feel confident about contributing their most dynamic skills towards contribution to a project to a greater sense of trust and accountability. Research has consistently underlined the contribution of strong collegial relationships to school improvement and success and argued that high levels of collegiality among staff members is one of the characteristics found most often among successful schools. Numerous benefits from teacher collegiality have been reported as evidence of the need for building a more effective collegial culture in schools. The most significant benefits of collegiality among teaching staff is an improvement in teacher professional growth and development, teacher professionalism, school quality and organizational effectiveness, and student behaviour, attitude, and achievement (Tenedero, 2001).

Teacher cooperation contributes to improving the teaching quality rather than to work in isolation. Teachers work together to examine specific goals to solve major issues to enhance improvements in the school (McClure, 2008). According to Chenoweth (2009), teacher cooperation is essential because no teacher is an expert on all aspects of the curriculum. All teachers have expertise that should be shared with other teachers in order to improve subject knowledge. When teachers collaborate, they form important professional and personal bonds. Teachers frequently seek support from one another, which facilitates task delegation and contributes to school improvement and student success. When teachers work together as a team, it is easier to delegate tasks based on each team member's personality and expertise. Planning together to develop a cohesive unified program is an example of successful teacher cooperation. Therefore, teaching will become more effective when educators recognize the collaborative construction as they jointly create a positive learning environment where teachers reflect upon collaborative processes and change their instructional strategies

to the benefit students (Souza, 2003). Not only does collaboration improve teachers' professional knowledge and experience, but also it significantly improves student learning and achievement. Studies show that in schools where teachers collaborate on issues related to their teaching (e.g. curriculum, syllabus, teaching methods, etc.), students' achievements is higher. In other words, peers influence instructional practices which consequently influence students' learning (Goddard & Goddard, 2007; Supovitz, Sirinides, May, 2010).

It is ideal to communicate with parents about students' academic progress, punctuality, regularity, and overall behavior inside and outside of the classroom. Hawes (2008) is of the view that the teacher has to communicate with parent immediately, especially when the teacher is aware of a serious academic or discipline issue of the student. These information serves as a guide for both teachers and parents to help them check on their students at home and at school. It is believed that well-behaved and disciplined students outperform in academic performance; therefore, a smooth bridge must be built between students' school and home behaviors in order to improve quality and effectiveness of learning among students. Berger (2004) purports that parent-teacher communication in the learning process is a step forward in which both the teacher and the parent communicate constructively about the success of the students' education. Though parent-teacher communication in learning processes has an indirect impact on students' learning, an effective partnership between teachers and parents is even more important in meeting the needs of the children they 'share.'

According to Davern (2004), effective communication between the teacher and the parents, always help in building faith among the two (parents and teachers) which is very important for driving satisfaction from the students' learning. According to

Ferrara and Ferrara (2005), parents' engagement is very important in supporting students learning in school. Hawes (2012), explains that it is important for parents to be engaged in the learning process as parent's effort in participating in student education and experience help improve the students' academic performance. Mullen &Schunk (2010), mentioned that parent's engagement in the learning process directly impact the students motivation and achievement. Lawrence- Lightfoot (2004), is of the view that, though, school communication practices are so fundamental to involving families in the education process, to promote the interest of the students in the participation of school activities effectively.

2.6 Level of Teacher Effectiveness

Sirisookslip, Ariratana and Ngang (2015) established from a study on the impact of leadership styles of school administrators on affecting teacher effectinvess that teachers performed highly on all the four domains of effectiveness (job satisfaction, team working, organisation commitment, and students' quality). Dash and Barman (2016) in their study on teaching effectiveness of secondary school teachers in the District of Purba Medinipur, West Bengal, established that the level of teacher effectiveness was good. However, Kiadese's (2011) study revealed that teacher effectiveness was low among prevocational subject teachers. Similarly, Onyekuru and Ibegbunam (2013) found out that teacher effectiveness among secondary school teachers in Emohua Local Government Area of River State, Nigeria was below average, and hence, low. Studies by Chowdhury (2015), also revealed average levels of effectiveness.

In related studies, Appiah and Esia-Donkoh (2018) established from a study at the Mankessim Education Circuit, Ghana, that generally, teachers' job performance in

terms of teaching skills, management skills, discipline and regularity, and interpersonal relations was very good. Bolarinwa (2002) found out from a study in Nigeria that the level of teachers' job performance in schools was moderate. Oyewole and Popoola (2013) also discovered a moderate level of job performance among library personnel in Federal Universities and Federal Colleges of Education in Nigeria. Saka and Salman (2014), however, established that there was a high level of job performance of library personnel in universities in Nigeria.

2.7 Effect of Leadership Styles on Teacher Effectiveness

The importance of leadership style is shown by a significant number of studies that have been conducted on leadership style in developed and developing countries (Iqbal, et al., 2015). Teacher effectiveness has rapidly risen to the top of the education policy agenda. The evidence is clear that teaching is one of the most important school-related factors in student achievement, and that improving teacher effectiveness can raise overall student achievement levels. In the efforts to improve quality of education and effectiveness, policymakers, inspired by a range of research, have emphasized the dynamics of teaching and learning, as well as the role of instructional materials since more efficient learning outcomes can be achieved by optimizing the levels of inputs in the educational process. The head teacher of the school plays an important role in fostering the school's goals and objectives. Adeyemi (2004) argues that these roles include providing effective leadership, improving teacher effectiveness, teacher job performance, school effectiveness, and school performance. However, it appears that many principals have not considered their leadership styles as determinants of teacher effectiveness in their schools. As a result, some of them appear to struggle to effectively manage their schools.

67

Khanna (2010) points out that the relationship between head teachers and teachers is critical to the development and growth of a school system. It is important to note that effective head teachers have a positive impact on the teaching and learning process and can help effective teachers create a conducive classroom environment. The leadership style of the head teacher reflects the standard of education in the school. Consequently, Mehrotra (2005) assertd that a positive environment is created when the head teacher employs appropriate leadership styles in running the school's day-to-day operations. A head teacher is directly responsible for directing the teachers toward the achievement of the school's goals, making the head teacher and the teacher the basic aspects of quality and effective education, thereby making leadership in the educational organization of fundamental importance.

Literature reviewed have shown that the leadership styles adopted by a head teacher has influence on teacher effectiveness. Many researchers from different countries and various school settings have confirmed the influence that leadership styles have on school improvement. For example, Sirisookslip, Ariratana and Ngang (2015) proved in a study that administrators' leadership styles have significant effect on teacher effectiveness. In addition, Igbal et. al. (2015) found out from a study that there is a significant relationship between leadership styles adopted by head teachers in running the day-to-day affairs of the school and school effectiveness. More so, Arya (2015) established a significant effect of leadership styles (supportive and participative leadership styles) on teacher effectiveness.

2.8 Sex and Teacher Effectiveness

Various studies on the differences in perception of male and female teacher effectiveness have been conducted by different scholars. Dash and Barman (2016)

found no statistically significant difference between male and female teachers in relation to their effectiveness even though the female teachers were comparatively better in terms of effectiveness than the male teachers in the district of Purba Medinipur, West Bengal. Malik and Sharma (2013) established from a study on teaching effectiveness of secondary school teachers in relation to their professional commitment that gender of teachers did not have any significant relationship with their effectiveness. Similarly, Onyekuru and Ibegbunam (2013) found that gender had no significant influence on teacher effectiveness of secondary school teachers in Emohua Local Government Area of River State, Nigeria.

Chowdhury's (2014) study also revealed that there was no significant difference in teacher effectiveness in the secondary school in relation to gender, age, experience, and qualification. Likewise, Sodhi (2012) revealed from a study on teacher effectiveness of secondary school teachers of Punjab in relation to school organisational climate that no significant difference existed in teacher effectiveness in terms of gender, location, stream, and teaching experience. Again, Sundara Rao (2009) in a study on teacher effectiveness established that sex had no significant affiliation with teacher effectiveness even though female teachers were perceived to be more effective that the male teachers.

2.9 Conceptual Framework

Scholars have identified various compeonents of teacher effectiveness and these include teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities (Adeyemi, 2004), instructional presentations, instructional monitoring, feedback, management of instructional time, and management of students' behaviour (Swartz, White & Studk,

69

1990), and demonstrated competence by a teacher, motivational skills, teachers' attitude toward students, and fairness in grading (Riaz, 2000). In this study, the components of teacher effectiveness were based on teaching skills, classroom management skills, interpersonal relations, and discipline and regularity. Again, the leadership styles considered for this study were directive, participative, achievement-oriented, and support leadership styles outlined in the Path-Goal Leadership Theory.

The relationship between the variables is shown in Figure 1.
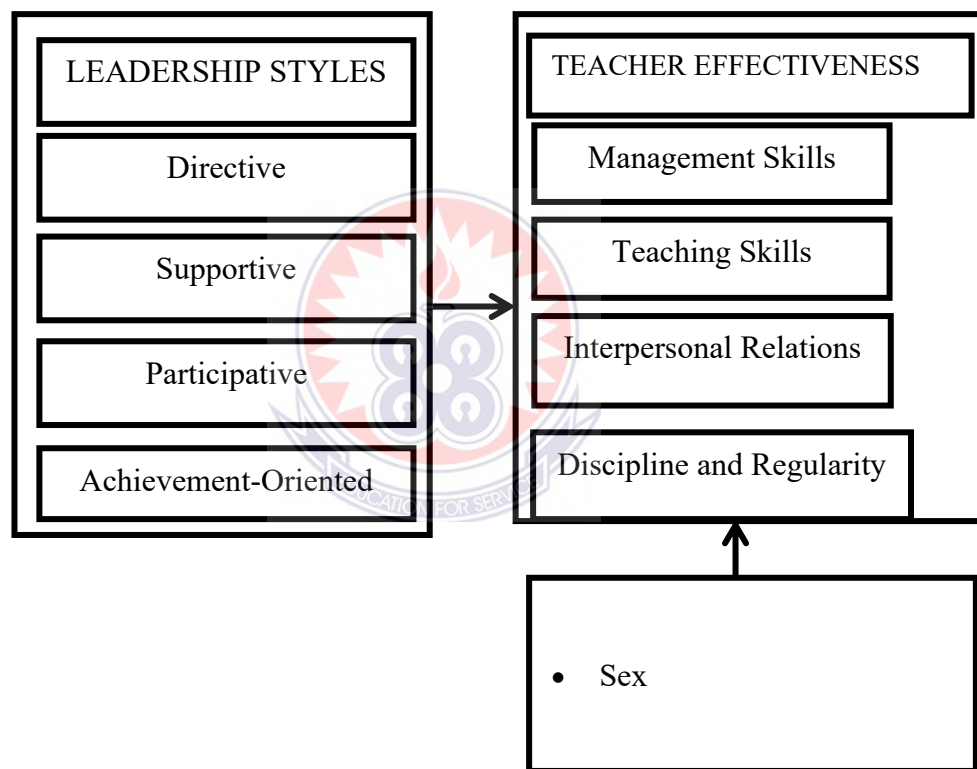
Figure 1: Conceptual Framework (Relationship among the Variables)
Source: Adapted from Agbenyega (2016)

2.9 Chapter Summary

The teacher in the classroom has the most influence over students' learning so a concerted effort must be made to focus on various methods of improving teacher effectiveness. The teaching literature is brimming with well-researched techniques for

teachers to present content and skills that will improve students' learning opportunities. Though teachers have limited control over many of the most important factors influencing students' learning, such as students' attitudes, prior knowledge of course content, studying and learning skills, time spent learning, emotional readiness to learn, and so on, teacher effectiveness is the pivot around which students' learning revolves. Because head teachers have direct oversight of teacher effectiveness, the leadership styles used by head teachers have direct impact on teacher effectiveness. Therefore, the right efforts to improve the effectiveness of teachers can lead to a better and fairer student performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology employed in the conduct of the study. It discusses the research design, population and sampling procedures adopted in the study. The chapter also delved into the instrumentation and the validity and reliability of the instruments. The data collection procedures, data analysis as well as the ethical principles that were ensured are also discussed.

3.1 Research Paradigm

The philosophy underpining this study is positivist paradigm. This is beacause the study employed quantitative method in collecting data and statistical tools were used in analysing the data. Curtner-Smith (2002) states that positivist approach specifically tend to use quantitative methods to gather measurable numerical data. The positivist researcher prefers to work with an observable social reality and believes that an objective reality exists outside of personal experiences, complete with its own set of cause-and-effect relationships (Muijs, 2011). The researcher assumes the role of an objective analyst, making detached interpretations of data collected in an apparently value-free manner. Positivists prefer a quantitative interpretation of data (Druckman, 2005). Gratton and Jones (2010) firmly believe that the positivist places a premium on methodology to facilitate replication and quantifiable observations for statistical analysis. Also the positivist approach undeniably has strengths, notably in terms of precision, control and objectivity and that this approach naturally uses statistical analysis, which removes the need for more individualistic or intuitive interpretation. Positivist research is also generally more straightforward in terms of planning, simply

because the data are collected in one go, and the analysis of all the data takes place at the same time.

3.2 Research Design

A research design refers to a detailed plan of how a research study is to be conducted by operationalizing variables to be measured, selecting samples of interest, and process of data collection to answer research questions and testing hypothesis, and the analysis of data (Creswell, 2008). Therefore, research design serves as a blueprint that guides a researcher on the process of collecting, analyzing and interpreting data. This study employed a cross-sectional descriptive research design. This design provides a snapshot of how things are at a specific time (Bryman, 2008) and there is no attempt to control conditions or manipulate variables (Kelley, Clark, Brown & Sitzia, 2003). It is suggested by Cohen et al. (2013) that cross-sectional design employ any mode of data collection including interviews and questionnaires. The quantitative approach was adopted in this study because it is an excellent way of finalising results and proving or disproving a hypothesis. Specifically, a cross-sectional survey design was adopted in this study. Cross-sectional study design is a type of observational study design in which the researcher does not alter the exposure status. In a cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time.

A justification for the choice of cross-sectional survey design for this study was based on the view of Alhassan (2006), cross-sectional descriptive design collects data from a relatively large number of respondents, it investigate phenomena in their natural settings. According to Setia (2016), cross-sectional studies can usually be conducted relatively faster and are inexpensive, the designs provides information about the

prevalence of outcomes or exposures and the designs may be useful for planning, monitoring, and evaluation. Besides, it involves collecting data at one point and over a short period to provide a 'snapshot' of the outcome and the characteristics associated with a population at a specific point in time, and it relies on large-scale data from a representative sample of a population with the aim of describing the nature of existing conditions (Cohen et al., 2013).

3.3 Population

Research population is explained by Saunders, Lewis and Thornhill (2007) as the totality of cases that conform to some labelled conditions. Similarly, Gall, Gall, and Borg (2007) indicate that research population refers to all the members of the real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of a research. The target population for this study involved all teachers in public basic schools (primary and junior high school) at Suhum. The target population was 233 as of the time the researcher was conducting the study. Accessible population on the other hand, is reached after taking out all individuals of the target population who do not participate or who cannot be reached at the study period (Bartlett, Kotrlik & Higgins, 2001). It is the final group of participants from which data is collected by surveying either all its members or a sample drawn from it. According to Bartlett et al. (2001), the accessible population represents the sampling frame if the intention is to draw a sample from the target population. The accessible population for this study comprised all teachers in public junior high schools at Suhum who had worked with their head teacher for at least a year, and so were deemed to be in a better position to provide information to answer the research questions. The accessible population was 180 teachers.

3.4 Sample

A sample, according to Polit and Beck (2010) is a subset of the population of interest selected to participate in a study and is representative of the total population that one desires to study. A sample size of 126 out of the accessible population of 180 teachers in public Junior High Schools at Suhum was selected for this study. This is in line with the recommendation by Mugenda and Mugenda (2009) that 30% of a given population makes a good representative sample size.

3.5 Sampling Technique

Sampling means a process of selecting a given number of subjects from a defined population as representative of that population such that any statements made about the sample should also be true of the population (Orodho, 2009). Thus, sampling requires a scientific process of choosing participants for a study. Purposive and random sampling techniques were employed for the study. The purposive sampling technique was used to identify all teachers in public junior high schools at Suhum who had worked in their present school for at least a year. After identifying these teachers, the random sampling technique was used to select the sample. In using the random sampling technique, names of all teachers in the public junior high schools at Suhum who had worked for at least a year in their school were written on pieces of papers and put in a bowl after which 126 names were drawn from the bowl. The teachers whose names were randomly sampled were contacted and used for the study.

3.6 Research Instrument

The data collection instrument used for this study was a questionnaire. Kothari (2004) describes a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. Researchers support the use of

the questionnaire as a quick, convenient and inexpensive method of collecting standardized data in a study (Jones & Rattray, 2010). Again, the questionniare was used because it allows respondents freedom to bring out their views and feelings independently, hence there was no opportunity for interviewer bias (Kombo & Tromp, 2006). To reduce the burden of the respondents in answering the questionnaire, closed-ended questions were used since according to Polit and Beck (2010) are more efficient and less time consuming for participants

These advantages notwithstanding, Veal (2006) indicate that the disadvantages in using the questionnaire include incomplete responses, and the risk of dishonest responses. In addressing the challenge of incomplete responses, the researcher explained the process required to respond to the items in the questionnaire by providing clear instructions to the participants. This helped to reduce the incidence of incomplete responses. Participants were also encouraged to provide honest answers to the items contained in the questionnaire in order to reduce the issue of insincere responses.

The questionnaire was made up of three parts. Part One collected demographic information of the respondents such as sex, age, academic qualification, and years of teaching experience. Part Two contained items based on the Path-goal Leadership Styles adapted for the study. The adaptation became necessary so as to relate the items to the context of the study. The leadership questionnaire was made up of 20 items in 5-point Likert scale with five items each for directive style, supportive style, participative style, and achievement-oriented style such that 1= Never, 2= Seldom, 3=Ocassional, 4=Often, and 5=Always. Part Three was the Teacher Effectiveness Questionnaire (TEQ) which contained 20 items, asked respondents to rate each item

on a 5-point Likert-type scale for instructional skills, classroom management skills, discipline and punctuality, and interpersonal skills such that Never (1), Once in a while (2), Sometimes (3), Usually (4), and Always (5). The respondents were asked to circle only option of each item to reflect their perception.

3.7 Pre-testing of Instrument

Pre-testing of questionnaire refers to testing the questionnaire on a small sample of respondents to identify and eliminate potential problems (Malhotra & Birks, 2007). Conducting a pre-test of the questionnaire is vital to identifying potential misunderstandings or problems and consequently correct possible weaknesses and inadequacies before the actual data collection commences (Veal, 2006). To ascertain reliability and validity of the instrument, a pilot-test was carried out using teachers in two public junior high schools in a nearby town (Amenhyia and Okorase) with similar charactersitics as Suhum. Babbie and Mouton (2001) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

3.7.1 Validity

Validity of a questionnaire is explained by Polit and Beck (2010) as the degree to which the instrument measures what it is intended to measure. Face validity and content validity are the validity issues most frequently reported in the literature (Parahoo, 2006). Face validity essentially checks that the questionnaire seems to measure the concept being tested, and this is assessed by getting friends to test-run the instrument to see if the questions appear to be relevant, clear and unambiguous (Jones & Rattray, 2010). Accordingly, the questionnaire was given to colleagues on the master's programme for their views on the format, length, and clarity of the items

after which their views are considered in fine-tuning the instrument. Content validity, on the other hand, checks that there are enough relevant questions covering all aspects being studied and that irrelevant questions are not asked (Parahoo, 2006). In line with the assertion that experts evaluate the content validity of questionnaires (Polit & Beck, 2010), the instrument was given to my supervisor to verify that the items reflect the concepts being studied and that the scope of the questions is adequate. The supervisor who is an expert in the leadership studies provided valuable assistance in the design of the questionnaire.

3.7.2 Reliability

Reliability is concerned with consistency, dependability or stability of an instrument (Cohen et al., 2013). These authors explain that reliability assesses the extent to which an instrument produces similar results. Internal consistency could also be employed to determine inter-item consistency for the variables contained in the instrument. In this study, reliability of the questionnaire was treated as internal consistency of the questionnaire items where Cronbach alpha was computed to determine the reliability based on data collected in a pre-test. The Cronbach Alpha was used to ascertain the reliability of the questionnaire, and an overall correlation coefficient of 0.76 was obtained for items on leadership style while a correlation coefficient of 0.81 was obtained for items on teacher effectiveness. This was an indication of high reliability since McMillan and Schumacher's (2010) recommend that reliability needs to be 0.7 or higher.

3.8 Data Collection Procedure

Burns and Grove (2001) describe data collection as the precise systematic gathering of information relevant to specific research objectives or questions. Therefore, data

collection entails the use of instruments to gather data so as to provide answers to research questions. Polit and Hungler (2004) explain data collection as the gathering of information needed to address a research problem. The researcher acquired an introductory letter from the Department of Educational Administration and Management, University of Education, Winneba, which gave access to the schools. The researcher personally administered the instruments to the respondents who filled and return them immediately.

3.9 Data Analysis Plan

Data analysis is a means of making sense of data before presenting them in an understandable manner (Parahoo, 2006). Before the analysis, questionnaires were examined to determine whether they were well answered. Poorly answered questionnaires were removed. The data were coded and entered into Version 20 of the Statistical Product for Service Solutions (SPSS). Descriptive and inferential statistics were used to analyze the data. Descriptive statistics in the form of frequency, percentage, means and standard deviation were used to analyse the demographic data, research question 1 and research question 2. For ressearch question 3, Mutitple Regression was used to determine the effect of head teachers' leadership style on teacher effectiveness in pubic junior high schools at Suhum.

3.10 Ethical Consideration

In research, ethics are the rules that govern the conduct of studies (Walliman, 2006) and researchers must deal with ethical issues when their intended research involves human beings (Polit & Beck, 2010). Anonymity ensures that the identity of the participants who provide information in a study is concealed so that nobody can identify who provides particular information (Kankam & Weiler, 2010). Anonymity

79

was ensured in this study by not indicating names of participants, addresses, and names of their schools on the questionnaire or in the presentation of final reports. Confidentiality requires that that the information provided cannot be made public without the prior consent of the respondents (Walliman, 2006). Confidentiality was ensured by keeping all filled in questionnaires in a locked up drawer and destroying them after completing the study. The ethical issue of informed consent was considered. Israel and Hay (2006) state that informed consent means that participants need first to comprehend the aim of the study, and second to agree voluntarily to the nature of the research and their role within it. The participants were informed about the research through visits to the schools, and they were informed that the research was being conducted solely for academic purposes.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTAION

4.0 Introduction

This chapter is allocated to the presentation of the results of the analyses of data. The chapter is presented under four major themes, namely the response rate, decriptive statistics of demographic characteristics of the respondents, presentation of results of the research questions and hypothesis, and finally, the discussions of the findings from the analyses.

4.1 Response Rate

The purpose of the study was to ascertain the effect of head teachers' leadership styles on teacher effectiveness in Public Junior High Schools in the Suhum town of the Suhum Municipality. In achieving the purpose of the study, the descriptive research design using the quantitative approach was employed. A total of one hundred and thirty (130) questionnaires were administered to the respondents, but one hundred and twenty-six (126) were retrieved for the analysis. Therefore, the study attained a response rate of 96.9%. In line with Saunders, Lewis and Thornhill (2012) who suggest that an average response rate of 30% to 40% is reasonable in surveys. More so, Kothari and Gang (2014), are of the view that in a descriptive research, a sample response rate of $\geq 80\%$ is considered excelent for a study. Therefore the response rate attained in this study was considered adequate.

4.1 Demographic Characteristics of Respondents

This section presents an overview of the demographic characteristics of the teachers who were involved in the study. The demographic compositions of the respondents examined included age, gender, highest educational qualification, and years of teaching experience. The decriptive statistics are summarised in Table 1.

Table 1: Demographic Characteristics of Respondents

Characteristics	Frequency	Percentage (%)
Age Range of Respondents		
Less than 31 years	27	21.4
31 to 40 years	52	41.3
41 to 50years	25	19.8
51-60 years	22	17.5
Total	126	100.0
Gender		
Male	83	65.9
Female	43	34.1
Total	126	100.0
Highest Educational Qualification		
Diploma	45	35.7
Bachelor's Degree	79	62.7
Master's Degree	2	1.6
Total	126	100.0
Years of Teaching Experience		
1 to 4 years	37	29.4
5 to 8 years	46	36.5
9 to 12 years	25	19.8
13 years or more	18	14.3
Total	126	100.0

Source: Field study, 2021; N = 126

The analysis of the demographic characteristics of the teachers as shown in Table 1 showed that out of the one hundred and twenty-six (126) teachers used for the study, 27 (21.4%) of them were of ages below 31 years, 52 (41.3%) were of ages from 31 to 40 years, 25 (19.8%) were found to be within ages of 41 to 50 years. The remaining 22 (17.5%) were also within ages of 51 to 60 years. The results show that 83 (65.9%) of the teachers were males while 43 (34.1%) were females. It could be deduced from this result that there are more male teachers in public Junior High Schools at Suhum than their female counterparts. Nevertheless, the finding on the sex of the teachers was relevant to the test of hypothesis. It was also revealed from the data in Table 1 that 45 (35.7%) of the teacher respondents were Diploma holders, 79 (62.7%) were Bachelor's degree holders, while 2 (1.6%) were Master's holders. With respect to years of teaching experience in their present Junior High Schools, it was established

that 37 (29.4%) of the respondents had 1 to 4 years experience, 46 (36.5%) had 5 to 8 years of experience, 25 (19.8%) had 9 to 12 years of experience, while the remaining 18 (14.3%) had been teaching in their present schools for 13 years or more.

4.2 Analysis of Research Questions

Three research questions were formulated to guide this study. In view of this, the analysis of the data were done in line with the research questions.

4.2.1 Research Question 1

What leadership style is mainly exhibited by head teachers of public junior high schools at Suhum?

This research question sought to find out the leadership style mostly adopted by head teachers of public Junior High schools in the Suhum, in the Suhum Municipality. Four leadership styles namely directive leadership style, supportive leadership style, participative leadership style, and achievement-oriented leadership style were ued for this study. The results of the analysis are presented in Table 2.

The results in Table 2 showed that different styles of leadership were used by head teachers of public Junior High Schools at Suhum. It was however revealed that the teachers perceived their head teachers to be dominatly using directive leadership style ((M=3.89; SD=0.056), as compared to participative leadership style (M=3.81; SD=0.55), achievement-oriented leadership style (M=3.38; SD=0.57), and supportive leadership style (M=3.23; SD=0.57). Considering the 5-point Likert scale used in the questionnaire, On a scale of 1– 5 (5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree) therefore, the mean score is 3.0 (1+2+3+4+5÷5). Hence, all the sub scales of leadership style used in this study recorded means which were greater than the average mean of 3.0. This suggests that all the leadership styles

outlined in this study were common among the head teachers of public Junior High Schools at Suhum.

Table 2: Leadership Styles Adopted by Head teachers

Leadership Style	Mean	Std. Dev.
Directive Leadership Style	*3.89*	*0.56*
My head teacher makes teachers know what is expected of them.	4.32	0.65
My head teacher informs teachers about what needs to be done and how it needs to be done.	4.38	0.49
My head teacher asks subordinates to follow standard rules and regulations.	4.54	0.50
My head teacher explains the level of performance that is expected of teachers.	4.45	0.50
My head teacher gives vague explanations of what is expected of subordinates on the job.	1.78	0.67
Supportive Leadership Style	*3.23*	*0.57*
My head teacher maintains a friendly working relationship with subordinates.	4.28	0.47
My head teacher does little things to make it unpleasant to be a member of the group	1.64	0.62
My head teacher says things that hurts subordinates and their personal feelings	1.62	0.66
My head teacher helps teachers to overcome problems that stop them from carrying out their tasks	4.50	0.60
My head teacher behaves in a manner that is thoughtful of subordinates' personal needs.	4.11	0.52
Participative Leadership Style	*3.81*	*0.55*
My head teacher consults with subordinates when facing a problem.	4.14	0.62
My head teacher listens receptively to subordinates' ideas and suggestions.	4.66	0.47
My head teacher acts without consulting his/her subordinates.	1.97	0.49
My head teacher asks for suggestions from subordinates concerning how to carry out assignments	4.34	0.52
My head teacher asks subordinates for suggestions on what assignments should be made	3.98	0.67
Achievement-Oriented Leadership Style	*3.38*	*0.57*
My head teacher makes subordinates know that he/ she expects them to perform at their highest level	4.36	0.48
My head teacher sets goals for subordinates' performance that are quite challenging.	1.60	0.49
My head teacher encourages continual improvement in subordinates' performance.	4.47	0.50
My head teacher shows that he/she has doubts about subordinates' ability to meet most objectives	2.21	0.71
My head teacher consistently sets challenging goals for teachers to attain.	4.30	0.66

Source: Field study, 2021; N = 126

4.2.2 Research Question 2

What is the level of teacher effectiveness in public junior high schools at Suhum?

The second research question was aimed at finding out the perceived level of teacher effectiveness in public junior high schools at Suhum in relation to instructional skills, classroom management skills, discipline and puntuality, and interpersonal skills. To answer this research question, the teachers involved in the study were required to respond to items measured on a five-point Likert scale with 1- Never, 2- Once in a while, 3- Sometimes, 4- Usually and 5- Always. Therefore, the mean score is 3.0 (1+2+3+4+5÷5).

Means and standard deviations were used to analyse the responses of respondents. Interpretation of means suggested by Jamil (2012), as cited in Mohd, Yan, Jamil, Aida and Azalin (2013) was adopted for the interpretation of levels of the perceived teacher effectiveness in public junior high schoools at Suhum. The numerical mean values and their interpretations used are shown in Table 3.

Table 3: Mean Ranges and Interpretations for Teacher Effectiveness

Mean Range	Interpretation
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

Source: Jamil (2012) cited in Mohd, Yan, Jamil, Aida and Azalin (2013)

The results of the level of teacher effectiveness in public junior high schools at Suhum are presented in Table 4, and showed that teacher effectiveness in public junior high schools at Suhum were perceived to be very high (M=4.38; SD=0.49) for instructional

85

skills, very high (M=4.27, SD=0.53) for classroom management skills, very high (M=4.26; SD=0.64), for discipline and punctuality, and very high (M=4.35, SD=0.68) for interpersonal skills. It could be observed from the results in Table 4 that instructional skills as a component of teacher effectiveness in public Junior High Schools at Suhum recorded the highest mean as compared to interpersonal skills, classroom management skills and discipline and punctuality.

Table 4: Level of Teacher Effectiveness

Components of Teacher Effectiveness	Mean	Std. Dev.
Instructional Skills	*4.38*	*0.49*
I use different methods of teaching	4.32	0.46
Most students in my class get good marks	4.58	0.51
I teach every student according to his abilities.	4.28	0.50
I come well prepared for teaching in class	4.36	0.48
I can teach difficult lessons easily	4.35	0.52
Classroom Management Skills	*4.27*	*0.53*
If any student asks question, I try to satisfy him at every level	4.12	0.32
Apart from teaching I fulfill other responsibilities very nicely.	4.04	0.47
I do not allow my domestic affairs to interfere in my duty	4.25	0.59
I do not allow co- curricular activities to affect my class teaching	4.65	0.56
If someone changes my responsibilities then I adjust myself.	4.30	0.72
Discipline and Punctuality	*4.26*	*0.64*
I come to school regularly	4.53	0.52
When present at school, I attend my class on time	4.34	0.60
I fulfill my assigned activities on time.	4.46	0.50
I complete my syllabus on time	3.31	0.89
I maintain discipline in my class	4.68	0.51
Interpersonal Skills	*4.35*	*0.68*
Apart from teaching I try to solve any problem of the student.	3.97	.87
I enjoy good relations with my colleagues.	4.50	.50
I co-operate with my colleagues in any work.	4.46	.62
I consult my colleagues in solving of my class problems	4.52	.50
For the betterment of my students, I contact their parents	3.93	.92
Overall Mean for Teacher Effectiveness (4.297)	*4.30*	*0.77*

Source: Field survey, 2021; Overall Mean $= \dfrac{Total\ Mean}{Number\ of\ items} = \dfrac{85.95}{20} = 4.297$; N = 126

The results also showed that generally (overall), teacher effectivness in public junior high schools at Suhum was very high. This is seen from an overall mean of 4.30 and a standard deviation of 0.77. This implies that generally, teachers in public junior high schools at Suhum were very highly effective in the performance of their tasks in relation to instructional skills, interpersonal skills, classroom management skills, and discipline and puntuality.
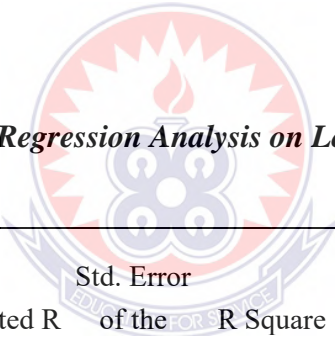
4.2.3 Research Question 3

What is the effect of head teachers' leadership style on teacher effectiveness in public junior high schools at Suhum?

The third research question was to determine the effect leadership styles of head teachers have on teacher effectiveness in public junior high schools at Suhum. In answering this research question, linear multiple regression was used. According to Kaya-Uyanik and Guler (2013), linear multiple regression is used when there are two or more continuous predictor variables and a continuous outcome variable. In this research question, there are four predictor variables namely Directive Leadership Style (DL), Supportive Leadership Style (SL), Participative Leadership Style (PL), Achievement Oriented Leadership Style (AOL)) and an outcome variable Teacher Effectiveness (TE). Before the conduct of the analysis, composite scores were calculated with the aid of SPSS to transform the scores for Teacher Effectiveness to continuous variables. Key assumptions such as the dependent variable being continuous and there should be more than one predictor variables were fulfilled. The outcome variable was continuous since the items were measured on the five-point Likert scale; 1- Never, 2- Once in a while, 3- Sometimes, 4- Usually and 5- Always. Again, composite scores were calculated for Teacher Effectiveness. To check for

normality, it was observed that the residuals errors are approximately normally distributed as determined by the normal Q-Q plot (See Appendix C).

To check for multicollinearity, the Variance Inflation Factor (VIF) was used. It was uncovered that the VIF values in Table 5 were less than 10 for all the predictors. Directive Leadership Style (DL) had VIF value of 1.050, Supportive Leadership Style (SL) had VIF value of 1.037, Participative Leadership Style (PL) had VIF value of 1.047, Achievement Oriented Leadership Style (AOL) had VIF value of 1.006). Homoscedacity assumption was fulfilled since there was no clear pattern of the regression standard predicted value (See Appendix D). A summary of the linear multiple regression to test for the effect at 5% significance level is presented in Table 5.

Table 5: Linear Multiple Regression Analysis on Leadership Styles and Teacher Effectiveness

| | | | | Std. Error | | Change Statistics | | | | |
Model	R	R Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.137ᵃ	.019	-.014	3.13884	.019	.576	4	121	.681

a. Predictors: (Constant), Directive Leadership Style (DL), Supportive Leadership Style (SL), Participative Leadership Style (PL), Achievement Oriented Leadership Style (AOL).
b.Dependent Variable: Teacher Effectiveness (TE)

Results from Table 5 showed that leadership styles of head teachers comprising Directive Leadership Style (DL), Supportive Leadership Style (SL), Participative Leadership Style (PL) and Achievement Oriented Leadership Style (AOL) did not have any statistically significant effect on teacher effectiveness (R = 0.137, p >0.050). It can also be inferred from the results in Table 4 that the predictor variable (subscales of leadership styles) explained 1.9% of the variations in the dependent variable (Teacher Effectiveness) with an R-square of 0.019. The results further suggested that

other leadership styles that were not considered in the study accounted for 98.1% in the Teacher Effectiveness of public junior high school teachers that were sampled. In order to determine the contribution of the predictor variables to the dependent variable, the standardized coefficient table was used and the summary of the analysis is presented in Table 6.

Table 6: Standardized and Unstandardized Coefficients for Leadership Styles

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	89.644	6.165		14.541	.000		
	DLS	.000	.228	.000	.001	.999	.952	1.050
	SLS	-.222	.210	-.097	-1.059	.292	.964	1.037
	PLS	-.137	.203	-.062	-.677	.500	.956	1.047
	AOLS	.083	.128	.059	.648	.518	.994	1.006

DL= Directive Leadership Style, SL= Supportive Leadership Style, PL= Participative Leadership Style; AOL= Achievement Oriented Leadership Style.

The data in Table 6 shows that none of the preditors of teacher effcetivness had a significant value of less than 0.5. Overall, the result of the study indicate that head teachers' leadership styles comprising directive leadership style, supportive leadership style, participative leadership style achievement oriented leadership style have no significant impact on teacher effectiveness in public junior high schools at Suhum.

4.3 Test of Hypothesis

H0: There is no statistically significant difference in teacher effectiveness in public Junior High Schools at Suhum with respect to sex of teachers.

The main goal of this hypothesis was to test if statistically significant difference existed in teacher effectiveness in public junior high schools at Suhum in terms of the sex of the teachers. Assumptions like normality and homogeneity of variance were

tested whiles conditions such as the independent variable should be made up of two sub-categories, and the dependent variable being measured on ratio or interval scale were duly adhered to. The normality assumption was also tested using Shapiro Wilk where the dependent variable (Teacher Effectiveness) was approximately normally distributed on the independent variable (sex) (See Appendix E). After the normality assumption was tested, the assumption that underlie the homogeneity of variance was also tested. This was done using the Levene's test of equality of variances. The test revealed that p = 0.318 > 0.05 which means that equal variances are assumed (see Table 3). After all the assumptions were tested and fulfilled, the independent t-test was conducted to test the null hypothesis and the summary of the result is presented in Table 6.

Table 6: Independent Samples T-Test on Teacher Effectiveness in Relation to Sex

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TE	EVA	.033	.856	12.171	124	.012	.09737	.56989	-1.03060	1.22533
	EVNA			12.172	106.959	.012	.09737	.56673	-1.02610	1.22084

NB: TE: Teacher Effectiveness; EVA: Equal Variances Assumed; EVNA: Equal Varinaces Not Aumed; Source: Field study, 2021; N = 126

It is evident from the results in Table 6 that, the test is statistically significant and that the null hypothesis which stated that "There is no statistically significant difference in teacher effectiveness in public Junior High Schools at Suhum with respect to the sex of teachers" is rejected. This is because considering t (124) = 12.171, p = .000 < .05 under equal variance assumed row in the table, suggests that there is a significant difference in the means for the male and female teachers in term of their effectiveness in public Junior High Schools at Suhum. To further confirm where the difference

existed between male and female teachers in relation to their effectiveness in public Junior High Schools at Suhm, the descriptive statistics was explored and the results are shown in Table 7.

Table 7: Mean Differences in Teacher Effectiveness Based on Sex

	Gender	N	Mean	Std.	Std. Error
Teacher	Male	83	3.9807	.34089	.02612
effectiveness	Female	43	2.3421	.43400	.02469

Source: Field study: 2021

From the data in Table 7, it is clear that with respect to teacher effectiveness, male teachers recorded a higher mean (M=3.9807; SD= 0.34089) as compared to their female counterparts (M=2.3421; SD= 0.43400). The mean difference of 1.6386 suggested that male teachers in public Junior High Schools at Suhum were perceived to be more effective as compared to the female teachers.

4.4 Discussion of Research Findings

The first research question investigted the leadership style predominatly practiced by head teachers of public junior high schools at Suhum, in the Suhum Municipality in the Eastern Region of Ghana. The findings revealed that the prevalent leadership style practiced by the head teachers was the directive leadeship style, followed by participative leadership style, achievement-oriented leadership style, and the least practiced was supportive leadership style. However, the findings suggested that the head teachers utilised a combination of the four leadership styles in public Junior High Schools at Suhum. This finding is consistent with the finding of Agbenyega (2016) that headmasters of public senior high schools in the Keta Municipality dominantly used directive leadership style as compared to achievement-oriented, supportive, and participative leadership styles. However, it contradicts the finding of

91

Ibrahim and Shakya (2013) who observed that principals in secondary schools in Dubai mostly used participative leadership style while the directive leadership style was least used. The deduction that could be made from the finding of the this study is that head teachers of public junior high schools at Suhum adopted varied leadership styles depending on the situation at hand. This means that the head teachers' leadership style was contingent on the available stituation.

The second research question sought to determine the level of teacher effectivenes in public junior high schools at Suhum. The results showed that generally, teacher effectiveness was very high in public junior high schools at Suhum, and that all the compenents of teacher effectiveness (teaching skills, interpersonal relations, classroom management skills, and discipline and regularity) outlined in this study also recorded means which were interpreted to be very high. This finding is somehow in line with that of Sirisookslip, Ariratana and Ngang (2015) whose study established a high teacher effectiveness on all the four domains of effectiveness (job satisfaction, team working, organisation commitment, and students' quality). However, Dash established a good level of teacher effectiveness, Kiadese's (2011) study revealed a low level of teacher effectiveness among prevocational subject teachers, and Onyekuru and Ibegbunam (2013) found teacher effectiveness among secondary school teachers in Emohua Local Government Area of River State, Nigeria to be below average..

In exploring the effect of head teachers' leadership styles on teacher effectiveness in public Junior High Schools at Suhum, the results of the study revealed that leadership styles of head teachers comprising Directive Leadership Style (DL), Supportive Leadership Style (SL), Participative Leadership Style (PL) and Achievement Oriented

Leadership Style (AOL) did not have any statistically significant effect on teacher effectiveness in public Junior High Schools at Suhum. This finding contradicts the findings reported by Sirisookslip et. al (2015) whose study indicated that administrators' leadership styles have significant effect on teacher effectiveness. The difference in the findings of the study might have occurred as a result of difference in geographical setting. This further means that teachers used in both studies were coming from different geographical setting and that might have accounted for the difference in the findings.

The findings of Sirisookslip (2015) is earlier supported by the findings Igbal et. al. (2015) who reported a significant relationship or effect between leadership styles adopted by head teachers in running the day-to-day affairs of the school and school effectiveness, and organizational commitment. Similarly, study conducted by Hussain et al. (2017) reported that there is positive and significant relationship between democratic leadership style and job satisfaction of teachers which eventually affect their effectiveness. More so, Arya (2015) established a significant effect of leadership styles (supportive and participative leadership styles) on teacher effectiveness.

This study also tested a hypothesis that there is no statistically significant difference in teacher effectiveness in public Junior High Schools at Suhum with respect to sex of the teachers. The test of this hypothesis revealed that a statistically significant difference in teacher effectiveness existed in public Junior High Schools at Suhum in relation to the sex of the teachers. This finding departs from the findings of earlier studies (Dash & Barman, 2016; Malik & Sharma, 2013; Onyekuru & Ibegbunam, 2013; Sodhi, 2012; Sundara Rao, 2009) which found no statistically significant difference between male and female teachers in relation to their effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter looks at the summary, conclusion, and recommendations. The chapter is structured under four sections. The first section discusses the summary which highlights the steps involved in carrying out the study. Under this section, the purpose of the study and the methodology used in carrying the study are discussed. The second section dicusses the key findings of the study, and highlights the major findings from the analysis of data and their interpretations. The third section involves the conclusions drawn from the study, and finally, the fourth section outlines the recommendations made from the key findings of the study.

5.1 Summary of the Study

This study sought to investigate the effect of leadership style of head teachers on teacher effectiveness in public Junior High Schools at Suhum in the Suhum Municipality of thhe Eastern Region of Ghana. Three research questions were framed to guide the study, and these were:
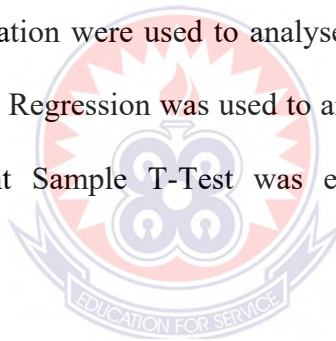
1. What leadership style is mainly exhibited by head teachers of public Junior High Schools at Suhum?

2. What is the level of teacher effectiveness in public Junior High Schools at Suhum?

3. What is the effect of head teachers' leadership style on teacher effectiveness in public Junior High Schools at Suhum?

This study also tested one hypothesis as follows:

$H0_1$: There is no statistically significant difference in teacher effectiveness in public junior high schools at Suhum with respect to sex of teachers.

H_1: There is statistically significant difference in teacher effectiveness in public junior high schools at Suhum with respect to sex of teachers.

The study employed the cross-sectional survey design, and adopted the quantitative approach by using a structured questionnaire as the instrument for collecting quantitative data from one hundred and twenty-six (126) teachers who were obtained through the purposive and random sampling techniques. Frequency and simple percentage were used to analyse the demographic characteristics of the respondents. Means and standard deviation were used to analyse the first two research questions, while the Multiple Linear Regression was used to analyse the third research question. Again, Two Independent Sample T-Test was employed to test the hypothesis formulted for this study.

5.2 Summary of Key Findings

The key findings are outlined in consonance with the objectives of the study as follows:

1. The leadership style mainly exhibited by head teachers of public junior high schools at Suhum was the directive leadership style, and this was followed by participative, achievement-oriented, and supportive leadership styles.

2. Generally, the level of teacher effectiveness in public junior high schools at Suhum was very high.

3. There was no statistically significant effect of head teachers' leadership style on teacher effectiveness in public junior high schools at Suhum.

95

4. The test of hypothesis revealed a statistically significant difference in teacher effectiveness in public junior high schools at Suhum in relation to the sex of the teachers with the male teachers recording higher mean score as compared to the female teachers.

5.3 Conclusions

Several studies have indicated that leadership style is an esssential factor in the success of any organisation including junior high schools. Thus, the appropriate leadership styles exhibited by head teachers of public junior high schools at Suhum in the Suhum Municipality of the Eastern Region of Ghana will go a long way to achieve the desired goal of ensuring teacher effectiveness and consequently, improved learning outcomes among students. Inferring from the findings of the study, it could be concluded that head teachers of public Junior High Schools at Suhum to a large extent employ all the four styles of the path-goal leadership theory even though directive leadership style is dominantly used, followed by participative, achievement-oriented, and supportive leadership styles. The conclusion from this is that if head teachers are able to appropriately and effectively utilise directive and participative leadership styles, teacher effectiveness in the Junior High School will be improved beyond the current level. Contrarily, if the directive and participative leadership styles are not appropriately used by the head teachers, the level of teacher effectiveness may retrogress since the teachers may be less likely to be patient with the head teachers for the constant use of a leadership style that seeks to command and control subordinates.

The findings of this study revealed that generally, the level of teacher effectiveness in public Junior High Schools at Suhum was very high. This is very reassuring in improving learning outcome among the students. This notwithstanding, it is prudent that efforts are made by the head teachers to improve teacher effectiveness in the schools through appropriate leadership practices.

Even though teacher effectiveness in public junior high schools at Suhum was found to be very high, it was interesting to observe that the head teachers' leadership style did not have any statistically significant effect on teacher effectiveness. The conclusion from this could be that the head teachers may not be implementing the leadership styles appropriately, and as such the teachers are not enthused about these leadership styles. It could also be concluded that the teachers may be very used to the components of teacher effectiveness and as such, may not appreciate the effect of their head teachers' leadership style on their effectiveness in terms of what they do as teachers in relation to teaching skills, classroom management skills, interpersonal relation skills, and discipline and regularity.

The study also tested a hypothesis to determine if a statistically significant difference existed in teacher effectiveness in public junior high schools at Suhum based on the sex of the teachers, and a statistically significant difference in teacher effectiveness was observed with the male teachers recording higher mean score as compared to the female teachers. The conclusion derived from this finding is that teacher effectiveness should be improved, especially among female teachers through achievement-oriented leadership, encouragement, and support from head teachers.

5.4 Limitations

The leadership styles and the components of teacher effectiveness used in this study were based on the personal views of teacher respondents in public junior high schools at Suhum at the time of the data collection. As a result, it will be difficult to conclude that the findings from this study may be similar to subsequent replicated studies. again, this study was conducted only at Suhum, the capital of the Suhum Municipality in the Eastern Region of Ghana. In view of this, the findings from this study may not be generalised beyond time and scope of the study. Another limitation is that this study was based on the quantitative research approach. As a result, in-depth knowledge and understanding of issues were not obtained from the respondents since the study only relied on only quantifiable data for analysis.

5.5 Recommendations

In view of the research findings and the conclusions, the following recommendations are made:

1. The Directorate of the Ghana Education Service at the Suhum Municipality should organise regular workshops and in-service training programmes to equip the head teachers of public junior high schools at Suhum with improved knowledge and skills to appropriately utilise leadership styles, especially with achievement-oriented and supportive leadership styles to improve teacher effectiveness.

2. The Directorate of the Ghana Education Service (GES) at the Suhum Municipality should heed to teacher effectiveness in public junior high schools by regularly organising school-level or district-level workshops, in-service training programmes, or seminars for head teachers and teachers to be abreast with the indicators and the essence of teacher effectiveness, and how to improve

on it, especially with classroom management skills and discipline and punctuality, to achieve school and educational goals. This recommendation could be achieved when some measures, such as motivating teachers through award schemes and creation of congenial school climate are put in place by the head teachers with the support from the Directorate of GES at the Suhum Municipality.

3. The Suhum Municipal Directorate of the GES should regularly support, encourage, and equip head teachers to intensify the practice effective leadership styles, especially with achievement-oriented and supportive leadership styles to enhance excellent teacher effectiveness in public junior high schools. The support could be in the form of scholarship for studies in leadership, exchange programmes with educational leadership institutes, and training and development in leadership.

4. Head teachers of public junior high schools at Suhum should encourage and motivate all teachers, especially female teachers to put in more efforts to enhance their effectiveness to achieve the desired learning outcomes among the students. This can be achieved when head teachers support and encourage the teachers in organising regular professional learning communities to ensure collaborative and team work among the teachers to help those are not too effective to improve for collective realisation of school and educational goals.

5.6 Suggestions for Future Studies

1. Future researchers should consider conducting a similar study using all teachers in both primary schools and Junior High Schools in the Suhum Municipality to have a broader view of the leadership style predominantly used by the head

teachers, the level of teacher effectiveness, and the effect of head teachers' leadership style on teacher job satisfaction.

2. Future studies on the topic could be undertaken in the Suhum Municipality using qualitative or mixed method approach to reveal in-depth understanding of the underlining emotions and attitudes of the teachers on the leadership styles of their head teachers and the effect it has on their effectiveness or efficacy.

REFERENCES

Adeyemi, T. O. (2004). *Educational administration, An Introduction*. Nigeria: Greenline Publishers.

Agbenyega, T. A. (2016). *Leadership style and teacher performance in public senior high schools in the Keta municipality*. Unpublished Master of Education Dissertation, University of Education, Winneba, Ghana.

Aina J. K., Olanipekun S. S., & Garuba, I. A. (2015). Teachers' effectiveness and its influence on students' learning. *Advancement in Social cience Research Journal, 2*(4), 88-95.

Alghazo, A. M., & Al-Anazi, M. (2016). The impact of leadership style on employees' motivation. *International Journal of Economics and Business Administration, 2*(5), 37-44.

Ali A. (2012). The crucial role of leadership in organizations. *International Journal of Independent Research and Studies, 1*(4), 153-161.

Allensworth, E., & Sebastian, J. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathway to learning. *Educational Administration Quarterly, 48*(4), 626-663.

Anderson, L. W. (2004). *Increasing teacher effectiveness* (2nd ed.). Paris: UNESCO International Institute for Planning.

Appiah, A. K., & Esia-Donkoh, K. (2018). Teacher job performance: The role of headteachers' supervisory styles in public basic schools in Mankessim circuit. *Research Journal of Education, 4*(12), 212-220.

Arya, M. L. (2015). A study of relationship between leadership styles of principal and teacher effectiveness. *Internationoal Journal of Science and Research, 6*(1), 2015-2017.

Astin, A., & Austin, H. (2001). *Principals' transformative leadership*. USA: American Association of Higher Education (AAHE) Bulletin.

Awofala, A. O. (2012). Development and factorial structure of students' evaluation of teaching effectiveness scale in mathematics. *Cypriot Journal of Educational Sciences, 7*(1), 33-44.

Babbie, E. & Mouton, J (2001). *The practice of social research*. Cape Town. Oxford University Press.

Baker, S. K., Haager, D., Gersten, R., & Graves, A. W. (2005). Exploring the role of teacher quality in predicting reading outcomes for first-grade English learners: An observational study. *Remedial and special education, 26*(4), 197-206.

Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Learning and Performance Journal*, *19*(5), 43-50.

Berger, E. H. (2004). *Parents as partners in education: Families, schools working together* (6th ed.). Boston: Pearson Merrill Prentice Hall.

Beri, N., & Shu'Aibu, M. (2018). Leadership styles of school administrators and teacher effectiveness: A meta analysis. *International Journal of Research and Analytical Reviews, 5*(2), 846-853.

Biamba, C. N. (2012). *The role of principals in government secondary schools in cameroon demands, constraints and choices: A case study of eight secondary schools*. Doctoral dissertation, Stockholm University.

Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly, 37*(37), 662-683.

Bolarinwa, N. (2002). *Motivation and teachers job performance in secondary schools in Lokoja Local Government Area of Kogi State*. An Unpublished M.Ed. Thesis University of Ado-Ekiti, pp. 58-72.

Bruno, J. (2002). The geographical distribution of teacher absenteeism in large urban school district settings: Implications for school reform efforts aimed at promoting equity and excellence in education. *Education Policy Analysis, 10*(32), 1-3.

Bryman, A. (2008). *Social research methods* (3rd ed.). Oxford: Oxford University Press.

Buckmaster, S. (2000). *Leadership and gender: Let me count the way*. Depth Paper

Burke, G. (2010). *Supervision of instruction: A developmental approach* (4th ed.). Boston: Allyn and Bacon.

Burns, N., & Grove, S. (2001). *The practice of nursing research: conduct, critique and utilization* (4ᵗʰ ed.). London: W. B. Saunders.

Calaguas, G. M. (2012). Teacher effecctiveness scale in higher education: Development and psychometric poperties. *International Journal of Research Studies in Education*, 1-18.

Carter, A., Sims, C., & Moore De Peralta, A. (2021). Do servant, transformational, transactional, and passive avoidant leadership styles influence mentoring competencies for faculty? A study of a gender equity leadership development program. *Human Resource Development Quarterly, 32*(1), 55-75.

Chenoweth, K. (2009,). It can be done, it's being done, and here's how. *Phi Delta Kappan, 91*(1), 38-43.

Chitiavi M. J. (2002). *Guidance and counselling series- school administration*. Kenya: Kenya Pavement Publishers.

Chowdhury, S. R. (2014). Effectiveness of secondary school teachers in relation to their gender, age experience and qualification. *The Clarion-International Multidisciplinary Journal, 3*(1), 141-148.

Clark, R. (2000). Schools choice and administration: Will principals become marketers? *Clearing House, 71*(2), 95-98.

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. London: Routledge.

Creswell, J. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Boston: Pearson Education.

Daft, R. L., & Lane, P. (2005). *The leadership experience.* Toronto: South-Western Thomson.

Darling-Hammond, L. (2010). *Evaluating teacher effectiveness. How teacher performance and assessment can measure and improve teaching*. New York: Center for American Progress.

Dash, U., & Barman, P. (2016). Teaching effectiveness of secondary school teachers in the district of Purba Medinipur, West Bengal. *IOSR Journal of Humanities and Social Sience, 21*(7), 50-63. http://www.iosrjournals.org

Davern, L. (2004). School-to-home notebooks: What parents have to say. *Council for Exceptional Children, 36*(5), 22-27.

David, A. P., & Macayanan, J. V. (2010). Assessment of teacher performance. *The Assessement Handbook, 3*, 65-76.

Emmer, E., T. & Sabornie, E. J. (2015). *Handbook of classroom management* (2nd ed.). London: Rutledge.

Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. Handbook of classroom management. *Research, Practice, And Contemporary Issues, 3*(1), 16.

Faircloth, B. S., & Hamm, J. V. (2005). Sense of belonging among high school students representing four ethnic groups. *Journal of Youth and Adolescence, 34*(4), 293-309.

Ferrara, M. M., & Ferrara, P. J. (2005). Parents as partners: Raising awareness as a teacher preparation program. *The Clearing House, 79* (2), 77-82.

Flores, M. A. (2007). The impact of school culture and leadership on new teachers' learning in the workplace. *International Journal of Leadership in Education: Theory and Practice, 7*(4), 297-318.

Fullan, M. (2002). The change leader. *Educational Leadership, 59*(8), 16-20.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*. Boston: Pearson Education.

Gardner, M., Roth, J., & Brooks-Gunn, 1. (2008). Adolescents' participation in organized activities and developmental success 2 and 8 years after high school: Do sponsorship, duration, and intensity matter? *Developmental Psychology, 44*(3), 814-830.

Garhammer, M. (2002). *Pace of life and enjoyment of life. Journal of Happiness Studies, 3*, 217-256.

Ghana Ministry of Education (2003). *Government of Ghana education strategic plan 2003 to 2015 volume 1 policies, targets and strategies ministry of education.* Accra, Ghana: Government Publication.

Ghana National Association of Teachers & Teachers and Educational Workers Union of (2009). *Teacher attrition in Ghana*. Retrieved from http://download.ei-ie.org

Giltinane, C. L. (2013). Leadership styles and theories. *Nursing standard, 27*(41), 52-60.

Gross, J., & Azaare, J. (2011). The nature of leadership style in nursing management. *British Journal of Nursing, 20*(11), 672-680.

Harris, A., & Jones, M. (2015). Transforming education systems: Comparative and critical perspectives on school leadership. *Asia Pacific Journal of Education, 35*(3), 311318.

Haruni, J. M and Mafwinbo, M. K., 2014: Influence of leadership styles on teachers' job satisfaction: A case of selected primary schools in Songea and Morogoro Districts, Tanzania. *International Journal of Educational Administration and Policy Studies, 23*(8), 55-79. www.academicjournals.org/IJEAPS

Hawes, K. (2008). Parents are not the enemy: Ten tips for improving parent-teacher communication. *Mathematics Teacher, 101*(5), 329-331.

Hernandez, M., Eberly, M. B., Avolio, B. J., & Johnson, M. D. (2011). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. *The Leadership Quarterly*, *22*(6), 1165-1185.

Hersey, P., & Blanchard, K. H. (2009). *Management of organizational behavior* (3rd ed.). New York: Prentice Hall.

Huber, S. H. (2004). School leadership and leadership development: Adjusting theories and development programs to values and the core purpose of school. *Journal of Educational Administration, 42*(6), 669-684.

Hunt, B. C. (2009). *Teacher effectiveness: A review of the inernational literature and its relevance for improving education in Latin America*. PREAL.

Hurduzue, R.-E. (2015). The impact of leadership on organizational performance. *SEA Practical Application of Science, 31*(7)), 289-294.

Hussain S. T., Jaffar A., Shen L., Muhammad J. H. & Tayyaba A. (2017). Transaction leadership and organizational creativity: Examining the mediating role of knowledge sharing behavior. *Cogent Business and Management,4*, 1.

Ibrahim, A. S. & Shaikah.T. (2013). Conflict management styles, school performance, and principal effectiveness in Dubai schools. *International Journal of Research Studies in Education, 2*(1), 41-54.

Iqbal, N., Anwar, S., & Haider, N. (2015). Effect of leadership style on employee performance. *Arabian Journal of Business Management Review, 5*(5), 1-6.

Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. London: Sage Publications.

Jones, M., & Rattray, J. (2010). *Questionnaire design* (6th ed.). New York: Wiley-Blackwell.

Judge, T. A., Colbert, A. E., & Ilies, R. (2004). Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology, 89*(3), 542.

Kankam, G., & Weiler, J. (2010). *A guide to action research for colleges of education and universitites*. London: Readwide Publishers.

Kaya-Uyanık, G., & Güler, N. (2013). A Study on Multiple Linear Regression Analysis. *Procedia Social and Behavioural Sciences, 106,* 234–240.

106

Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good practice in the conduct and reporting of survey research. *International Journal for Quality in Health Care 15*(3), 261–266.

Kiadese, A. L. (2011). An assessment of the teaching effectiveness of prevocational subjects teachers in Ogun state, Nigeria. *International Journal of Vocational and Technical Education, 3*(1), 5-8.

Knoell, C. M. (2012). *The role of the student-teacher relationship in the lives of fifth graders: A mixed methods analysis*. The University of Nebraska-Lincoln.

Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and thesis writing: An introduction.* Sourth Africa*:* Pauline Publications Africa.

Konsolas, E., Anastasiou, O. M. A., & Loukeri, P. (2014). The impact of leadership on teachers' effectiveness. *International Journal of Humanities and Social Science, 4*(7i), *34-39.*

Kothari, C. R. & Gang, G. (2014). *Research methodology: Methods and tecniques*. New Delhi: New Age Interiantoial Publishers.

Kothari, C. R. (2004). *Research methodology, research and techniques*. Paris: New Age International Publishers.

Lawrence-Lightfoot, S. (2004). Building bridges from school to home. *Instructor, 114*(1), 24-28.

Leithwood, K. (2006). *Successful school leadership: What is it and how does it influence pupil learning?* Department for Education and Skills.

Leithwood, K., Anderson, S., Mascall, B., & Strauss, T. (2010). School leaders' influences on student learning: The four paths. *The Principles of Educational Leadership and Management, 2*, 13-30.

Lussier, N. R., & Achua, C. F. (2010). *Effective leadership*. Thomson South-Western.

Malik, U., & Sharma, D. K. (2013). Teaching effectiveness of secondary school teachers in relation to their professional commitment. *International Educational E-Journal (Quarterly), 2*(4), 148-154.

Marr, C., Jimmy, C., & Chye-Ching, H. (2013). *Earned income tax credit promotes work, encourages children's success at school*. Center on Budget and Policy Priorities. http://www.cbpp.org/cms/fa=view&id=3793

Martin, R., & Murtagh, E. M. (2015). Preliminary findings of Active Classrooms: An intervention to increase physical activity levels of primary school children during class time. *Teaching and Teacher Education*, *52*, 113-127.

Mary, L., Crystal, G., Nitara, D., & Wendy, K. (2015). *Review of international research on factors underlying teacher absenteeism (REL 2015-087)*. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. http://ies.ed.gov/ncee/edlabs.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Association for Supervision and Curriculum Development.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.

Marzano, R., Owings, W. A., Kaplan, L. S., Nunnery, J., Myran, S., & Blackburn, D. (2006). Teacher quality and troops to teachers: A national study with implications for principals. *Nassp Bulletin, 90*(2), 102-131.

McClure, C. T. (2008,). The benefits of teacher collaboration. *District Administration, 44*(8), 82-83.

McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management*: *Managing time and space, student behavior, and instructional strategies*. London: ASCD.

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Boston: Pearson.

Mehrotra, A. (2005). *Leadership styles of principals*. USA: Mittal Publications.

Miller, R., Murnane, R., & Willett, 1. (2008). Do worker absences affect productivity? The case of teachers. *International Labour Review, 147*(1), 71-89.

Ministry of Education (2016). *Education sector performance report*. Accra: Ministry of Education, Ghana.

Mohammed, U., Yusuf, M., Sanni, M. I., Ifeyinwa, N. T., Bature, U. N., & Kazeem, O. A. (2014). The relationship between leadership styles and employees' performance in organizations: A study of selected business organizations in Federal Capital Territory. *European Journal of Business and Management Online*, *6*(22), 2222-2839.

Mohd, I., Yan, W., Jamil, A., Aida, H. A. H., & Azalin, N. M. (2013). Supervision practices and teachers' satisfaction in public secondary schools: Malaysia and China. *International Education Studies, 6* (8), 92-97.

Morrissey, K. (2005). The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence, 40*, 67-85.

Mugenda, O. M. & Mugenda, A. G. (2009). *Research methods: Quantitative and qualitative approaches*. Acts Press.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Qualitative and quantitative approaches*. Nairobi: Acts Press.

Mulki, J. P., Caemmerer, B., & Heggde, G. S. (2015). Leadership style, salesperson's work effort and job performance: The influence of power distance. *Journal of Personal Selling & Sales Management*, *35*(1), 3-22.

Mustapha, M. S., Nik-Abd-Rahman, S. N., & Yunus, M. M. (2010). Factors influencing classroom participation: A case study of Malaysian undergraduate students. *Procedia Social and Behavioral Sciences, 9*, 1079-1084.

Mwaisaka, D. M., K'Aol, G., & Ouma, C. (2019). Influence of participative and achievement oriented leadership styles on employee job satisfaction in commercial banks in Kenya. *Eur. J. Econ. L. & Pol.*, *6*, 45.

Nasongo, J. W. & Lydiah, L. M. (2009). Role of the headteacher in academic achievement in secondary schools in Vihiga District, Kenya. *Current*

Research Journal of Social Sciences, 1(3), 84-92. https://maxwellsci.com/print/crjss/(3)84-92.pdf

Negron, D. (2008). *A case study examining the relationship of the path-goal theory leadership styles to profits in El Paso, Texas, Rent-A-Center stores*. Doctoral dissertation, Capella University.

Northouse, P. G. (2010), *Leadership: Theory and practice.* London: SAGE Publications.

Northouse, P. G. (2013). *Leadership: Theory and practice*. London: Sage.

Obeng-Denteh, W., Yeboah, A. E., Sam, C., & Monkah, E. (2011). The impact of student and teacher absenteeism on student performance at the junior high school: The case of the Kumasi-Metro School District. *Continental Journal of Education Research, 4*(1), 7-17.

Okumbe, J. A. (2013). *Educational management: Theory and practice.* Kenya: Nairobi University Press.

Onyekuru, B. U., & Ibegbunam, J. O. (2013). Teaching effectiveness of secondary school teachers in Emohua local government area of Rivers State, Nigeria. *European Scientific Journal, 9*(28), 212-226.

Organisation or Economic Cooperation and Development [OCED](2001). *Teaching and learning international survey (TALIS).* Paris: OECD.

Organization for Economic Cooperation and Development (OECD) (2009). *PISA 2009 results: What tudents know and can do - Sudent performance in reading, mathematics and science.* Paris: OECD.

Organization for Economic Cooperation and Development OECD (2015). *Education.* OECD Education Working Paper, 16. Paris:OECD.

Orodho, J. A. (2009). *Elements of education and social science research methods*. Kenezja Publisher.

Oyewole, G. O., & Popoola, S. O. (2013). *Effects of psycho-social factors on job performance of library personnel in federal colleges of education in Nigeria.* http://www.unlibunl.edu/LPP.pdf

Packard, T. (2009). *Leadership and performance in human services and organizations: The handbook of human services management.* Thousand Oaks, CA: Sage

Pagani, L. & Seghieri, C. (2002). A statistical analysis of teaching effectiveness from students' point of view. *Developments in Statistics, 17,* 197-208.

Parahoo, K. (2006). *Nursing research: principles, process and issues.* London: Macmillan.

Pervaiz, I. (2010). *Improving secondary school curriculum in Pakistan: A teachers' vision.* Faculty of Education, Jamshoro University of Sindh.

Polit, D. F. & Hungler, B. P. (2004). *Nursing Research Principles and Method (*6th ed.). Sweden: J. B. Lippincott Company.

Polit, D. F., & Beck, C. T. (2010). *Essentials of nursing research: Appraising evidence for nursing practice* (7th ed.). California: Lippincott Williams & Wilkins.

Pont, B., Nusche, D., & Moorman, H. (Eds.) (2008). *Improving school leadership: Policy and practice (Vol. 1).* Paris: OECD

Rafferty, A. I., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly, 15,* 329-354.

Ramesh, J. (2017). Teacher education and integration of technology. *International Journal of Multidisciplinary Educational Research, 6*(3), 158.

Rao, D. B., & Kumar, D. N. (2004). *School teacher effectiveness.* Discovery Publishing House.

Ratyan A. T., Khalaf, B., & Rasli, A. (2013). Overview of path-goal leadership theory. *Jurnal Teknologi*, *64*(2).

Reda, M. M. (2009). *Between speaking and silence: A study of quiet students*. Sweden: Suny Press.

Reeves, D. B. (2008). The extracurricular advantage. *Educational Leadership, 86*(1), 86-87.

Rezaeian, M., Sharifirad, G. R., Jazini, A., & Etemadi, Z. S. (2012). Knowledge, attitude and performance of academic members regarding effective communication skills in education. *Journal of Education and Health Promotion, 1*(3), 15-30.

Riaz, M . N. (2000). Student Evaluation of University Teaching Quality: Analysis of a Teacher's Rating Scale for a Sample of University Students. *Pakistan Journal of Psychological Research*, *15(3-4)*, 107-117.

Romaşcanu, M. C., & Stănescu, D. F (2017). The mediator role of transformational leadership between assertiveness and job performance. *Strategica, 2*, 40.

Rutledge, S. A., Cohen-Vogel, L., Osborne-Lampkin, L., & Roberts, R. L., (2015). Understanding effective high schools: Evidence for personalization for academic and social emotional learning. *American Educational Research Journal, 52*(6), 1060-1092.

Sahito Z., Khawaja M., Panhwar M. U., Siddiqui A. & Saeed H. (2016). *Teachers' time management and the performance of students.* Sukkur IBA, Sindh, Pakistan: https://www.researchgate.net/publication/311582937.

Silins, H., & Mulford, B. (2002). Schools as learning organisations: The case for system, teacher and students learning. *Journal of Educational Administration, 40*(5), 425-446.

Şimşek, A. (2011). *Ogretim Tasarımı. [Instructional design]*. Ankara: Nobel.

Sirisookslip, S., Ariratana, W., & Ngang, T. K. (2015). The impact of leadership styles of school administrators on affecting teacher effectiveness. *Procedia-Social and Behavioural Sciences, 186*(2015), 1031-1037.

Siti, M. M., Nik, S. N. A. R., & Melor, M. Y. (2010). Factors influencing classroom participation: a case study of Malaysian undergraduate student. *Procedia Social and Behavioral Sciences, 9,* 1079- 1084.

Sodhi, B. (2012). *Teacher effectiveness of secondary school teachers in Punjab in relation to schol organisational climate*. Unpublised PhD. Thesis, Punjab University, India.

Sokal, L., Smith, D. G., & Mowat, H. (2003). Alternative certification teachers' attitudes towards classroom management", *High School Journal, 86*(3), 8-16.

Sosik, J. J., & Jung, D. (2011). *Full range leadership development: Pathways for people, profit and planet*. Atlanta: Psychology Press.

Souza, T. J. (2003). Collaboration in and of research and teaching. Retrived on: http://www.rogue.com/roguescholar/collaboration.htm/.

Stronge, J. H., Tucker, P. D., & Hindman, J. L. (2004). *Handbook for qualities of effective teachers*. Association for Supervision and Curriculum Development.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good?: A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, *62*(4), 339-355.

Sultana, N., & Bashir, M. (2005). *Educational management and supervision* (4th ed.). Iran: Allama Iqbal Open University.

Sundara Rao, G. (2009). Teacher perception of their effectiveness s teacher. *Experiements in Education, 28*(2), p. 13.

Suradi, S. (2017). The effect of leadership style and organizational Culture on Lecturer's job satisfaction. *Russian Journal of Agricultural and Socio- Economic Sciences*, *64*(4), 139-145.

Sushila, B. (2004). *Management and evalution of schools*. Oxford: University Press.

Swartz, C. W., White, K. P., & Stuck, G. B. (1990).The factorial structure of the North Carolina teacher performance appraisal instrument. *Educational and Psychological Measurement*, *50*(1), 175-185.

Tan de-Ramos, J. (2011). Teacher effectiveness in academic research writing: An exploratory factor analysis. *The Assessment Handbook, 4*(2), 71-82.

Teacher Effectiveness Measure Manual [TEMM](2012). *Teacher effectiveness initiative. Sub-Saharan Africa.* UNESCO. http://en.unesco.org/gem-report/sites/gem-report/files/regional_SSA_en.pdf

Tenedero, H, Dunn, R., Honigsfeld, A., Doolan, L. S., Bostrom, L., Russo, K., & Schiering, M. S. (2009). Impact of learning-style instructional strategies on students' achievement and attitudes: Perceptions of educators in diverse institutions. *The Clearing House: A Journal of Educational Strategies, issues and Ideas, 82*(3), 135-140.

Tenedero, H.S. (2001). *Creating an enhanced learning environment through individual learning styles.* New York: Taylor & Francis.

Thornhill, A., Saunders, &. M., Lewis, P., (2007). *Research methods for business students.* Boston: Pearson Education.

Tolada, T. (2012). *Hubungan keterlibatan orangtua dengan prestasi belajar anak usia sekolah di SDIT Permanat Hati, Banjarnegara.* Skripsi. Fakultas Ilmu Keperawatan Universitas Indonesia. https://www.google.com/search?q=Tolada%2C+T.+%282012%29.

Townsend T. (2011). Third millennium leaders. Thinking both locally and globally: New issues for teacher education. *Journal of Education for Teaching, 37*, 121-37.

Trevisani, D. (2016). *Communication for leadership: Coaching leadership skills* (2nd ed.). Medialab Research, p. 21.

Trevisani, D. (2016). *Communication for leadership: Coaching leadership skills* (2nd ed.). Medialab Research, p. 21.

UNESCO (2015). *Education for All: Global Monitoring Report Regional Overview:* KAG Submitted to the Fielding Graduate Institute.

Veal, A. J. (2006). *Research methods for leisure and tourism. A practical guide* (3rd ed.). New York: Prentice Hall.

114

Walliman, N. (2006). *Social research methods*. SAGE Publications.

Winebrenner, S. (2016). Teaching students about their own modality strengths can lead to positive learning outcomes: *Research and Practice, 2*(2), 160-164.

Yukl, G. (2015). *Leadership in organizations* (7th ed.). New York: Prentice-Hall.

APPENDICES
APPENDIX A
TEACHERS' QUESTIONNAIRE
UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
MANAGEMENT

This questionnaire aims to collect information on headteachers' leadership styles and teacher effectiveness. This questionnaire is strictly for an academic exercise. You are humbly requested to provide accurate and frank information that will assist the researcher in obtaining correct data for the study. Your responses will be handled in strict confidence. You are please requested to tick **(√)** a number that best describes your view. Thank you.

SECTION A

Demographic Data

1. Sex: Male ☐   Female ☐

2. Age: Less than 30yrs. ☐   30 to 39yrs. ☐   40 to 49 yrs. ☐   50+yrs. ☐

3. Academic Qualification: Diploma ☐   Bachelor's Degree ☐ Masters ☐

4. How many years have you been a teacher in this school? 1-4yrs. ☐   5-8yrs. ☐
   9-12yrs. ☐   13+ yrs. ☐

SECTION B: LEADERSHIP STYLES OF HEADTEACHERS
On a scale of 1– 5 (5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree), **rate your views on the following statements**.

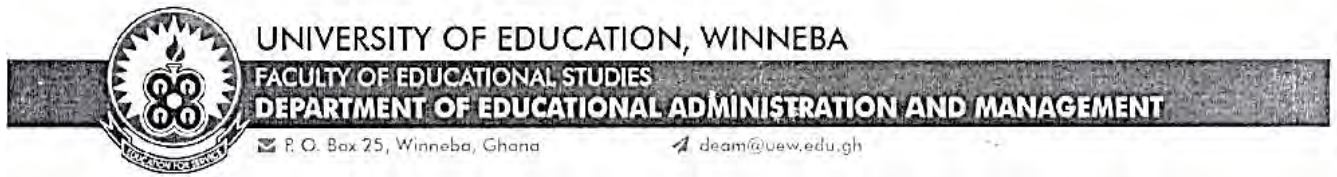| S/N		Never	Seldom	Occasional	Often	Always
		Circle **ONLY ONE** Option for each statement				
	Directive Leadership Style					
1	My headteacher makes teachers know what is expected of them.	1	2	3	4	5
2	My headteacher informs teachers about what needs to be done and how it needs to be done.	1	2	3	4	5
3	My headteacher asks subordinates to follow standard rules and regulations.	1	2	3	4	5
4	My headteacher explains the level of performance that is expected of teachers.	1	2	3	4	5
5	My headteacher gives vague explanations of what is expected of subordinates on the job.	1	2	3	4	5
	Supportive Leadership Style					
6	My headteacher maintains a friendly working relationship with subordinates.	1	2	3	4	5
7	My headteacher does little things to make it pleasant to be a member of the group.	1	2	3	4	5
8	My headteacher says things that hurt subordinates' personal feelings.	1	2	3	4	5
9	My headteacher helps teachers to overcome problems that stop them from carrying out their tasks.	1	2	3	4	5
10	My headteacher behaves in a manner that is thoughtful of subordinates' personal needs.	1	2	3	4	5
	Participative Leadership Style					
11	My headteacher consults with subordinates when facing a problem.	1	2	3	4	5
12	My headteacher listens receptively to subordinates ideas and suggestions.	1	2	3	4	5
13	My headteacher acts without consulting his/her subordinates.	1	2	3	4	5
14	My headteacher asks for suggestions from subordinates concerning how to carry out assignments.	1	2	3	4	5
15	My headteacher asks subordinates for suggestions on what assignments should be made.	1	2	3	4	5
	Achievement-Oriented Leadership Style					
16	My headteacher makes subordinates know that he/ she expects them to perform at their highest level.	1	2	3	4	5
17	My headteacher sets goals for subordinates' performance that are quite challenging.	1	2	3	4	5
18	My headteacher encourages continual improvement in subordinates' performance.	1	2	3	4	5
19	My headteacher shows that he/she has doubts about subordinates' ability to meet most objectives.	1	2	3	4	5
20	My headteacher consistently sets challenging goals for teachers to attain.	1	2	3	4	5

SECTION C: TEACHER EFFECTIVENESS

On a scale of 5 – 1 (5 = Always, 4 = Usually, 3 = Sometimes, 2 = Once in a while, 1 = Never) **rate your views on the following statements**.

S/N		Please CIRCLE a number to rate EVERY option				
		Always	Usually	Sometimes	Once in a While	Never
	Instructional Skills					
26	I use different methods of teaching.	5	4	3	2	1
27	Most of students of my class get good marks.	5	4	3	2	1
28	I teach every student according to his abilities.	5	4	3	2	1
29	I come well prepared for teaching in class.	5	4	3	2	1
30	I can also teach difficult lessons easily.	5	4	3	2	1
	Classroom Management Skills					
31	If any student ask question I try to satisfy him at every level.	5	4	3	2	1
32	Apart from teaching I fulfill other responsibilities very nicely.	5	4	3	2	1
33	I do not let co- curricular activities to affect my class teaching.	5	4	3	2	1
34	I do not let my domestic affairs to interfere in my duty.	5	4	3	2	1
35	If someone changes my responsibilities then I adjust myself.	5	4	3	2	1
	Discipline and Punctuality					
36	I come to school regularly.	5	4	3	2	1
37	When present at school I attain my class on time.	5	4	3	2	1
38	I fulfill my assigned activities on time.	5	4	3	2	1
39	I complete my syllabus on time.	5	4	3	2	1
40	I maintain discipline in my class.	5	4	3	2	1
	Interpersonal Skills					
41	Apart from teaching I try to solve any problem of the student.	5	4	3	2	1
42	I enjoy good relations with my colleagues.	5	4	3	2	1
43	I co-operate with my colleagues in any work.	5	4	3	2	1
44	I consult my colleagues in solving of my class problems.	5	4	3	2	1
45	For the betterment of my students I contact their parents.	5	4	3	2	1

THANK YOU

118

APPENDIX B
LETTER OF INTRODUCTION

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
P. O. Box 25, Winneba, Ghana   deam@uew.edu.gh

12th February, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION
We write to introduce Ms. Patience Adade, a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.
Ms. Patience Adade is currently working on a research project titled: *"EFFECT OF HEAD TEACHERS' LEADERSHIP STYLE ON TEACHER EFFECTIVENESS IN PUBLIC JUNIOR HIGH SCHOOLS AT SUHUM, GHANA".*

Please, give her the necessary assistance and co-operation.
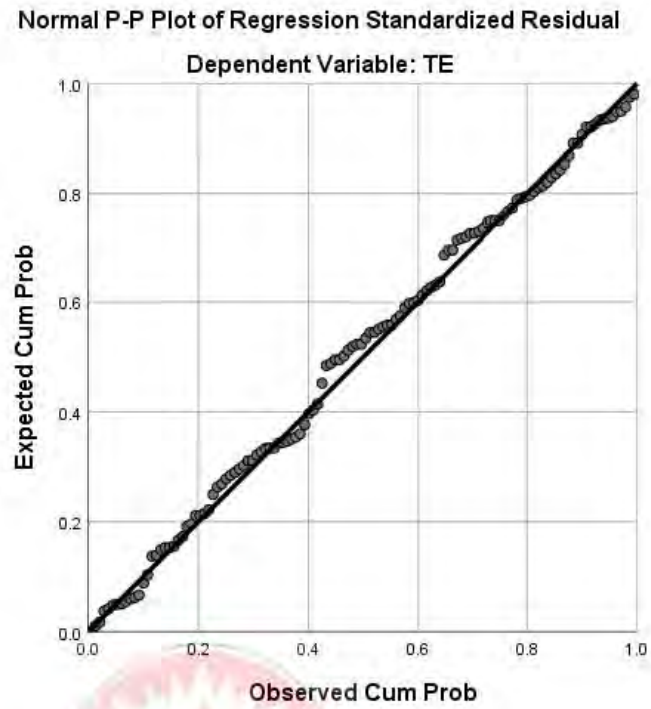Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
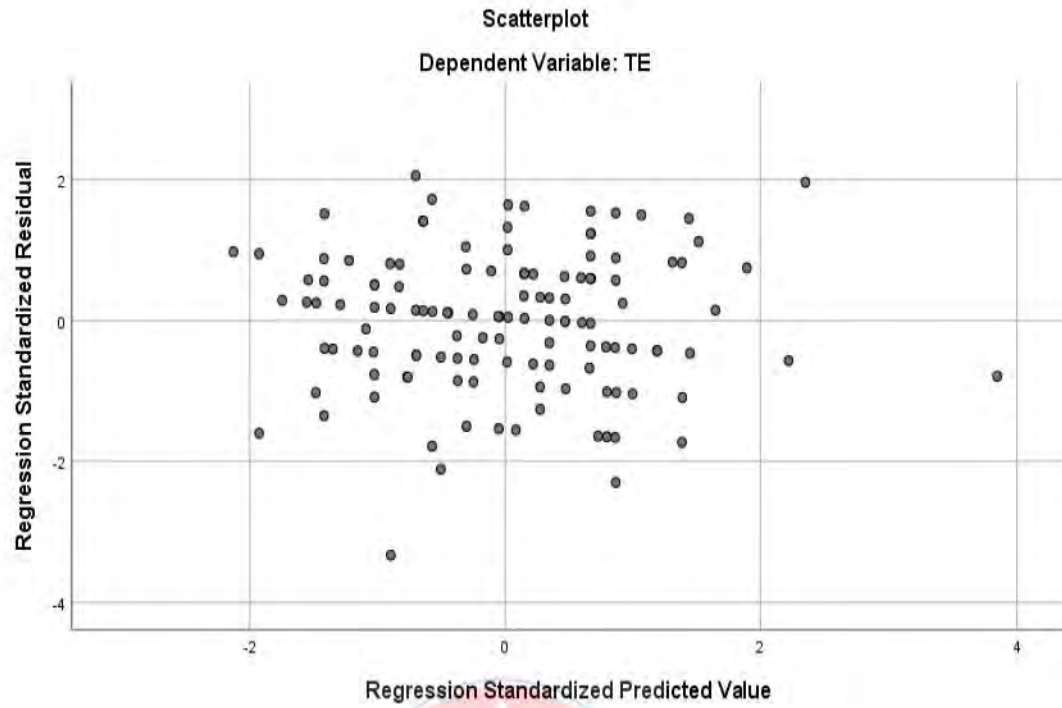**Head of Department**

cc:
Dean, School of Graduate Studies

119

APPENDIX C
NORMAL Q-Q PLOT OF REGRESSION STANDARDIZED RESIDUAL

120

APPENDIX D
HOMOSCEDACITY ASSUMPTION

Scatterplot

Dependent Variable: TE

APPENDIX E
NORMALITY TEST FOR GENDER OF TEACHER EFFECTIVENESS

	Mode of study	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Teacher Effectiveness	Male	.079	285	.063	.980	285	.074
	Female	.154	309	.054	.934	309	.085

Tests of Normality

122