**UNIVERSITY OF EDUCATION, WINNEBA**

LEADERSHIP STYLE OF HEAD TEACHERS OF EARLY CHILDHOOD CENTRES AND ITS INFLUENCE ON TEACHING IN THE BOLGATANGA MUNICIPALITY

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JANUARY, 2023

DECLARATION

STUDENT'S DECLARATION

I, **Evelyn Forson**, hereby declare that this thesis, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree in this university or elsewhere.

Signature: …………..………………

Date: Tuesday, November 28, 2023

SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and supervision of this thesis was done in accordance with guidance for the supervision of research work as laid down by the School of Graduate Studies, University of Education, Winneba.

Mr. Eric Ofosu-Dwamena (Supervisor)

Signature:

Date: Tuesday, November 28, 2023

DEDICATION

To my children; Mensah Shadrach, Forson Joseph, Godlove Mensah and my entire family. Thanks for your love and support throughout this journey.

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GLOSSARY

AIDS	Acquired Immunodeficiency Syndrome)
CRDD	Curriculum Research and Development Division
D.E.Os	District Education Officer
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
ELDS	National Early Learning and Development Standards
ESP	Education Strategic Plan
GES	Ghana Education Education
HIV	Human Immunodeficiency Virus
INSET	In-Service Education and Training
IQ	Intelligence quotient
KCSE	Kenya Certificate of Secondary Education
KG	Kindergarten
MoGCSP	Ministry of Gender, Children and Social Protection of Ghana
NaCCA	National Council for Curriculum and Assessment
NAEYC	National Association for the Education of Young Children
NGOs	Non-governmental Organization
NTC	National Teaching Council
P.T.A	Parent Teacher Association
SMC	School Management Committee
SSCE	Senior Secondary Certificate of Education
UCC	University of Cape Coast
UEW	University of Education, Winneba
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund
WASSCE	West African Senior School Certificate Examination

ABSTRACT

The main purpose of this study was to explore the Leadership Style of Head Teachers of Early Childhood Centres and Its Influence on Teacher Performance in the Bolgatanga Municipality. The research design for the study was a descriptive survey. The positivism paradigm was considered for this study for the reason that it advocates for the use of quantitative methods. The target population for this study was 217 classroom teachers and 59 Head teachers of public kindergarten schools in the Bolgatanga Municipality. The sample size for the study was 112 classroom teachers and 59 head teachers Structured Questionnaires were used to collect data for the study. Descriptive statistics such as frequencies and percentages were employed to analyse the data and presented using tables and figures. The study revealed in some cases, the Head teachers combine different leadership styles as revealed by the respondents. The results from the majority of the teachers revealed that the Leadership Styles of Head teachers often influence Teaching. However, some of the teachers stated otherwise, according to them the Leadership Styles of Head teachers, in general, do not have any influence on Teaching. The study further discovered that the Head teachers are not able to utilize their leadership styles to effectively ensure the following i.e. to Ensure high morale among staff, attract, develop and appraise the staff; Monitor, evaluate and report the achievements against the set standards; ensure that Teaching is play-based and child-centred; employs instructional strategies appropriate for mixed ability multilingual and multi-age classes; Identifies and remediates learners' difficulties or misconceptions, referring to learners whose needs lie outside the competency of the teacher.

CHAPTER ONE

INTRODUCTION

Studies have shown that the education system of Ghana, for some decades now, has experienced a significant and ambitious restructuring process in an attempt to improve the quality of education and produce skilful and knowledgeable people for the economic progress and development of the country (Osei, 2006). However, Zame, Hope & Respress (2008) assert that these many educational reforms were intended to develop quality in the educational system and that the focus was not on leadership. Also, from literature or previous studies, less is known about the role of leadership and its impact on staff performance. Mullins (2005), reports that the leadership styles of heads of public Kindergarten schools in Ghana have become a problem. In recent times, Mullins's (2005) assertion is noticeable in the Bolgatanga Municipality. This revelation is contained in the Bolgatanga Municipal Education Directorate April 2022 Baseline Assessment Report on Numeracy and Literacy. From the study's findings, one of the major causes of the falling standard of education at public early childhood centres (kindergartens) in the municipality was attributed to the problems that characterized the leadership styles of the head teachers. Given the above challenge, it is keen to identify the various leadership styles employed by head teachers and the extent to which their choice of leadership style affects teaching in early childhood centres in the Bolgatanga Municipality of the Upper East of Ghana. It is significant to also state that, most of the studies from an ECEC perspective are consistently focused on pedagogy and classroom quality as key determinants of children's experiences in

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ECEC settings (Veale, 2014; Winterbottom & Mazzocco, 2015; Thompson, 2018; Siraj, 2014; Hedges & Cullen, 2012; Gananathan, 2011).

1.1   Background to the Study

Early childhood care and development services are recognized to be a vital focus and strategy for improving the well-being of children and achieving justifiable development. Early childhood is believed to be the foremost essential stage of child development. According to Kieff and Casbergue (2016), early childhood education is a special branch of education serving children from infancy to elementary grade level three. However, the Early Childhood Education policy of Ghana provides children with two years of free and compulsory Kindergarten in an attempt to ensure that young children are enrolled in school for early learning (UNICEF, 2022; GES, 2019). Enabling all four to five-year-old children to achieve their full developmental potential is a fundamental right and an essential requisite for sustainable development (GES, 2019). According to UNICEF (2022), this places Ghana ahead of the curve compared to other countries in sub-Saharan Africa. Efforts are being made by the Ministry of Education and the Ghana Education Service to reach out to the most vulnerable and disadvantaged children.

Early childhood education helps to stimulate children's cognition, language, physical, social, and emotional development and prepares them for kindergarten. Likewise, it lays a solid foundation for primary education and beyond. Children who attend quality nursery education programmes are more likely to have better test scores and grades, less repetition and dropout rates, and better ability to handle the demands of formal schooling and be more productive in life (Adara, 2006; Adeboye, 2011; Adedigba & Agarry, 2013).

According to Obanya (2007), teachers typically occupy a very vital position within the educational system of any country. Their role becomes therefore monumental once they are teachers of early childhood education. Teachers play a vital role in fostering the intellectual and social development of children throughout their formative years. The role and responsibilities of teachers of early childhood education are extremely vital to the educational and social development of children as a result the quality of child care and education provided to children relies on them. They have the responsibility to achieve the aims and objectives of education of ECE and also fulfil the expectation of the parents as regards the purpose of bringing their children into this programme. The education that teachers impart plays a key role in determining the prospects of their students. Whether in preschools or high schools or private or public schools, teachers provide the tools and the environment for students to become responsible adults (Adegbesan, 2008; Sooter, 2013; Bello, 2015; Olasehinde, 2015).

Teachers need the support of skilful management to discharge their duties effectively. Management functions delivered by school managers need the employment of varied management and leadership styles. Leadership acts as a catalyst without which other good things are unlikely to happen (Vroom & Jago, 2004). Head teachers play a pertinent role in developing quality education as they are responsible for excellent school management and effective school leadership. This means that as department heads, head teachers have been entrusted with the responsibility of realizing the country's aspirations and education development (Abas, Awang & Balasundran, 2002) and hence are responsible for the success and excellence of the school. According to Anyango, (2015), leadership style is the manner and approach of

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providing direction, implementing plans, and motivating people. Mgbodile, (2004) identified different styles of leadership; autocratic, democratic, and laissez-faire.

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

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

Azasu (2015) investigated the Leadership Styles of head teachers and their influence on staff performance in senior high schools in the Mfantseman Municipality. The study revealed that there is a significant and positive relationship between teacher performance and head teachers' Leadership Styles. Huka, (2003) conducted a study on the effect of leadership style on staff performance. The findings revealed that lack of teachers' involvement leads to teachers' truancy, excessive excuses, absenteeism and complaints leading to general ineffectiveness, inefficiency, low productivity and non-achievement of school goals. Marzano (2015) posited that a successful school manager creates a school culture where all stakeholders are involved in the

achievement of students in a school. This study aims to find out how leadership styles affect teaching in early childhood centres focusing on public kindergartens in the Bolgatanga Municipality of the upper east region of Ghana. The study further examines the factors that contribute to the choice of leadership style by headteachers. Also, the challenges that are pertaining at the school level which can contribute to how effectively a headteacher manages the school to influence teaching are as well examined.

1.2   Statement of the Problem

Head teachers play a key role in improving the quality of education for the most disadvantaged learners within increasingly decentralized systems (Ngcobo & Tikly, 2010). The mantle then falls on head teachers who are leaders of schools to ensure academic success. Hence, the value of leadership in attaining success in every institution cannot be underestimated.

Research shows that children learn, grow, and thrive in Early Childhood Education and Care (ECEC) settings when those settings are characterized by high-quality interactions and relationships (Waniganayake & Semann, 2011; Siraj, 2014). There is growing recognition that the level of quality in ECEC settings influences children's learning, development and well-being. This attention to quality has generated continued interest in how to most effectively achieve and sustain quality (Waniganayake & Semann, 2011). However, ECEC studies (Veale, 2014; Winterbottom and Mazzocco, 2015; Thompson, 2018; Kamii, & DeVries, 1993; Hedges & Cullen, 2012; Gananathan, 2011) have consistently focused on pedagogy and classroom/playgroup/group quality as key determinants of children's experiences in ECEC settings. Likewise, studies (Amedome, 2018; Adangabe & Boateng, 2022; Duorinaah, 2020; Aruzie & Adjei 2019; Boampong, Obeng-Denteh, Issaka &

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Mensah, 2016) done on leadership and its impact on performance in Ghanaian schools have largely fixated on the senior high and junior high schools. Less is known about the role of leadership and its relationship to quality in Ghana at ECEC. It is significant to state that the education system of Ghana, for some decades now, has experienced a significant and ambitious restructuring process in an attempt to improve the quality of education and produce skilful and knowledgeable people for the economic progress and development of the country (Osei, 2006). These many educational reforms were intended to develop quality in the educational system and the focus was not on leadership. Mullins (2005), also reports that the leadership styles of heads of public Kindergarten schools in Ghana have become a problem.

In recent times, Mullins's (2005) assertion is noticeable in the Bolgatanga Municipality. This revelation is contained in the Bolgatanga Municipal Education Directorate April 2022 Baseline Assessment Report on Numeracy and Literacy. The main objective of that study was to establish the cause of the fallen standard of kindergarten and primary education (regarding Numeracy and Literacy) in the municipality. The report indicates that only 27.52% of grade four pupils are literate in English and only 15.31% of grade four (4) pupils are literate in English as well. The kindergarten (KG2) pupils recorded 9.8%. From the study's findings, one of the major causes of the fallen standard of education at public kindergarten centres in the municipality was attributed to the problems that characterized the leadership styles of the Head teachers. The report further indicates that even though democratic leadership styles are predominantly utilised by the head teachers, most (87.12%) of them do not have the necessary knowledge or expertise to initiate or influence quality contributions from the teachers and other stakeholders in the decision-making

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process. This has resulted in teachers feeling like their opinions and ideas aren't taken into account.

Furthermore, the researcher, who also serves as the directorate's early childhood centres coordinator, on 25/09/2022 undertook an in-depth review or assessment of reports from the School Improvement Support Officers (SISOs). It was quite revealing that the findings obtained from some of the SISO's reports were coherent with the results contained in the baseline report forementioned. For example, a SISO, Margret Zeng who supervisors the North East Circuit of Bolgatanga recommended in her 2022 4th quarter report that, the head teacher for Yorogo KG, Agnes Agana should be replaced since she is unable to effectively manage the teachers in the school which affects teaching and learning.

Given the above challenge, it is keen to identify the various leadership styles employed by head teachers and the extent to which their choice of leadership style affects teaching in other words staff performance in early childhood centres in Bolgatanga Municipality in the Upper East of Ghana.

1.3   Theoretical Framework

1.3.1 Path-Goal theory

This theory was established by Martins Evans in 1970, and it was redefined in 1971 by Robert House. Evans (1970) and House (1971) stated that the Path-Goal theory of leadership is an outcome of Victor Vroom's Expectancy theory, which emphasises that staff/employees' actions are carried out centred on the expected reward to such action, and the level of incentive determines the rate of staff performance in the organisation. According to Northouse (2013), the Path-Goal theory of leadership is a "process in which leaders select specific behaviours that are best suited to the

employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goal)" This indicates that the leader has different leadership style or behaviour, and considers the most appropriate style in his/her leadership to suit the employees/staff needs and the working environment as to attract the best action of the staff in the organisation. The leader needs to motivate the employees/staff and satisfy their needs to enhance their job performance.

House and Mitchell (1974) corroborated the views of the above scholars and added that the Path-Goal theory best explains the specific leadership style applied by the leader to suit the "employees" and the "work environment" to enhance staff performance and achieve the organisational goal. The leader achieves his goal by identifying the staff's interests, motivating the staff, empowering, and satisfying them. House (1971) further recognized four leadership behaviour variables namely, directive, supportive, participative, and achievement-oriented. Directive leadership implies that the leadership communicates the organisational goals and expectations to the staff with the view of keeping the staff in the know. Supportive leadership involves the leader's capability to be friendly in his/her relationship with the subordinates. The leader identifies the staff needs, and works out the best way to satisfy their needs, with the view of using staff satisfaction as a medium to improve staff performance. Participative leadership means leaders offer the chance to employees for consultation on the organizational problems, by permitting the employees to contribute to the organizational decisions. Achievement-oriented leadership involves the leader's ability to line the organizational difficult goals for the employees of the organization and raise them to improve their performance to reinforce the organizational productivity.

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The relevance of the Path-Goal theory to this study is based on the activities of the basic school headteacher as a leader in the school, and the leadership style the headteacher applies in the management of the school staff to achieve the school goal. The Path-Goal theory hinges on two variables namely, "environment" representing the school environment, and the "staff/subordinates" representing the school staff. The leadership style applied by the head teachers in basic schools in Bolgatanga Municipality in the Upper East Region affects their school teachers' job performance. The theory shows that when a head teacher uses a participatory leadership style and motivates the staff, the latter are encouraged and this enhances their job performance and goal achievement in the school.

1.3.2 Trait theory

The trait theory originates from the Great Man theory which is centred on the idea that leaders are born with inborn leadership skills (Maritz, 2005). Leaders are raised by their followers on the grounds of their inimitable qualities that others do not have. In the end, followers do not doubt their leader's judgments. The trait approach to the understanding of leadership perceives leadership as the core of organisational effectiveness, commitment and performance. The trait perspective assumes that great leaders are born with distinguished traits or characteristics that make them different from others. Sashkin and Sashkin (2003), in their research, found that leaders who had inherent characteristics were a bit more intelligent, outgoing, creative, assertive, responsible, taller, and heavier than average people.

Hoy and Miskel (1992) also identify some traits that are associated with effective leaders as self-confidence, stress tolerance, emotional maturity and integrity. Even though there is no list of traits that guarantee leadership effectiveness, several traits

have been identified to contribute to leadership success as it recognizes the influence of both traits and situations. Whilst behavioural theories help managers develop particular leadership behaviours, they give little guidance as to what constitutes effective leadership in different situations (McGregor, 2009). Undeniably, most scholars today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables.

1.4   Purpose of the Study

The main purpose of this study is to explore the Leadership Style of Head Teachers of Early Childhood Centres and Its Influence on Teacher Performance in the Bolgatanga Municipality Specific Objectives

This study sought to:

1. Find the prevailing leadership styles of Head teachers of Early childhood centres in the Bolgatanga Municipality

2.   Assess how teachers perceive the influence head teachers' leadership styles have on their performance

3.   Find out the challenges head teachers face in their leadership role in selected Early Childhood Centres in the Bolgatanga Municipality.

4. Assess the reasons that contribute to the choice of leadership styles by the head teachers in Early Childhood Centres in the Bolgatanga Municipality.

1.5   Research Questions

To achieve the objectives of the study, the following questions were to be answered:

1. What kind of leadership styles are being used by the head teachers of the Early Childhood Centres in the Bolgatanga Municipality?

2. Do leadership styles of the Head teachers influence teacher performance?

3. What challenges do Head teachers face in exhibiting their leadership styles in the Early Childhood Centres in the Bolgatanga Municipality?

4. What reasons contribute to the choice of leadership styles by the head teachers in Early Childhood Centres in the Bolgatanga Municipality?

1.6 Significance of the Study

The findings of the study will contribute to the formulation of policy directives for addressing the basic issues about leadership efficiencies and effectiveness in Early Childhood Centres in the Bolgatanga Municipality of the Upper East Region. The findings of the study will also contribute to the body of knowledge in educational leadership and also provide the basis for training and selecting heads of kindergarten schools to improve learners and school performance. In addition, it can create or raise the awareness level of stakeholders (teacher associations, P.T.A) on the need to demand good leadership styles from heads of schools since it has much influence on Teaching. Besides, the findings of the study will enable policy-makers in the educational sector to understand the types of leadership styles that help improve the effectiveness of Teaching in early childhood centres. Finally, the findings of the study will also serve as a resource document on the effectiveness of school administration and leadership.

1.7 Delimitation of the Study

This study is limited to only Early Childhood Centres in the Bolgatanga Municipality. The study also was delimited to only professional teachers. The scope of this study is limited to the types of leadership styles used by the Head teachers, how the leadership style of the Head teachers affects Teaching and the challenges head teachers face in

exhibiting their leadership styles in the selected Early Childhood centres in the Bolgatanga Municipality.

1.8   Operational Definitions

For this study, the following terms were taken to mean as defined below:

Head Teacher –Refers to the executive officer in a school who has been given the authoritative power in matters concerning the administration of the school by the Ghana Education Service

Teacher – Someone who attempts to shape or mould the behaviour of another person (Learner) through instruction, and practical examples.

Effectiveness means the performance of teachers to the extent that schools are successful in producing desired learning.

Leadership - The ability of a leader to influence others to bring out optimal output in their tasks.

Leadership styles refer to variations in leadership characteristics that define leadership skills which are used in institutions to bring up children. It also refers to the psychological processes that influence preschool teachers' behaviour concerning the attainment of institutional goals and tasks.

Management - Refers to the term used to describe the process of developing objectives and striving to achieve them.

Administration – The organization of the internal arrangements of the school or whether in the light of personality-determined objectives.

Performance - is an activity undertaken to carry out, and complete tasks and responsibilities by expectations and goals that have been set.

Early Childhood Education –The Early Childhood Education policy of Ghana provides children with two years of free and compulsory Kindergarten in an attempt

to ensure that young children (4-5 years of age) are enrolled in school for early learning.

Kindergarten refers to a learning daycare or ECE centre where children are prepared in readiness for primary school, and develop holistically, their physical, social, emotional, and intellectual needs to build a broad and solid foundation for their well-being.

1.9   Organization of the Study

The study is organized into six chapters. Chapter One introduces the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and delimitations of the study, organization of the study and Theoretical framework. Chapter two will review related literature to the study on leadership styles. Chapter three will present the research methodology chapter four present the results and chapter five contains a discussion of the findings. Chapter five provides a summary of the findings, conclusions, and recommendations in line with the research objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents related literature under the following sub-headings; Theoretical framework, the concept of leadership, school leadership, the concept of early childhood education, the importance of early childhood education, early childhood education policy in Ghana, leadership styles, types of leadership styles, the effect of head teachers leadership style on Teaching, challenges head teachers to face in school administration and factors influencing leadership style of the head teacher

2.2 Concept of Leadership

According to Chowdhury (2014), leadership is probably the most written-about social phenomenon of all time, and express with grief that it is still not well understood due to its difficulty, defined by the number of variables associated with the concept of leadership, variables that include the entire social process. Over the years, researchers on leadership focused on the personality and traits of leaders, Situational and Contingency factors that affected leadership and behaviour styles, and transformational, charismatic and transactional leadership. At the end of the 20th century attempts were made to look at various models of leadership to integrate into a broader framework called the "full-range theory of leadership" (Avolio, Reichard, Hannah, Walumbwa & Chan, 2009).

Today, leadership is the most studied and least understood topic since we assume that it is a living phenomenon that is complex and mysterious (Almohaimeed, 2014).

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Since the first twentieth century, leadership has perpetually been redefined by a variety of leadership theories. Most definitions have a common theme of directing a group toward a goal.

Shastri, Sinha and Mishra (2010) define leadership as "the relationship between an individual and a group based on common interest and they behave as per the directions of the leader. According to Yukl (1994), "leadership is the method of influencing followers". Leaders play a very important role in the attainment of structure goals by creating a climate that will influence employees' attitudes, motivation, and behaviour. Chowdhury (2014) defines leadership as a "dynamic process whereby one man influences others to contribute voluntarily to the realization and attainment of the objectives towards the common goal". The ambition and values of the group that represent the essence of leadership are to help a group or an organization attain sustainable development and growth.

Malik, Saleem, and Naeem (2016) indicated that leadership brings in the required change to influence the learning and development of required skills and performance and creates a platform for individual growth in an organization. Leadership is all about taking ownership and responsibility intended to achieve the end objective by applying the available resources and ensuring a cohesive organization where an individual influences a group to achieve the common objective (Amanchukwu, Stanley, & Ololube, 2015). McSwain (2010) describes leadership as a capacity, which implies that a leader can listen and observe, and use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision-making, and to articulate their values and visions clearly but not to impose on them.

Mullins (2003) also points out that leadership means the use of a leading strategy to offer inspiring motives and to enhance the staff's potential for growth. Vroom and Jago (2004) also described leadership as a process whereby an individual influences a group of people to achieve a common goal. McGregor (2009) also puts leadership differently and he explains that the leader's attention is on what he or she can put into people rather than what he or she can get out of them, to build the kind of relationship that promotes and increases productivity in the organization.

Weihrich and Koontz (2008) define leadership as an act or process of influencing people to willingly and enthusiastically strive toward the achievement of a group's goal. Principals as school leaders need to influence the people to perform their work enthusiastically to attain the desired goal. Weihrich and Koontz (2008) on the other hand define leadership as the ability to get men to do what they don't like to do and like it. A leader therefore can be defined as a person who influences people to earnestly work toward the set objectives. Miskel and Hoe (2008) indicated that leaders are essential in guiding in times of change and are responsible for the effectiveness of organizations.

Leadership is the capacity to get people to do work without the use of any force. Newstrom (2007) viewed that "leadership is a process to inspire others to work zealously to achieve objectives. It is the drive that impels a person to get the desired goals." Leadership is a blend of three relative factors i.e., the personal, the situation, and the task. Leadership may be a collective enterprise towards the achievement of targets keeping in view the content, and human, material, and time resources. However, the nature of the task which the personnel undertake also determines the type of leadership for providing a line of action to the people concerned.

According to Yukl (1994), leadership is "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. According to Peretomode and Ikoya (2010), leadership is the part of management which is concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources which include human, material, equipment, suppliers, finance, space and work techniques or technology. Northouse (2013) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal.

Northouse (2013) noted that leadership action is directed towards the analysis of policies, the identification of options and to a substantial degree, the implementation of programmes as well as the efficient allocation of resources in addition to all these calculated decisions, a typical administrative action takes into consideration the enduring and the goals of the organization as well as the environment within which the activities take place. According to Shaw (2005) leadership is a process of persuasion and acting by example, by which others are motivated to take action. Ozigi (2009) defined a leader as an individual who guides the activities of an organization in such a way as to achieve goals and objectives and who can get things done quickly by men. Thornton (2004) explains that by so doing leaders subsequently help people achieve more productivity, quality and success. Coe, Johnson, Sukhodoyeva and Johnson (2005) also claim leadership is defined as having an impact on group processes, organizational change, ability to achieve goals, and having relationship attributes. A leader helps to inspire others, has a strong vision for the future and can greatly influence organizations. Mitonga-Monga and Coetzee (2012) consider

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leadership as the pattern associated with managerial behaviour, which is designed to integrate the organizational or personal interests and effects for achieving particular objectives.

According to Dran (2004), leadership is a process by which goals and directions are set by one person for their group. The leader thus influences or acts with competence and dedication to realize set goals (Senge, 2006). Kelloway and Barling (2010) define leadership as a process of social influence that is enacted by individuals in formal positions of power or leadership positions within an organization, such as managers and supervisors. Trevisani (2016) identified leadership as a holistic approach to controlling others and achieving set goals, and further explained leadership from six perspectives namely;

1. Higher levels of physical power, need to display power and control others, force superiority, ability to generate fear or group members need for a powerful group protector (Primal Leadership);

2. Superior mental energies, superior motivational forces, perceivable in communication and behaviours, lack of fear, courage, and determination (Psych energetic Leadership);

3. Higher abilities in managing the overall picture (Macro-Leadership);

4. Higher abilities in specialized tasks (Micro-Leadership);

5. Higher ability in managing the execution of a task (Project Leadership);

6. Higher level of values, wisdom, and spirituality (Spiritual Leadership), where any leader derives their leadership from a unique mix of one or more of the former factors.

2.3   Leadership Styles

Many scholars, including Babalola (2016), Osabiya and Ikenga (2015), and Adeyemi (2009a) agreed that leadership entails the capacity of the leader to influence the activities of others to achieve the corporate goal of the organization. In leadership, the leader applies several leadership styles to achieve the set goal. To Akinwumiju and Olaniyan (1996), and Adeyemi (2009b), leadership style is seen as a process through which the leader influences others in the process of attaining the group goal. As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has specific direction to follow. According to Okumbe (2012) leadership style "is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization".

According to Mankoe (2007), Leadership styles refer to the general ways in which a leader behaves toward subordinates to attain organizational objectives. Leadership style is viewed as a combination of different characteristics, traits and behaviours that are used by leaders for interacting with their subordinates. (Mitonga-Monga & Coetzee, 2012). Harris, Leithwood, Day, Sammons and Hopkins (2007) also postulated that leadership style can be defined as the kind of relationship that is used by an individual to make people work together for a common goal or objective. Chandan (1987) defines leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them.

Okumbe (2012) on the other hand defines leadership styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls the school's" resources for achievement educational goals

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and can accelerate the process of school's development or can demolish the progress of education (Oyedeji, 1998; Adeyemi, 2009b). As such, a leadership style occupies an important position in school management. Mullins (2005) also defines leadership style as how the functions of leadership are carried out, and how the leader typically behaves towards members of the group.

Afful-Broni (2004) also describes leadership style as the manner and method of providing directions and guidelines for implementing strategic plans and motivating people to achieve the objectives of the individual and the organization as a whole. A leadership style is an approach used by a manager or head of an organisation in the exercise of their leadership function (Armstrong, 2012). According to Haque, Faizan, Zehra, Baloch., Nadda, and Riaz, (2015), it reflects a particular behaviour a leader in an organization employs with the ultimate aim of motivating followers, especially employees towards the achievement of a defined objective. Okumbe (2012) refers to leadership styles as those particular behaviours that are applied by a leader to motivate the followers to achieve organisational objectives. Leadership style has to do with the use of authority and the resultant participation of others in decision-making.

Bass (2004) contends that leadership style is the manner and approach of providing direction, implementing plans and motivating people. Bern (2002) explains leadership style as how the functions of leadership are carried out. Fullan (2004) states that leadership styles have five main characteristics, including having a moral purpose, allowing for change processes, developing rational skills, and being able to achieve consistency in the workplace. Similarly, McBer (2000) found that leadership styles are greatly influenced by the emotional intelligence of each leader, and include attributes such as: being coercive, authoritative, affiliative, democratic, pacesetting,

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and coaching. These six emotional bits of intelligence allow the headmaster to lead the school with soul and not merely guide teachers as if they were robots. For the current study, however, the autocratic, democratic and laissez-faire leadership styles, are perhaps the most popular ones (Afful-Broni, 2004; Sergiovanni, Kelleher Macarthy & Writ, 2004; Fullan, 2004; Hoy & Miskel, 1992) were studied and related to teachers' job performance. Martindale (2011) defines leadership style as a "leaders' style of providing direction, implementing plans and motivating people". Kipkemboi and Sirma (2014) defined leadership style as patterns of behaviour used by leaders in attempting to influence group members and make decisions regarding the mission, strategy and operations of group activities. It is the general way a leader behaves towards his subordinates to achieve the intended objectives.

2.4 Types of Leadership Styles

2.4.1 Autocratic leadership style

Autocratic leaders are classic and bossy. Autocratic leaders want their subordinates to work according to them. Typically, autocratic leaders retain their decision-making rights with them (Obiwuru, Okwu, Akpa & Nwankwere, 2011). Autocratic leaders force their followers to implement the services and strategies narrowly. Gitman and McDaniel (2008) claim that autocratic leaders are directive leaders, allowing for very little input from subordinates. Thus, these leaders prefer to make decisions and solve problems on their own and expect subordinates to implement solutions according to very specific and detailed instructions. The researcher contextualizes that autocratic leaders are those leaders who prefer to make decisions and address problems with little or no input or ideas from their followers on how to get things done.

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Afful-Broni (2004), indicated that it is an authoritarian style, where the leader alone decides for others to implement without previous consultation, with very little communication, coercion, or dictatorial; using threats and punishments, with trust in the good intentions of others. Psychologists believe these styles stems from fear and feeling of insecurity. Brutal force is then a defensive tool; obviously, the underlying theory is McGregor's Theory Y Murugan (2007) asserts that autocratic leadership provides "strong motivation and reward for the leader". According to Ghuman (2010), autocratic leadership can be useful in times of crisis when faster action is required and less competent subordinate managers and employees can be employed because they have to just execute the orders of the boss. Rounds and Segner (2011) contend that under autocratic leadership, "decisions are quickly made and implemented. Autocratic statements are often perceived as hostile, mean and unfriendly nonetheless, such statements might be crucial at one point in time to enable the leader and his followers to attain a set purpose.

Ghuman (2010) also claims that proper planning, decision-making and organization are given little attention because the autocratic leader often wants others to follow what they perceive to be right. The autocratic leadership style is, however, known to be effective in the short term. Autocratic leadership restricts workplace socialization and communication which is cordial for effective organizational performance. It is a type of leader who holds a lot of authority to himself with very little or no delegation of power to the subordinates. Bii (2015) stresses that head teachers utilizing this type of leadership permit no contribution totally in resolution-making.

In this leadership style, the head teacher is task-oriented, a hard worker, keen on schedules, makes decisions unilaterally and does not expect people to question

whatever they have been told to do. In this case, debates are not entertained. (Kitavi, 2014), found that a head teacher who exercises this style of leadership may face resistance from members of staff leading to a declined performance by the students. In educational institutions where this manner is used, students do not have the motivation and they show minimal participation in their effort.

2.4.2 Democratic leadership style

Tannenbaum and Schmidt (2012) have defined democratic leadership as leadership in which the decision-making is decentralized and is shared by all the subordinates. Van Wart (2014) defined a democratic leader as a type of leader who allows members of the organization to participate role in making decisions affecting the organization. This leader has to consider subordinates in any decision-making. In this case, there is consultation in the decision-making process (Bii, 2015). In this case, the input of employees in the formulation of plans that affect the organization is highly valued (Bii, 2015). The head teachers consider the feelings, opinions and ideas of subordinates before making any decision. Northouse, (2015), points out that in this style of leadership, the staff members are likely to care for the final products since they are involved in the process of producing them. (Van Wart, 2014), posits that a school leader who portrays a democratic or participative leadership style often influences the confidence of subordinates and stakeholders in general. (Nathan, 2013), observed that a school leader should be democratic combining traits such as firmness, ingenuity, self-confidence and friendliness among other traits in a work environment without necessarily issuing mere instructions which enhance productivity.

A democratic leadership style occurs when the leader invites the team members or the followers to provide input into the decision-making process respecting them and

validating their input into the overall process (Army Handbook, 1973 as cited by Hansen & Zenobia, 2011). Gitman and McDaniel (2008) are of the view that democratic leaders are leaders who solicit input from all members of the group and then allow the members to make the final decisions through a vote. They explain that democratic leaders act more like members of the team rather than its leader and that this hands-on approach can win approval from the team.

Rounds and Segner (2011) also state that "democratic leaders consistently take input and advice from those whom they lead." It is vital to note that, not all decisions under a democratic leadership process have to be made through a voting process. The mere involvement of the input of members or followers in a decision-making process is enough for a leadership style to be considered democratic. Also, democratic leaders enable their members to be well-educated and as such members tend to support the goals of the organization. Daniels (2004) claims that democratic leadership "promotes the empowerment of team members and facilitates communication." Rounds and Segner (2011) attest to the views of Daniels by contending that democratic leadership has the benefit of enabling members or followers to express their opinions and to be able to bring on board their knowledge and expertise. Daniels (2004) states that a major disadvantage of democratic leadership is that it results in excess waste of time since it tends to be time-consuming. He further explains that there is a likelihood of disagreements during decision-making since every member might have diverse views. As a result, democratic leadership might not be very efficient.

2.4.3 Laissez – faire leadership style

According to Muthike (2014), Laissez-faire leadership, also known as declarative leadership, is a form of the method of leadership in which leaders are hands-off and

allow members of the community to decide on the outcomes. Employees are free to formulate the policies and techniques that guide them. Contingency theorists posit that; laissez-faire leaders are leaders who are less concerned with what is happening in the organization. They are the leaders who leave the subordinates with the sole role of making their own decisions (Northouse, 2013).

Gitman and McDaniel (2008) explain that laissez-faire or the free rein style of leadership is a leadership style in which they turn overall authority and control to subordinates. Mehrotra (2005) asserts that free rein avoids power and responsibility. Thus, they depend largely on the group to establish its own goals and work out its problems. Groups train themselves and provide their motivation and the leader only plays a minor role. Ghuman (2010) is of the view that a free-rein leader believes in giving complete freedom to subordinates. This leadership style is based on the principle, 'those who lead the least lead the best'. Ghuman (2010) contends that the free-rein leadership style enhances the job satisfaction of the subordinates as well as ensures that the potential of the subordinates can be optimally utilized.

Gray, Lockyer and Vause (2004) assert that a laissez-faire leadership style leads to trust in the employees of the leader, the leader can easily delegate tasks to the followers, and most of all employees feel empowered. Barman (2009) also claims that laissez-faire leadership works best when the followers are capable and motivated in making their own decisions, and where there is no need for central coordination. Ghuman (2010) explains that under the free-rein leadership style, the subordinates do not get the guidance and support of their leader and this can result in mediocre performance. Gray et al (2004) contend that goals may not be achieved under laissez-

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faire leadership and roles and responsibilities are often poorly defined. They explain that this style is often used as a cover for bad leaders.

Barman (2009) argues that in laissez-faire leadership the leadership involvement in affairs is minimized. This could result in the leader being ignorant of affairs, especially in cases where followers fail to report accurate information to the leader. The head teacher delegates almost all authority and control to subordinates. There is no person of authority in the school. The head teacher leads the school indirectly, he/she does not make decisions; rather he/she abides by popular decisions. Tasks are done the way the head teacher thinks they should be done, but he/she gets involved on request and this may lead to the digression from the school policy.

2.4.4 Transformational Leadership

Transformational leadership centres on a diverse type of leaders" who build their staff to become leaders. These leaders create tasks that can enable subordinates to develop their competencies, especially in leadership. According to DuBrin (2015), a transformational leader shares power with the group and therefore, the leader manages to empower the subordinates. Northouse (2013) stresses that transformational leaders empower their followers to do what they think is vital thus contributing to effectiveness since there is the spirit of ownership of what one does.

According to Daft (2014), due to a sense of ownership created by these types of leaders, employees are likely to realize their full potential since the leader is concerned with the end product and not the process of realizing it. These heads are more concerned with what staff is completing rather than the process. Joyce (2016), explains transformational leadership as an extension of transactional leadership,

which departs beyond "exchange" using one or more transformational leadership qualities.

As theorized by Burns in 1978, transformational leadership describes leaders as being inspirational guides to teachers and staff to achieve a higher level of morale and motivation at work. These leaders can alter the workplace, encouraging collaboration and raising the role of the follower to leader. Avolio et al. (2009) support that transformational leadership is the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment to the organization's mission, objectives, and strategies. They further describe four important dimensions of the transformational leadership style including consideration for the teacher, having inspirational motivation, promoting intellectual stimulation, making individualization a priority, and relating well with subordinates. A school head teacher espousing to transformational leadership style will thus promote and ensure good teaching staff behaviour to increase the students" academic performance (Du Brin, 2015).
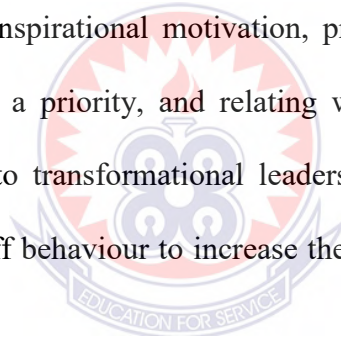
2.5 School Leadership

The leadership works at different levels of education. An educational administration deals with human beings at various levels, whether we are talking about the educational administrator and his staff or the administrator, head teachers are teachers and the students. There are certain basic qualities and characteristics required of the head teachers as the leader of the school. These leadership qualities, however, are very widely according to personal characteristics. Nevertheless, it is expected that the head teachers with adequate technical skills and modest traits of personality will find most things going for them. Generally, such a head teacher leader should have the

ability to organize and delegate responsibility and authority successfully to the teachers. He should also be able to demonstrate that he is not only knowledgeable in his particular field and profession but also that he is well versed in other areas and has up-to-date general knowledge of events and developments. Hence, he can express his thoughts and ideas clearly and intelligently. Agreeing with observation, Mbogu (2018) states that head teachers' leadership demands a lot of intellectual qualities such as sound judgment, resourcefulness, great sacrifice, broad-mindedness, initiative, physical and mental efforts, and the ability to foresee and analyse problems and plausible solutions.

Supporting Mbogu (2018) contends that: Leaders are almost supermen who display qualities such as high intelligence, superior scholarship enthusiasm, friendliness, affection for people, an abundance of vitality and nervous energy, and a good sense of humour. The lists of qualities as purveyed by Mbogu are by no means exhaustive. This is because, knowing the goals of his mission as an administrator, the head teacher (principal) sees for himself a high standard to achieve his aims and then makes his own unique and significant contribution to the cause of education.

Campbell, Bridges, and Nystrand (2014) observed that the school administrator has both legal and professional responsibilities to fulfil. While at the same time administering educational programmes which are in harmony with the constitutional and statutory provisions handed down from the federal and state governments. He is expected to be in a good term with the teachers. According to Campbell et al (2014), one of the major legal responsibilities of the administrator (head teacher) is to keep the lay board members informed concerning requirements and prohibitions. Informed boards can then pass local regulations, which the administrator is responsible for

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enforcing. To fulfil professional responsibilities, modern leaders must have a well-rounded general education with intense study in the specialized field of educational administration and supervision. It should be understood that a large order of common sense is indispensable with such equipment, the school leader which is a head teacher is ready to move the system towards the overall goal of improving teachers and student learning. The capable administrator should imagine, dream, and hope for reaching well-defined goals otherwise, the school system wallows in mediocrity.

According to Ukeje (2011), he stated that: the role of the head teacher is to point the directions, inspire, encourage, etc. The head teachers serve as a catalyst and as control agents. He is the institution's representative to the outside world and he is the leading salesman. The head teacher is an innovator, a germinator of ideas, able to see through the complex and confusing order and he normally asks fundamental questions. The head teachers are the protectors of the schools' essential values from outside attacks. The head teacher attracts the trust and support of the teachers and the public and guides them to accomplish the goals of the school.

Ukeje (2009) said that a good head teacher has eight good abilities that must exist between him and the teachers if he or she is to be successful. First, is the ability to work with the teachers, a good head teacher must be able to draw the support, cooperation, and enthusiasm of the teachers around him. He elicits from them their best thoughts and their honest opinions since he knows that he does not have all the answers.

Secondly, is the ability to think both analytically and intuitively, a head teacher must understand the complexities of educational, financial, and managerial has lost sight. Thirdly, is the ability to persuade, teachers can be ordered with maximum

commitment and alacrity. Fourthly, ability to communicate effectively, a head teacher can translate ideas into potent and vivid concepts that are readily accessible to teachers and that serve to inspire and guide them. The fifth is, the ability to operate a political arena, a head teacher must master the internal politics of his school or risk being isolated and rendered ineffective. Sixth is the ability to make a decision and conversely not to make decisions. A head teacher must be able to make decisions at the right moment, then when there is substantial risk in the decision. Seventh is the ability to synthesize, a head teacher must avoid the temptation of becoming trapped in details.

The final ability is the ability to establish and control a management system. A head teacher needs a systematic method for the administrator who has all these qualities will be an outstanding head teacher. Head teacher is not a matter of passive status, nor does it develop upon a person, simply because he is the possessor of some combination of traits. Further, the head teacher acquires leadership status through the interaction of the teachers in which he participates and demonstrates his capacity for assisting the school's goals. Agreeing with this postulation, Stogdill (2011) said; "a person does not become a head teacher by virtues of possession a combination of traits, but the pattern of personal characteristics of the head must bear some relevant relationship to the goals and objectives of the organization which is school. From the point of view, of Stogdill, it becomes pertinent to point out the fact that a head teacher must follow laid down organisational goals in exercising his powers and must also be concerned in terms of interactions of variables which are in a constant flux of change. What the head teacher needs to do is to organize his multifarious relationships and attachments to a diversity of groups with skills and tact, and to resolve and allocate to their various position of importance, the numerous big parts which he is called upon

successively and indeed sometimes simultaneously to pray-listens, encourages, dissuade, report watches, judge, critic, decision-maker and on occasions, commander.

However, most of the qualities which effective head teachers possess result from an interest in the world and the people (teachers) who inhabit it. It also results from the goals and expectations of the school where the head teachers derive their powers and legitimacy. These qualities are in essence, the marks of a mature person who has established for himself patterns of living which will continually support basic human values and lend also to sound emotional growth and intellectual vitality. In sum, Williams (2009) agreed that in both large and small schools, the head teachers must fulfil a professional leadership role that calls for dignity, perception, scholarship, decision, courage and action. They also opine that no one expects educators to plot a perfect educational course, for the future but that the public does expect the educational leaders through that process of critical investigation and scholarly research, to be fully aware of the mainstream of social events and trends that will have an impact on the educational programme and its product.

2.6   The Concept of Early Childhood Education

The United States National Association for the Education of Young Children (NAEYC) defines early childhood as the age before the age of eight. It is the period from birth to 8 years (UNESCO, 2000). Early childhood (EC) is usually the stage before the age of normal schooling which is five years in most countries such as Ghana and the foundation stage where children develop their potentialities and capabilities for the future.

Definitions of early childhood care and education differ around the world (Swiniarski, Breitborde, & Murphy, 1999). The more industrialized nations consider early

childhood to be the period from birth through age eight (8) (Wortham, 2004) while developing nations focus on from birth through age six (6) (Eville-Lo & Mbugua, 2001; UNICEF, 2002). Early childhood education is a term that refers to educational programs and strategies geared towards children from birth to the age of eight (UNESCO, 2000). It is the process or approaches deliberately intended to effect developmental changes (physical, cognitive, social and emotional) for those below the age of 8 years and the foundation stage where children develop their potentialities and capabilities for the future (Ampadu, & Ofosu, 2007). ECE is the type of formal education meant for those who are within the age group of 0-8 years where the formal teaching and caring of young children is undertaken by people other than their families or in settings outside their homes. It is a period when child-centred interactive methods are used to help a child develop (Bredekamp, 1987); a time in the lives of the children that many researchers deem as remarkable for total development because these years lay the foundation for subsequent learning. Research has shown that the development of intelligence, and affective and social relationships occurs in the early years of a person's life (Evans & Gruba, 2000). The abilities to think, speak, learn and reason are all rooted in the first three years of life (State of the World's Children Report, 2003). Consequently, the foundation for the development of personal values and social behaviour is dependent on the care given to children in their early years (Rutter, Giller, & Hagell, 1998).

The early years of a child's development are very important not only because they lay the basis for human development but also because experiences children are exposed to during that period have a lasting influence on childhood. Successful early childhood care and stimulation programmes lay the foundation for the creativity, imagination, self-reliance and survival of the child (Asenso-Boakye, 2005). A person's future

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potential is better exploited when proper attention, care and support are accorded as early as possible in one's life. Empirical research findings indicate that the nature of care given to children in the first eight years is directly linked to individual health and productivity during childhood and to the socioeconomic development of society as a whole (Fogel, 1994). The success of children in school to a large extent determines their success as adults, determining whether they can go to college, what professions they enter, and how much they are paid (Asenso-Boakye, 2005). Early childhood education provides a nurturing atmosphere which nourishes young imaginations and instils self-confidence in the children.

The objectives of Early Childhood Education according to Ampadu, and Ofosu, 2007 are to:

i. improve the health and physical abilities of the child.

ii. develop the social and emotional health of the child through the encouragement of self-confidence, self-discipline, curiosity and spontaneity.

iii. enhance the child's mental processes and skills with particular attention to conceptual and verbal skills.

iv. increase the ability of the child to relate well with his family and to others in a loving and supporting manner.

v. establish patterns of expectations of success for the child. This will create a climate of confidence for his present or future learning efforts and overall development.

vi. enhance the sense of dignity and self-worth of the child and his family.

Cungua, Said, Wallhàger and Ngie (2003), on their part, summarized the objectives of Early Childhood Education as:

i. To provide opportunities for the overall personal development of the child through individual play and group activities, and

ii. To predispose the child to conditions of formal education to accelerate the learning process during formal schooling.

2.7   The Importance of Early Childhood Education

Early childhood education, within the last few decades, considered different fields (Roopnarine & Johnson, 2005) such as developmental psychology, cultural psychology, childhood studies, cultural anthropology, history, and philosophy. This is because recent studies showed that babies and young children are born with the capacity to understand the world around them (Nutbrown, 2006). More so, children's brains are ready to learn when they come into the world. During this process; both the environment and genes take an important role which in turn, builds the brain.

Considering what has been said so far by authorities concerning childhood education, it can be asserted that children are being perceived as competent learners rather than empty slates. This has, therefore, brought changes in the way of perceiving children or early childhood education. The readiness of children to learn even when they are just born triggered the necessity of early childhood education both for the individual child and for society as a whole. Longitudinal studies have shown that early childhood education is the period when children develop more rapidly and expand their intellectual faculties as they grow. Therefore, education in this crucial period creates significance for the development of children. In a study conducted by Barnett (1995), it was found that getting an early childhood education provided an increase in the IQ level of children in the short term and the long term, it increased the child's school achievement.

Early childhood education also becomes more beneficial especially, for children coming from low socio-economic backgrounds. Barnett (1995) identified the benefits of being exposed to early education for children coming from low-income families as cognitive growth and school readiness. Besides children from low socioeconomic backgrounds, good quality early childhood education provides early reading and math skills to children from high and middle socioeconomic statuses. Early education cultivates children in terms of socialization rather than purely academic enhancement such as math and reading.

Webb (2003) elaborated that children learn cooperation through education in childcare centres and such skills help them to obey rules and stay safe in society. Regarding socialization, parents also share the same perspective. In the study by Seng (1994), it was revealed that one of the biggest reasons for parents sending children to early childhood education centres is to get them socialized. In fact, in a longitudinal study, Kagıtcibasi (1991) explained that children who received early childhood education became emotionally and socially more competent adults compared to the ones who did not receive early education. In addition to the above exposition on early childhood education, we also have the conviction that proper early childhood education will help children enjoy academic benefits; early education provides children with a better future in the long term such as preparing them for school and increasing high school graduation rates. It is however imperative for the Government of Ghana to start to pay particular attention to early childhood education since it has been proved that good quality early education has long-lasting effects on the children's later life and is very productive for the society.

To affirm this idea, Oppenheim and MacGregor (2002) established that children who receive early education are less likely to be involved in crime and more likely to complete their high school education and get a college education. Other studies such as the Chicago Longitudinal Study and the Cost, Quality and Child Outcome study indicated that getting high-quality early childhood education makes children become successful students and citizens in their later lives (Reynolds & Ou, 2004). On the other hand, according to the World Bank Report (2005), between 0-6 years of age, one dollar invested in each child was returned to a fold of 7.6 dollars in the future as a result of the productivity gained through early childhood education.

Parallel to this study, Everingham, Karoly, and Kilbourne (1997) indicated that the rate of return on investment in people in the early childhood period is higher compared to investment in other periods of human life. In addition, research results support that through early childhood education, children are exposed to a good quality experience, which allows the connections in their brains to develop and this is of immense importance to society. Such results opened the way to start the education of brains as early as possible.

Knudsen (2004) elaborated that the developmental flexibility of brain wiring or its ability to change due to influences of experience was affected by both genes and early environmental factors. So, the necessity occurs for educators, policymakers, and others in society to help children construct their initial brain architecture by providing education for them at an early age. Findings of the longitudinal and cross-sectional studies (Barnett, 1995; Oppenheim & MacGregor, 2002; Reynolds & Ou, 2004) related to the benefits of early childhood education provided logical reasons to emphasize early education for a better society. Besides, in the last twenty years,

sociocultural changes such as getting into the information age and changes in the world order through globalization triggered early childhood education to be a concern of many societies.

2.8   Early Childhood Education Policy in Ghana

Early Childhood Education (ECE) aims to use a holistic approach to develop the social, emotional, physical, spiritual, language, and cognitive skills and learning of the child. Improving early learning through quality ECE is critical to the building of the productive, competitive, and resilient nation envisioned in Ghana's Education Strategic Plan (ESP 2018–2030). The experiences of children during ECE equip them with the necessary knowledge and skills for later schooling and lifelong learning (GES, 2019).

In 2007, a policy document on Early Childhood Care and Development for Ghana became operational. From the policy, Ghana implemented a two-year KG as part of its commitment to a free and compulsory basic education policy. The document, which forms part of the recommendations of the Government's white paper on Educational Reforms, makes kindergarten education progressively part of the Universal Free and Compulsory Basic Education. Under the policy, all Ghanaian children at the age of four are to receive two years of compulsory Early Childhood Development (ECD) education before entering primary one. Before 2007 some amount of work has gone into the establishment of policies regarding children's development.

In 2002, led by NaCCA (CRDD) with the support of key stakeholders (UCC/UEW; NaCCA; NTC; DoC; ECD practitioners: developed the Early Learning and Development Standards (ELDS) Framework, The ELDS was an age-appropriate

benchmark, which provides reasonable expectations for children's growth, development and learning in the preschool years, which informed the National Framework for In-Service Education and Training (INSET) for Kindergarten (KG) and the KG Curriculum to guide teachers in early learning programmes to develop children holistically and evaluate the experiences of KG children (GES, 2019).

Also, in 2004, the ECCD Policy was established. This was led by MoGCSP and coordinated through the Department of Children (with established NCCE to oversee implementation): The ECCD policy (aged 0-8 years) provides a framework for the guidance of government and other relevant sector ministries, District Assemblies, communities, families, the private sector, Non-Governmental Organizations (NGOs) and the Development Partners for investment in, and effective implementation of ECCD programmes.

Given the considerable investment Ghana has made in pre-primary education over the last decade, it is important to build on it and make it more efficient, equitable, inclusive, and effective if systemic efficiency is to be improved in line with the objectives of the Education Sector Plan (ESP 2018–2030). Issues around planning and management, teachers, curriculum, parents, and community engagement as well as monitoring, regulation and quality assurance were identified as challenges in the ECE sub-sector. For instance, appropriate age enrolment is a challenge that currently hampers the efficiency of the system. Issues related to over- and under-age enrolment at the KG level have implications for effectiveness and efficiency throughout all levels of education. Addressing the above issues requires the coordinated effort of all the key stakeholders in the sub-sector. According to GES (2019), the legal and policy basis for a coordinated effort aimed at improving KG education includes;

- The 1992 Constitution of Ghana

- Children's Act (1998)

- Early Childhood Care and Development Policy (2004)

- Ministry of Education Act 778 (2008)

- Child and Family Welfare Policy (2014)

- Inclusive Education Policy (2015)

2.9   Effect of Head Teacher's Leadership Style on Teaching

Leadership is meant to be effective even where the situation seems harsh to drive organizational intentions toward goal achievement. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Storey (2013), however, noted that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity, especially in instances where creativity and planning are imperative to anchor the academic program in schools.

Oyetunyi (2009) points out, that the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). The influence of leadership style on a teacher's effectiveness cannot be over-emphasized, an effective teacher could become ineffective if the principal leadership style conflicts with the tasks or role of the teacher. If the principal leadership style is appropriate, the way and manner the principal disciplines his staff, his human relations and feelings, his consideration for his members of staff, his inspiration to staff, his way of handling

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staff welfare his staff development and a lot of other principals' effectiveness, activity are likely to affect the teacher productivity. Davis and Wilson (2003) researched the effects of leadership on the teacher's quality of life at work, they revealed that the more principals engage in behaviour that was personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieving through their efforts. These intrinsic rewards were found to be more beneficial for motivating teachers, affecting climate and reducing stress.

Lumsden (1998) states that high teacher morale could have positive effects on students' attitudes and learning, improving teacher morale not only made education more palatable to teachers but also made the process a richer and more effective learning experience for students. Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teacher to be able to achieve the desired changes in students learning. Principals can therefore encourage the effective performance of their teachers by identifying their needs and trying to satisfy and meet them. The leadership style of the principal is demonstrated in his activities which makes him recognized as a leader of a group. Many people strongly believe that when there are good education plans, good school programmes, adequate staff and facilities what is more important is good administrative leadership to coordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for the human and materials resources available.

Daresh and Playko (2012) researched how supervision impacted curriculum implementation in schools in Boston. Findings revealed that supervision done in areas

of checking on lesson plans, schemes of work, registers, and other administrative documents had a positive impact on the academic performance of students. Achieng (2015) found those checking teachers' records of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for pupils by the head teachers significantly influences pupils' performance.

According to Kimeu (2010), school heads should visit the classroom more frequently to inspire the viewing of teachers and then plan for post-observation conferences where matters of supervision are discussed. Maicibi (2015) noted that physical observation of lesson presentation is the only way a head teacher can gain insight into the quality of teaching in the school.

Okafor (1991) noted that most of the success and failure in secondary school administration and other institutions depend largely on the influence of leaders on their subordinates. Subramaniam (2011) pointed out the importance of studying leadership style because of its significance in an institution's success and achievement of educational goals. Leadership style impacts the organization by affecting employee morale, productivity, decision-making speed and metrics. Successful leaders carefully analyse problems, assess the skill level of subordinates, consider alternatives, and make informed choices. Head teachers as school managers also display different management styles in different situations to influence the core workers and teachers of the school to perform their duties effectively (Mohammed, 2016).

Previous research indicated a positive correlation between leadership style and teachers' work performance (Chen & Cheng, 2011). As discovered by the qualitative research of Meyers, Meyers, and Gelzheiser (2001), school principals who exercise more dominant leadership styles result in schools' "lowered productivity. The

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decision-sharing leadership style is related to teachers ''higher work involvement. The essence of dominant leadership resembles that of structure-oriented leadership; whereas, the essence of decision-sharing behaviours resembles that of delegation leadership. Therefore, the research by Meyers and Gelzheiser (2001) indirectly endorsed the correlation between structure-oriented leadership, delegation leadership, and teacher performance. The research by Pearce and Herbik (2004) also revealed there is a significant positive correlation between several leadership styles and teachers' teaching performance.

Kozaala (2012) investigated the leadership styles and job performance of teachers in 15 secondary schools in the Kamuli District. The study was cross-sectional in design and collected data from a total of 50 respondents, including 15 head teachers, 30 members of the Board of Governors and five officials from the Ministry of Education and Sport in Kamuli District. Data were collected via a self-administered questionnaire, and an interview schedule with teachers was analysed using the Pearson correlation coefficient. Results showed that head teachers and principals in secondary schools in the Kamuli District used the autocratic leadership style while administering their schools; they use directive language when talking to teachers, they make personal decisions without consulting teachers and regard democratic leadership style, they do not delegate work or responsibility to teachers. Teachers felt left out of most pertinent issues about their schools; they were demotivated and felt rejected, thus harming the job performance of the junior teachers.

Bwiruk (2009) investigated the effectiveness of head teachers' leadership style on teachers' performance in the Bushenyi District. The study revealed that pseudo-democratic and autocratic leadership styles existed in Bushenyi schools and were

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affecting service delivery. It was also found that a transactional, democratic, and middle-of-the-road leadership style positively influenced teachers' observance of their professional code of conduct and was considered to be the most effective in promoting teachers' performance regarding the completion of their respective academic tasks.

The findings of Quinn's (2002) study on the relationship between head teachers' leadership behaviour and instructional practices support the notion that leadership influences instruction. His findings revealed that head teachers' leadership is crucial in creating a school that values and continually strives to achieve exceptional education for pupils. Equally, Marzona Waters and McNulty's (2004) research findings show that head teachers' efficient leadership can significantly boost pupils' achievement.

In cases where this style of leadership was applied, it led to good results due to its being good for building morale, and team spirit, creating confidence and setting goals. Mwangi (2013) investigated the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru Country, Kenya, and determined if the principals' leadership styles affected teachers' job performance. Among the key findings of the study, Mwangi found that teachers who lack enthusiasm were unable to teach effectively, causing students to not learn well. However, the findings showed that principals' autocratic leadership was significantly helpful in enforcing teachers to perform their duties.

Bass and Avolio (1997) explain that a laissez-faire leadership style occurs when there is an absence or avoidance of leadership. In this case, decisions are delayed and rewards for involvement are absent. No attempt is made to motivate followers or to

recognize and satisfy their needs (Bass and Avolio, 1997). Laissez-faire leadership is not the best leadership style to use in the school system because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the job performance of teachers. This is in agreement with MacDonald (2007) who opined that the laissez-faire leadership style is associated with the highest rates of truancy and delinquency, and with the slowest modifications in the performance of teachers, which can lead to unproductive attitudes and disempowerment of subordinates.

Similarly, Okoji (2016) examined the relationship between secondary school principals' leadership styles and teachers' job performance in selected communities of Ondo State. Based on the findings, it was concluded that a mixture of autocratic and democratic leadership styles by principals would promote better job performance among teachers. Kawooya (2010), in the study of "Effect of Leadership Styles on Employee Performance in Kampala District Council", found that the corporate leadership style in Kampala District Council would further empower their employees by developing teams and according to some measures of power and authority to these teams. In this way, employees would ignite their potential, feel part of the organization and perform maximally for the organization.

Osabiya and Ikenga, (2015), found that democratic and pacesetting leadership styles should be adopted as the democratic style allows employee participation in decision-making while pacesetting in situational leadership style. The organization should also formulate policies, which will encourage leaders to empower employees to be part owners of the organization.

A study by McNeil (2000) found that head teachers' leadership style influences teachers' attitudes toward their job. McNeil explained that an effective leadership style fosters healthy leader-subordinate relationships and the same among subordinates. Therefore, teachers under effective leadership relate well with each other and that enhances teachers' job performance.

In Nthuni (2012), the study findings indicated that preschool teachers led by head teachers who practice authoritarian and laissez-faire styles of leadership are de-motivated to a large extent based on leadership factors singled out by the Nthuni. It is quite obvious that the failure of the school head to recognize or identify strategies to boost teachers' morale and enhance teacher satisfaction could harm the teaching profession. According to Kreitner and Kinicky (2004), people are more interested personally if their work has meaning and significance in contributing to a higher purpose or goal. Thus, when teachers' sense of self-determination and purpose are supported, teachers, in turn, relate to students qualitatively.

Head teachers' success and leadership style, according to Kreitner and Kinicky (2004) lies in trying to adjust the teachers' work and working relationships to satisfy their motivational needs. A good head teacher who cooperates with the staff helps the staff to be satisfied with their task performances hence morale becomes very high. This when done, leads to the attainment of an enduring institution that will thrive most efficiently. Research establishing the relationship between head teachers' leadership style in decision-making processes and teacher performance (Sergiovanni & Starratt, 2006) found in metropolitan Washington, DC schools found a small but positive relationship between head masters' leadership styles and teachers' morale towards their job and consequently teacher performance. It was further confirmed that a

leadership style that unites the teachers towards a common mission but also has higher needs of the followers to be satisfied motivates teachers and urges them to perform their jobs. It is building followers and at the same time uniting them toward the achievement of a common goal.

According to Liu (2012), a participative leader consults with subordinates, seeks their ideas and opinions, and incorporates their input into group organizational decisions. This style, is usually one of the most effective and results in higher productivity, due to better contributions from the group members and increased group morale. Mba (2004) adds that the democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters arrive after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader. In this style of leadership, a high degree of staff morale is always enhanced.

Goldman (1998) observes that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction; such leaders have time to listen and share ideas with their followers. They also tend to be more flexible and responsive to one's needs. They can motivate teachers to participate in decision-making and are respectful. The laissez-faire leadership style involves a non-interference policy, allows complete freedom to all workers, and has no particular way of attaining goals. Here the leader allows the employees to make decisions although the leader is still responsible for the decisions made. The style is not the best to use in the school's organization because

complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness.

Nsubuga (2008) study revealed a negative correlation between the laissez-faire leadership style and school performance in secondary schools. It established that head teachers who use the leadership style tend to fail to follow up on those they have delegated tasks and consequently performance declines. Makaye and Ndofirep (2012) in Zimbabwe revealed that the major findings of the study were that conflicts exist in most schools as heads and teachers conflict with each other over unequal distribution/allocation of resources and grapevine or gossip. It was also established that teachers and heads frequently conflict and most teachers were not satisfied with how problems were resolved. They preferred the District Education Officers (D.E.Os) to resolve their conflicts with the school heads. The study further revealed that conflict is in existence in schools as barely a month passes without either the head conflicting with the teachers or the teachers amongst themselves. Most teacher respondents perceived the school head as the major source of most conflicts in a school.

Kabeta1, Manchishi and Akakandelwa (2015) alluded to how head teachers affect the Teaching process in the way they relate to and offer leadership to teachers. Head teachers have a role in enhancing the quality of Teaching in schools. When they do not supervise Teaching outcomes the teachers relax and do not perform as expected. The findings indicated that the head teachers who participated in this study were not practising much instructional leadership and that this negatively affected the Teaching outcomes. The findings further indicated that the majority of the head teachers who participated in this study did not receive any training that prepared them for this role.

Head teachers' leadership style is related to the effectiveness, efficiency and productivity of the school. Efficiency involves doing things correctly in the organization, decisions are made to reduce costs, increase productivity and improve product quality (Taheri, 2009).

Most school head teachers use the democratic leadership style compared to other leadership styles, (Nsubuga, 2008). Schools are composed of intelligent people whose ideas are crucial in the day-to-day operation of the same schools. Teachers, students and prefects, for example, can advise effectively on academic matters. This has pushed many school managers to rely heavily on participatory governance mechanisms or the democratic leadership style. In this assertion, he recognizes the involvement of teachers in decision-making by head teachers as vital for the effective running of the school because they are considered able and intelligent, a factor that arouses their commitment.
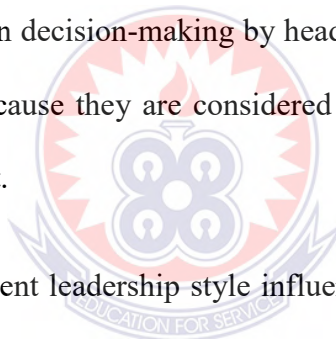
The principals' management leadership style influences the learning outcomes of the school. A participative leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Weber (1987) indicated the fact that leadership should be shared at all costs to reduce animosity. He contends that shared leadership responsibilities with the teacher promote better instruction and improve student morale. Often, however, as it is within the manager's whim to give or deny control to his or her subordinates, most participative activity is within the immediate team.

The study by Elenkov (2002) indicated that democratic leadership has a positive impact on organizational performance. Democratic leadership allows the employees to make decisions along with sharing them with the group and the manager. In this

type of leadership style, praises and criticism are given objectively and a sense of responsibility is also developed among the employees (Elenkov, 2002). Bhargavi and Yaseen (2016) also analysed the impact of democratic leadership on organizational performance. As per their findings, democratic leadership positively affects the performance of the organization as it provides opportunities for the employees to express and implement their creative ideas and take part in the decision-making process. This leadership style also prepares future leaders and helps the organization in the long run. Choi (2007) also stated that a democratic leader focuses on group discussion and group participation and as a result, it positively influences the performance of the followers.

Nanjundeswaraswamy and Swany (2014) similarly concluded that an effective leadership style is a necessity to achieve organizational goals and reduce the attrition rate in this globally competitive environment. This assertion has been confirmed by numerous studies. For example, Altonik (2011) identified that leadership style can affect organizational commitment and work satisfaction positively. Doucet, Fredette, Simard and Tremblay (2015) also attributed the success or failure of an organization to the nature of the leadership. Voon, Lo, Ngui and Ayob (2011) in their studies with public sector organizations in Malaysia reported a significant influence of leadership styles on employees' job satisfaction. Machumu and Kaitia (2014) also indicated that the level of teachers' job satisfaction was reportedly high in best-performing schools compared to least-performing schools.

According to McCollkennedy and Anderson (2005), the efficiency and effectiveness of leadership style towards improving the organization's commitment will not be achieved if human resources are forced to work, there exist problems of interaction

and communication, low motivation, low self-esteem, low emotional intelligence, as well as behaviour is limping or organizations that can put them in the form of work that is not desirable and not in their expertise. This situation may be causing employees to work with rebellious feelings, often protesting, not being satisfied and often allowing themselves to be in a high-pressure stage while low-performance stage. This situation has an indirect link with elements of leadership style, self-esteem and employee commitment.

Accordingly, according to Mbiti, Muralidharan, Romero, Schipper, Manda, and Rajani (2019), the more teachers get scared of management in a workplace, the more they tend to develop defensive mechanisms thereby resulting in a poor attitude towards work. Even the new teachers under autocratic leadership feel worried the more the performance gets affected negatively. This implies that once this situation is entrenched in the workers, their performance starts to be affected negatively.

Igwe and Chidi's (2017) study results reveal the democratic style of leadership emphasizes group and leader participation of teachers in the making of Policies. Decisions about school matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each feel that he is an important member of the school organization. The study further revealed that head teachers used mixed leadership styles where they led as role models. Such heads were rewarded for good performance and punished teachers for poor performance. Kythreotis, Pashiardis, and Kyriakides (2010) state that, the democratic autocratic leadership style helps the leader and the follower to advance to a higher level of performance due to induced motivation by the leader.

According to the study by Kyaruzi, et al., (2019) Head teachers' leadership styles affect teachers' efficiency in pupils' academic performance. They play an important role in making Teaching more effective and to give quality education to pupils. It is explained that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the schools' processes to achieve the purpose (Suraya & Yunus, 2012).

Sospeter, (2017) concentrated on whether the head teachers 'leadership style affected teachers 'performance and consequently the academic performance of learners. The findings of the study revealed that there is a relationship between head teachers' leadership style and teachers' performance in a given institution. Those leadership styles of head teachers influenced the effectiveness of teachers in preparing lessons and completing the syllabus, which also affects the academic performance of the learners. The examination results from the selected learning institutions clearly showed the difference in the performance of the pupils, which reflects the teacher's effectiveness in schools depending on the leadership style employed in those schools.

According to the study by Kyaruzi, et al., (2019) head, teachers' leadership styles affect teachers' effectiveness in pupils' academic performance. They play an essential role in making Teaching more efficient and to give quality education to pupils. It is explained that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the schools' processes to achieve the purpose (Suraya & Yunus, 2012).

Myron, (2009) indicated that leadership styles influence how the organizational human, physical and financial resources are utilized. He added that leadership style affects how people relate in the organization as it influences the type of

communication that develops between the leadership and the staff and amongst the staff members themselves. Likewise, Ashipi (2005) opines that the teaching-learning process is largely influenced by the leadership style of the school head. Stewart (2006) supports these arguments by observing that the improvement in academic standards in a school setup is a result of the leadership style adopted by the head teacher. He also views that leadership is unique from one particular person to another. He further notes that the adaptation of leadership styles adopted by different leaders is also unique and that the way head teachers lead their teachers and the performance outcomes from their schools is a reflection of them.

Cunningham and Cordeiro (2000) stress that the head teacher is at the centre of all school improvement initiatives in Teaching and therefore, he/she is a change agent for school success and is expected to discover and carefully utilize the resources for continuous improvement in organizational performance. By implication, if the head teacher is not vision-oriented and productive regarding his/her responsibilities, improvement of school achievement will remain a dream for a long time

A study by Shepherd-Jones and Salisbury-Glennon (2018) looks at the perception of teachers on the correlation between teacher motivation and the leadership styles of school principals in the USA. The study employed a sample size of 6 respondents who were teachers selected from both elementary and high schools. The results of the study indicated that democratic and autocratic leadership styles were linked to teacher motivation by influencing autonomy, relatedness and competence. Head teachers who applied democratic styles motivated teachers to participate more effectively than head teachers who applied autocratic leadership styles.

Tibagwa, Onen and Oonyu (2016) conducted a study on the relationship between head teachers' leadership styles and the quality of support supervision offered to teachers in primary schools in Mid-western Uganda. The study has revealed that the people-oriented leadership style was frequently used in both urban and rural schools. The respondents showed that head teachers placed much emphasis on teachers' welfare needs. However, heads of schools from urban areas emphasise teacher development more than those from schools located in rural areas.

Rehman, Khan and Waheed (2019) also conducted a study on the perception of heads of schools about their leadership style in Pakistan. The study used a sample size of 20 respondents and collected data using interviews. The study discovered that heads of schools used instructional leadership to monitor and evaluate the performance of teachers in the classroom. In this style, the head teachers take rounds to conduct observations of teachers in the classrooms, inquire about information from students about the progress of Teaching processes and keep records of teachers' attendance. In transformational leadership, heads of schools inspire changes among teachers and students through vision and commitment to change.

2.10 Challenges Head Teachers Face in School Administration

2.10.1 Increase in student population

The student population has increased drastically, with regards to the number of teachers to pupils ratio, this has become an issue for most schools. In the view of (Obiweluozor, Momoh and Ogbonnaya, 2013), Schools in villages encounter the problem of few teachers managing or handling a lot of students as most teachers feel reluctant to be posted to such villages. The few teachers who admit to being posted to the village do not spend much time there because of the conditions in the village and

the tedious work they do. Some teachers go to the extent of teaching combining more than one class to teach at the same time (Onasanya, 2011). Again, The MOE has to find a way of contending with issues of large classrooms against few teachers coupled with a high rate of teacher attrition rates. Frequent and compulsory transfer of teachers including s themselves is also a challenge because this has no control over who leaves or who comes into his/her school (Herbert, 1989). Heads face a lot of challenges and this has led to poor performance in academics as far as Teaching is concerned.

2.10.2 Absenteeism and Lateness

According to the World Bank (1990), Teacher absenteeism and lateness are other challenges Head teachers face in managing schools. Teacher absenteeism is a persistent problem in many countries which reduces the quality of education and results in the waste of resources. High levels of teacher absenteeism generally indicate severe dysfunctions in the school system, but they have many different direct causes. Lack of professional standards lack of support and control by education authorities and cultural demands are major issues in Ghana (Ankomah, Koomson, Bosu, & Oduro, 2005). Poor motivation and lack of accountability are widely reported to result in high 27 levels of teacher absenteeism. One of the most important findings of the World Bank (2004) research is that absenteeism rates among contractual teachers are much higher than for teachers with permanent status.

The findings of Oduro and MacBeath (2003) in a study of rural schools in one district of Ghana, have it that most teachers absented themselves from school on Fridays to attend funerals. This problem is at an alarming rate and its effects are causing worries for the students and head teachers.

2.10.3 Interference between SMC and PTA members

Esia-Donkoh (2014) revealed that head teachers who were interviewed in the central region pointed out power dynamics and role conflict between them and SMC and PTA members as a challenge. From the data gathered from the interview, the power dynamics are sometimes collusive. With this, the head teachers interviewed, attributed to situations where most members of SMC in schools, especially those in rural areas, are not well educated and as such do not have the technical knowledge of financial administration. This is reflected in a comment from one of the head teachers: I almost always have difficult times with some members of my SMC in agreeing on issues, especially those that bother on finances of the schools sometimes thus misunderstanding leads to serious conflicts which make the administration of the school a challenging one. You see since most of them are not well educated and do not have the technical knowledge to manage school finances, they always think the head teacher manipulates to embezzle school funds (a male head teacher, Ochiso).

2.10.4 Workload of head teachers

The major challenge facing head teachers as instructional supervisors is the lack of time for instructional supervision as a result of the overload of work caused by many other responsibilities that head teachers carry out in schools. Combining supervision with other duties is a situation where head teachers by their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001).

De Grauwe contends that supervisors may focus their attention on administration rather than pedagogy because they have much power over administrative decisions.

De Grauwe (2001) conceives the situation to be worse in developing countries than the developed ones because the latter (developed countries) can offer to employ staff (e.g., administrative as opposed to pedagogic supervisors) so that the workload of each officer becomes less heavy and responsibilities become much clearer. In the US, a respondent in Rous" (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behaviour but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough. In Ghanaian public primary schools, head teachers perform a magnitude of tasks, and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision do not experience such problems. Thus, combining administrative and supervisory duties is a challenge to instructional supervision.

2.10.5 Teacher shortages

The shortage of teachers hurts all schools. It increases the job stress of teachers and administrators alike. It leads to increased turnover of staff, undermines curriculum quality, and hinders efforts at staff development. Having to hunt for teachers to fill their classrooms drives up the administrative costs to schools and reduces the funds available for the classroom. Most of all, the shortage of qualified teachers hurts our children by forcing too many students into a few classrooms, reducing the amount of time that teachers can spend helping individual students (Osei, 2006). Makaye & Ndofirepi (2012) states that teacher shortages are more severe in certain subjects and

grades than others, and differ dramatically from one school to another. Undoubtedly, a major challenge that confronts most rural head teachers in Ghana is a teacher shortage. The GES- Manpower Division (2000) states that it encounters problems in providing primary schools with teachers even though not less than 5000 teachers are turned out from 38 teacher training colleges annually.

2.10.6 Inadequate school resources

Other issues posing a serious challenge to head teachers are schools under trees, poor sanitation, and inadequate school facilities such as the insufficient supply of furniture and reading and mathematics textbooks which obliges pupils to share books. According to UNESCO (2012), reports that many schools in Sub-Saharan Africa have limited, or no, access to basic services such as drinking water, toilets and electricity. The absence of clean, safe and separate toilets for boys and girls tends to discourage children, particularly girls, from attending school regularly. Yet, these shortages are the rule among public primary schools in the region. The five countries with worse-case scenarios are Chad, Cote d'Ivoire, Equatorial Guinea, Madagascar, and Niger where at least 60% of schools have no toilets. Schools in Mauritius and Rwanda on the other hand are well equipped with separate-sex toilets.

2.10.7 Inter-teacher conflicts

Interpersonal conflicts are perceived as the most frequent in schools. It concerns the quality of interactions between two or more teachers. This can be due to severe personality differences between teachers. Interpersonal conflict can emanate from the personal motives of those involved (Makaye & Ndofirepi, 2012). The conflict between individuals and groups is perceived by Hanson (1991) as developing when two members in a group normally good friends often find themselves seeking

promotion to a single job. Group conflict can occur when an individual teacher resists the influence of a group to conform to certain agreed practices. The lack of acceptance leads to conflict and deviant behaviour. Makaye & Ndofirepi (2012) also suggested that in many organizations, the structure or role is a potential source of conflict. There can be function conflict in a functional structure and division conflict in a product structure. In a school, this type of conflict can be seen in the relationship between the head and teachers. The problem lies in the viewpoints of each member and their roles in schools.

2.10.8 Financial management problem

Head teachers face several challenges in financial management, ranging from inadequate financial management skills, for instance, the incompetence of school financial statements preparation, failure to determine the cost variability and relevant costs, and financial shortages. Other financial challenges according to Magak (2013), include: spending beyond the budget or sometimes not spending the allocated funds.

Apart from various efforts, head teachers continue to encounter challenges in the management of school funds, which again, affects the quality of education provision in schools (Radzi, Ghani, Siraj & Afshari, 2018). The inadequate skills of school financial managers in school funds acquisition, allocation and utilization, leads to insufficient school facilities, low staff morality, below-average school supervision and poor academic performance of students in their examinations (Ekundayo, 2010). This can be attributed to the lack of in-service training among heads of schools or even the absence of a school bursar. In most incidences, the majority of schools, have no qualified accountants since, it is ordinary teachers serve as school bursars (Kaguri, Njati & Thiaine, 2014; Abdalla, Mwingi, Wachira, Okoko & Webber, 2019).

Undeniably, it must be clear that these are trained teachers and not professional accountants

2.11 Factors Influencing the Leadership Style of Head teacher

2.11.1 Training

According to Mbogu (2018), one source of headache for an educational leader is inadequate formal training of prospective and practising administrators in educational administration pursuits. Usually, head teachers assume their administrative positions without any formal training or orientation. They rely heavily on their previous classroom experiences for administering the school. This idea is absolute because our schools have assumed a different shape from what they were during the time of the missionaries, for instance, there has been repaid increase in the school population and consequent increase in teacher ratio, and the background of the pupils has become more varied and sophisticated. Also, teachers have become more in number in schools and now have better and more varied qualifications. All these calls for a new orientation in school administration and for better and more purposeful training and preparation of head teachers to equip them with the necessary skills and competence required to administer and run our schools effectively (Mbogu, 2018).

Mgbodile 2004 stresses that the head teachers are poorly trained for the emerging school curriculum that is rapidly developing. He is given the title of the instructional head, but neither the skills nor breadth and depth of background in each curriculum area to prepare him to impact the teachers. From Thorsten's postulation, it could be deduced that the scientific revolution for knowledge tended to revolutionize man's attitude to knowledge and generated new and enthusiastic demand for certitude, for the production of results that are certain, effective and therefore beyond reproach,

hence administration is so deeply ingrained in man, daily activities that they almost involuntary.

2.11.2 Communication

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and the achievement of goals via engagement, motivation, and collaboration (Murphy, Elliott, Goldring, & Porter, 2007). To manifest a positive school culture, head teachers need to be able to communicate his/her and the school's vision to others to engage them in the process of redesigning the organization and articulating important beliefs regarding learning (Kenneth, Alma & David, 2019). Good communication skills help build consensus and buy-in among staff and faculty for the policies, practices, and support systems designed to achieve goals (Kenneth, Alma & David, 2019).

In any formal organization, it becomes necessary to establish channels for communication and participation. Only through adequate communication can head teachers and teachers remain aware in mind how their work contributes to those goals and understand how the work of others contributes to the goals and make suggestions for the improvement of operational procedures in the school organization. The conditions suggested above, make it clear that communication in school organizations must flow up, down and across.

For communication to be effective the head teachers must:

1. Decide the best approach to share the information with the teachers and students.

2. Find the right way to say exactly what he means quite clearly.

3. Listen and try to understand what the recipient of the message is saying.

4. Verily and double-check whether his intended meaning is clear to his teachers

5. Follow-up by evaluating the effectiveness of his message

2.11.3 Motivation

In the school organization, the issue of how to motivate and mobilize teachers has long occupied the attention of the leader. Particularly in education, the problem of what to do to make teachers work hard in the interest of the school and their interests is a fundamental one. In this case, the leadership style of the head teacher is crucial. The impact of motivation on teachers in school administration cannot be over-emphasized. It enhances devotion and seriousness. For any administrative head teacher to achieve its objectives, the administrator should apply motivational theories.

According to Akpala (2013), motivation is a process that arouses, channels sustain and gives people's behaviour purpose and direction. In the word of Obi (2010), stated that motivation is the perceptions, methods, and activities used by the management or administration to provide a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers. He maintained that motivation is the fuel that provides energy for human action. Nwachukwu (201) observed that motivation is that energizing force that induces or compels and maintains behaviours. Mbogu (2018) stated that even though teachers play an irreplaceable role in the school organization, they are arguably the least paid. Therefore, if the teachers are motivated by the special work done by the head teacher, they will assert their best performance in achieving the educational goals of the schools.

2.11.4 Supervision

The success of any school organization depends solely upon the heads. In essence, the success of any secondary school in meeting its stated goals or objectives principally depends on its chief executive otherwise known as the head teacher who is hereafter referred to as the administrator. According to Mbogu (2018), a head teacher's informal authority was positively related to a teacher's loyalty to the head teacher a teacher's sense of job satisfaction and a teacher's sense of power which the school. Therefore, when an administrator had developed informal authority over the teachers in addition to the formal authority conveyed by the administrator's office it seemed likely that there would be a more effective atmosphere for supervision.

Sergiovanni (2014) indicated that: Two of the major purpose of teacher supervision is to promote the professional growth of the teacher and to improve student learning. Administrative head teachers should realize that some of the teachers under them need supervisory help more than others. It is one of the administrative functions of head teachers to identify such teachers in their school. According to Ogunsaju (2011), the school leader which is the head teacher should help teachers under their care get determine strengths and weaknesses in their teaching and find a way of helping them to improve their teaching performance.

2.11.5 Experience

A leader's level of experience, both as a leader and with a particular organization can have an impact on his style. Someone new to a leadership role may be more inclined to lead "by the book" to avoid possible mistakes, while a more experienced leader will often feel more confident in following his interpretation of rules and regulations. A leader who has been part of an organization for many years will likely have a better

understanding of the organization's nuances than a new member, so she may be more comfortable when making decisions (Aruzie, Adjei, Mensah, Nkansah, Anorkyewaa & Frimpong, 2018).

2.11.6 Level of Control

The level to which a leader wishes to maintain control also influences leadership style. Some leaders want to be involved in all aspects of day-to-day operations and decision-making processes, which requires the need for micro-managing. Others may be more trusting of their subordinates or may not want the heavy burden of making all decisions, so they tend to take a more hands-off approach by delegating responsibility. Leaders who choose to delegate may need to create an additional layer of management (Aruzie et al, 2018).

2.11.7 Personality Traits

A leadership style may become an extension of a leader's personality. If an individual is outgoing and assertive, he may prefer to communicate directly with subordinates through face-to-face interaction or confrontation, either on a group or individual basis. If he is more reserved, he might choose to lead by example or rely on written communication. Rather than addressing a group as a whole, the reserved leader is probably more comfortable meeting with subordinates on a one-on-one basis to provide individual direction (Aruzie et al., 2018).

2.12 Conceptual Framework

Mutai (2000) indicated that conceptual framework is the relationship between variables in a study showing them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationship of concepts (Orodho, 2004). The main variables are head teachers' leadership style, factors that influence

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leadership style challenges head teachers face and the effect of leadership style on Teaching. The conceptual framework in this study is based on how the Leadership Style of Head Teachers of Early Childhood Centres Influences Teacher Performance. The framework (see Figure 1) exemplifies that as leadership styles of head teachers influence teaching, some factors can contribute to the choice of leadership style by head teachers. Also, the challenges that are pertaining at the school level can contribute to how effectively a head teacher manages the school to influence teaching.
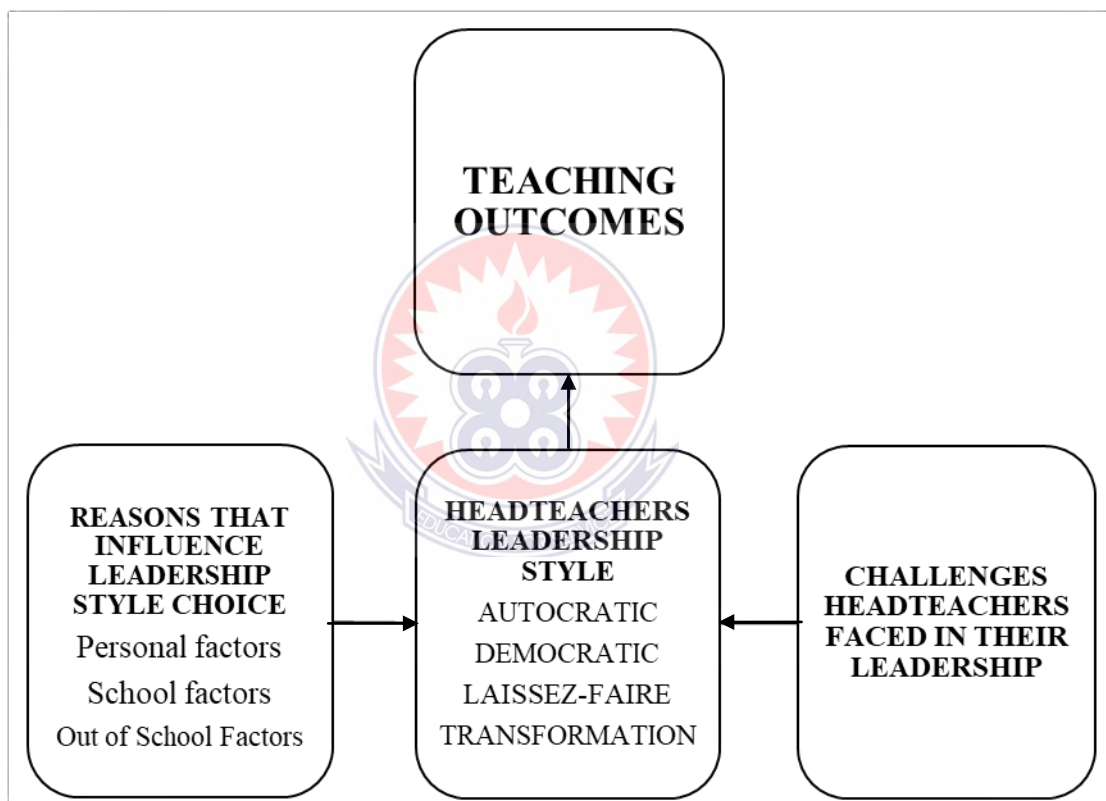
Figure 1: Conceptual Framework
Source: Researcher's Construct (2021)

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter describes the methodology of the study in the following areas: Research Paradigm, Research Approach, Research Design, Target Population of the study, Sampling Technique and Sample Size, Data Type and Sources, Data Analysis, Research Instrument, Data Collection Procedure, Piloting of Instruments and Ethical Consideration

3.2   Research Paradigm

Thomas Kuhn (1962) first used the word paradigm to mean a philosophical way of thinking. The word has its aetiology in Greek where it means pattern. In educational research, the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006). This worldview is the perspective, thinking, school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data. Or, as Lather (1986) explains, a research paradigm inherently reflects the researcher's beliefs about the world that s/he lives in and wants to live in. It constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how she/he interprets and acts within that world. When we say that it defines the researcher's worldview, we mean that a paradigm constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how s/he interprets and acts within that world. It is the lens through which a researcher looks at the world. It is the conceptual lens through which the researcher examines the

methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed.

Guba and Lincoln (1994) define a paradigm as a basic set of beliefs or worldviews that guides research action or an investigation. Similarly, the gurus of qualitative research, Denzin and Lincoln (2000), define paradigms as human constructions, which deal with first principles or ultimate indicating where the researcher is coming from to construct meaning embedded in data. Paradigms are thus important because they provide beliefs and dictates, which, for scholars in a particular discipline, influence what should be studied, how it should be studied, and how the results of the study should be interpreted. The paradigm defines a researcher's philosophical orientation and, as we shall see in the conclusion of this paper, this has significant implications for every decision made in the research process, including the choice of methodology and methods.
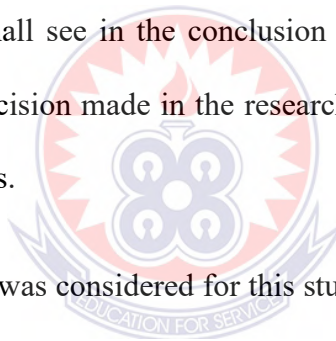
The positivism paradigm was considered for this study for the reason that it advocates for the use of quantitative methods. Positivism is aligned with the hypothetico-deductive model of science that builds on verifying a priori hypotheses and experimentation by operationalizing variables and measures (Park, Konge, Artino, 2020). Studies aligned with positivism generally focus on identifying explanatory associations or relationships through quantitative approaches, where empirically based findings from large sample sizes are favoured. In this regard, generalizable inferences, replication of findings, and controlled experimentation have been principles guiding positivist science (Park, Konge, Artino, 2020).

3.3   Research Approach

Qualitative, quantitative and mixed methods are the three main approaches for conducting research (Creswell, 2003; Teddlie & Tashakkori, 2009; Creswell & Plano-Clark, 2007). A quantitative method was adopted for this study, to refute or confirm the specific questions of the research and the main research question. A quantitative study is defined as a research approach that collects numerical data and analyses using statistical approaches to explain a phenomenon (Aliaga & Gunderson, 2000). In this approach, the researcher embraces inquiry strategies thus surveys, experiments and collection of statistical data (Creswell, 2003). Aliaga and Gunderson (2000), said the paramount strength associated with this approach (quantitative research) is that it produces dependable and measurable data. Additionally, the approach is appropriate to test and validate existing concepts regarding why and how events happen by testing hypotheses that existed before the data were gathered.

3.4   Research Design

The procedures for collecting, assessing, deducing interpreting, and reporting data in research studies are known as a research design (Plano Clark & Creswell, 2007). Generally, is an approach used to link conceptual research concerns to pertinent empirical studies. Also, it can be explained to mean the design that stipulates how the prerequisite data will be collected and analyzed to answer the research question of a study (Grey et. al., 2004). Robson (2002) defined and classified research design into three types: namely; descriptive, exploratory and explanatory. His classification system is centred on the study area's objective, for the reason that each design serves a different end goal.

The study aimed to examine the Head teachers' leadership styles' impact on teacher performance. To accomplish this, the most appropriate research design selected for this study was descriptive survey research. Descriptive survey research seeks to establish factors associated with certain occurrences, outcomes or outcome conditions (Borg & Gall, 2006). As mentioned by Kothari (2015), descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes, it involves measurement classification, analysis, comparison and interpretation of data that results in the formation of important principles of knowledge and solutions to significant problems. Descriptive survey design involves asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Creswell, 2007). Borg and Gall (2006) noted that descriptive survey research is intended to provide statistical information about aspects of education that interest policymakers and Educators.

3.5   Target Population of the Study

The population is the complete set of cases within which a sample is drawn (Saunders, Lewis & Thornhill, 2009). It is the collection of prospective individuals and objects for a study. Busha and Harter (1980) also defined a population as a set of persons or objects that possess at least one common characteristic. The target population for this study was all the professional teachers including heads of various public Kindergarten (KG) schools in the Bolgatanga Municipality. The total number of professional teachers in the municipality is 217, which is made up of 59 head teachers and 158 classroom teachers.

3.6   Sampling Technique and Sample Size

Saunders et al. (2009) categorized sampling techniques into two. These are the probability sampling technique and the non-probability or judgmental sampling

technique. Probability sampling refers to the sampling technique in which every member of the population has an equal chance of being selected, while a non - probability sampling is a sampling technique in which units of a sample are chosen according to individual judgment or suitability (Saunders et al., 2009). This study adopted Krejcie and Morgan's (1970) formula to determine the sample size for classroom teachers. The simple random technique was used to select the sampling units (the teachers) for the study. Per, Krejcie and Morgan's formula, the sample size for the teachers was 112. On the other hand, the census technique was employed to adopt all 59 head teachers for the study.

3.7   Data Type and Sources

The data for a study could be collected from two main sources: primary and secondary sources. Primary data consists of newly collected data for a specific purpose; whereas secondary data are already obtained data for some other reason (Saunders et al., 2009). Both primary and secondary sources of data were employed. The primary data was sourced from the field through the use of a questionnaire. The secondary data were obtained from supplementing sources such as; published reports from articles and journals, working papers, textbooks and relevant internet resources.

3.8   Research Instrument

The main instrument that was used for data collection was a structured questionnaire. Creswell (2007) explained that a questionnaire is a collection of questions administered to respondents. Two separate questionnaires were developed thus for Head teachers and Teachers respectively.

3.9   Data Collection Procedure

Data collection will be in two phases. The first phase involved the distribution of letters and getting acquainted with teachers, and the second phase involved the administration of the questionnaires.

3.10   Piloting of Instruments

Pre-testing or piloting of research instruments involves a small-scale study that researchers carry out before the real survey to trial-test data-gathering tools (Blessing & Chakrabarti, 2009). The researcher did pre-testing of instruments, the questionnaire was administered to 40 randomly selected teachers from early childhood centres in the Nabdam district. The pre-test allowed the researcher to check whether the respondents understood the questions, whether all questions were relevant and whether all instructions were clear. It also allowed us to check whether the length and structure of the instrument were appropriate.
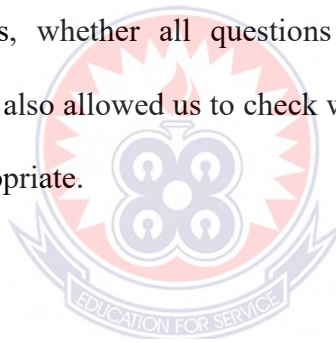
3.10.1 Validity

Polit and Beck (2010) defined the validity of an instrument as the degree to which the instrument measures what it is intended to measure. The researcher ensured that the instrument was accurate and adequate to address all aspects of the concepts being studied. Face validity and content validity were ensured in the study.

3.10.2 Reliability

The reliability of an instrument indicates the stability and consistency with which the instrument measures a concept and produces similar results after repeated trials (Sekaran & Bougie, 2010). The reliability of the questionnaire was measured through internal consistency which seeks to measure the extent to which items in a measuring instrument are uniform. The researcher used Cronbach's alpha to assess the internal

consistency of the questionnaire. Field (2005) indicates that Cronbach's alpha coefficient value from 0.7 to 0.8 is acceptable while values more than 0.8 indicate good internal consistency. As mentioned earlier, pilot testing was conducted to determine the reliability of the instruments used. The reliability test results for the teacher's questionnaire and head teacher's questionnaire are contained in Tables 1 and 2 respectively. The results presented indicates that the latent/Construct variables considered for this study are reliable. This conclusion was based on the Cronbach's alpha values obtained. The Cronbach's alpha obtained for the latent variables were all higher than the 0.7 threshold set by Henseler et al. (2009).

Table 1 Reliability Test Results for the Teachers Questionnaire

S/N	Construct/Questionnaire	Dimensions	Number of Questions	Cronbach Alpha
1	The influence head teachers' leadership styles have		20	0.917
2	Challenges head teachers face in their leadership role		18	0.833
3	Reasons that contribute to the choice of leadership styles	Personal factors	6	0.876
		School factors	9	0.811
		Out-of-School Factors	4	0.934

Table 2 Reliability Test Results for the Head teacher's questionnaire

S/N	Construct/Questionnaire	Dimensions	Number of Questions	Cronbach Alpha
1	Challenges head teachers face in their leadership role		**18**	0.808
2	Reasons that contribute to the choice of leadership styles	Personal factors	6	0.816
		School factors	9	0.913
		Out-of-School Factors	4	0.852

3.11 Data Analysis

Descriptive statistics such as frequencies and percentages were employed to describe and summarize the results from the questionnaires. The results will be presented using tables and figures. All estimations will be carried out using packages such as SPSS 25, and Excel.

3.12 Ethical Consideration

Ethical issues considered in this study included:

3.12.1 Informed and voluntary consent

The cornerstone of ethical research is 'informed consent' (Creswell & Creswell, 2018). The term consists of two important elements, with each, requiring careful consideration, that is, 'informed' and 'consent'. For this purpose, participants were fully informed of what would be asked of them, how the data would be used and what (if any) consequences there could be.

Participants were also made to understand their rights to access their information and the right to withdraw at any point. The informed consent process can be seen as the contract between the researcher and the participants. The aspects of 'informed' in this study included a clear explanation of Who the researcher was, what the intent of the research was, what data were to be collected from participants, how the data were to be collected from participants, what level of commitment was required from participants, how the data were to be used and reported and what were the potential risks of taking part in the research.

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3.12.2 Confidentiality of information shared

This principle is also concerned with offering respect and protection to research participants through assurance of confidentiality of information shared. Participants were assured that the information shared would be between the researcher and participants only. However, if there were a third party, it would be the researcher's supervisor. This would help the supervisor to guide the researcher to write the research report well.

3.12.3 Anonymity of research participants

Participant anonymity means the participant's identity is unknown to the researcher (for example, when using anonymous surveys, the participant's identity is truly unknown to the researchers). Anonymity can be ensured by not revealing the identity of the individuals and institutions involved in a study. Typically, anonymity is provided through the use of pseudonyms. In discussing the themes derived from the data collection, participants' identities were hidden by using pseudo names.

3.12.4 No harm to participants and reciprocity

The researcher needs to consider the potential harm to the participants, the researcher, the wider community and the institution. The harm can range from physical, resource loss (including time), emotional and reputational. When considering the potential for harm, the approach should be, in descending order, to eliminate, isolate and minimize the risk, with the participants being fully informed on what the risks are. Also, in ensuring the ethic of reciprocity, the researcher considered actively ways through which participants could be compensated for their time and effort. For this reason, information about risks and benefits was provided to participants while seeking their consent.

CHAPTER FOUR

RESULTS

4.1   Introduction

This chapter contains the presentation and analysis of the findings of the study. The study gathered data on the effect of the leadership styles of heads of early childhood centres on Teaching in the Bolgatanga Municipality. The results of the study are presented in five sections; section one presents the Demographic profile of respondents, section two contains the prevailing leadership styles of Head teachers of early childhood centres in the Bolgatanga Municipality while each of the remaining three sections focuses on the other research questions of the study. The outline of the chapter is as follows:

1. Demographic Profile of Respondents

2. The prevailing leadership styles of Head teachers of Early childhood centres in the Bolgatanga Municipality.

3. How the Leadership Style of the head teacher influences teacher performance.

4. The challenges Head teachers face in their leadership role in selected Early Childhood Centres in the Bolgatanga Municipality.

5. Reasons that influence leadership styles of head teachers in Early Childhood Centres in the Bolgatanga Municipality.

4.2   Demographic Profile of Respondents

This section of the chapter presents the analysis of the demographic profile of respondents in this study. The Respondents considered for this study were Head

teachers (59) and teachers (112). Table 3 presents the Head teachers' Demographic Information, while Table 2 contains the teachers' Demographic Information.

4.2.1 Head teachers' demographic profile

It can be obtained from Table 3, out of the 59 Head teachers sampled, the majority (79.7%) of them were females. While 20.3% of the respondents constitute males. This revelation is not surprising because is the true reflection of the distribution of KG teachers in the Bolgatanga Municipality, where females dominate at the KG level. Also, For the ages of the Head teachers who were involved in the study, it can be seen from the results that 25 (42.4%) of them were between 40-49 years, it is important to state that this year's group constitute the majority. Also, 22 (37.3%) of them were between 50-59 years. Those in the range of 30-39 years constitute 20.3%. Moreover, the highest qualifications of the Head teachers were obtained and the results are presented in Table 3, from the results it can be seen that three (3) heads, representing 5.1%, had Master's Degree in the field of education. Out of the 59 Head teachers, the majority (84.7%) have a Bachelor's Degree, while 5, representing 8.5%, have a Diploma in Education. It is significant to indicate that one (1) head teacher has Cert A as the highest qualification.

Table 3   Head Teachers' Demographic Information

Variable	Characteristics	Frequency	Percentage
Gender	Male	12	20.3%
	Female	47	79.7%
Age	20 - 29	0	0.0%
	30 - 39	12	20.3%
	40 - 49	25	42.4%
	50 - 59	22	37.3%
Educational level	Master's Degree	3	5.1%
	Bachelor's Degree	50	84.7%
	Diploma	5	8.5%
	Cert A	1	1.7%

Source: Field survey, July 2022

4.2.2 Teachers' demographic profile

The distribution of the demographic characteristics of the Teachers and their respective classes is shown in Table 4. The distribution of the gender shows that the majority (87.5%) of the teachers are females while about 12.5% were males. Concerning their ages, most (60.7%) indicated that they were between the ages of 30 - 39 years. This was followed by those 40-49 years (24.1%), and the 20 to 29 years group constitute 8.9%. However, few (6.3%) mentioned they are between 50 and 60 years of age. The age brackets indicated clearly that the teachers of the study were adults as expected.

In terms of the educational level, only one (1) teacher indicated having Master's Degree, and those with bachelor's degrees were 43.8%. The majority group comprises diploma holders. They constitute 52.7% of the teachers considered for this study. About.8% and 0.9% indicated having Cert A and SSCE/WASSCE respectively. From Table 4, it can be observed that the distribution of the class taught by the teachers showed equal responses from KG1 and KG2.

Table 4   Teachers' Demographic Information

Variable	Characteristics	Frequency	Percentage
Gender	Male	14	12.5%
	Female	98	87.5%
Age	20 – 29	10	8.9%
	30 – 39	68	60.7%
	40 – 49	27	24.1%
	50 – 59	7	6.3%
Class	KG 1	56	50.0%
	KG 2	56	50.0%
Educational level	Master's Degree	1	0.9%
	Bachelor's Degree	49	43.8%
	Diploma	59	52.7%
	Cert A	2	1.8%
	SSCE/WASSCE	1	0.9%

Source: Field survey, July 2022

4.3 Prevailing Leadership Styles of Head Teachers of Early Childhood Centres in the Bolgatanga Municipality

Many scholars, agreed that leadership entails the capacity of the leader to influence the activities of others to achieve the corporate goal of the organization. In leadership, the leader applies several leadership styles to achieve the set goal. Leadership style is seen as a process through which the leader influences others in the process of attaining the group goal. As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has a specific direction to follow. The prevailing leadership styles of Head teachers of Early Childhood centres in the Bolgatanga Municipality were investigated. Both Head teachers and teachers were subjected to questions to respond to the leadership style adopted by the Head teachers at the Early Childhood Centres in the Bolgatanga Municipality. The results are presented in Table 5 and Figure 2.

4.3.1 Teachers' response to Heads' leadership styles

This segment highlights the presentation and analysis of results regarding KG Teachers' response to leadership styles adopted by Head teachers at the Early Childhood centres in the Bolgatanga Municipality. The teachers' responses revealed that Autocratic leadership, Laissez-faire leadership, Bureaucratic leadership, charismatic leadership, Democratic leadership, Transformational Leadership Style, Instructional leadership and Situational leadership are forms of leadership styles embraced by the Head teachers. In some cases, the Head teachers combine different leadership styles as revealed by the teachers in this study.

However, per the results, the democratic leadership style is the most utilized. It can be observed from Table 5 that out of the 112 teachers sampled for this study, 88 (78.6%)

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indicated that the Head teachers practice a democratic style of headship in executing their mandate regarding the provision of excellence in leadership at the school level. Transformational Leadership Style accounted for 25.9% of the teachers' responses. Transformational leadership describes leaders as being inspirational guides to teachers and staff to achieve a higher level of morale and motivation at work. Although most (88.4%) of the teachers indicated that their Head teachers do not practice an autocratic style of leadership, some (11.6%) acknowledge its use or state otherwise. Laissez-faire leadership, Bureaucratic leadership, charismatic leadership Instructional leadership and Situational leadership account for 5.4%, 8.0%, 21.4%, 12.5% and 17.0% of the teachers' responses respectively.

Table 5   Results of Teachers' Response to Heads Leadership Styles

Code	Style	Yes	No	Total
S01	Autocratic leadership	13 (11.6%)	99 (88.4%)	112 (100%)
S02	Laissez-faire leadership	6 (5.4%)	106 (94.6%)	112 (100%)
S03	Bureaucratic leadership	9 (8%)	103 (92%)	112 (100%)
S04	Charismatic leadership	24 (21.4%)	88 (78.6%)	112 (100%)
S05	Democratic leadership	88 (78.6%)	24 (21.4%)	112 (100%)
S06	Transformational Leadership Style	29 (25.9%)	83 (74.1%)	112 (100%)
S07	Instructional leadership	14 (12.5%)	98 (87.5%)	112 (100%)
S08	Situational leadership	19 (17%)	93 (83%)	112 (100%)

Source: Field survey, July 2022

4.3.1 Head teachers' response to their leadership styles

This sub-section contains the results and analysis regarding Head teachers' responses to their adopted leadership styles at the Early Childhood Centres in the Bolgatanga Municipality. The results are presented in Figure 2. The results suggest that eight different leadership styles have been embraced by the Head teachers. As said by the

Head teachers, sometimes they combine different leadership styles. It is significant to state that the majority (79%) of the Head teachers indicate that they practice democracy. This result is consistent with the teacher's results, thus concerning the most adopted leadership style by the head teacher at the Early Childhood Centres in the Bolgatanga Municipality.
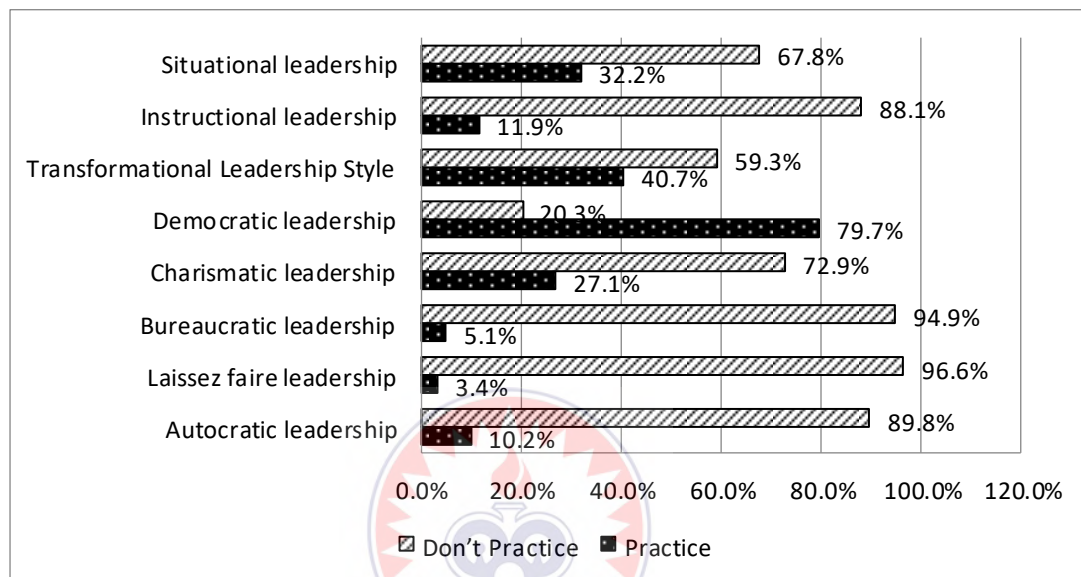
Figure 2: Head teachers' Response to their Leadership Styles
Source: Field survey, July 2022

4.4   How the Leadership Style of the Head teacher influence Teaching

This section contains the results and analysis concerning teachers' responses on how the Leadership Style of their head teachers influence Teaching at Early Childhood Centres in the Bolgatanga Municipality. The teachers were asked to respond to two significant questions. Firstly, they were asked to indicate whether or not the Leadership Style of their head teachers affects Teaching in their respective schools. This was done by using 3 Likert scales i.e., 1 = Very often, 2 = Often and 3 = Not often. Secondary, on how the Leadership Style of the head teacher affects Teaching, by using 4 Likert scales i.e., 1 = Very Effective (VE), 2 = Effective (E), 3 = Somehow Effective (SE), 4 = Not Effective (NE), the teachers were asked to assess their head

teachers based on 20 different indicators (see Table 6, indisputably the best measures to assess the head teachers). The results were presented in Figure 3 and Table 6.
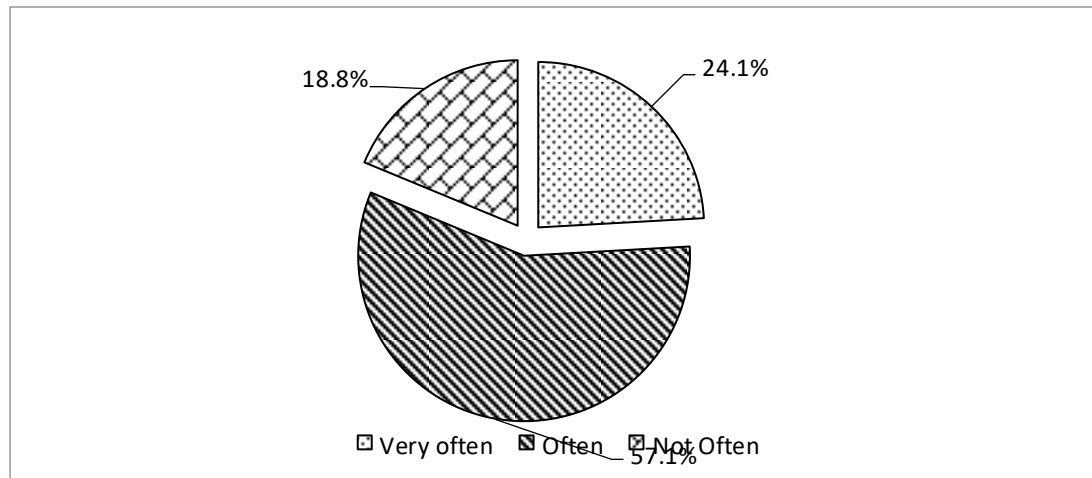
Figure 3: Teachers' response to the influence of their Head teachers' leadership styles on teaching
Source: Field survey, July 2022

From Figure 3, it can be observed that the majority (57.1%) of the teachers believed that the Leadership Styles of their Head teachers often affect Teaching. However, 24.1% of the teachers agreed that very often teaching is impacted by Head teachers' Leadership Styles. Meanwhile, 21 (18.8%) out of the 112 teachers stated otherwise, according to them the Leadership Styles of Head teachers, in general, do not often have any influence on Teaching.

Essentially, the results of teachers' opinions on how the Leadership Style of the Head teachers affects Teaching were captured in Table 6. It can be seen from the Table that the teachers expressed divergent views across all 20 indicators. Regarding whether the Head teachers ensure adherence to guidelines for the Early Childhood Education Policy Implementation, most (59.8%) of the teachers said it's somehow effective, and 14(12.5%) of the teachers indicated not effective. The very effective response on this

subject constitutes 5.4% of the teachers, while 25(22.3%) represent teachers who

indicated effective responses.

Table 6   Teachers' Responses to How the Leadership Style of the Head teacher influences Teaching

Code	Indicator	VE	E	SE	NE
E01	Ensure adherence to guidelines for the Early Childhood Education Policy Implementation	6(5.4%)	25(22.3%)	67(59.8%)	14(12.5%)
E02	Ensure the performance goals of teachers are met	4(3.6%)	19(17%)	80(71.4%)	9(8%)
E03	Ensure the high performance of the school	7(6.3%)	26(23.2%)	71(63.4%)	8(7.1%)
E04	Ensure high morale among staff	12(10.7%)	10(8.9%)	24(21.4%)	66(58.9%)
E05	Ensure good interpersonal relationships among staff	18(16.1%)	30(26.8%)	58(51.8%)	6(5.4%)
E06	Ensure the commitment of staff to the school	27(24.1%)	76(67.9%)	5(4.5%)	4(3.6%)
E07	Select and use appropriate conflict management strategies	16(14.3%)	78(69.6%)	8(7.1%)	10(8.9%)
E08	Set and/or maintain a clear vision and mission	15(13.4%)	82(73.2%)	7(6.3%)	8(7.1%)
E09	Set Long-term and short-term goals stated clearly	22(19.6%)	68(60.7%)	7(6.3%)	15(13.4%)
E10	Effectiveness in the Planning, Organization, Controlling, and coordinating activities	20(17.9%)	11(9.8%)	69(61.6%)	12(10.7%)
E11	Attract, develop, and appraise staff	8(7.1%)	13(11.6%)	12(10.7%)	79(70.5%)
E12	Monitor, evaluate, and report on achievements	5(4.5%)	17(15.2%)	9(8%)	81(72.3%)
E13	Ensure that teaching is play-based and child-centred	8 (7.1%)	23 (20.5%)	9 (8%)	72 (64.3%)
E14	Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.	15 (13.4%)	10 (8.9%)	21 (18.8%)	66 (58.9%)
E15	Keeps meaningful records and communicates student progress regularly to learners and parents.	9(8%)	28(25%)	67(59.8%)	8 (7.1%)
E16	Ensures that measures are in place to create a conducive school environment for Teaching	7(6.3%)	24(21.4%)	72(64.3%)	9(8%)
E17	Identifies and remediates learners' difficulties or misconceptions,	12(10.7%)	17(15.2%)	18(16.1%)	65(58%)
E18	Integrates a variety of assessment modes into teaching to support learning.	15(13.4%)	5(4.5%)	80(71.4%)	12(10.7%)
E19	Ensures that teaching material is provided or available	17(15.2%)	16(14.3%)	69(61.6%)	10(8.9%)
E20	Promoting the professional development of teachers	15(13.4%)	6(5.4%)	82(73.2%)	9(8%)

Source: Field survey, July 2022

On the issue of Head teachers ensuring the performance goals of teachers are met, 4 teachers representing 3.6% believed is very effective, and 17% said is Effective. However, a majority (71.4%) of the teachers indicated is somehow effective whereas 9(8%) of the teachers specified not effective. Another indicator is Head teachers Ensuring the high performance of the school, the responses for this indicator are similar to the distribution for the latter. As many as 71(63.4%) teachers said is somehow effective, and few (6.3%) of the teachers indicated very effective. Concerning whether Head teachers ensure high morale among staff; a majority (58.9%) of the teachers indicated that is not effective and fewer (8.9%) respondents said it is effective. Teachers who articulated very effectively about Head teachers ensuring high morale among staff constitute 10.7%.

Moreover, the teachers were as well asked to express their sentiments on the effectiveness of Selection and use of appropriate conflict management strategies by the Head teachers, overwhelming majority (69.6%) indicate is Effective. Some (8.9%) believed the use of appropriate conflict management strategies by the Head teachers is not effective. Teachers who also express Very effective responses were found to be 14.3% while 8 out of the 112 teachers believed is somehow effective.

Additionally, the distribution of the teachers' responses concerning how Head teachers Set and/or maintain a clear vision and mission was analysed. From Table 6, it can be obtained that most (73.2%) of the teachers believed that Head teachers Set and/or maintain a clear vision and mission effectively. However, some (13.4%) of the teachers said is very effective, and eight (8) teachers which constitute 7.1% also believed is not effective.

Effectiveness in the Planning, Organization, Controlling, and coordinating activities at Early Childhood Centres in the Bolgatanga Municipality was also accessed. Teachers' responses regarding this subject suggest that the majority (61.6%) of them indicated that the Head teachers somehow ensure effective Planning, Organization, Controlling, and coordinating of school activities. Few (9.8%) of the teachers indicated that is effective. However, 20 (17.9%) of the teachers said is very effective. Meanwhile about 12 (10.7%) of the teachers said is not effective.

Staff appraisal is one of the key roles Head teachers need to ensure is executed at the school level. The teachers sampled for this study were enquired to give their verdict on whether their Head teachers ensure effective Staff appraisal. Ironically, the majority (70.5%) of the teachers indicated that their Head teachers ensure this role but then again is not effective. 8 (7.1%) indicated very effectively whilst 13 (11.6%) revealed that is effective. Also, 12 (10.7%) teachers said is somehow effective. In terms of Head teachers ensuring Monitoring, evaluating, and reporting achievements against the set standards, most (72.3%) of the teachers said is not effective. Teachers who indicated it was very effective and effective were 5 (4.5%) and 17 (15.2%) respectively.

Fundamentally, Teaching ought to be play-based and child-centred. But the question is, do Head teachers in childhood centres in the Bolgatanga Municipality actualise this objective? The majority (64.3%) of the teachers' sentiments clearly show that the Head teachers do not effectively ensure Teaching ought to be play-based and child-centred. Only a few (7.1%) teachers indicated is very effective. 9 (8%) teachers held that is somehow effective.

Additionally, the teachers were asked to express this opinion on the efficacy of one of the Head teachers' roles i.e., Employing instructional strategies appropriate for mixed-ability, multilingual and multi-age classes. Most (58.9%) of the teachers indicated that is not effective. 21 (18.8%) out of the 112 teachers sampled believed that though Head teachers employ instructional strategies appropriate for mixed ability, multilingual, and multi-age classes, however, are somehow effective. Teachers who indicated it as very effective and effective were 15 (13.4%) and 10 (8.9%) respectively.

The interrogation was advanced to establish the Head teachers' effective role they play to ensure a conducive school environment is created for Teaching. Teachers who indicated somehow effective were 72 (64.3%). Those who said its effective were 24 (21.4%). However, 7 (6.3%) teachers indicated that it's very effective whilst 9 teachers said that it's not effective.

Do Head teachers effectively Identify and remediate learners' difficulties or misconceptions, referring to learners whose needs lie outside the competency of the teacher? The views of the teachers were solicited. Many (58%) of the teachers were exposed that it's not effective, and 12(10.7%) teachers indicated it's very effective.

The teachers' view on whether Head teachers ensure to integrate a variety of assessment modes into teaching to support learning was analyzed. It can be seen from Table 6 that most (71.4%) of the teachers said that it's somehow effective, and 15 (13.4%) teachers also indicated is very effective. The teachers who believed is not effective constitute 10.7%.

From the teachers' perspective, it can be observed from Table 6 that the provision of Teaching material at the school level is somehow effective. This is because the results show that, a majority (61.6%) of the teachers indicated somehow effective regarding Head teachers' assurance in the provision of Teaching material at the school level. Few (8.9%) teachers indicated is not effective. Finally, on the issue of the promotion of the professional development of teachers, most (73.2%) of the teachers believed that the Head teacher's role to ensure the promotion of the professional development of teachers is somehow effective. 15 (13.4%) said is very effective. Teachers who indicated it's effective and not effective were 6 (5.4%) and 9 (8%) respectively.

4.5   Challenges Head Teachers Face in Their Leadership Role in Early

Childhood Centres in the Bolgatanga Municipality

To effect change at Early Childhood Centres, there is a need for Head teachers to provide effective leadership. Nevertheless, one must acknowledge the fact that Head teachers face challenges in their leadership roles. To that effect, the study further investigated the challenges Head teachers face in their leadership role in Early Childhood Centres in the Bolgatanga Municipality. Using a 4-Likert scale (Strongly Agree =1, Agree = 2, Strongly disagree = 3, and Disagree = 4), both Head Teachers' and Teachers' views were solicited. The respondents were asked to state their level of agreement or disagreement regarding the challenges that exist in Early Childhood Centres. The result of the Head teachers' and teachers' responses was presented in Table 7.

4.5.1 Head teachers' Responses on the challenges they face in their leadership role

This segment contains the results and analysis concerning Head teachers' responses to the challenges they face in their leadership roles. The respondents (heads) were asked

to respond to 17 challenges faced by Head teachers in their leadership role in Early Childhood Centres. These challenges were; the Physical learning environment not being conducive, Inadequate teachers, Poor relationship between members of staff and morale, Poor relationship between teachers and students, Chronic absenteeism and lateness of teachers and students from school, Students' poor self-esteem and lack of self-confidence, Interference of SMC, SISOs and PTA Members, Workload of Head Teachers, Ineffective teachers, Inadequate school and learning resources, Inter-teacher conflicts, Increase in student's population, Lack of parental involvement, Lack of a sense of community, lack of in-service training for professional development, Financial management deficit and Attrition and Retention Issues.

The Head teachers were questioned to indicate their level of agreement or disagreement regarding the challenges. From Table 7, based on the strongly agree and agree responses, it can be seen that the majority of the Head teachers acknowledge only seven (7) out of seventeen (17) challenges. They admit to the existence of the following challenges; The physical learning environment is not conducive, Interference of SMC, SISOs, and PTA Members, Ineffective teachers, Increase in student population, Lack of parental involvement, Lack of a sense of community, and lack of in-service training for professional development. An overwhelming majority (64.4%) admit that the physical learning environment of the early childhood centres in Bolgatanga municipality is not conducive. 64.4% of the respondents constitute the Head teachers who strongly agree (20.3%), and also those who agree (44.1%) with the latter. A majority (59.3%) of the Head teachers agree that the SMC, SISOs, and PTA Members interfere in their leadership roles. In addition, 8.5% of the Head teachers likewise strongly agree. Meanwhile, some 32.2% of the Head teachers did not agree that the SMC, SISOs, and PTA Members interfere in their leadership roles.

Surprisingly, a majority (88.1%) of the Head teachers describe the teachers at the early childhood centres in the Bolgatanga Municipality as ineffective. The strongly agree and agree responses from the Head teachers buildup to 88.1%. Those who opposed this assertion were 11.9%.

Lack of parental involvement and Lack of a sense of community were two major challenges that most Head teachers said exist at the school level. According to the heads, the community and by far the parents do not always prioritize the welfare of their wards in the schools. From the results in Table 7, it can be observed that the agreed response to the Lack of parental involvement question was 35 (59.3%) and that of the Lack of a sense of community was 28 (47.5%). The strongly agree responses for Lack of parental involvement and Lack of a sense of community were 6 (10.2%) and 3 (5.1%) Head teachers respectively. Nevertheless, some of the Head teachers did not subscribe to the fact that parental participation and community support are lacking at the school level. For Lack of parental involvement, 3.4% of the Head teachers strongly disagree whilst 27.1% just disagree. Also, For Lack of community support, 5.1% of the Head teachers strongly disagree whilst 42.4% just disagree.

Lack of in-service training for professional development also featured in challenges revealed by the Head teachers as major. Out of the 112 Head teachers who responded to this study's questionnaire, a majority (56%) admit to the challenge while 44% reject the claim. Moreover, basing the argument on the strongly disagree and disagree responses, it can be observed that the majority of Head teachers did not acknowledge some (10) of the challenges. With this regard, most of the Head teachers either strongly agree or disagree with some of the challenges presented in Table 7. Based on the results the challenges that the majority of Head teachers did not acknowledge exist

were; Poor relationships between members of staff, Poor relationships between teachers and students, Chronic absenteeism and lateness of teachers and students from school, Students' poor self-esteem and lack of self-confidence, Workload of Head Teachers, Inadequate school and learning resources, Inter-teacher conflicts, Attrition and Retention Issues, Financial management deficit and Inadequate teachers.

However, few Head teachers acknowledge the existence of these ten (10) challenges highlighted above. In terms of percentages, the Head teachers who acknowledge the existence of these challenges were; 23.7%, 8.5%, 32.2%, 42.4%, 15.3%, 22%, 28.8%, 42.4%, 35.6%, 28.8% for Inadequate teachers, Poor relationship between members of staff, Poor relationship between teachers and students, Students poor self-esteem and lack of self-confidence, Workload of Head Teachers, Inadequate school and learning resources, Inter-teacher conflicts, and financial management deficit respectively.

4.5.2 Teachers' responses on the challenges Head teachers face in their leadership role

This section covers the results and analysis regarding Teachers' responses to the challenges Head teachers face in their leadership roles. The teachers were questioned to respond to the 17 challenges presented in Table 7. They were asked to specify their level of agreement or disagreement about the challenges. To determine the major challenges Head teachers, face in their leadership role, the inference made was grounded on the majority response specifically from strongly agree and agree to responses. On the contrary, the teachers did not validate some of the major issues raised by Head teachers. For instance, the majority (61.6%) of the teachers disagree that they (teachers) are ineffective. Per the results, some of the major challenges the Head teachers and teachers subscribe to were a lack of a sense of community, a lack of parental involvement and a physical learning environment not conducive. As 37

(33%) teachers strongly agree that the physical learning environment of the early childhood centres in Bolgatanga municipality is not conducive, most (43.8%) of the teachers agree. The teachers who responded strongly disagree, and disagree constitute 6 (5.3%) and 20 (17.9%) correspondingly.

Table 7   Head Teachers' Responses to the Challenges they face in their Leadership Role

Code	Challenge	Strongly Agree	Agree	Strongly Disagree	Disagree
C01	The physical learning environment is not conducive	12 (20.3%)	26 (44.1%)	5 (8.5%)	16 (27.1%)
C02	Inadequate teachers	3 (5.1%)	11 (18.6%)	11 (18.6%)	34 (57.6%)
C04	Poor relationship between members of staff and morale	2 (3.4%)	3 (5.1%)	8 (13.6%)	46 (78%)
C05	Poor relationship between teachers and students	1 (1.7%)	18 (30.5%)	9 (15.3%)	31 (52.5%)
C06	Chronic absenteeism and lateness of teachers and students from school	1 (1.7%)	24 (40.7%)	5 (8.5%)	29 (49.2%)
C07	Students' poor self-esteem and lack of self confidence	4 (6.8%)	5 (8.5%)	7 (11.9%)	43 (72.9%)
C08	Interference of SMC, SISOs and PTA Members	5 (8.5%)	35 (59.3%)	6 (10.2%)	13 (22%)
C09	Workload of Head Teachers	3 (5.1%)	10 (16.9%)	4 (6.8%)	42 (71.2%)
C10	Ineffective teachers	13 (22%)	39 (66.1%)	3 (5.1%)	4 (6.8%)
C11	Inadequate school and learning resources	6 (10.2%)	11 (18.6%)	8 (13.6%)	34 (57.6%)
C12	Inter-teacher conflicts	3 (5.1%)	22 (37.3%)	4 (6.8%)	30 (50.8%)
C13	Increase in student's population	9 (15.3%)	33 (55.9%)	4 (6.8%)	13 (22%)
C14	Lack of parental involvement	6 (10.2%)	35 (59.3%)	2 (3.4%)	16 (27.1%)
C15	Lack of a sense of community	3 (5.1%)	28 (47.5%)	3 (5.1%)	25 (42.4%)
C16	lack of in-service training for professional development	4 (6.8%)	29 (49.2%)	4 (6.8%)	22 (37.2%)
C17	Financial management deficit	3 (5.1%)	18 (30.5%)	4 (6.8%)	34 (57.6%)
C18	Attrition and Retention Issues	1 (1.7%)	16 (27.1%)	6 (10.2%)	36 (61%)

Source: Field survey, July 2022

Lack of parental involvement and Lack of a sense of community were also some of the major challenges that most teachers indicated that they exist at the school level.

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The teachers agreed with the heads, that the community and the parents do not always prioritize the welfare of their wards in the schools. The lack of parental involvement question was 49 (43.8%) and of the Lack of a sense of community was 54 (48.2%). The strongly agree responses for Lack of parental involvement and Lack of a sense of community were from 27 (24.1%) and 14 (12.5%) teachers respectively. Nonetheless, some of the teachers did not subscribe to the fact that parental participation and community support are lacking at the school level. For Lack of parental involvement, 4.5% of the teachers strongly disagree whilst 27.7% just disagree. Also, For Lack of community support, 3.6% of the teachers strongly disagree whilst 35.7% just disagree. In addition, the majority of teachers accept that the workload of Head teachers, Inadequate school and learning resources, and financial management deficits are also major challenges that exist. However, the Head teachers' responses are at variance to these challenges.

4.6 Reasons that Influence Leadership Styles of Head teachers Early Childhood Centres in the Bolgatanga Municipality

The views of the respondents (both Head teachers and teachers) were sampled to establish the reasons that influence the leadership styles of head teachers in Early Childhood Centres in the Bolgatanga Municipality. It was anchored on three latent factors or variables namely; Personal, School and out-of-school factors. Each of these reasons had different observed variables. The measures or the observed variables considered for personal reasons were; the Leader's Personality, the Leader's Mentoring, Training Received, level of experience, the level to which a Head wishes to maintain control and Personality Traits. The school reasons consider School tradition, financial resources, Staff turnover, Punishment policies, the nature, size and status of the schools, Availability of teacher resources, Teachers' Personalities and

Responses to Leadership Styles, Types of Tasks and Educational policies. Finally, for our school reasons, the study considered the following; the influence of the stakeholders, the socio-economic backgrounds of the students, the Geographical location of the schools and Sociocultural stereotypes A 4-Likert scale (Strongly Agree =1, Agree = 2, Strongly disagree = 3 and disagree = 4) was used. The respondents were asked to state their level of agreement or disagreement regarding the factors. The result of the Head teachers' and teachers' responses was presented in Tables 8 and 9 respectively.

Table 8   Teachers' Responses on the Challenges Head Teachers Face in their
*   Leadership Role*

Code	Challenge	Strongly Agree	Agree	Strongly Disagree	Disagree
C01	The physical learning environment is not conducive	37 (33%)	49 (43.8%)	6 (5.4%)	20 (17.9%)
C02	Inadequate teachers	17 (15.2%)	19 (17%)	14 (12.5%)	62 (55.4%)
C04	Poor relationship between members of staff and morale	10 (8.9%)	15 (13.4%)	16 (14.3%)	71 (63.4%)
C05	Poor relationship between teachers and students	7 (6.3%)	9 (8%)	14 (12.5%)	82 (73.2%)
C06	Chronic absenteeism and lateness of teachers and students from school	8 (7.1%)	26 (23.2%)	15 (13.4%)	63 (56.3%)
C07	Students' poor self-esteem and lack of self-confidence	6 (5.4%)	35 (31.3%)	13 (11.6%)	58 (51.8%)
C08	Interference of SMC, SISOs and PTA Members	3 (2.7%)	23 (20.5%)	10 (8.9%)	76 (67.9%)
C09	The workload of Head Teachers	11 (9.8%)	61 (54.5%)	5 (4.5%)	35 (31.3%)
C10	Ineffective teachers	2 (1.8%)	24 (21.4%)	17 (15.2%)	69 (61.6%)
C11	Inadequate school and learning resources	23 (20.5%)	68 (60.7%)	6 (5.4%)	15 (13.4%)
C12	Inter-teacher conflicts	3 (2.7%)	24 (21.4%)	22 (19.6%)	63 (56.3%)
C13	Increase in student population	6 (5.4%)	29 (25.9%)	11 (9.8%)	66 (58.9%)
C14	Lack of parental involvement	27 (24.1%)	49 (43.8%)	5 (4.5%)	31 (27.7%)
C15	Lack of a sense of community	14 (12.5%)	54 (48.2%)	4 (3.6%)	40 (35.7%)
C16	lack of in-service training for professional development	8 (7.1%)	40 (35.7%)	11 (9.8%)	53 (47.3%)
C17	Financial management deficit	12 (10.7%)	58 (51.8%)	10 (8.9%)	32 (28.6%)
C18	Attrition and Retention Issues	7 (6.3%)	26 (23.2%)	13 (11.6%)	66 (58.9%)

Source: Field survey, July 2022

Table 9   Head teachers' Response to the reasons that Influence their Leadership Styles

Code	Factors	Strongly Agree	Agree	Strongly Disagree	Disagree
PF01	The Influence of the Leader's Personality	15 (25.4%)	31 (52.5%)	6 (10.2%)	7 (11.9%)
PF02	The Influence of the Leader's Mentoring	14 (23.7%)	38 (64.4%)	4 (6.8%)	3 (5.1%)
PF03	Head's Training Received	18 (30.5%)	34 (57.6%)	5 (8.5%)	2 (3.4%)
PF04	Head's level of experience	16 (27.1%)	37 (62.7%)	2 (3.4%)	4 (6.8%)
PF05	The level to which a Head wishes to maintain control also influences leadership style	12 (20.3%)	40 (67.8%)	3 (5.1%)	4 (6.8%)
PF06	Personality Traits	14 (23.7%)	38 (64.4%)	3 (5.1%)	4 (6.8%)
SF01	School tradition	9 (15.3%)	31 (52.5%)	5 (8.5%)	14 (23.7%)
SF02	Financial resources	13 (22%)	33 (55.9%)	3 (5.1%)	10 (16.9%)
SF03	Staff turnover	6 (10.2%)	34 (57.6%)	4 (6.8%)	15 (25.4%)
SF04	Punishment policies	4 (6.8%)	28 (47.5%)	5 (8.5%)	22 (37.3%)
SF05	The nature, size and status of the schools,	7 (11.9%)	46 (78%)	0 (0%)	6 (10.2%)
SF06	Availability of teacher resources	7 (11.9%)	42 (71.2%)	2 (3.4%)	8 (13.6%)
SF07	Teachers' Personalities and Responses to Leadership Styles	9 (15.3%)	47 (79.7%)	1 (1.7%)	2 (3.4%)
SF08	Types of Tasks Requiring Different Leadership Styles	11 (18.6%)	43 (72.9%)	1 (1.7%)	4 (6.8%)
SF09	Educational policies	14 (23.7%)	41 (69.5%)	0 (0%)	4 (6.8%)
OSF01	The influence of the stakeholders	8 (13.6%)	39 (66.1%)	2 (3.4%)	10 (16.9%)
OSF02	Socioeconomic backgrounds of the students	13 (22%)	42 (71.2%)	1 (1.7%)	3 (5.1%)
OSF03	The geographical location of the schools and	14 (23.7%)	37 (62.7%)	1 (1.7%)	7 (11.9%)
OSF04	Socio-cultural stereotypes.	12 (20.3%)	36 (61%)	2 (3.4%)	9 (15.3%)

Source: Field survey, July 2022

4.6.1 Head teachers' response to the reasons that influence their leadership styles

The analysis of the Head teachers' response to the reasons that influence their leadership styles were presented in this subsection of the chapter. Generally, the results suggest that the majority of the Head teachers agreed with the reasons highlighted in Table 9. However, some of the Head teachers did not agree with these

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reasons. For example, as 52.5% of the Head teachers agree that Leaders are being influenced by their Personality, 7 (11.9%) of them disagree. The corresponding agreed responses for the factors or reasons were; Leader's Personality (52.5%), the Leader's Mentoring (64.4%), Training Received (57.6%), level of experience (62.7%), the level to which a Head wishes to maintain control (67.8%), Personality Traits (64.4%), School tradition (52.5%), financial resources (55.9%), Staff turnover (57.6%), Punishment policies (47.5%), the nature, size and status of the schools (78%), Availability of teacher resources (71.2%), Teachers' Personalities and Responses to Leadership Styles (79.7%), Types of Tasks (72.9%), Educational policies (69.5%), the influence of the stakeholders (66.1%), Socio-economic backgrounds of the students (71.2%), Geographical location of the schools (62.7%) and Socio-cultural stereotypes (61.0%).

4.6.2 Teachers' response to the reasons that influence the leadership styles of head teachers

The analysis of the teacher's response to the reasons that influence Head teachers' leadership styles were presented in this subdivision of the chapter.

It can be observed from Table 8 that the majority of the teachers agreed to all the factors that influence the leadership styles of head teachers. It is significant to state that, in all of this some of the teachers did not agree with these factors. For instance, as 46.4% of the teachers agree that Leaders are being influenced by their Personality, 19 (17%) of them disagree. The respective agreed response for the factors were; the Leader's Mentoring (54.5%), Training Received (46.4%), level of experience (53.6%), the level to which a Head wishes to maintain control (61.6%), Personality Traits (57.1%), School tradition (48.2%), financial resources (58%), Staff turnover (52.7%), Punishment policies (38.4%), the nature, size and status of the schools (62.5%),

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Availability of teacher resources (66.1%), Teachers' Personalities and Responses to Leadership Styles (63.4%), Types of Tasks (67.9%), Educational policies (67%), the influence of the stakeholders (68.8%), Socio-economic backgrounds of the students (67.0%), Geographical location of the schools (58%) and Socio-cultural stereotypes (58.9%).

Table 10 Teachers' Response to the Reasons that Influence Leadership Styles of Head Teachers

Code	Factors	Strongly Agree	Agree	Strongly Disagree	Disagree
PF01	The Influence of the Leader's Personality	39 (34.8%)	52 (46.4%)	2 (1.8%)	19 (17%)
PF02	The Influence of the Leader's Mentoring	33 (29.5%)	61 (54.5%)	4 (3.6%)	14 (12.5%)
PF03	Head's Training Received	40 (35.7%)	52 (46.4%)	9 (8%)	11 (9.8%)
PF04	Head's level of experience	38 (33.9%)	60 (53.6%)	6 (5.4%)	8 (7.1%)
PF05	The level to which a Head wishes to maintain control also influences leadership style.	30 (26.8%)	69 (61.6%)	6 (5.4%)	7 (6.3%)
PF06	Personality Traits	29 (25.9%)	64 (57.1%)	8 (7.1%)	11 (9.8%)
SF01	School tradition	15 (13.4%)	54 (48.2%)	12 (10.7%)	31 (27.7%)
SF02	Financial resources	24 (21.4%)	65 (58%)	8 (7.1%)	15 (13.4%)
SF03	Staff turnover	6 (5.4%)	59 (52.7%)	10 (8.9%)	37 (33%)
SF04	Punishment policies	13 (11.6%)	43 (38.4%)	1 (0.9%)	55 (49.1%)
SF05	The nature, size and status of the schools,	16 (14.3%)	70 (62.5%)	10 (8.9%)	16 (14.3%)
SF06	Availability of teacher resources	17 (15.2%)	74 (66.1%)	8 (7.1%)	13 (11.6%)
SF07	Teachers' Personalities and Responses to Leadership Styles	18 (16.1%)	71 (63.4%)	9 (8%)	14 (12.5%)
SF08	Types of Tasks Requiring Different Leadership Styles	14 (12.5%)	76 (67.9%)	7 (6.3%)	15 (13.4%)
SF09	Educational policies	18 (16.1%)	75 (67%)	7 (6.3%)	12 (10.7%)
OSF01	The influence of the stakeholders	11 (9.8%)	77 (68.8%)	7 (6.3%)	17 (15.2%)
OSF02	Socioeconomic backgrounds of the students	23 (20.5%)	75 (67%)	7 (6.3%)	7 (6.3%)
OSF03	The geographical location of the schools and	24 (21.4%)	65 (58%)	4 (3.6%)	19 (17%)
OSF04	Socio-cultural stereotypes.	18 (16.1%)	66 (58.9%)	10 (8.9%)	18 (16.1%)

Source: Field survey, July 2022

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1   Introduction

This chapter contains a discussion of the findings of the study. The discussion was mainly on the major findings discovered or revealed from the results of the study. All discussions were made based on the following objectives; the prevailing leadership styles of Head teachers of Early childhood centres in the Bolgatanga Municipality, How the Leadership Style of the head teacher affects Teaching, the challenges Head teachers face in their leadership role in Early Childhood Centres in the Bolgatanga Municipality and reasons that influence leadership styles of head teachers Early Childhood Centres in the Bolgatanga Municipality.

5.2   The Prevailing Leadership Styles of Head Teachers of Early Childhood Centres in the Bolgatanga Municipality

The prevailing leadership styles of Head teachers of Early childhood centres in the Bolgatanga Municipality were investigated. According to Anyango (2015), leadership style is the manner and approach of providing direction, implementing plans, and motivating people. For this study, both Head teachers and teachers were subjected to respond to the leadership style adopted by the Head teachers at the Early childhood centres in the Bolgatanga Municipality. The results from both Head teachers' and teachers' responses revealed that Autocratic leadership, Laissez-faire leadership, Bureaucratic leadership, charismatic leadership, Democratic leadership, Transformational Leadership Style, Instructional leadership, and Situational leadership are forms of leadership styles embraced by the Head teachers. The study

further revealed in some cases, the Head teachers combine different leadership styles as revealed by the respondents. However, the results revealed that the democratic leadership style is the most utilized in Early childhood centres in the Bolgatanga Municipality. Most (78.6%) teachers sampled for this study indicated that the Head teachers practice a democratic style of headship in executing their mandate regarding the provision of excellence in leadership at the school level. On the other hand, a majority (79%) of the Head teachers indicate that they practice democracy. This revelation was consistent with the findings of Oyetunyi (2009), Tannenbaum and Schmidt (2012), (Bii, 2015), Van Wart (2014), and Gitman and McDaniel (2008).

Tannenbaum and Schmidt (2012) have defined democratic leadership as leadership in which the decision-making is decentralized and is shared by all the subordinates. Van Wart (2014) defined a democratic leader as a type of leader who allows members of the organization to participate role in making decisions affecting the organization. This leader has to consider subordinates in any decision-making. In this case, there is consultation in the decision-making process (Bii, 2015). The study was incoherent with Daniels's (2004) findings. Daniels (2004) states that a major disadvantage of democratic leadership is that it results in excess waste of time since it tends to be time-consuming. He further explains that democratic leadership might not be very efficient since there is a likelihood of disagreements during decision-making since every member might have diverse views.

5.2 How the Leadership Style of the Head Teacher Influences Teacher Performance

In this study, the teachers were asked to indicate whether or not the Leadership Style of their head teachers affects Teaching in their respective schools. The results from the majority of the teachers revealed that the Leadership Styles of Head teachers often

affect Teaching. However, some of the teachers stated otherwise, according to them the Leadership Styles of Head teachers, in general, do not have any influence on Teaching. This particular revelation is contrary to Dinham's (2007) finding. Dinham contended that leaders in schools have a powerful influence on the quality of teaching and student performance. Also, some research has indicated that school leaders have an indirect effect on student achievement, there are indeed identified leadership traits that are more conducive to increasing student performance by enhancing working conditions and the educational environment. School leadership is not just a learned behaviour but also depends on a variety of direct and indirect variables such as personality, goals, values and collective efficacy of all parties involved (Waters, Marzano, & McNulty, 2004; Waters & Cameron, 2007).

Ibukun (1997) argued that the main task of Head teachers is to create a conducive atmosphere for the teacher to be able to achieve the desired changes in students learning. Ibukun (1997) further believes that when there are good education plans, good school programmes, adequate staff and facilities; what is more, important is good administrative leadership to coordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for the human and materials resources available. This assertion is incoherent with the findings of the study or is not what is pertaining at Early childhood centres in the Bolgatanga Municipality based on the findings of the study.

The study discovered that the Head teachers are not able to effectively coordinate the following i.e. Ensure high morale among staff, Attract, develop and appraise the staff, Monitor, evaluate and report the achievements against the set standards, Ensure that

Teaching is play-based and child-centred, Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes, Identifies and remediates learners' difficulties or misconceptions, referring to learners whose needs lie outside the competency of the teacher.

Also, the study revealed that the Head teachers' efforts to Ensure adherence to guidelines for the Early Childhood Education Policy Implementation, Ensure performance goals of teachers are met, Ensure the high performance of the school, Ensure good interpersonal relationships among staff, Effectiveness in the Planning, Organization, Controlling and coordinating activities, Keeps meaningful records and communicates student progress regularly to learners and parents, Ensures that measures are in place to create a conducive school environment for Teaching, Integrates a variety of assessment modes into teaching to support learning, Ensures that Teaching material is provided or available, Promoting the professional development of teachers is somehow effective.

5.3 Challenges Head Teachers Face in Their Leadership Role in Early Childhood Centres in the Bolgatanga Municipality

The provision of effective leadership by the Head teachers at Early Childhood Centres is very key for ensuring academic. However, the Head teachers face challenges in discharging their leadership roles. The study further investigated the challenges Head teachers face in their leadership role in Early Childhood Centres in the Bolgatanga Municipality.

At the backdrop of the analysis obtained from the respondents' responses, most of the Head teachers admit to the existence of the following challenges; the conducive physical learning environment, Interference of SMC, SISOs, and PTA Members,

Ineffective teachers, Increase in student population, Lack of parental involvement, Lack of a sense of community, and lack of in-service training for professional development. On the contrary, the teachers did not validate some of the major issues raised by Head teachers. Per the results, some of the major challenges the Head teachers and teachers subscribe to were a lack of a sense of community, a lack of parental involvement and a physical learning environment that is not conducive. The majority of the teachers also agreed that the school and learning resources are Inadequate. The study, therefore, established that the major challenges that Head teachers face in their leadership role in Early Childhood Centres in the Bolgatanga Municipality are; the inconducive physical learning environment, Interference of SMC, SISOs, and PTA Members, Ineffective teachers, Inadequate school and learning resources, Increase in student population, Lack of parental involvement, Lack of a sense of community and lack of in-service training for professional development. The findings of the study were consistent with the following scholars (Obiweluozor, Momoh & Ogbonnaya, 2013; Onasanya, 2011; Esia-Donkoh, 2014; UNESCO, 2012).

The increase in student population has become an issue for most schools due to the few teachers handling the students in these schools. Obiweluozor, Momoh and Ogbonnaya (2013) said schools in villages encounter the problem of few teachers managing or handling a lot of students as most teachers feel reluctant to be posted to such villages. The few teachers who admit to being posted to the village do not spend much time there because of the conditions in the village and the tedious work they do. Some teachers go to the extent of teaching combining more than one class to teach at the same time (Onasanya, 2011). Though the MOE has to find ways of contending with issues of large classrooms against few teachers (Esia-Donkoh, 2014) the problem persists. This has led to poor performance in academics as far as Teaching and

Learning are concerned. Esia-Donkoh (2014) revealed interference from SMC, SISOs, and PTA Members frequently affects Head teachers. Mostly, since most of the PTA Members are not well educated and do not have the technical knowledge to manage school finances, they always think the head teacher manipulates to embezzle school funds. Moreover, UNESCO (2012) have said that the issue posing a serious challenge to head teachers are the resources to abolish schools under trees, poor sanitation, and inadequate school facilities such as the insufficient supply of furniture and reading and mathematics textbooks which obliges pupils to share books.

5.4   Reasons that Influence Leadership Styles of Head teachers Early Childhood Centres in the Bolgatanga Municipality

Both Head teachers' and teachers' opinions were sampled to find the factors that influence the leadership styles of head teachers in Early Childhood Centres in the Bolgatanga Municipality. The factors were based on three latent factors or variables namely; Personal, School and out-of-school factors. Each of these factors had different observed variables. The measures or the observed variables considered for the personal factor were; the Leader's Personality, the Leader's Mentoring, Training Received, level of experience, the level to which a Head wishes to maintain control and Personality Traits. The school factor considers School tradition, financial resources, Staff turnover, Punishment policies, the nature, size and status of the schools, Availability of teacher resources, Teachers' Personalities and Responses to Leadership Styles, Types of Tasks and Educational policies.

Finally, for out-school factors, the study considered the following; the influence of the stakeholders, the Socioeconomic backgrounds of the students, the Geographical location of the schools and Sociocultural stereotypes. The results of the study suggest that both Head teachers and teachers agreed to all the factors stated above as the

issues that influence the leadership styles of head teachers in Early Childhood Centres in the Bolgatanga Municipality. The outcome of this study is coherent with the findings of Mbogu (2018), Thorsten (2010), Obi (2010), Nwachukwu (2013), Chris, 1999 and Aruzie, Adjei, Mensah, Nkansah, Anorkyewaa & Frimpong, 2018).

5.5   Theoretical Implication of this Study

This study was anchored on two theories, namely; the Path-Goal Theory and Trait Theory. House and Mitchell (1974) explained that the Path-Goal theory best explains the specific leadership style applied by the leader to suit the "employees" and the "work environment" to enhance staff performance and achieve the organizational goal. Hence, the relevance of the Path-Goal theory to this study is based on the activities of the basic school head teacher as a leader in the school, and the leadership style the head teacher applies in the management of the school staff to achieve the school goal. As said by House and Mitchell (1974), the Path-Goal theory hinges on two variables namely, the "environment" representing the school environment, and the "staff/subordinates" representing the school staff. The path-goal theory of leadership further states how successful a leader is can be determined by their ability to promote the contentment, goals, and skills of their subordinates. The results from this study show that most of the head teacher uses a democratic/participatory leadership style and this motivates the teachers, the latter are encouraged and this enhances their job performance and goal achievement in the school.

The trait theory perspective assumes that great leaders are born with distinguished traits or characteristics that make them different from others. Hoy and Miskel (1992) identify some traits that are associated with effective leaders as self-confidence, stress tolerance, emotional maturity, and integrity. Even though there is no list of traits that

guarantee leadership effectiveness, several traits have been identified to contribute to leadership success as it recognizes the influence of both traits and situations. The findings from this study confirmed to that the assertion that great leaders are born with distinguished traits or characteristics that make them different from others.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

6.1   Introduction

This chapter included a summary of the study's findings, conclusions, and recommendations. The specific objectives of this study were to: investigate teachers' attitudes toward inclusive education in Garu District basic schools; examine the elements that influence teachers' attitudes toward inclusive education practice; evaluate teachers' knowledge of inclusive education in basic schools and find out what strategies teachers use to teach all diverse earners.

6.2   Summary of Findings

6.2.1 The prevailing leadership styles of Head teachers of early childhood centres in the Bolgatanga Municipality

The results from both Head teachers' and teachers' responses revealed that Autocratic leadership, Laissez-faire leadership, Bureaucratic leadership, charismatic leadership, Democratic leadership, Transformational Leadership Style, Instructional leadership and Situational leadership are forms of leadership styles embraced by the Head teachers. The study further revealed in some cases, the Head teachers combine different leadership styles as revealed by the respondents. However, the results revealed that the democratic leadership style is the most utilized in Early Childhood Centres in the Bolgatanga Municipality.

6.2.2 How the leadership style of the head teacher Influences Teacher performance

The results from the majority of the teachers revealed that the leadership styles of Head teachers often affect Teaching. However, some of the teachers stated otherwise, according to them the Leadership Styles of Head teachers, in general, do not have any influence on Teaching. The study further discovered that the Head teachers are not able to utilize their leadership styles to effectively ensure the following i.e. to Ensure high morale among staff, Attract, develop and appraise the staff; Monitor, evaluate and report the achievements against the set standards; Ensure that Teaching is play-based and child-centred; Employs instructional strategies appropriate for mixed ability multilingual and multi-age classes; Identifies and remediates learners' difficulties or misconceptions, referring to learners whose needs lie outside the competency of the teacher.

Also, the study revealed that the Head teachers' efforts to Ensure adherence to guidelines for the Early Childhood Education Policy Implementation, Ensure performance goals of teachers are met, Ensure the high performance of the school, Ensure good interpersonal relationships among staff, Effectiveness in the Planning, Organization, Controlling and coordinating activities, Keeps meaningful records and communicates student progress regularly to learners and parents, Ensures that measures are in place to create a conducive school environment for Teaching, Integrates a variety of assessment modes into teaching to support learning, Ensures that Teaching material is provided or available, Promoting the professional development of teachers is somehow effective.

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6.2.3 Challenges Head teachers face in their leadership role in early childhood centres in the Bolgatanga Municipality

The study established that the major challenges that Head teachers face in their leadership role in Early Childhood Centres in the Bolgatanga Municipality are; the inconducive physical learning environment, Interference of SMC, SISOs, and PTA Members, Ineffective teachers, Inadequate school and learning resources, increased in student population, Lack of parental involvement, Lack of a sense of community and lack of in-service training for professional development.

6.2.4 Reasons that influence leadership styles of Head teachers in Early Childhood Centres in the Bolgatanga Municipality

The results of the study suggest that both Head teachers and teachers agreed to these factors; the Leader's Personality, the Leader's Mentoring, Training Received, level of experience, the level to which a Head wishes to maintain control and Personality Traits; School tradition, financial resources, Staff turnover, Punishment policies, the nature, size and status of the schools, Availability of teacher resources, Teachers' Personalities and Responses to Leadership Styles, Types of Tasks and Educational policies; the influence of the stakeholders, Socio-economic backgrounds of the students, Geographical location of the schools and Socio-cultural stereotypes.

6.3 Conclusions

To the Bolgatanga Municipal Education Directorate, April 2022 Baseline Assessment Report on Numeracy and Literacy findings, one of the major causes of the fallen standard of education at public Early childhood centres (kindergartens) in the municipality was attributed to the problems that characterized the leadership styles of the head teachers. Given the above challenge, it was keen to identify the various leadership styles employed by head teachers and the extent to which their choice of

leadership style affects Teaching in early childhood centres in the Bolgatanga Municipality of the Upper East of Ghana. The findings obtained from this study are consistent with prior knowledge, largely confirming the issues reported by the Bolgatanga Municipal Education Directorate, April 2022 Baseline Assessment Report on Numeracy and Literacy. As indicated by some of the teachers covered in this study the Leadership Styles of their Head teachers, in general, do not have any influence on Teaching. It is significant to note that the democratic leadership style is largely used by headteachers but most of them do not have the necessary knowledge or expertise to initiate or influence quality contributions from the teachers and other stakeholders in the decision-making process. This has resulted in teachers feeling like their opinions and ideas aren't taken into account. This is affecting Head teachers' ability to utilize their leadership styles to effectively ensure the following i.e. to Ensure high morale among staff, Attract, develop and appraise the staff; Monitor, evaluate and report the achievements against the set standards; Ensure that Teaching is play-based and child-centred; Employs instructional strategies appropriate for mixed ability multilingual and multi-age classes; Identifies and remediates learners' difficulties or misconceptions, referring to learners whose needs lie outside the competency of the teacher.

6.4   Recommendations

Based on the findings of the study, the following recommendations were made. The Head teachers ought to be encouraged to;

1. The Bolgatanga Municipal Education Directorate should take steps to strengthen its accountability mechanism, Monitoring and Supervision systems to Ensure that headteachers adherence to the guidelines for the Early Childhood Education Policy Implementation, Ensure the performance goals of

teachers are met, and also Ensure the high performance of the school,

2. The Bolgatanga Municipal Education Directorate should design programs to build the capacity of the headteachers on leadership and managerial skills

3. GES headquarters should properly institutionalize and strengthen the Continuous Professional Development (CPD) System and provide infrastructure and instructional materials for ECE settings

6.5   Areas for Further Research

Further areas of research should concentrate on the effect of head teachers' demographic factors such as age, gender, academic qualification and marital status and their impact on leadership styles. Further research should also focus on employing a more qualitative approach to understanding the commitment levels of teachers.

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APPENDICES

A

UNIVERSITY OF EDUCATION, WENNIBA

HEAD TEACHERS QUESTIONNAIRE

NOTE: Thank you for agreeing to take part in this study. This questionnaire aims to ascertain the *effect of the leadership styles of heads of early childhood centres on Teaching in the Bolgatanga municipality.* Please any information provided by a respondent shall be strictly confidentiality.

Researcher: Evelyn Forson

SECTION A: Demographic Information

1. Class taught: _____
2. Sex; Tick: Male [ ]   Female [ ]
3. Age of respondent;

   20-29 [ ]   30-39 [ ]   40-49 [ ]   50-59 [ ]
4. Tick your highest qualification;

   Masters [ ]   Degree [ ] Diploma [ ] Cert A [ ] SSCE/WASSCE [ ]

SECTION B: The prevailing leadership styles of Head teachers of Early Childhood Centres in the Bolgatanga Municipality

5. Which leadership style is commonly adopted by Head teachers?

Code	Style	Tick
S01	Autocratic leadership	
S02	Laissez faire leadership	
S03	Bureaucratic leadership	
S04	Charismatic leadership	
S05	Democratic leadership	
S06	Transformational Leadership Style	
S07	Instructional leadership	
S08	Situational leadership	

SECTION C: The challenges Head teachers face in their leadership role in selected early childhood centres in the Bolgatanga Municipality.

6. Tick your level of agreement with the following challenge ie CO1-CO18

Code	Challenge	Strongly Agree	Agree	Strongly Disagree	Disagree
C01	The physical learning environment is not conducive				
C02	Inadequate teachers				
C04	Poor relationship between members of staff and morale				
C05	Poor relationship between teachers and students				
C06	Chronic absenteeism and lateness of teachers and students from school				
C07	Students poor self-esteem and lack of self-confidence				
C08	Interference of SMC, SISOs and PTA Members				
C09	Workload of Head Teachers				
C10	Ineffective teachers				
C11	Inadequate school and learning resources				
C12	Inter-teacher conflicts				
C13	Increase in student population				
C14	Lack of parental involvement				
C15	Lack of a sense of community				
C16	lack of in-service training for professional development				
C17	Financial management deficit				
C18	Attrition and Retention Issues				

SECTION D: Factors that influence the leadership style of Head teachers of early childhood centres in the Bolgatanga Municipality

6. Tick your level of agreement to the following factors

Code	Factors	Strongly Agree	Agree	Strongly Disagree	Disagree
	Personal Factors				
PF01	The Influence of the Leader's Personality				
PF02	The Influence of the Leader's Mentoring				
PF03	Head's Training Received				
PF04	Head's level of experience				
PF05	The level to which a Head wishes to maintain control also influences leadership style				
PF06	Personality Traits				
	School Factors				
SF01	School tradition				
SF02	Financial resources				
SF03	Staff turnover				
SF04	Punishment policies				
SF05	The nature, size and status of the schools,				
SF06	Availability of teacher resources				
SF07	Teachers' Personalities and Responses to Leadership Styles				
SF08	Types of Tasks Requiring Different Leadership Styles				
SF09	Educational policies				
	Out-of-School Factors				
OSF01	The influence of the stakeholders				
OSF02	Socio-economic backgrounds of the students				
OSF03	The geographical location of the schools				
OSF04	Socio-cultural stereotypes.				

B

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

NOTE: Thank you for agreeing to take part in this study. This questionnaire aims to ascertain the *Effect of the Leadership Styles of Heads of Early childhood Centres on Teaching in the Bolgatanga Municipality.* Please any information provided by a respondent shall be strictly confidentiality.

Researcher: Evelyn Forson

SECTION A: Demographic Information

1. Class taught: _____
2. Sex; Tick: Male [ ]   Female [ ]
3. Age of respondent;

    20-29 [ ]   30-39 [ ]   40-49 [ ]   50-59 [ ]

4. Tick your highest qualification;

    Masters [ ]   Degree [ ] Diploma [ ] Cert A [ ] SSCE/WASSCE [ ]

SECTION B: The prevailing leadership styles of Head teachers of Early Childhood Centres in the Bolgatanga Municipality

5. Which leadership style is commonly adopted by Head teachers?

Code	Style	Tick
S01	Autocratic leadership	
S02	Laissez faire leadership	
S03	Bureaucratic leadership	
S04	Charismatic leadership	
S05	Democratic leadership	
S06	Transformational Leadership Style	
S07	Instructional leadership	
S08	Situational leadership	

SECTION C: How leadership styles of Head teachers affect Teaching

6. Does the leadership style of your headteacher affect Teaching in your school?
   Very often [ ] Often [ ]   not very often [ ]

7. Please rate the performance of the headmaster relative to the following.

Code	Indicator	Very Effective	Effective	Somewhat Effective	Not Effective
E01	Ensure adherence to guidelines for the Early Childhood Education Policy Implementation				
E02	Ensure the performance goals of teachers are met				
E03	Ensure the high performance of the school				
E04	Ensure high morale among staff				
E05	Ensure good interpersonal relationships among staff				
E06	Ensure the commitment of staff to the school				
E07	Select and use appropriate conflict management strategies				
E08	Set and/or maintain a clear vision and mission				
E09	Set Long-term and short-term goals stated clearly				
E10	Effectiveness in the Planning, Organization, Controlling and coordinating activities				
E11	Attract, develop and appraise the staff				
E12	Monitor, evaluate and report the achievements against the set standards.				
E13	Ensure that Teaching is play-based and child-centred				
E14	Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.				
E15	Keeps meaningful records and communicates student progress regularly to learners and parents.				
E16	Ensures that measures are in place to create a conducive school environment for Teaching				
E17	Identifies and remediates learners' difficulties or misconceptions, referring to learners whose needs lie outside the competency of the teacher.				
E18	Integrates a variety of assessment modes into teaching to support learning.				
E19	Ensures that Teaching material is provided or available				
E20	Promoting the professional development of teachers				

SECTION D: Challenges Head teachers face in their leadership roles in selected early childhood centres in the Bolgatanga Municipality.

8. Tick your level of agreement to the following challenges ie CO1-CO18

Code	Challenge	Strongly Agree	Agree	Strongly Disagree	Disagree
C01	The physical learning environment is not conducive				
C02	Inadequate teachers				
C04	Poor relationship between members of staff and morale				
C05	Poor relationship between teachers and students				
C06	Chronic absenteeism and lateness of teachers and students from school				
C07	Students poor self-esteem and lack of self-confidence				
C08	Interference of SMC, SISOs and PTA Members				
C09	Workload of Head Teachers				
C10	Ineffective teachers				
C11	Inadequate school and learning resources				
C12	Inter-teacher conflicts				
C13	Increase in student population				
C14	Lack of parental involvement				
C15	Lack of a sense of community				
C16	lack of in-service training for professional development				
C17	Financial management deficit				
C18	Attrition and Retention Issues				

SECTION E: Factors that influence leadership styles of Head teachers of early childhood in the Bolgatanga Municipality.

9. Tick your level of agreement to the following factors

Code	Factors	Strongly Agree	Agree	Strongly Disagree	Disagree
	Personal Factors				
PF01	The Influence of the Leader's Personality				
PF02	The Influence of the Leader's Mentoring				
PF03	Head's Training Received				
PF04	Head's level of experience				
PF05	The level to which a Head wishes to maintain control also influences leadership style				
PF06	Personality Traits				
	School Factors				
SF01	School tradition				
SF02	Financial resources				
SF03	Staff turnover				
SF04	Punishment policies				
SF05	The nature, size and status of the schools,				
SF06	Availability of teacher resources				
SF07	Teachers' Personalities and Responses to Leadership Styles				
SF08	Types of Tasks Requiring Different Leadership Styles				
SF09	Educational policies				
	Out-of-School Factors				
OSF01	The influence of the stakeholders				
OSF02	Socioeconomic backgrounds of the students				
OSF03	The geographical location of the schools				
OSF04	Socio-cultural stereotypes.				