AKENTEN APPIAH MINKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

EFFECTIVENESS OF CONTEMPORARY LEADERSHIP STYLES OF HEADTEACHERS

IN PUBLIC BASIC SCHOOLS AT KWABRE EAST MUNICIPALITY IN THE ASHANTI

REGION

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DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that this thesis is the result of my own original research and that no part

of it has been presented for another award to the Educational Leadership Department, Akenten

Appiah Minka University of Skills Training and Entrepreneurial Development or elsewhere.

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SUPERVISER'S DECLARATION

I hereby declare that, the preparation and presentation of this research work were

supervised in accordance with the guidelines on supervision of thesis laid down by the Akenten

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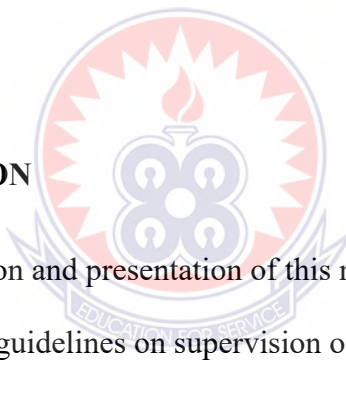
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DEDICATION

I dedicate this work to my family, friends and my lovely husband who supported and encouraged me to pursue my studies at Akenten Appiah Minka University of Skills Training and Entrepreneurial Development.

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ABSTRACT

The objective of the study was to investigate the effectiveness of contemporary leadership styles of headteacher in public basic schools at Kwabre East Municipality. The design used was descriptive survey. Simple random sampling technique was used to select the schools and convenient sampling technique was used to select the teachers. A sample size of 317 was used for the study. The study used questionnaire to collect data from the teachers. Descriptive statistical techniques such as frequency tables and percentages were employed to analyse the data with the help of Statistical Package for Social Sciences (SPSS) version 2013. The pre-test achieved reliability coefficient of 0.83. The study revealed that headteachers delegate powers to teachers. Headteachers were found to be effective in using contemporary leadership styles. The study also found that headteachers made effective use of teachers' individual's capacity and talent. It was recommended that The Municipal Director of Education at Kwabre East Municipality should encourage headteachers to delegate powers to teachers to work efficiently. It was also recommended that The Municipal Director of Education should reward effective headteachers every academic year to boost their morale to work effectively. It was again recommended that The Municipal Director of Education should reward headteachers in using these strategies to achieve the goals of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership is considered as one of the key ingredients for the success of any organization. It is therefore, important for a leader to understand what good leadership entails. Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value (Day & Harris, 2012). According to The Intact One (2019), leadership style is the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader.

The success of every organization largely depends on how effective the leader of that organization is. In the world today, effective style of leadership is paramount in order to maintain good work environment. Leadership is the act of setting goals with the sole intention of achieving the goals (Nyagaka & Odongo, 2013). According to Hallinger and Huber (2012), effective educational leadership makes a difference in improving learning. Effective leadership style, to many in organizational leadership, moderates organizational goals. To Akparep (2019), effective leadership style promotes organizational performance. Effective leadership means high morale at the work place. It directs and influences the realization of the organizational objectives (Dabke 2016).

Contemporary leadership styles are modern styles leaders employ in managing their organizations to attain educational goals (Khajeh, 2018). A contemporary leader is a leader who uses personal influence to develop and inspire people to achieve organizational goals and make a difference in the community (Alicia, 2014). Contemporary leaders possess attributes such as

honesty, compassion, integrity, equality, participation, openness, humanity, empowerment and trust (Werner, 2011). Contemporary leadership styles focus on the quality of relationship between leaders and followers (Notgrass, 2014). Common contemporary leadership styles include the servant, coaching, ethical, visionary and authentic. The leadership style adopted by headteachers is seen as crucial to the success of learners in school. Contemporary leadership styles help to inspire subordinates to be committed to their work. Leaders also motivate employees to be responsible (Craig, 2017). Adopting a leadership style helps one to determine how to make decisions, what goals to prioritize and how to interact with others. Contemporary leadership styles help to solve complex problems, resolve conflicts quickly, change the course of a school or even transform educational systems.

School leaders are responsible for effective management of schools. Effective school leaders are especially important in schools.

Modern leadership style is needed in all organizations to promote good work environment for sustainability of production. This study therefore focuses on the effectiveness of contemporary leadership styles of headteachers in the public basic school level at Kwabre East Municipality.

1.2 Statement of the Problem

Contemporary Leadership styles of headteachers is critical for effective management of schools. Unfortunately, headteachers at Kwabre East Municipality seem not to use the leadership styles effectively. Some headteachers probably fail to vet teachers lesson notes and seem not to check regularity and punctuality of teachers. They seem to lack knowledge on keeping good human relations with teachers.

Literature search indicated that, headteachers exhibits different kinds of leadership styles and sometimes it is difficult to identify whether the leadership styles being used is old or

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contemporary or blend of both. Mensah and Nyame (2016) were of the view that public basic schools' heads leadership styles influences classroom performance. Beri and Musa (2018) looked at the leadership styles of school administrators and teacher's effectiveness. Their observations showed that transformational leadership style influence teachers' effectiveness. Ouma, Akinyi and Aluko (2015) noted that there was a significant relationship between leadership and students' performance investigated the relationship between school administrators' leadership styles and school culture. It is clear that different heads adopt different leadership styles but how effective the styles adopted by the heads, stands to be seen in literature. It is based on these issues that the study was designed to investigate the effectiveness of contemporary leadership style of headteachers in public basic schools using Kwabre East Municipality as a case study.

1.3 Purpose of the Study

The purpose of the study was to investigate the effectiveness of contemporary leadership styles of headteachers in public basic schools at Kwabre East Municipality.

1.4 Objectives of the Study

The objectives of the study were;

1. to find common contemporary leadership styles headteachers use in the basic schools at Kwabre East Municipality.

2. to assess the effectiveness of contemporary leadership styles of headteachers in basic school at Kwabre East Municipality.

3. to adopt strategies to improve contemporary leadership styles of headteachers of basic schools at Kwabre East Municipality.

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1.5 Research Questions

The research sought to answer the following questions:

1. What common contemporary leadership styles do headteachers use in basic schools at Kwabre East Municipality.

2. What is the effectiveness of headteachers contemporary leadership styles in basic schools in Kwabre East Municipality?

3. What strategies could be adopted to improve contemporary leadership styles of headteachers of basic schools at Kwabre East Municipality?

1.6 Significance of the Study

This study findings will contribute to the knowledge on contemporary leadership styles. The study will benefit headteachers by knowing which contemporary leadership style is the most effective to apply in basic schools. The study will be beneficial to educational administrators as the findings showed the kind of contemporary leadership styles which affect basic school administration. The study outcome will help the Ghana Education Service at Kwabre East Municipality to come out with a policy that will improve contemporary leadership styles of headteachers in basic education. The study will add to existing literature on contemporary leadership styles. The study will contribute to the knowledge on contemporary leadership styles. Lastly, it will also serve as reference material to researchers who may conduct similar study in future. The results on transactional and transformational leadership styles will be able to provide useful information to headteachers on the extent to which this leadership styles is perceived, its effectiveness and efficiency in their administrational level.

1.7 Limitations of the study

Some teachers were unwilling to complete the questionnaire for the fear that their views may be published. This attitude affected the results of the study. Only one instrument was used to elicit the necessary information. This may affect the validity of the research findings. The study involved only teachers. This might have affected the outcome of the study. The use of Likert-type scale prevented respondents from providing additional information for the study.

1.8 Delimitation of the study

The study was carried out at Kwabre East Municipality. The respondents were restricted to public basic schools in the municipality. The study considered only contemporary leadership styles of headteachers in basic schools. Only teachers were used in the study.

1.9 Organization of the Study

This study is organized under five chapters. The first chapter deals with the introduction of the study which covers the background to the study, problem statement, purpose of the study, objectives of the study, research questions, significance of the study as well as the organization of the study. The chapter two focuses on relevant literature on the main subject matter of the study. It is organized around conceptual, theorical and empirical reviews. The chapter three describes the methodology of the study which focuses on research design, population of the study, sampling and sample size, data collection instrument, data collection procedure and ethical consideration. The chapter four deals with data analysis and discussion of results. Chapter five presents the summary of the study, findings, conclusions, recommendations and suggestions for further studies.

Definition of Terms

Effectiveness: This refers to the degree to which something is successful in producing a desired results.

Leadership: The process used by headteachers in inspiring teachers to give off their best in the pursuit of the desired results.

Leadership style: Leadership style is the total pattern of leaders' actions as perceived by their employees. It represents the leaders, philosophy, skills and attitudes in practice.

Leadership Effectiveness: Leaders ability to effectively influence followers and other organizational stakeholders to reach the goals of the organization.

Contemporary Leadership Styles: Contemporary leadership styles are modern styles leaders employ in managing their organizations to attain educational goals.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review of theoretical literature related to the study. The chapter is made up of the concept of leadership, the concept of contemporary leadership, effectiveness of leadership, theories of leadership, empirical review and the summary of literature review.

2.1 Concept of Leadership

Leadership is a component of organizational setup which is very important and it is highly needed in today's work environment. According to Northwell (2018), leadership is a way in which a person influences a group of individuals to achieve a common objective. Leaders carry out this process by applying their leadership attributes such as believes, values, ethics, knowledge, skills and character. According to Kumar (2014), ''Leadership is a process by which a person influences others to accomplish an objective and direct an organization in a way that makes it more cohesive and coherent, (p no 122)''. Leadership is something owned by one individual due to their roles or authority and advocate the complex nature of leadership which is found at all levels of an institution, both within formal roles. Effective school leadership is mainly related to the commitment, competency and performance of the headteacher. Kouzes and Posner (2021) explained leadership as the art of mobilizing g others to struggle for shared aspiration. Many people tend to believe that a leader implies one person dominating another person or group of people. However, a leader is one who unifies and embodies the opinion of the people to any desired goal. Scott (2013), stated that leadership is a way of motivating individuals to work collaboratively to accomplish great things. Northhouse (2018) and Wu (2020) highlighted that leadership is a prominent power relationship in which one party (leader)

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promotes movements or changes in others (followers). Salfi et at (2014), established that the essential leadership qualities of an effective and good school leader as perceived by teachers, headteachers and district school managers were that the good leader should have a blend of professional, personal and social qualities. A study by Orodho, Eunice, and Obama (2016) in Homabay County state that most principals were deficient in the types of leadership behavior that support the creation of a favorable learning environment and support to teachers necessary. This was effective for teaching and the expected enhanced students' academic achievement.

According to Maxwell (2015), leaders must be close enough to relate to others, but far enough ahead to motivate them. A leader who produces other leaders multiplies their influences. Western (2013), stated that leadership is recognized as the abilities and practical skills of a person's group or organization to lead, influence or provide guidance to other people, teams or the whole organization. Talat (2015), asserted that leadership is wide spread process, which calls for authority, responsibility and delegation of power. Leaders help to direct, guide and persuade their followers (employees) towards achieving their personal and organizational goals and objectives. Thus, leadership styles cover all aspects of dealing within and outside of an organization, handling or dealing with conflicts, helping and guiding the workforce to achieve and accomplish their tasks and appearing as a role model for all. These are accomplished through the application of leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Leadership is the integrated sharing of vision, resources, and value to induce positive change. It is the ability to build up confidence and zeal among people and to create an urge in them to be led. Wammy & Swammy (2014) see leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals and therefore a leader is a person who delegates or influences others to act so as to carry

out specified objectives. Chin (2015) explains leadership as a process of social influence through which an individual can enlist the aid and support of others in the attainment of common as well as ethical tasks.

According to Basham (2012), traits that define leadership are included in either a group or individual category. This implies that effective leaders are able to attain high goals whether they are dealing at the individual level or group level because they are guided by the characteristics that define that particular leadership style. Memon (2014) defines leadership as process by which an individual influence the thoughts, attitudes and behaviour of others by taking responsibility for setting direction for the firm, others to see and visualize what lies ahead and figure out how to archive it. Leslie (2013), asserted that leadership is the ability to influence people to willingly follow one's guidance or adhere to one's decisions. On the other hand, who a leader is; one who obtains followers and influence them in setting and achieving objectives. Leadership is the ability to convince and mobilize others to work together as a team under his leadership to achieve a certain goal (Sundi, 2013). Leadership is an art or process by which a member of a group or organization influences, persuades, inspires the attitudes, behavior and actions of others and directs their activities so that the group or organization members work enthusiastically towards the accomplishment of set goals (Peretomode, 2012). Rizwan and Mukhatar, A. (2014), stated that employees' satisfaction plays a key role in evaluating the success of the organization.

According to Manning and Curtis (2012), leadership is social influence. It means leaving a mark. It is initiating and guiding, and the results is change. The product is new character direction that otherwise would never be. Berson (2015) noted leadership has two component parts, personal and organizational. Success over time, demands on the knowledge of and

commitment to both. Spinelli (2013) described a successful leader as being accountable and suitable. Leadership has been described as an influence relationship among leaders and employees who intend real changes and outcomes that reflect their shared purposes (Daft, 2010).

Edward (2012), defined leadership as the practices that lead to positive influence, growth and development of both the individual and groups for a collective purpose. The definition implies that a leader should not be self- centered but make sure to please most of his constituents if not all. The qualities for effective leadership and fellowship are the same. "The best leaders are those who are deeply interested in others and can bring out the best in them" (p.no 126), (Daft, 2010). Kouzes and Posner (2013), added that exemplary leadership comes from modeling the way, inspiring a shared vision, enabling others to act, challenging the process and encouraging the hearts. In business the focus of leadership is rather more striking.

From the above definition, it is crystal clear that the headteacher has an enormous task of managing the educational institution. The headteacher needs to initiate the process, provide the necessary guidance and coaching so as to bring about good results. The performance or results of schools will rise up if headteachers model the way, inspire teachers, make the task challenging through the institutionalization of Price Giving Day for teachers and students to compete among themselves for prizes. This will motivate them to give out their best. With this, the headteachers are more likely to improve performance.

2.2 Concept of Contemporary Leadership

A contemporary leader is a leader who uses personal influence to develop and inspire people to achieve organizational goals and make a modification in the community (Plousha, 2014). Contemporary leadership is the moral leadership qualities and traits necessary to be successful in

today's competitive environment. Effective contemporary leadership is the ability to articulate a vision, to embrace the environment where everyone can reach the organizational goals (Marks & Printy, 2013). To engage employees, leaders must create a sense of social mission that is central to the organization's culture, encourage openness by developing and personally modeling systems that provide transparency (Cappelli, 2015).

Modern leaders do not only tell people what to do but they also listen, collaborate and encourage growth among their team members (Burke, 2012). Leaders should make their organizations productive by exhibiting effective leadership styles that influence institution-valued outcomes like reduced absenteeism, organization effectiveness, staff satisfaction, and high staff turnover (Puni, Ofei, and Okoe, 2014). The leadership style of a leader is very significant in running of an organization.

A leader should have the ability to convince followers to change destructive habits, be good communicators and focus more on the participation of women in leadership roles (Alexander, 2015). Leaders who guide or motivate followers in the direction of establish goals by clarifying role and task requirements are leaders every institution needs. Leaders must be comfortable in their roles.

According to Maxwell (2015), leadership is not about titles, positions or flow charts, it is about one life influencing another. Being a great leader is all about having a genuine willingness and a true commitment to lead others to achieve a common vision and goals through positive influence. No leader can ever achieve anything great or long- lasting all alone. Teamwork goes hand in hand with leadership. A leader is the one who knows the way, goes the way and shows the way. Headteachers must be notified with contemporary issues like out of box thinking,

globalization, leading by example, technology, quick decision making, monitoring, dealing with change and uncertainty and ethical behavior (Brooks & Giles, 2010).

2.2.1 Common Contemporary Leadership Styles

Leadership style is viewed and defined differently among various people in different parts of the world. It has been put into practice in many areas of the human existence like politics, the corporate world, in social work and the educational sectors as well as many other sectors. Headteachers develop and use various leadership styles in school management because no leadership is suitable for all situations (Sigilai & Bett 2013). Bloxham (2013), reported that a specific behavior applied by a leader motivates the followers to accomplish the goals of the organization. According to Abwalla (2014), leadership styles that principles use in schools affects the ability of the teachers to make decisions.

This subsection looks at some common contemporary leadership styles. The study reviewed work on servant leadership style, authentic leadership style, ethical leadership style, participative leadership style, coaching leadership style, charismatic leadership style, affiliative leadership style transactional, transformational and pace setting leadership style.

Servant Leadership Style

Servant leadership is a leadership style where leaders commit to serving the needs of others rather than themselves (Werner, 2011). They ensure that the vision of the organization is achieved. Servants leaders strive to realize the mission of the organization by sharing their power, ideas and information with their followers (Daft, 2014). If employees perceive a leader as displaying servant leadership behaviours, they are more likely to be committed to their organization (Chinomona, 2013). Servant leadership style can be adopted to create a new

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organizational culture based on trust, fairness and high- quality leader follower relationships (Lee, 2019). Servant leadership is a form of moral-based leadership where leaders tend to prioritize the fulfilment of the needs of followers rather than satisfying their personal needs (Chughtai, 2016). According to Maxwell et al (2012), Coaching leaders share information with others, display good listening skills and interact with employees.

Authentic Leadership Style

Authentic leaders are characterized by self-awareness, openness, commitment to ethical values and trustworthiness (Wang & Luthans, 2014). According to Azanza, Moriano and Avolio (2013), authentic leadership refers to as displaying relational transparency and demonstrating an internalized moral perspective.

Ethical Leadership Style

Ethical leadership is characterized by demonstration and promotion of appropriate conduct in personal actions and interpersonal relationships by leaders (Brown & Harrison, 2005). According to Khuntia and Suar (2014), ethical leaders make efforts to incorporate moral principles in their beliefs, values and behavior. Values such as unselfishness, compassion, honesty, fairness and justice are incorporated in the concept of ethical leadership (Yukl, Mahsud, Hassan & Prussia, 2013). Ethical leaders who display or practice principles such as consistency, reliability, openness, respect and integrity are more likely to encourage employees to be committed to the objectives of the organization than leaders who do not (Ismail & Daud, 2014)

Participative Leadership Style

Participative leaders are leaders who allow their employees or followers to participate in decision making, display more democratic values, and tend to build strong and positive relationships with their employees (Maqsood, Bilal & Baig, 2013). With participative leadership,

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employees feel more engaged in the organizational activities and are more committed to the organization because the leader encourages them to participate in decision-making processes (Belias & Koustelios, 2014). Leaders delegate powers to subordinates. According to Ashraf, Farooq and Din (2014), leaders who exhibit participative leadership behaviours enhance employees' levels of commitment to the organization, as well as achieving the objectives of the organization. Participation enables teachers to become active participants in school management process. As a result, teachers will have a wider and greater ownership of the school, its vision and priorities (Dampson, 2015).

Coaching Leadership Style

Coaching leadership style is a valuable leadership theory that supports and challenges colleagues, intending to helping them achieve individual development goals (Berg & Karlsen, 2016). This coaching style is recognizable through its commitment to partnership and collaboration. Dianne and Anthony (2012), defined coaching as effective ways to and sustain change. Coaching leadership style is highly effective in environment where people lack the skills or knowledge to reach a shared vision or have become jaded and tired over time (Eden Project, 2018). Coaching leaders are more successful at introducing ways of aligning personal and organizational goals while developing shared accountability and success (Eden Project, 2018). Coaching leaders motivate their subordinates. Coaching can help the individual recognize they can change the situation rather than remaining passive (Berg & Karlsen 2016). Leaders as coachers must be willing to do what others want and lead themselves exceptionally well (Maxwell, 2012). Coaching leaders help to improve the quality of their work by encouraging growth of members. It is essential for leaders to recognize the importance of a coach- like culture and commit top spreading it throughout their organization (Jan, 2016).

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Charismatic Leadership Style

Charismatic leadership style is a leadership style where leaders inspire their followers to achieve extraordinary outcomes by providing meaning, understanding and identification with organizational goals (Sabine & Dutschke 2013). Charismatic leaders are described as articulators of a vision and a sense of mission, showing determination and communicating high performance of expectations (Waldman, 2012). Agle (2016), believes that even if the external environment is uncertain and strengthened, there is no positive correlation between charismatic leadership style and organization. Charismatic leaders provide orientation and higher meaning in everyday work. Leaders communicate a vision (Densten, 2011).

Affiliative Leadership Style

Affiliative leadership style involves learning how to create trust with others in a particular context (Heckscher & Adler, 2013). Affiliative leadership style requires learning that control is shared. This can be accomplished by relinquishing the need for individual control over the process and outcomes of social interaction (James, Mann & Creasy, 2014).

Pace Setting Leadership Style

Pace setting is a style of leadership where a leader leads from the front, constantly sets high standards for his or her team and expects them to exceed with minimal management (Manfred, 2014). Pace setting is goal- oriented emotional leadership style that drives high-achieving team members to accomplish at high rate as possible. Pace setting is highly focused on the final product (Daniel Goleman, 2021).

Transformational Leadership Style

Transformational leaders appeal to higher ideals and moral values of followers such as liberty, equality, justice, peace and humanitarianism. In terms of Maslow's (1954) hierarchy of

needs theory, transformational leaders activate higher-order needs in followers, meaning that leaders and followers raise each other's motivations and senses of purpose. This implies that the aims and aspirations of both parts congeal into one, being establish common goals in which they can identify themselves. According to Khanin (2012), transformational leaders' interface with followers in a mutually enriching environment that allows them to realize their higher – order needs and enables them to initiate a process of self -growth and transformation

Transformational leadership is when leader behaviour influence followers and inspire them to perform beyond their perceived capabilities. Robbins and Coulter (2013), explained transformational leader as a leader who stimulates and inspires (transform) followers to achieve extraordinary outcomes. According to Manning and Curtis (2012), transformational leaders focus on the potentiality of the relationship between the leader and followers. This leader taps the motives of followers to better reach the goals of both.

Transactional Leadership Style

Transactional leadership focuses on supervision, organization and performance. In this theory, there is an exchange between the leader and the followers, for example the follower receives wages or prestige for compliance with the leader's wish. The leader obtains the cooperation of followers by offering something in exchange of their efforts; therefore, followers accept the leader's authority because they have something to gain. According to Pandy (2014), a leader who practices transactional leadership style improves obedience from followers by rewarding them in case of good performance and punishing them if the results are not good. Transactional leaders emphasize exchange one thing for another, such as votes and rewards for favour. Transactional leadership requires that leaders and followers have a clear understanding of each other's specific roles and responsibilities. These exchanges are based on the leader

identifying performance requirements and clarifying the conditions under which rewards are available for meeting these requirements. The goal is to enter into a mutual beneficial exchange, but not necessarily to develop an enduring relationship. Chirchir (2014) found that transactional leadership techniques were directly related to high staff commitment. He further notes that transactional leadership attributes should be used and emphasized in order to bring out the positive effect on the level of teachers' commitment. Orodho and Musya (2014) added that this style differentiates tasks to enhance their systemic accomplishment. This significantly increases the effectiveness of their success and saves the process a lot of time and resources.

2.3 Leadership Effectiveness

Leadership effectiveness is the successful exercise of personal influence by an individual which results in accomplishing one or several goals as a result of the coordinated effort of those who are led. Leadership effectiveness can be defined as leaders' ability to effectively influence followers and other organizational stakeholders to reach the goals of the organization (Yukl, 2012). Leader effectiveness has the ability to create a vision of the future of an organization to ensure that the members of the organization focus on this vision and to show their commitment to the organization (Bulach, 2013). Effective leadership is crucial to the success of an organization or institution. According to Yulk (2015), successful organizations require effective leaders with relevant leadership skills. Effective school leadership is mainly related to the performance of the head teacher. Performances are actions, products or processes that can be specified and assessed, and which rely on knowledge, abilities and skills for delivery and which have an appropriate weighting among the cognitive, psychomotor and affective domains for the purpose. It is the accomplishment of work assignments or responsibilities and contributions to

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the organizational goals, including behavior and professional demeanor (actions and manner of performance) as demonstrated by the employee's approach to completing work assignments (Sekyere, 2012).

Gilbert (2011), found that performance has two aspects—behavior being the means and its consequence being the end. In other words, performance is the accomplishment of responsibilities and contributes to the behaviour, capabilities of interpersonal relationships, professional attitude and institutional goals.

To understand head teacher's performance, it is necessary to throw light on his/her role as an instructional leader. Bulach et at (2013) who found the most critical competencies for leader effectiveness were skills in human relations, communication and leadership.

The role of the headteacher in a basic school is to lead the academic and administrative functions of the school and liaise with the community and higher authorities. Head teacher leadership qualities greatly affect the school improvement and effectiveness. Consistent with this responsibility is the power to distribute differentially staff duties to ensure the productivity of the institution.

According to Mitchell (2012), school principal's role is crucial in building school culture and motivating teachers. It is important, then, to gather teachers' perceptions of administrators who helped them promote learning; in particular, to ascertain what administrator attributes and behaviors teachers find helpful in their work to promote learning. Research in national perspective shows that heads of schools were of more of an administrative rather than an academic nature and mostly teachers were dissatisfied with the personal attributes of theirs heads (Robbins, 2013).

2.4 Theoretical Review

This section looks at theories on leadership styles.

2.4.1 Traits Theory

Trait's theory suggests that the characteristics or the personality of a person may make him or her an effective leader. Trait's theory of leadership focuses on identifying different personality traits and features that are linked to efficacious leadership across a variety of situations. The traits theory to leadership focuses solely on the leader. It identifies traits of leaders. It focuses on the personal attributes of leaders such as physical and personality, characteristics, competencies and values. It views leadership solely from the perspective of the specific leader (Stewart, 2012).

According to Carlyle (2002), history is shaped by extraordinary leaders. This ability to lead is something that people are simply born with, and not something that could be developed. Zaccaro, Kemp, and Bader (2012), also viewed trait leadership as unified patterns of personal characteristics that reflect a range of individual changes and foster consistent leader effectiveness across a variety of group and organizational situation.

According to Robbins and Coulter (2013), people accede to certain qualities or traits that make them effective leaders. The trait model of leadership is based on the features of many leaders that would distinguish leaders from non-leaders. Some of the traits studied included physical stature, appearance, social class, emotional stability, fluency of speech, and sociability. The following are the seven traits associated with effective leadership; drive, desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge and extraversion. (Robbins & Coulter, 2013). Effah (2010) in his book entitled "leadership and academic

institutions'' (p. no 164), assumes that leaders are born not made and focuses attention on the person in the job rather than the job itself. Selecting leaders rather than training for leadership therefore assume greater importance than the trait approach to leadership.

2.4.2 Behavioral Theory

Behavioral leadership theory is a management philosophy that evaluates leaders according to the actions they display in the workplace (Indeed Editorial Team, 2021). Supporters of this theory believe that all you need to do to be an effective leader is to learn a certain set of behaviours. Behavioural leadership theory argues that the success of a leader is based on their behavior rather than their natural attributes. Behavioural leadership theory involves observing and evaluating a leader's actions and behaviours when they are responding to a specific situation. This theory promotes the idea that all leaders are capable of learning and developing through adopting beneficial behaviours and performing them in their workplace.

According to Effah et al (2010) behavioral theory of leadership does not seek inherent traits or capabilities rather they look at what leaders actually do.

This study dwells on behavioral theory since it is about evaluating and observing leadership actions and inactions.

2.5 Empirical Review

Almad and Zafar (2012) studied leadership and school effectiveness. Almad and Zafar (2012) used questionnaire in collecting data. From the study, it was recommended that headteachers should adopt different leadership styles since school effectiveness depends on school heads. This study shall perceive if the leadership styles of headteachers is effective.

According to Kazeem (2014), who studied effective leadership conducive to generation of academic performance in schools adopted qualitative research approach in his study. It was revealed in Kaseem's (2014) study that instructional leadership practice of schools may have further enhanced teachers' transformational teaching practice in the classroom. The study suggested that effective school leadership has to do with the concern for staff development towards building teaching capacity of staff. This study shall observe if leadership at the basic school level is much about teacher development.

As reported by Ouma, Akinyi and Orodho (2015), the effects of principals' leadership styles on students' academic performance in public secondary schools used ex-post facto method. They noted that there is a significant relationship between the leadership styles of headteachers as perceived by teachers and students' performance. Nonetheless, Ouma (2015) advocated that school principals should do all what is possible to support curriculum implementation by encouraging team spirit among students and staff so as to improve schools' performance. This study will find out how the contemporary leadership style of headteachers affect both students and teachers.

According to Mensah and Nyame (2016), studied leadership styles of Basic Schools' headteachers and its influence on teachers' classroom performance used descriptive survey method. They found out that basic public schools' teachers largely agree that leadership styles of their headteachers have effects on their classroom performance. However, Mensah and Nyame (2016), recommended that the study should be conducted on a mixture of leadership styles. This study seeks to study contemporary leadership styles of basic school headteachers.

According to Gyasi, Wang and Yvonne (2016) inquired into the effects of leadership styles on learners' performance applying mixed method. Gyasi (2016) noted that leadership

styles can affect academic performance. However, they suggested that headteachers must be well equipped with knowledge and skills in leadership in order to know if they have any influence on their schools and on academic work.

Wilson (2017) investigated principals leadership styles and staff job performance in secondary schools employing mixed method. It was found that different principals adopt different leadership styles at different secondary schools and each leadership style has effects on the staff job performance in such schools. Wilson (2017) recommended that principals should avoid the use of autocratic, transactional and laisses faire leadership styles as they discourage staff motivation and efficiency in schools.

Nimisha and Musa (2018) also investigated leadership styles of school administrators and teacher effectiveness using metanalysis. It was discovered in their study that transformational leadership style is the most effective leadership style that influence or affect teacher effectiveness. Nevertheless, situational leadership style has not been broadly reviewed. This study seeks the opportunity to investigate further the contemporary leadership style of basic schools' heads.

Khan et al. (2019) also researched into the topic "school heads perceptions about their leadership styles" using semi-structured interviews. The findings showed that school heads adopt a number of leadership styles. It was recommended that leaders in high – performing schools should focus on the social, ethical and emotional wellbeing of the learners and remain in close proximity to the learners. Successful school heads leadership styles main focus is on the academic achievements of the learners. This study wishes to establish the contemporary leadership style of headteachers of schools.

Amankwah and Guo-Hua (2020) investigated into headmaster's leadership styles and their significant impact on the general performance in schools. The study employed a qualitative research method in the work. It was found from the study that students' performances are greatly influence by the school heads and leaders no matter the amount of input they contribute. It was recommended that the heads of schools must provide teachers the necessary teaching and learning aids, textbooks, lesson note books and motivation. Are the headteachers at the basic school in Kwabre East providing the teaching aid the government has provided to the teachers to work?

Kalkan, Aksal, Gazi, Atasoy and Dagh (2020) studied the relationship between school administrators' leadership styles and school culture. It was found in their study that school principals manifest transformational leadership characteristics They adopted relational survey model. It was advocated that transformational leadership would be more open to the reforms directed at the sustainability of the institutional structure of the educational institutions. This study will look at the contemporary leadership styles of headteachers in basic schools in Kwabre East Municipality.

2.6 Summary of Literature Review

From the review of the literature carried out in this section, it has emerged that leadership is the ability to influence thoughts and behavior of others. Leadership binds people together and motivate them towards the achievement of goals. Related studies have shown that schools that consistently perform well tend to have sound and efficient leadership. The research work reviewed reveals that leadership is dynamic and various styles of leadership are required in different circumstances prevailing at different times and circumstances. It is also evidence from

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the study that headteacher's leadership plays a   significant role in the school's performance given his decision-making structure, communication ability, competencies as well as the leadership styles. This study restricted itself to three common contemporary styles since much work has not been seen on them. The three are: participative, servant and coaching leadership.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter describes research methodology employed for the study. This includes research design, population of the study, sampling and sample techniques, instrument, validity, pre- testing of instrument, data collection procedure, data analysis plan and ethical consideration.

3.1 Research Design

The design for the study was a descriptive survey. Descriptive survey attempts to establish the range and distribution of some social characteristics such as education or training, occupation and location and to discover how this characteristic may be related to certain behavior patterns or attitudes. Descriptive survey design involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study (Gay, 2000). The goal of descriptive survey design is to describe a phenomenon and its characteristics (Gall, Gall & Borg, 2007).

Descriptive survey design is appropriate for studies concerning educational problems including evaluation or assessment of attitudes, demographic information, conditions and procedures (Gay, 2000). Descriptive survey design often employs the method of randomization so that error may be estimated when population characteristics are inferred from observations of samples (Ary, 2010).

The design permitted the researcher to study the views of teachers on effectiveness of contemporary leadership styles of headteachers of basic schools at Kwabre East Municipality and then described and presented using means, graphs, tables and numerical summaries. The

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strengths of descriptive survey design are that one can clarify large volume of data with no uncertainties. Descriptive survey design has the capacity to reach out to large sampled population in any piece of research work (Fisher, 2010). The weakness of descriptive survey is that there are no generalizations about the data and the results are not 100% accurate.

3.2 Population of the Study

Population can be explained as a comprehensive group of individuals, institutions, objects and so forth which have characteristics that are of the interest to the researcher (Creswell, 2012). The target population comprise all the basic schools and teachers in the Kwabre East Municipality. Statistics from Kwabre East Municipal office put the population of basic schools at 258 and 3,452 teachers in the Municipality. There are 75 public basic schools and 183 private basic schools at Kwabre East Municipality. There are also 1,810 public basic school teachers and 1,642 private basic school teachers at Kwabre East Municipality.

The accessible population consists of all public basic school teachers at Kwabre East Municipality.

3.3 Sample and Sampling Technique

Simple random sampling was used to select 63 public basic schools and convenient sampling was used to select 317 teachers. According to Krejcie and Morgan (1970), a population of 75 public basic schools requires a sample size of 63. A population of 1,810 public basic school teachers with a sample size of 317 is appropriate. A total of 317 teachers were used as sample size for the study. Simple random sampling reduces the potential for human bias and helps to make generalization (Kothari, 2004). Simple random sampling is less expensive,

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involves lesser degree of judgement. The members of the sample group all possess an appropriate level of understanding and knowledge about the subject being evaluated (Wallen, 2000). Convenient sampling is less cost effective and saves time. The sample frame of the study was the lists of all the 75 public basic schools at Kwabre East Municipality. The schools were numbered from 1-75 on cards and were turned upside down and were shuffled. The researcher then picked the schools randomly. After using simple random sampling to select the schools, convenient sampling method was used to select the teachers from the schools randomly selected. At least five teachers were conveniently selected from each of the 63 schools. Teachers that were met at the schools' staff common room were made to answer the questionnaire.

3.4 Instrument for Data Collection

The researcher used questionnaire as the main instrument to collect data from the teachers. Questionnaire was used as instrument because information could be collected from large sample. Questionnaire ensured secrecy, permits the use of standardized questions ensuring uniform procedures, provided time for the respondents to think about response and are easy to administer and score (Kothari, 2011). There may be dishonesty in answering questionnaire, some questions may be unanswered and some questions may be difficult to analyze (Yukl, 2012). The questionnaire contained mostly closed-ended items.

Five-point Likert-type scale ranging from strongly disagree to strongly agree was employed. Likert-type scale is easy to understand, it does not force an answer on the respondents. The interpretation of data becomes extremely easy (Mcled, 2013).

The items were organized based on the objectives of the study. The first section of the questionnaire covered demographic data of the respondents. The second section covered

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common contemporary leadership style headteachers use. Here, the questions were structured to cover the 3 common contemporary styles selected. The first 3 items covered servant leadership style, the next three items were on participative leadership and the last four items were on coaching. The third section dealt with the effectiveness of contemporary leadership styles of headteachers. The fourth section found out respondents' views on strategies to improve contemporary leadership style of headteachers in basic schools.

3.5 Validity of the instrument

Validity of a research study is the degree to which the instruments accurately answers the questions that were intended to answer. Validity finds out whether a questionnaire is measuring what is purports to measure (Bryman & Cramer, 2011). Face validity was achieved when the researcher contacted the supervisor to examine the relevance of items on the questionnaire. The supervisor indicated whether the items on the questionnaire measured the purpose of the study. She also found out whether the items covered all the research questions and the extent to which the items measured the construct for the study.

3.6 Pre-Testing of Instrument

The researcher conducted pre-test at Agona SDA Basic School using 30 teachers because it has similar characteristics as that of the main study. The aim of this pre-test was to test the suitability of the research instrument. It was also aimed at testing research process: research setting, time, wording and content of questions in the instrument. The rationale for the pre-testing was to assess the appropriateness of the instrument and eliminate uncertainty and inappropriate questions. Cronbach's Alpha was used to analyzed the data from the pre-test and

the Cronbach Alpha for the pre-test was 0.83. According to Hulin (2001), George and Mallery (2003), reliable value of at least 0.60 indicates an acceptable value level of reliability.

3.7 Data Collection Procedure

The researcher went to the schools with a letter of introduction from Head of Educational Leadership. The letter was given to the respective headteachers for them to grant the researcher the permission to administer the research instrument. When the researcher met the headteachers the purpose of the study was explained to them. The headteachers introduced the researcher to the respondents. The researcher personally administered the questionnaire to all the respondents. In order to get accurate information from the respondents, the researcher organized a briefing session for the respondents to explain to them the significance of the study and the need to cooperate and provide the appropriate responses to aid the study. The data were collected within two weeks. 317 questionnaires were administered and 270 were retrieved putting the return rate at 85%.

3.8 Data Analysis Plan.

Data collected were edited, coded and fed into computer. Data were analyzed using descriptive statistics such as frequency and percentages to answer research question one, two and three.

3.9 Ethical Consideration

Gregory (2003) maintains that ethical consideration in research is essential because they discourage fabrication or falsifying data and thus encourage the quest of knowledge and truth

which is the main objective of undertaking a study. Participants names were not indicated on the questionnaire. The researcher explained to the participants that, they had the right not to take part in the study. Again, the researcher assured the participants that all responses that were received would be treated with utmost confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results and discussion of data collected on effectiveness of contemporary leadership style of headteachers in public basic schools at Kwabre East Municipality in the Ashanti Region. Data were gathered from 270 teachers. Questionnaire was used to gather data and the results were interpreted with the help of frequency tables and percentages.

4.1 Demographic Characteristics of Respondents

This analysis presents the demographic data of respondents. This include gender, educational level and number of years served. Table 4.2, 4.3 and 4.4 present the results.

4.1.1 Gender of Respondents

This was analyzed to find out the kind of respondents used in the study. Table 4.1 presents the results.

Table 4.1: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	150	55.6	55.6	55.6
	Female	120	44.4	44.4	100.0
	Total	270	100.0	100.0	

Source: Field Survey, 2022

From Table 4.1, out of 270 respondents, 55.6% were males and 44.4% of the respondents were females. This means that there were more males than females in the study.

4.1.2 Highest Educational Qualification of Respondents.

Highest qualification was further analyzed. Table 4.2 presents the results.

Table 4.2 Highest Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post-Secondary	3	1.1	1.1	1.1
	Diploma in Basic Education	29	10.7	10.7	11.9
	First Degree	150	55.6	55.6	67.4
	Second Degree	88	32.6	32.6	100.0
	Total	270	100.0	100.0	

Source: Field Survey, 2022

From Table 4.2, 1.1% of the respondents had Post-Secondary qualification. About 10.7% had Diploma in Basic Education. About 55.6 of the teachers had First Degree and 32.6% had Second Degree. This means that majority of them had first degree.

4.1.3 Years of Teaching

Years of teaching was analyzed to know the years respondents have worked. Details are provided in Table 4.3

Table 4.3: Years of Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	31	11.5	11.5	11.5
	6-10 years	43	15.9	15.9	27.4
	11-15 years	79	29.3	29.3	56.7
	16-20 years	79	29.3	29.3	85.9
	21 years and above	38	14.1	14.1	100.0
	Total	270	100.0	100.0	

Source: Field Survey, 2022

Table 4.3 showed that 11.5% of the teachers had 1-5 years teaching experience. About 15.9% had 6-10 years teaching experience. Over 29.3% had 11-15 years teaching experience. About 29.3% had 16-20 years teaching experience. As much as 14.1% had 21years and above teaching experience. The results mean that majority of the teachers have taught for 6 years.

Research Question 1: What common contemporary leadership styles do headteachers use in basic schools at Kwabre East Municipality?

Table 4.4 presents common contemporary leadership styles of headteachers. Findings are presented in Table 4.4.

Table 4.4: Common Contemporary Leadership styles

	Strongly Agree F %	Agree F %	Neutral F %	Disagree F %	Strongly Disagree F %	Total F %	Mean
Ensures that the vision of the school is achieved	53 19.6	112 41.5	86 31.9	12 4.4	7 2.6	270 100	3.71
Shares information with teachers	57 21.1	122 45.2	72 26.7	15 5.6	4 1.5	270 100	3.79
Resolves conflict	61 22.6	123 45.8	65 24.1	12 4.4	9 3.3	270 100	3.80
Delegates powers to teachers	74 27.4	127 47.0	62 23.0	6 2.2	1 .4	270 100	3.99
Allows teachers to participate in decision making	52 19.3	113 41.9	71 26.3	25 9.3	9 3.3	270 100	3.64
Builds strong and positive relationship with teachers	68 25.1	122 45.2	54 20.0	24 8.9	2 .7	270 100	3.85
Organizes in-service training for all teachers	50 18.5	93 34.4	71 26.3	42 15.6	14 5.2	270 100	3.46
Supervises teachers' instructional activities	60 22.2	86 31.9	78 28.9	33 12.2	13 4.8	270 100	3.54
Encourages growth of teachers	93 34.4	98 36.3	45 16.7	22 8.1	12 4.4	270 100	3.88
Motivates teachers to attain the goals of the school	60 22.2	108 40.0	66 24.4	28 10.4	8 3.0	270 100	3.68
Overall mean							3.73

Source: Field Survey, 2022

From Table 4.4 about 19.6% teachers strongly agreed that headteachers ensure that the vision of their schools is achieved. Over 41.5% teachers agreed to the statement while 31.9% were neutral. About 4.4% disagreed and only 2.6% strongly disagreed with the statement. There was an indication that majority of the headteachers ensure that the vision of their schools is achieved. This implies that headteachers stick to the vision of the schools they manage. This finding supports Giles' (2010), finding that headteachers achieve a common vision and goals. This finding is also in agreement with Conger's (2012), finding that headteachers create vision to ensure that the teachers focus on this vision and show their commitment to the organization.

Moreover, about 21.1% respondents strongly agreed that headteachers share information with teachers. Over 45.2% agreed, 26.7% were uncertain to the statement. About 5.6% disagreed and only 1.5% strongly disagreed with the statement. The results show that majority of the headteachers share information with teachers thereby helping teachers to work willingly to maintain a high level of professional performance. The findings support Maxwell's (2015), statement that headteachers share information with teachers.

Furthermore, about 22.6% of the respondents strongly agreed that headteachers resolve conflict in their schools. Over 45.8% agreed to the statement and 24.1 were neutral to the statement. About 4.4% disagreed while only 3.3% strongly disagreed. The results show that majority of the headteachers resolve conflict in their schools. This will create conducive atmosphere in the school leading to higher standard of performance. This finding is in support of Bader's (2013), statement that headteachers resolve conflict to make peace in their schools.

As many as, about 27.4% of the respondents strongly agreed that headteachers delegate powers to teachers. Over 47% agreed with the statement and 23% were uncertain. About 2.2% disagreed and the least percentage 0.4% strongly disagreed. The result shows that majority of the

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headteachers delegate powers to teachers. This will help teachers to work very hard and willingly to yield results by increasing performance in the school. This finding agrees with Zaccaro's (2014), view point that headteachers delegate powers to teachers so that teachers see themselves as active rather than passive agents in the school's activities.

Additionally, about 19.3% of the respondents strongly agreed that headteachers allow teachers to participate in decision making. Over 41.9% agreed to the statement while 26.3% were neutral. About 9.3% disagreed and only 3.3% strongly disagreed. The results indicate that majority of the school heads allow teachers to participate in decision making. This implies that teachers will work effectively so as to achieve higher standards of performance. This finding is in consistent with Ashraf, Farooq and Din (2014), finding that leaders who exhibit participative leadership behaviours enhance employees' levels of commitment to the organization, as well as achieving the objectives of the organization.

Also, about 25.1% of the respondents strongly agreed that headteachers build strong and positive relationship with teachers. Over 45.2% as the highest percentage agreed with the statement and 20% were neutral. About 8.9% disagreed and the least percentage 0.7% strongly disagreed. The results show that school heads build strong and positive relationship with teachers so that teachers can work efficiently. This finding supports Maqsood, Bilal and Baig, (2013), statement that leaders build strong and positive relationships with their employees.

Again, about 18.5% of the respondents strongly agreed that headteachers organized in-service training for all teachers. Over 34.4% agreed and 26.3% were uncertain. About 15.6% disagreed and only 5.2% strongly disagreed. From the results, it could be said that majority of the headteachers organize in-service training for teachers. This implies that knowledge and

skills of teachers will be broadened to improve on their performance. This finding agrees with Giles' (2010), finding that headteachers organize in-service training for teachers.

Furthermore, 22.2% of the respondents strongly agreed that headteachers supervise instructional activities of teachers. Over 31.9% agreed with the statement and 28.9% were uncertain. About 12.2% disagreed and only 12.8% strongly disagreed. This will help teachers to improve on instructional delivery. The finding is in line with that of Plousha's (2014), view point that headteachers supervise teachers' instructional activities in schools.

More so, about 34.4% of the respondents strongly agreed that headteachers encourage growth of teachers. Over 36.3% agreed with the statement while 16.7% were neutral. About 8.1% disagreed and only 4.4% strongly disagreed. The results indicate that majority of the headteachers encourage growth of teachers. This implies that teachers will acquire knowledge and skills to improve their performance and learners' performance as well. This finding concurs with Burke's (2012), finding that school heads encourage growth among teachers that helps them to acquire knowledge and skills.

Lastly, about 22.2% respondents strongly agreed that headteachers motivates teachers to attain the goals of the school. Over 40% agreed, 24.4% were uncertain. About 10.4% disagreed and only 3% of them strongly disagreed. The results indicate that majority of the headteachers motivate their teachers to attain educational goals. This implies that teachers are well motivated to help achieve the educational goals of their schools. The finding agrees with Hollingworth's (2013), finding that schools where headteachers motivate teachers improve results.

Table 4.4 shows a grand mean of 3.73 for headteachers common contemporary leadership style in basic schools. This is an indication that majority of the respondents agreed that most

headteachers practice all the 3 common contemporary leadership style. The servant style has a mean of 2.92, participative style has a mean of 2.97 and coaching style has a mean of 3.64. This showed that coaching leadership style was the commonest contemporary leadership style practiced by headteachers at Kwabre East Municipality.

Research Question 2: What is the effectiveness of headteachers contemporary leadership styles in basic schools in Kwabre East Municipality?

Table 4.5 presents the effectiveness of contemporary leadership style of headteachers. Results are presented in Table 4.5.

Table 4.5: Effectiveness of Contemporary Leadership Styles

	Strongly Agree F %	Agree F %	Neutral F %	Disagree F %	Strongly Disagree F %	Total F %	Mean
Knows how to inspire people	57 21.1	93 34.4	76 28.1	27 10.0	17 6.3	270 100	3.54
Communicates a clear vision	62 23.0	92 34.1	73 27.0	34 12.6	9 3.3	270 100	3.61
Leads effective teams	60 22.2	108 40.0	66 24.4	28 10.4	8 3.0	270 100	3.68
Ensures punctuality and regularity among teachers	58 21.5	103 38.1	70 25.9	34 12.6	5 1.9	270 100	3.65
Ventures into new directions to improve school's Performance	71 26.3	123 45.6	49 18.1	24 8.9	3 1.1	270 100	3.87
Learns from mistakes	75 27.8	72 26.7	100 37.0	21 7.8	2 .7	270 100	3.73

Table 4.5 Continued

Leads by example	75	27.8	71	26.3	87	32.2	32	11.9	5	1.9	270 100	3.66
Vets lesson notes and scheme of work of teachers regularly	81	30.0	73	27.0	90	33.3	23	8.5	3	1.1	270 100	3.76
Supervises instruction effectively	80	29.6	77	28.5	90	33.3	21	7.8	2	.7	270 100	3.79
Promotes appropriate internal and external relationship	93	34.4	72	26.7	80	29.6	21	7.8	4	1.5	270 100	3.85
Overall mean												3.71

Source: field survey, 2022

Table 4.5 showed that 21.1% of the respondents strongly agreed that headteachers knew how to inspire people. Over 34.4% agreed to the statement while 28.1% were neutral. About 10% disagreed and only 6.3% of them strongly disagreed. The results indicate that majority of the headteachers know how to inspire people. This inspiration challenges teachers to use their imagination, intellect and expectation to achieve the goals of the school. This finding supports Richard's (2016), statement that headteachers inspire teachers to form a bond of mutual trust and respect.

Also, about 23% of the respondents strongly agreed that headteachers communicated a clear vision. Over 34.1% agreed and 27.0% were uncertain to the statement. About 12.6% disagreed and only 3.3% of them strongly disagreed. From the findings, majority of the headteachers communicate a clear vision. This will help their schools to achieve educational

goals. This finding agrees with Printy's (2012), finding that headteachers have the ability to articulate a vision so that educational goals will be achieved.

Furthermore, about 22.2% teachers strongly agreed that headteachers led effective teams. Over 40% agreed and 24.4 % were neutral to the statement. About 10.4% disagreed and the least percentage 3% strongly disagreed. From the results it could be said that majority of the headteachers lead effective teams. This will help to improve learners' performance. This is supported by the findings of Carlyle (2012), statement that school heads have the ability to lead effective teams.

Moreover, about 21.5% respondents strongly agreed that headteachers ensured punctuality and regularity among teachers. Over 38.1% agreed to the statement and 25.9% were uncertain. About 12.6% disagreed and only 1.9% strongly disagreed. The result shows that majority of headteachers ensure punctuality and regularity among teachers. This will help to build the path to teachers' success in life as well as students. This finding agrees to Aaron's (2014), finding that headteachers ensure punctuality and regularity among teachers which makes them take their responsibilities seriously.

Again, about 26.3% of the respondents strongly agreed that headteachers ventured into new directions to improve their schools' performance. Over 45.6% agreed while 18.1% were neutral to the statement. About 8.9% disagreed and only 1.1% strongly disagreed. The result indicates that majority of the school heads venture into new direction to improve their schools' performance. This finding supports Ofsted (2012), statement that headteachers ventured into new directions to improve the academic performance of the school.

Also, about 27.8% of the respondents strongly agreed that headteachers learnt from mistakes. Over 26.7% agreed to the statement while 37% were neutral. About 7.8% disagreed

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and only 0.7% of them strongly disagreed. The result indicates that majority of the headteachers learn from mistakes to find their own path to reflect and improve. This finding agrees to Cowler's (2018), finding that headteachers learn from mistakes to develop resilience.

Additionally, about 27.8% of the participants strongly agreed that headteachers led by example. Over 26.3% agreed and 32.2% were uncertain to the statement, 11.9% disagreed and only 1.9% strongly disagreed. From the results, headteachers lead by example. This will help others to learn from them and to lead learners to success. This finding is in line with Spencer (2015), finding that headteachers lead by example for students to do better.

As many as, about 30% participants strongly agreed that headteachers vetted lesson notes and scheme of work of teachers regularly. Over 27% agreed to the statement and 33.3% were uncertain. About 8.5% disagreed and only 1.1% strongly disagreed. The result shows that majority of the headteachers vet lesson notes and scheme of teachers regularly. This will help shape teachers to teach effectively and efficiently. This finding is in line with Arnon's (2007), finding that headteachers vet lesson notes and scheme of work of teachers to ensure that teachers apply the curriculum.

More so, about 29.6% respondents strongly agreed that headteachers supervised instruction effectively. Over 28.5% agreed to the statement while 33.3% were neutral. About 7.8% disagreed and only 0.7% strongly disagreed. This means that majority of the headteachers supervise instruction effectively. This will help to improve teaching and learning process leading to the schools' success. This finding agrees to Ahmad (2020), statement that headteachers supervise instruction effectively to improves and support teachers' professional growth and development and to improve students' academic achievement.

Over 34.4% respondents strongly agreed that headteachers promoted appropriate internal and external relationship. About 26.7% agreed to the statement and 29.6% were uncertain. Over 7.8% disagreed and only 1.5% strongly disagreed. From the results, majority of the headteachers promote appropriate internal and external relationship. This will help teachers to work to their best to increase their performance in the school. This finding is supported by Maxwell (2015), statement that headteachers are closed enough to relate well with others by promoting appropriate internal and external relationship. This finding is also in line with Day (2000), finding that good headteachers promote inter- personal relationship which positively affects school's improvement and effectiveness.

The study sought to determine the extent to which headteachers effectively practice contemporary leadership styles. From the findings in table 4.5, the study established a grand mean of 3.71. This means that headteachers use of contemporary leadership style is effective.

4.4 Research Question 3: What strategies could be adopted to improve contemporary leadership styles of headteachers of basic schools at Kwabre East Municipality.

Table 4.6 presents the strategies to improve contemporary leadership style of headteachers. Details are presented in Table 4.6.

From Table 4.6 about 33% of the respondents strongly agreed that headteachers motivated their teachers. Over 24.4% agreed to the statement while 33.7% were neutral. About 7.4% disagreed and only 1.5% strongly disagreed. The results indicate that majority of the headteachers should be motivators. This will help teachers feel valued so as to improve teaching and learning outcomes. This finding was supported by Leithwood (2010), statement that school heads should motivate teachers to improve teaching and learning.

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Table 4.6: Strategies to Improve Leadership Styles

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
Be a motivator	89	33.0	6	24.4	9	33.7	20	7.4	4	1.5	270	100	3.80
Assign roles for effective school management	90	33.3	71	26.3	88	32.6	19	7.0	2	.7	270	100	3.84
Be innovative	79	29.3	87	32.2	79	29.3	20	7.4	5	1.9	270	100	3.80
Ensure punctuality and regularity among teachers	52	19.3	138	51.1	67	24.8	11	4.1	2	.7	270	100	3.84
Consult teachers on decision making	66	24.4	126	46.7	73	27.0	3	1.1	2	.7	270	100	3.93
Encourage teachers to do their best	72	26.7	113	41.9	73	27.0	9	3.3	3	1.1	270	100	3.90
Encourage interpersonal relationship	66	24.4	118	43.7	69	25.6	13	4.8	4	1.5	270	100	3.85
Be accountable	69	25.6	124	45.9	57	21.1	19	7.0	1	.4	270	100	3.89
Supervise instruction effectively	72	26.7	119	44.1	61	22.6	17	6.3	1	.4	270	100	3.90
Make effective use of teachers' individual capacity and talent	73	27.0	131	48.5	56	20.7	8	3.0	2	.7	270(100)		3.98
Overall mean													3.71

Source: Field Survey, 2022

Moreover, about 33.3% respondents strongly agreed that headteachers assigned roles for effective school management. Over 26.3% agreed while 32.6% were uncertain, 7% disagreed and only 0.7% strongly disagreed. From the findings, majority of the headteachers should assign roles for effective school management. This will help to promote academic performance. This finding is in line with Beatriz's (2008), finding that headteachers should assign roles for teachers for effectiveness.

Furthermore, about 29.3% participants strongly agreed that school heads were innovators. Over 32.2% agreed to the statement and 29.3 were neutral. About 7.4% disagreed and only 1.9% strongly disagreed. The results indicate that majority of the headteachers should be innovative in order to improve the performance of their schools. This finding agrees to Zult's (2014), finding that headteachers should be innovative so that they can instill innovative thinking in their teachers as well as learners for them to generate new ideals and better solution to problems.

More so, about 19.3% of the respondents strongly agreed that headteachers ensured punctuality and regularity among teachers. 51.1% agreed to the statement and 24.8% were uncertain. Over 4.1% disagreed and only 0.7% strongly disagreed. The result shows that majority of the headteachers should ensure punctuality and regularity among teachers to improve academic performance. This finding is in support of Chadwick's (2019), statement that punctuality and regularity among teachers builds the path to success in students' life. This finding was also supported by Orodho's (2015), finding that learners follow the behavior of teachers when they see that teachers are punctual and regular at school.

Additionally, about 24.4% respondents strongly agreed that headteachers consulted teachers on decision making. Over 46.7% agreed to the statement while 27% were neutral. About 1.1% disagreed and only 0.7% strongly disagreed. The results indicate that majority of the school

heads should consult teachers on decision making. Participation of teachers in decision making enables them to become active in school management process. As a result, teachers will have a wider and greater ownership of the school thereby helping the school to achieve its goals. This finding is in support of Dampson's (2015), statement that headteachers should consult teachers on decision making so that teachers can work passionately. Teachers who feel comfortable and confident prove to be more productive and effective in their workplace.

Also, about 26.7% respondents strongly agreed that headteachers encouraged teachers to do their best. Over 41.9% agreed to the statement while 27% were neutral. About 3.3% disagreed and only 1.1% strongly disagreed. The result shows that majority of the headteachers should encourage teachers to do their best. This will make teachers stay focus leading to constant growth and improvement of the school as a whole. This finding supports Andrea's (2021) finding that headteachers should encourage teachers to do their best to achieve a successful teaching-learning process. This finding is also in line with Decker's (2014), statement that encouragement builds teacher's confidence.

Again, over 24.4% of the respondents strongly agreed that headteachers encouraged interpersonal relationship. About 43.7% agreed to the statement and 25.6% were uncertain. Over 4.8% of them disagreed and only 1.5% strongly disagreed. From the results, majority of the headteachers should encourage interpersonal relationship. This will help to contribute to learners' success. This finding agrees with Martin's (2009), statement that headteachers should encourage interpersonal relationship. This will help teachers to enhance their teamwork quality. This finding is also supported by Dowson (2009), statement that headteachers should encourage teachers to have good interpersonal relationship which will help them learn how to work as a team and come out with success.

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Over 25.6% respondents strongly agreed that headteachers were accountable. About 45.9% agreed to the statement and 21.1% were uncertain. About 7.0% disagreed and only 0.4% strongly disagreed. The results show that majority of the headteachers should be accountable to enhance teaching and learning in the school system. This finding is in agreement with Kristiansen's (2018), statement that educational accountability of headteachers forestalls the misuse of public funds and facilities. This finding is also supported by Ruiguang's (2021), statement that accountability of headteachers enhances the realization of institutional objectives.

More so, about 26.7% of the respondents strongly agreed that headteachers supervised instruction effectively. Over 44.1% agreed to the statement while 22.6% were neutral. About 6.3% disagreed and only 0.4% strongly disagreed. The results indicate that majority of headteachers should supervise instructions effectively. This will help to improve students' academic achievement. This finding agrees to Ahmad's (2020), findings that when headteachers supervise instruction effectively, it improves and supports teachers' professional growth and development and ultimately improve students' academic achievement.

Lastly, about 73 respondents representing 27% of the respondents strongly agreed that headteachers made effective use of teachers' individual capacity and talent. Over 48.5% agreed to the statement and 20.7% were uncertain. About 3% disagreed and only 0.7% of them strongly disagreed. From the results, majority of the headteachers should make effective use of teachers' individual capacity and talent to improve on learners' performance. This finding supports Eric's (2019), finding that headteachers should make effective use of teachers' individual talent and capacity to help learners achieve the quality of education and academic experience.

Table 4.4 shows a grand mean of 3.71 for strategies to improve the leadership style of headteachers in basic schools. This means that the strategies listed are good and can be applied by headteachers of basic schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summarizes the findings of the study, conclusions drawn and recommendations made and suggestions for further studies.

5.1 Summary of the Study

The study investigated into effectiveness of contemporary leadership styles of headteacher in public basic schools at Kwabre East Municipality. The study focused on areas such as common contemporary leadership styles of headteachers, effectiveness of contemporary leadership styles of headteachers and strategies to improve the contemporary leadership styles of headteachers.

Descriptive survey was used in the study. The accessible population was all public basic school teachers at Kwabre East Municipality. Simple random technique was used to sample 63 schools and convenient sampling technique was used to select sample size of 317 teachers. The study used questionnaire as the instrument to collect data from the teachers. The questionnaire contained closed-ended questions to elicit views from teachers. The questionnaire was pre-tested at Agona SDA Basic School with 30 teachers. The Statistical Package for Social Sciences (SPSS) was used to analysed the field data. Three research questions were formulated to guide the study. Descriptive statistical techniques such as frequency tables and percentages were employed.

5.2 Summary of Findings

The following findings emerged from the study: They include,

1. On common contemporary leadership styles, findings revealed that headteachers commonly delegate powers to teachers. Other aspects of common contemporary leadership styles include, encouraging growth of teachers, building strong and positive relationship with teachers, resolving conflict and sharing information with teachers.

2. On effectiveness, findings from the study revealed that headteachers were effective in using the contemporary leadership styles in basic schools. Other aspects of effectiveness of contemporary leadership styles comprised, promoting appropriate internal and external relationship, supervising instruction effectively, vetting lesson notes and scheme of work of teachers regularly and learning from mistakes. This shows that the contemporary leadership styles of headteachers is effective.

3. On strategies, findings showed that headteachers made effective use of teachers' individual's capacity and talent. Other aspects of strategies include, consulting teachers on decision making, supervising instruction effectively, encouraging teachers to do their best and be accountable.

5.3 Conclusions

Based on the outcome of this study, a number of conclusions were made. The study revealed that headteachers delegate powers to teachers. This will help to improve teachers' performance.

It could again be concluded that headteachers leadership style is effective to attain educational goals.

It could be concluded that headteachers should make effective use of teachers' individual capacity and talent to achieve the goals of the school.

5.3 Recommendations for Practice

1. On common contemporary leadership styles, the study findings revealed that headteachers delegate powers to teachers. Based on this, the researcher wishes to recommend that The Municipal Director of Education should encourage headteachers to delegate powers to teachers to work efficiently to improve the schools' performance.

2. On effectiveness, the study found that headteachers were effective in using contemporary leadership styles. It is therefore recommended that The Municipal Director of Education should reward effective headteachers in every academic year to boost their morale to work effectively.

3. On strategies, the study also found that headteachers made effective use of teachers' individual's capacity and talent. It is recommended that The Municipal Director of Education should reward headteachers in using these strategies to achieve the goals of the school.

5.4 Suggestions for Further Research

It is evident in this research study that there is a need for further research regarding the effectiveness of contemporary leadership styles of headteachers. Therefore, similar research should be conducted in Senior High Schools to confirm or refute the findings of this study.

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APPENDIX

CONTEMPORARY LEADERSHIP STYLES

QUESTIONNAIRE FOR TEACHERS

This questionnaire is meant to collect data that help to conduct research. Your responses will be handled confidentially and ethically.

SECTION A: Demographic Characteristics of teachers.

Please tick [√] the appropriate answer.

1. What is your Gender?

    a. Female   [ ]

    b. Male   [ ]

2. How many years have you worked?

    a. 1-5 years   [ ]

    b. 6-10 years   [ ]

    c. 11-15 years   [ ]

    d.   16- 20 years   [ ]

    e. 21 years and above   [ ]

3. What is your highest professional qualification?

    a. Post-Secondary   [ ]

    b. Diploma in basic education   [ ]

    c. First degree   [ ]

    d. Second degree   [ ]

SECTION B: Common Contemporary Leadership styles

Indicate the leadership style employed by your headteacher using 1= Strongly Agree; 2= Agree; 3= Neutral; 4= Disagree; 5 = Strongly Disagree.

	Statement	1	2	3	4	5
1	Ensures that the vision of the school is achieved					
2	Shares information with teachers					
3	Resolves conflict					
4	Delegates powers to teachers					
5	Allows teachers to participate in decision making					
6	Builds strong and positive relationship with teachers.					
7	Organizes in-service training for all teachers					
8	Supervises teachers' instructional activities					
9	Encourages growth of teachers					
10	Motivates teachers to attain the goals of the school					

SECTION C: Effectiveness of Contemporary Leadership Styles

Instructions:

Please rate your headteacher by selecting the response for each item which best describes his or her effectiveness of contemporary leadership style. Tick (√) only one response per item.   Rating: 1= Strongly Agree; 2= Agree; 3= Neutral; 4= Disagree; 5 = Strongly Disagree.

	Statement	1	2	3	4	5
11	Knows how to inspire people.					
12	Communicates a clear vision.					
13	Leads effective teams.					
14	Ensures punctuality and regularity among teachers.					
15	Ventures into new directions to improve school's Performance.					
16	Learns from mistakes.					
17	Leads by example.					
18	Vets lesson notes and scheme of work of teachers regularly.					
19	Supervises instruction effectively.					
20	Promotes appropriate internal and external relationship.					

SECTION D: **Strategies to Improve Leadership Styles**

Kindly read each statement carefully and honestly and give your opinion to it in any one of the alternatives given against each statement. Please tick (√) to show the most appropriate response.

KEY: 1 =Strongly agree; 2= Agree; 3= Neutral; 4= Disagree; 5= Strongly Disagree.   The Headteacher should;

	Statement	**1**	**2**	**3**	**4**	5
21	be a motivator.					
22	assign roles for effective school management.					
23	be innovative.					
24	ensure punctuality and regularity among teachers.					
25	consult teachers on decision making.					
26	encourage teachers to do their best to improve on learners' performance.					
27	encourage interpersonal relationship.					
28	be accountable.					
29	supervise instruction effectively.					
30	make effective use of teachers' individual capacity and talent.					

THANK YOU FOR YOUR RESPONSE.