

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**INFLUENCE OF HEADS' LEADERSHIP STYLES ON TEACHERS'
EFFECTIVENESS IN PUBLIC SENIOR HIGH SCHOOLS AT AHAFO ANO
NORTH OF THE ASHANTI REGION**



MORO BISMARCK

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**INFLUENCE OF HEADS LEADERSHIP STYLES ON TEACHERS
EFFECTIVENESS IN PUBLIC SENIOR HIGH SCHOOLS AT AHAFO ANO
NORTH OF THE ASHANTI REGION**

MORO BISMARK

(7181770065)



**A dissertation in the Department of Educational Leadership, submitted to the
School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Arts
(Educational Leadership)
in the Akenten Appiah-Menka University of Skills Training and Entrepreneurial
Development**

JULY, 2021

DECLARATION

STUDENT'S DECLARATION

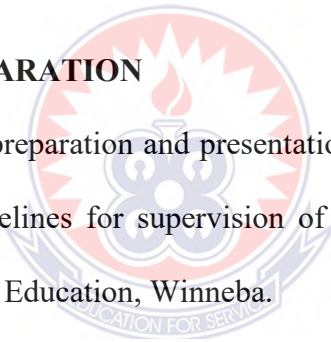
I, BISMARCK MORO, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

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



NAME OF SUPERVISOR: **SR. DR. MARY ASSUMPTA AYIKUE**

SIGNATURE:.....

DATE:.....

DEDICATION

To my daughters, Lordina, Cedricka and Michaela



ACKNOWLEDGMENT

For a successful completion of this thesis, I wish to express my profound gratitude to the following people, without whose support and encouragement this work would have been in vain.

First of all, I am highly grateful to the God Almighty for his guidance and protection in seeing me through my study.

I am also particularly indebted to my supervisor, Sr. Dr. Mary Assumpta Ayikue, a lecturer of school of graduate studies, department of educational leadership of AAMUSTED for her enthusiasm and keen supervision, constructive criticism and encouragement that spurred me on. She offered reliable guidelines and suggestions that brought this work to the required standard.

I am again thankful to my friends and colleagues especially, Mr. Mathew Egan, a geography teacher in Tapa SHS, for their immense contribution in getting me some vital information for the work.

Finally, my sincere thanks go to all those who contributed in diverse ways to bring about what has been presented in this thesis, especially those writer's whose work I have depended or as a source of reference.

May God bless you.

TABLE OF CONTENT

CONTENT	PAGE
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENT	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the problem	3
1.3 Purpose of the Study	4
1.4 Objective of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Delimitation	6
1.8 Limitations	6
1.9 Organisation of the Study	6
CHAPTER TWO	7
LITERATURE REVIEW	7
2.0 Introduction	7
2.1 Definition of Leadership	8
2.2 Leadership Theories	10
2.2.1 Great-Man Theory	10
2.2.2 Trait Theory	11
2.2.3 Contingency Theory	12
2.2.4 Style and Behaviour Theory	13
2.2.5 Transformational Theory	14
2.3 Types of Leadership Styles	15
2.3.1 Authoritarian/Autocratic Leadership Style	15
2.3.2 Laissez-Faire Leadership Style	16

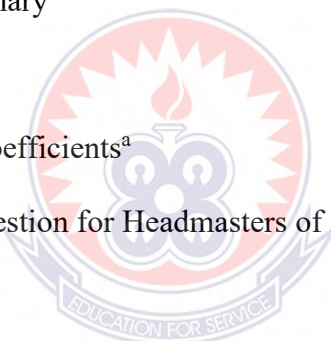


2.3.3 Democratic Leadership Style	18
2.3.4 Instructional Leadership Style	19
2.3.5 Transactional Leadership Style	20
2.3.6 Transformational Leadership Style	21
2.3.7 Situational Leadership Style	22
2.3.8 Servant Leadership	23
2.4 The Professional roles of Headmasters in Ghana	24
2.4.1 Planning	25
2.4.2 Effective School-community Relationship	26
2.4.3 Staff Personnel Services	27
2.4.4 Student Personnel Services	28
2.4.5 Curriculum and Instructional Development, Improvement and Appraisal	29
2.4.6 Financial and Business Administration/Management	30
2.4.7 Physical Facilities (School Plant) and Educational Materials	31
2.4.8 Record Keeping and Management	32
2.4.9 General Tasks	33
2.5 School Leadership and School Effectiveness	33
2.6 Summary of literature	38
CHAPTER THREE	40
RESEARCH METHODOLOGY	40
3.1 Introduction	40
3.2 Research Philosophy	40
3.3 Research Approach	42
3.4 Research Design	42
3.5 Population of the Study	42
3.6 Sample and Sampling Technique	43
3.7 Instrument for Data Collection	43
3.8 Validation and Reliability	45
3.9 Method of Data Collection	46
3.10 Method of Data Analysis	46
CHAPTER FOUR	47
ANALYSIS AND PRESENTATION OF RESULTS	47
4.1 Introduction	47

4.2 Demographic Characteristics of Respondents	47
Table 4.1: Demographic Characteristics of Respondents	48
Table 4.2: Years of Experience at the SHS Level	48
Table 4.3: Qualities of Headmaster	50
Table 4.4: Score of Leadership Style or Behaviour	53
Figure 4.1: Graphical Presentation of Scores for Leadership Styles	55
4.5 Research Question 3: How does the Leadership style of headmasters relate to the performance of teachers?	55
Table 4.6: Descriptive Statistics for Teacher Performance Indicators	56
Table 4.6 (a) Model Summary	57
Table 4.6 (b) ANOVA ^a	57
Table 4.6 (c) ANOVA ^a Coefficients ^a	58
4.6 Research Question 4: What strategies can be employed by Headmasters to improve their Leadership Styles and effectiveness?	59
Table 4.7: Teachers' suggestion for Headmasters of Improvement	59
CHAPTER FIVE	61
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	61
5.0 Introduction	61
5.1 Summary of Findings	61
Personal Leadership qualities of headmasters	61
5.2 Conclusion	63
5.3 Recommendations	64
REFERENCES	66
APPENDIX	75

LIST OF TABLES

TABLE	PAGE
Table 3.1: Reliability Test	47
Table 4.1: Demographic Characteristics of Respondents	48
Table 4.2: Years of Experience at the SHS Level	48
Table 4.3: Qualities of Headmaster	50
Table 4.4: Score of Leadership Style or Behaviour	53
Table 4.6: Descriptive Statistics for Teacher Performance Indicators	56
Table 4.6 (a) Model Summary	57
Table 4.6 (b) ANOVA ^a	57
Table 4.6 (c) ANOVA ^a Coefficients ^a	58
Table 4.7: Teachers' suggestion for Headmasters of Improvement	59



LIST OF FIGURES

FIGURE	PAGE
Figure 4.1: Graphical Presentation of Scores for Leadership Styles	55



ABSTRACT

The purpose of the study was to assess the influence of leadership styles of headmasters of public senior high schools, and also identify how these leadership styles influence teacher effectiveness. The specific objectives were however to examine the personal qualities of Heads required to enhance their performance as perceived by teachers in the school, assess the leadership style of headmasters as perceived by teachers, examine the relationship between leadership style and teachers' performance, and seek the suggestions of teachers on the skills needed by headmasters to improve their leadership style and effectiveness. Using purposive sampling technique in selecting the two schools, a simple random sampling technique was used in selecting a sample of 110 teachers for the study. The frequency distribution and descriptive statistical test were used in analyzing the data. A pilot study was conducted at the Junior TESS Basic School. All the Cronbach alpha values were above the 0.7 threshold indicating an internal reliability of the research instrument. In terms of personal qualities of headmasters, the study found that headmasters established clear and consistent vision for the schools. They also build a learning community by trusting teachers, and is highly visible to both staff and students. Headmasters however could not offer adequate teaching resources. On leadership styles, the most dominant leadership styles adopted by headmasters were the strategic leadership style, transactional and the autocratic leadership style. It was found however that teachers performed poorly on professional conduct. In terms of relationship between leadership style and teacher performance, the study found a positive and significant relationship between autocratic transactional and strategic leadership styles and teacher performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A school is an environment that has been purposely created to offer teaching and learning. Students and students are expected to have their lives refined and shaped through formal education in order for them to make meaningful contribution to the development of the nation (Imhangbe, Okecha & Obozuwa, 2019). It must be noted that the successful coordination of instructional and administrative tasks within the school systems largely depends on human factors. Two categories of human factors rendering essential services for the success of secondary education have been identified in the secondary school environment – the teaching and non-teaching staff. According to Bass and Riggio (2005) headmasters are the most senior members of the school appointed to spearhead the administration of the school. Their appointment is primarily based on their rank, qualification, knowledge and teaching experience. They are the chief executive officers or administrators that occupy the apex position in the organizational structure of the school. They could also be regarded as the line officers responsible for making major decisions and activities necessary for the achievement of the school goals (Bass & Riggio, 2005).

The importance, place and desired level of involvement of headmasters' leadership in the overall health and success of schools are nonnegotiable. School heads are expected, as part of their statutory contribution to the health and success of the school, to carry out a number of administrative functions, amongst which is the supervision of instruction on a regular basis. According to Ololube (2004), many headmasters carry out the functions of admission and placement of students, orientation and assignment of staff, preparation and administration of school budget, development

of the curriculum, improvement and supervision of instruction, reporting of students' progress and evaluation of staff. Their functions also include planning, coordinating, controlling, and directing (Sidho, 2002; Agih, 2015). In an effort to effectively engage these duties and meaningfully achieve success in their schools, headmasters tend to become democratic, autocratic or laissez-faire in their leadership style (Holdford, 2003).

The effective functioning of any social system, from family to the school and to the nation as a whole is assumed to be dependent on the quality of leadership. Also, the success of any organization, be it formal or informal depends on the leadership styles adopted by the leaders. Thus, in order to successfully run an organization, a leader could among other things adopt a particular leadership style or blend some styles together that could help him to achieve the aims and objectives of the organization (Gesell, 2010). An effective leader co-ordinate the effort of the people within the organization successfully towards goal achievement (Steers, 1991). However, in my opinion, the achievement of these aims and objectives depends largely more on the quality of leadership provided, than financial motivation. Since financial motivation is only a means to an end in any organizational success and output, and not an end in itself, the leadership adopted contributes to a greater extent in determining the overall organizational goal qualitatively and quantitatively.

The performances of schools vary, there are very good schools and there are others that have question marks. There are differences in term of performance and effectiveness among public schools. Are these differences a question of leadership? There are several studies that have been undertaken to determine the frequently used leadership styles among school heads and other school leaders in schools (Adebayo,

2003; Adeyemi, 2011; Haruni & Mafwimbo, 2014). This study is seeking to assess the leadership styles and school effectiveness of public senior high schools in Ghana.

1.2 Statement of the problem

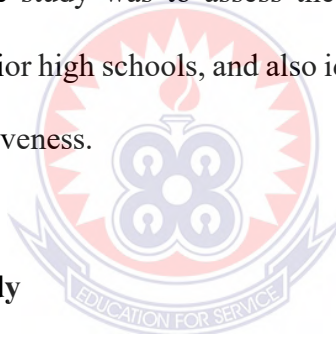
Teachers teach and work in schools that are usually administered by managers, often known as headmasters. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by headmasters, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (e.g. Hallinger & Murphy, 1986; OECD, 2001; Pont, Nusche & Moorman, 2008).

Over the years there has been a public outcry on the continuing falling standard of education in Ghana. This canker manifests itself in the dwindling academic performance, indiscipline and moral laxity among students and students (Opoku-Asare, 2006). Extensive research by Okonkwo, Achunine and Anukam (1991), indicates that the causes of this fallen standard of education in Sub-Saharan African countries have been attributed to the poor leadership style of heads of institutions, inadequate manpower, inability to develop a functional school curricula to meet the social needs and aspirations of the recipients, teachers ineffectiveness among others. Iddi (2016) has asserted that poor leadership of heads has been the major cause of the declining standard of education, a situation that warrants the investigation. A thorough search in the literature shows that the available empirical works are centred on comparative assessment of the academic performance among Public Schools. It should also be noted that within a period of ten years Tepa Senior High School has expanded from a grade C category school to a grade B school. It won the most improved school in terms of

WASSCE results in 2015 and the best performing school in Ashanti region in 2020. During the same period Mabang Senior Secondary Technical School has seen a drop in their fortunes in terms of population and performance. The fact still remains that leadership style of secondary school headmasters of public schools and how these leadership styles affect school effectiveness has not been fully explored as only few studies discuss the said relationship. In fact, no such study has been done in the Ahafo Ano North Municipal. This study therefore seeks to assess the leadership styles of headmasters of public senior high schools in Ahafo Ano North Municipal.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of leadership styles of headmasters of public senior high schools, and also identify how these leadership styles influence teachers' effectiveness.



1.4 Objective of the Study

The objectives of the study were to:

1. Examine the personal leadership qualities of heads required to enhance their performance as perceived by teachers in the two senior high schools in the Ahafo Ano North municipal.
2. Assess the leadership style of headmasters as perceived by teachers in the two senior high schools in the Ahafo Ano North municipal.
3. Examine the relationship between leadership style and teachers' performance in the senior high schools in Ahafo Ano North.
4. Identify strategies that can be employed by school heads in the Ahafo Ano North to improve their leadership styles and effectiveness.

1.5 Research Questions

To be able to achieve the objective of the study and also guide this research the following research questions were answered:

1. What personal leadership qualities of the head of senior high schools in Ahafo Ano North municipality enhance leadership style?
2. What leadership styles are demonstrated by heads of senior high schools in the Ahafo Ano North Municipality?
3. How does the leadership style of headmasters relate to the performance of teachers Ahafo Ano North Municipality?
4. What strategies can be employed by school heads to improve their leadership styles and effectiveness Ahafo Ano North Municipality?

1.6 Significance of the Study

Interest in the debate of leadership style of heads in public senior high schools has increased, particularly with regards to their academic performance. The study will help provide vital data that can be used by policy makers and educational stakeholders and as well help fill the research gap identified. The outcome would serve as an important reference material added to the empirical research and also help the heads adopt the most effective leadership style for sensitizing teachers work efficiency as it is only through this act that high standard of education can be realized.

The study will enhance the educational directorates in the appointment of school heads that have certain leadership qualities to manage schools. Also, any future researcher interested in leadership styles of headmasters to embark on further study on the suggestions that may be generated in the study.

1.7 Delimitation

Though other extraneous factors might affect the performance and output of teachers in senior high schools, this study has restricted itself to the leadership styles of heads of senior high schools in Ahafo Ano North municipality. The study captured only teaching staff in the Senior High schools even though there are non-teaching staff whose input could have been solicited to enrich the work but for time constraints it could not be included. Teachers were the main focus since they have direct contact with students and the headmasters' leadership style which also determines how they behave as far as academic activities are concerned.

1.8 Limitations

The study was limited to just two senior high schools in the Ahafo Ano North Municipality of the Ashanti Region of Ghana; despite the fact it could have been extended to include schools in the adjoining districts. The results of this research therefore, cannot be generalised to cover all senior high schools in Ghana as a whole though they may have similar characteristics. The study was affected by the usual limitations associated with questionnaire methods of research such as the problem of return rate of responses and also differences in the levels of comprehension of the concepts on the part of the respondents. Many of the respondents claimed the rate of filling questionnaires in their schools were too much and were reluctant to participate.

1.9 Organisation of the Study

The research is divided into five chapters; Chapter One has been devoted to the general introduction. The literature review has been presented in chapter two. Chapter

three discusses the methodology of the study. Chapter four dealt with the results of the study's empirical analysis and the chapter five summarizes the findings of the study and also gives some recommendation and conclusions.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study was to assess the leadership styles of headmasters of public senior high schools within the Ahafo Ano North municipal, and also identify how these leadership styles impact on school effectiveness. This chapter presents a literature of

studies relevant to this study. The topics discussed include definition of leadership, theories of leadership, types of leadership styles, Senior High education and management, leadership styles and school effectiveness.

2.1 Definition of Leadership

The study of leadership can be traced back to the ancient Egyptians, the Greek philosophers such as Plato, Socrates, and Aristotle. During the Arabian civilization, it was Ibn Khaldun in 1377 (Sunil, 2018). However, the understanding and importance of leadership studies emerged in the early part of the twentieth century but a social-scientific approach to study did not emerge until 1930's (Özer & Tinaztepe, 2014). The effectiveness of leadership began at few of the centres in Iowa 1930, Michigan and Ohio states during 1940's and 1950's. (Avolio et al., 2009). The first research studies concentrating on the leader were by Tannenbaum and Massarik in 1957 (Almohaimed, 2015).

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 complexity, defined by the number of variables associated with the concept of leadership, variables that encompass the entire social process. Over the years, researchers on the leadership focused on personality and traits of leaders, Situational and Contingencies factors that affected leadership and behaviour styles, transformational, charismatic and transactional leadership. At the end of the twentieth century, attempts were made to look at various models of leadership to integrate them into a broader framework called full range theory of leadership (Avolio et.al., 2009). Leadership is one of the terms that researchers have attempted to understand or define.

Today leadership is the most studied and least understood topic, since it is assumed that it's a life's phenomenon which is complex and mysterious (Almohaimeed, 2015).

Since the early 20th century, leadership has constantly been redefined by a number of leadership theories having been proposed based on different theoretical perspectives by various researchers. There is no specific or single definition for leadership and it's a complex as various literature and research studies on leadership are varied and there is no definition that is accepted universally (Sunil, 2018).

Most definitions have a common theme of directing a group towards a goal. Shastri et al. (2010) and Keskes (2014) define leadership as the relationship between an individual and a group based on common interest and the way they behave as per the directions of the leader. According to Yukl (2008), leadership is the process of influencing followers. Leaders play an important role in the attainment of organizational goals by creating a climate that would influence employee's attitudes, motivation, and behaviour. Gatling et al. (2013) and Chowdhury (2014) define leadership as a dynamic process whereby one man influences other to contribute voluntarily to the realization and attainment of the objectives towards the common goal. Aspiration, values of the group that is representing the essence of leadership is to help a group or an organization to attain sustainable development and growth.

Also, according to Harper (2012), and Malik, et al. (2016), leadership brings in the required change to influence learning and development of required skills, performance and creates a platform for individual growth in an organization. Leadership is all about taking ownership and accountability aimed at achieving 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 et al., 2015). It appears that leadership interventions do have an impact on a variety of

outcomes. Yet, leadership interventions appear to differ in terms of their impact based on the theoretical focus of the leadership models.

2.2 Leadership Theories

Leadership theories are schools of thought brought forward to explain how and why certain individuals become leaders. The theories emphasize the traits and behaviors that individuals can adopt to boost their own leadership abilities (Bolden et al., 2003). Early studies on the psychology of leadership pointed to the fact that leadership skills are inherent abilities that people are born with. It was not until recently that formal leadership theories emerged, despite leadership becoming a concept of interest at the beginning of time (Bolden et al., 2003). There are several leadership theories but this study focuses on the following theories.

2.2.1 Great-Man Theory

The effort toward explorations for common traits of leadership is protracted over centuries as most cultures need heroes to define their successes and to justify their failures. In 1847, Thomas Carlyle stated in the best interests of the heroes that universal history, the history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here. Carlyle claimed in his great man theory that leaders are born and that only those men who are endowed with heroic potentials could ever become the leaders. He opined that great men were born, not made. An American philosopher, Sidney Hook, further expanded Carlyle perspective highlighting the impact which could be made by the eventful man vs. the event-making man (Dobbins & Platz, 1986).

He proposed that the eventful man remained complex in a historic situation, but did not really determine its course. On the other hand, he maintained that the actions of the event-making man influenced the course of events, which could have been much different, had he not been involved in the process. The event making man's role based on the consequences of outstanding capacities of intelligence, will and character rather than the actions of distinction. However, subsequent events unfolded that this concept of leadership was morally flawed, as was the case with Hitler, Napoleon, and the like, thereby challenging the credibility of the Great Man theory. These great men became irrelevant and consequently growth of the organizations, stifled (MacGregor, 2003). The passing years have given the coup de grace to another force the great man who with brilliance and farsightedness could preside with dictatorial powers as the head of a growing organization but in the process retarded democratization. Leadership theory then progressed from dogma that leaders are born or are destined by nature to be in their role at a particular time to a reflection of certain traits that envisage a potential for leadership.

2.2.2 Trait Theory

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (Ekvall & Arvonen, 1991).

Max Weber termed charisma as the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only minor variances exist between followers and leaders (Burns & West, 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavour. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times.

2.2.3 Contingency Theory

The theories of contingency recommends that no leadership style is precise as a stand-alone as the leadership style used is reliant upon the factors such as the quality, situation of the followers or a number of other variables. According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation". In most cases, leaders do not change only the dynamics and environment, employees within the organization change. In a common sense, the theories of contingency are a category of behavioural theory that challenges that there is no one finest way of leading/organizing and that the style of leadership that is operative in some circumstances may not be effective in others (Greenleaf, 1977).

Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a

pivotal role in defining the relationship. Though, the situational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into group dynamic. These studies of the relationships between groups and their leaders have led to some of our modern theories of group dynamics and leadership. The theory of situational leadership proposes that style of leadership should be accorded with the maturity of the subordinates (Bass & Avolio, 1997). The situational leadership model, first introduced in 1969, theorized that there was no unsurpassed way to lead and those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship-oriented.

2.2.4 Style and Behaviour Theory

The style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Yukl (2001) introduced three different leadership styles. The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past.

Feidler and House (1994) identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern

for people and relationship behaviours) and commencing structure (concern for production and task behaviours) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her own and the subordinates' roles as they have the participatory role toward organizational performance, profit and accomplishment of the mission. Different researchers proposed that three types of leaders, they were; autocratic, democratic and laissez-faire. Without involving subordinates, the autocratic leader makes decisions, laissez-faire leader lets subordinates make the decision and hence takes no real leadership role other than assuming the position and the democratic leader accesses his subordinates then takes his decision. He further assumed that all leaders could fit into one of these three categories.

2.2.5 Transformational Theory

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (House & Shamir, 1993). It is considered that the transformational leaders engage in interactions with followers based on common values, beliefs and goals. This impacts the performance leading to the attainment of goal. According to Bass, transformational leader, attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs. This theory conforms to Maslow (1954) higher order needs theory. Transformational leadership is a course that

changes and approach targets on beliefs, values and attitudes that enlighten leaders' practices and the capacity to lead change.

The literature suggests that followers and leaders set aside personal interests for the benefit of the group. The leader is then asked to focus on followers' needs and input in order to transform everyone into a leader by empowering and motivating them (House & Aditya, 1997). Emphasis from the previously defined leadership theories, the ethical extents of leadership further differentiate the transformational leadership. The transformational leaders are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change (MacGregor, 2003). These types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are visionary leaders who seek to appeal to their follower's better nature and move them toward higher and more universal needs and purposes (MacGregor, 2003).

2.3 Types of Leadership Styles

2.3.1 Authoritarian/Autocratic Leadership Style

Authoritarian, also known as autocratic, is a leadership style in which one dictates and controls all tasks and group decisions. According to Fiore (2009), when faced with decision making, an authoritarian leader may display some of the following characteristics: taking full authority and responsibility for task completion; maintaining high structure, efficiency, and discipline; commanding all operations through directives; and seeking little input from subordinates.

Choi (2007) posits that the autocratic leadership Autocracy implies a high degree of control by the leaders without much freedom or participation of members in group decisions. Additionally, Fiore (2009) declared, autocratic leaders are very specific in what actions and interactions are permissible. While authoritarian leaders are strict and tend to exhibit a “my way or the highway” attitude, exemplary productivity often requires their continuous monitoring presence. Nevertheless, this style of leadership is very common in many work environments today.

While authoritarian leadership is prevalent in many work environments, it is not, however, a leadership style typically observed in the educational profession. Not surprisingly, as autocratic leaders do not seek input from their employees, low morale is often associated with this leadership style. Autocratic leaders tend to alienate their staff and diminish the employee feeling of involvement. When the staff feels alienated, morale and productivity suffer (Root, 2016).

Although he was not a teacher, educators can gain much valuable knowledge from President Abraham Lincoln’s leadership style. Even though Lincoln did not exhibit many of the usual character traits of an authoritarian leader, he made many independent decisions during the Civil War and is often categorized as an autocratic leader (Gill, 2014). Effective school leaders emulate some of Lincoln’s leadership styles both at school and in the community. These leadership styles include being predictable, maintaining a public presence, and having the ability to demonstrate restraint while building trust (Hirsch, 2016).

2.3.2 Laissez-Faire Leadership Style

Laissez-faire leadership is often viewed as the extreme opposite of authoritarian leadership; it is not governed by strict policies or procedures nor does a single leader

make all the decisions. Laissez-faire leadership is much more relaxed and is based on a leader's confidence in others' abilities. Unsurprisingly, laissez-faire leadership has been linked to high morale, as leaders take a very hands-off approach and leave much of the decision-making processes up to subordinates (Robinson, 1964).

According to Gill (2015), laissez-faire leaders often maintain the attitude of “do what you want as long as you get the job done right.” These leaders believe the key to success stems from building a strong team; once the foundation of team players has been well established, the leader can step aside and let success blossom while things fall into place. While laissez-faire leadership is clearly not the best choice for every organization, some places of work flourish under this leadership style.

Some amazing, innovative developments would not have been achievable without the involvement of laissez-faire leadership. Gill (2015) listed the following game changing accomplishments as projects completed under a laissez-faire leadership style: The Transcontinental Railroad – No single person can be credited for the building of this railway system; The Panama Canal – Although Theodore Roosevelt headed this project, it would not have been completed without the expertise of engineers involved in the design; The Hoover Dam – Hundreds of leaders assisted in creating this marvel; Interstate Highway System – Headed by President Dwight D. Eisenhower, the building of the highway system involved thousands of engineers, contractors, and other specialized workers.

Effective school leaders recognize the positive impact laissez-faire leadership has on teacher morale, as this type of leader offers incredible autonomy (Robinson, 1964).

2.3.3 Democratic Leadership Style

Unlike authoritarian leadership, democratic leadership (also known as participative leadership) is based on reciprocal appreciation and collaboration. Gill (2014b), informed his readers that democratic leaders are willing to distribute responsibilities among team members. Moreover, input from all stakeholders is encouraged and valued for decision-making processes. A manager that involves employees in the company's operations builds morale and improves productivity (Root, 2016). A democratic leader is very active in stimulating group discussion and group decisions (Choi, 2007).

In addition to seeking the input from those he/she leads, a democratic leader entrusts his/her employees to successfully complete tasks at hand without constant observation. Naturally, democratic leadership is often associated with heightened morale (Robinson, 1964).

Research findings by Harris and Chapman (2002) demonstrated that many effective educational leaders utilize democratic leadership. Specifically, when faced with challenging situations, effectual leaders combine a moral purpose with a willingness to be collaborative and to promote collaboration amongst colleagues, whether through teamwork, or extending the boundaries of participation in leadership and decision-making. Predictably, democratic leadership has been linked directly with heightened morale (Choi, 2007).

While democratic leaders may share administrative processes and managerial tasks with others, their jobs still consist of many responsibilities. Gill (2014) recommended democratic leaders take extreme caution to avoid becoming overly influenced by the thoughts and ideas of others.

Although it was not always the case, Steve Jobs of Apple could have been considered to be a democratic leader. Jobs originally began his career with Apple as a

laissez-faire leader and the company did quite well. Ironically, he then switched leadership styles to become an authoritative leader, and the board of directors called for his letter of resignation. After 10 years, Jobs returned to Apple with a combination of leadership styles including democratic. Up until the time of his death, he hired many qualified employees with whom he collaborated closely, and the company continues to flourish with high morale today (Gill, 2014).

Effective school leaders recognize the value of democratic leadership, and they realize how impactful it is to collaborate and share ideas among the group. Furthermore, when leaders involve people in the decision-making processes and encourage creativity in problem solving, morale is enhanced (Choi, 2007).

2.3.4 Instructional Leadership Style

Instructional leadership, although often not a well-defined concept, is perhaps one of the most popular leadership styles in education today (Marzano et al., 2005). Instructional leaders provide their educators with necessary resources, as they ensure teachers have adequate materials and facilities to successfully educate the students they serve. Additionally, instructional leaders actively support teaching and learning by modeling desired behaviours and actively participating in professional learning. The ability to communicate effectively is another trait instructional leader possess; these leaders promote a positive school climate and boost morale by ensuring their presence is visible throughout the school and in classrooms on an ongoing basis (Marzano et al., 2005).

According to the Centre for Educational Leadership (2015), the following five core concepts are indicative of effective instructional leadership:

1. Instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning.
2. Instructional leadership must reside with a team of leaders for which the headmaster serves as the “leader of leaders.”
3. A culture of public practice and reflective practice is essential for effective instructional leadership and the improvement of instructional practice.
4. Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.
5. Instructional leadership focuses on the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

Instructional leaders are active participants in student learning and instructional practice; they actively address the diversity needs within their school; and they focus their efforts on effective recruiting, hiring, and developing quality teachers. These efforts do not go unrecognized, and they have a positive influence on teacher morale.

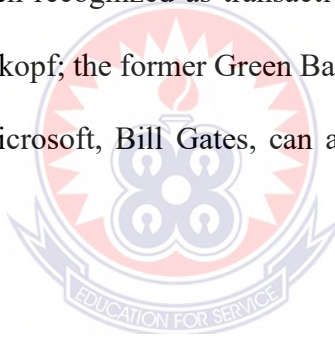
2.3.5 Transactional Leadership Style

A transactional or managerial leader is one who appreciates direction and organization. According to Spahr (2015), these leaders are very result-oriented; they are likely to command military operations, manage large establishments, or lead projects. Projects led by transactional leaders often demand complete adherence to precise rules and regulations, and achievement is based on performance reviews. Transactional leaders have a great respect for routine, deadlines, and punctuality. People who work well in systematized, focused environments thrive under transactional leadership. However,

those who enjoy being creative and innovative struggle when working under this style of leadership.

According to Raza (2011), transactional leadership is often focused on rewards or penalties. When one accomplishes a goal, a reward (e.g., recognition, advancement, etc.) is received. However, if employees fail to meet expectations, they are disciplined or penalized for poor performance. Since transactional leadership is based on a system of rewards and penalties, it does not offer much in terms of inspiration, to motivate people to go beyond the basics (Raza, 2011). Undoubtedly, transactional leadership can take a toll on teacher morale and effectiveness.

As stated by Spahr (2015), many military members, CEOs of large companies, and NFL coaches are often recognized as transactional leaders. Specifically, the late General Norman Schwarzkopf; the former Green Bay Packers coach, Vince Lombardi; and the co-founder of Microsoft, Bill Gates, can all be categorized as transactional leaders.



2.3.6 Transformational Leadership Style

Transformational leaders are exceptional role models, and they inspire others to go above and beyond job responsibilities (Bass & Riggio, 2014). These leaders increase expectations for their employees through intense motivation; thus, achievement of extraordinary results is the norm.

Transformational leaders are highly influential in motivating others to work for the good of the group, and they are extremely effective at convincing their subordinates to adopt a team vision. Additionally, transformational leaders possess characteristics including empathy, integrity, and honesty (Raza, 2011).

Under transformational leadership, individual contributions and performance beyond expectations are celebrated frequently (Bass & Riggio, 2014). According to Raza (2011), those working for transformational leaders often exhibit increased levels of morale and are highly motivated.

2.3.7 Situational Leadership Style

The basic principle underlying situational leadership is that the leader adapts his or her leadership behaviour to followers' 'maturity' based on their willingness and ability to perform a specific task (Whitaker et al., 2009). More specifically, Marzano and others (2005) stated:

1. When followers are unable and unwilling to perform a given task, the leader directs the followers' actions without much concern for personal relationships (i.e., "telling" style).
2. When followers are unable but willing to perform the task, the leader interacts with followers in a friendly manner but still provides concrete direction and guidance (i.e., "participating" style).
3. When followers are able but unwilling to perform the task, the leader does not have to provide much direction or guidance but must persuade followers to engage in the task (i.e., "selling" style).
4. When followers are able and willing to perform the task, the leader leaves the execution of the task to the followers with little or no interference, basically trusting followers to accomplish the task on their own (i.e., "delegating" style).

(pp. 17-18)

Evidently, situational leaders believe there is not a single best leadership style. Certain situations require different handling and, given various scenarios, individual

personalities respond uniquely; therefore, one cannot rely on a specific leadership style to be maximally effective at all times (Whitaker et al., 2009).

Blanchard and Johnson (2015) described situational leaders as those who manage themselves and the people, they work with so that both the people and the organization profit from their presence. According to Kelchner (2016), situational leadership is effective, as it allows employees to receive the unique coaching and support essential to complete their responsibilities, which in turn increases effectiveness.

Many sports team coaches can be considered to be situational leaders, as their rosters are ever changing. Team success is often attributed to adopting a leadership style to fit the uniqueness of each player (Wooden & Jamison, 2009).

2.3.8 Servant Leadership

Servant leadership is “a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world” according to the Greenleaf Centre for Servant Leadership (n.d.). Servant leaders consider the needs of others first, and they have a compelling sense of compassion for humanity. Effective administrators... commit themselves to serving, caring for, and protecting their schools and their stakeholders (Fiore, 2009, p. 93).

Additionally, servant leaders are committed to providing their employees with effectual professional development opportunities to increase know-how and proficiency. These leaders also make it a priority to ensure their organizations are consistently making a positive impact on society (“What is Servant Leadership,” 2014).

According to Schwantes (2016), servant leadership is a highly successful leadership style for school leaders, specifically because they treat themselves as human beings, and they are not afraid to be transparent with those they lead. Also, they listen

to understand instead of replying; lead with their heads and their hearts; praise their employees. Schwantes again notes that servant leaders approach conflict with great awareness; admit to their mistakes, recognize when they are wrong, and persevere with an alternate strategy; look at difficult situations from a variety of angles; practice empathy and seek to understand how others want to be treated; provide others with opportunities to flourish; and speak the truth with honesty and integrity.

Likewise, critical skills of servant leaders include being an effective listener, understanding the personal needs of others, and healing wounds caused by conflict within the organization. Developing the skills of those within the organization and being a steward of resources are other essential skills displayed by servant leaders (Marzano et al., 2005).

Inarguably, Stephen R. Covey proved to be an excellent servant leader. Covey wrote numerous best-selling books (e.g., *The 7 Habits of Highly Effective People*, 1989; *Principle-Centred Leadership*, 1991; *First Things First*, 1994) during his lifetime and received an abundance of awards honouring his influential accomplishments. One of his famous quotes, “To touch the soul of another human being is to walk on holy ground,” is, undoubtedly, a testimony of his servant mind-set.

While there are a plethora of leadership styles, and administrators are able to choose which style best matches their personalities, all educational leaders are required to uphold the Professional Standards for Educational Leaders.

2.4 The Professional roles of Headmasters in Ghana

The importance of educational leaders (headmasters) in ensuring effective schools cannot be overemphasised since they have significant influence on the success of schools by playing a key role as the leader, and hence influencing all aspects of the

school's functions with their behaviours and personal characteristics. As such, they are expected to perform a wide range of duties to ensure that effective teaching and learning take place in their schools to achieve the set objectives and goals (Ghana Education Service, 2010a; Ghana Education Service, 2010b). Some of the duties are discussed below:

2.4.1 Planning

This role, according to Ojo and Olaniyan (2008), is perhaps the most important role of a school headmaster since the essence of planning is to prepare for and predict future events. Planning goes beyond trying to attain stated organizational objectives. It involves developing strategies and procedures for effective realization of the whole plan. This includes determination of objectives and goals, control of resources, direction, and methods of achieving the overall objectives of the organisation. Planning, which is considered a blue print for action is done to avoid wasting money and other resources both in the short-term and long-term. Failing to plan or postponing planning is dangerous because it results in ineffectiveness, undirected action and waste of resources. However, good planning could bring about good results. Planning is seen to be pervasive and primary in the sense that it is necessary for performing other management functions such as organizing, staffing, directing, co-ordinating, reporting, and budgeting. It helps to identify the philosophy, policies, programmes, procedures, practices, and challenges of the organization (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000; Mankoe, 2007; Ojo & Olaniyan, 2008).

Since the introduction of the Capitation Grant (CG) in 2005 in Ghana, all basic schools are mandated to develop and implement a School Performance Improvement Plan (SPIP) which enables public basic schools to identify priority activities to be

implemented in order to improve their performance. The SPIP which is also known as the Action Plan for School Improvement is determined from each School Performance Appraisal Meeting (SPAM) and serves as a blueprint which outlines the specific activities with time frames, and persons responsible for implementation which the school/community intends to undertake with the aim of achieving objectives (Agyenim-Boateng & Baafi-Frimpong, 2000). They are also to understand and identify materials and resources needed, people responsible for facilitating the implementation of SPIP, indicate the names of people who may be assigned responsibilities for tasks and activities, set realistic time-frame including start and finish dates, and identify specific, measurable, achievable, realistic, and time bound indicators. To draw a very good SPIP for schools, headmasters are to consult with school-community stakeholders to determine the appropriate date for preparation of the SPIP, encourage all stakeholders to show interest and participate in planning SPIP, organize consultative meeting of stakeholders to identify issues, prioritise the issues or problems that need attention, identify specific actions to address the problems, identify resources needed to address the problems, and assign responsibilities for various actions to be implemented (Agyenim-Boateng & Baafi-Frimpong, 2000).

2.4.2 Effective School-community Relationship

The educational system as an open and a social organization thrives on effective interrelationship within it and with its relevant publics. This implies that the headmaster needs to know the community, in which the school is situated, takes active part in the development of the community and encourages the staff to do same. He or she ought to encourage and facilitate community participation in the activities of the school, and explain the activities of the school to the community. The school head is also to find

out the occupational practices, values, aspirations and norms of the community to enable the school formulate policies, goals and strategies for the education of the students. This will make the education of the students to be functional since it will suit the desires and aspirations of the community members. The knowledge of the challenges and needs of the community by the school head will enable him or her to tailor education to equip students with the skills that will make them become responsible members of the community (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000).

2.4.3 Staff Personnel Services

According to Mankoe (2007), the educational leader is expected to attract, select, motivate, supervise, develop and maintain teaching and non-teaching staff. The educational leader needs to identify and indicate the staff needs of the school, as well as the specific type of staff needed to meet the needs. In Ghana, teaching and non-teaching staff are posted to public senior high schools by GES. Hence, such school heads have no choice but to accept the staff posted to the schools. It is the duty of the head to see to it that new staff members are properly oriented into the school system, and its general way of doing things. The headmaster is to involve the staff in developing and operating the regular and proper personnel policies such as working conditions and schedules of staff assignments (Mankoe, 2007).

The head must create good conditions in the school for the staff to enjoy their work. Thus, the resources needed for work must be made available by the headmaster, and also involve the staff in making decision that fall within their domain. He or she is to ensure that clear communication channels are established and made known to the staff members, and help resolve challenges they face, diagnose the strengths and

weaknesses of the staff, evaluate their performance through observation and daily supervision, and appraise their effectiveness for promotion (Ojo & Olaniyan, 2008; Mankoe, 2007).

2.4.4 Student Personnel Services

The headmaster's administrative tasks here are provided to encourage or supplement regular classroom instructions. This role of the headmaster is very important because it involves the selection, orientation, placement, as well as guidance and counselling of students which constitute an essential aspect of educational administration (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000; Ojo & Olaniyan, 2008).

In Ghana, headmasters of public senior high schools are to ensure that students are adequately motivated and given the opportunity to learn. As such, headmasters must organize their teachers to see to the welfare of students. They are also to promote guidance services by ensuring that material assistance is given to the guidance coordinators to work in co-operation with teachers to achieve a smooth running of guidance programmes in schools (GES, 2010). The headmaster ought to institute procedures for the orientation of students, especially the new ones on the school rules and regulations, discipline, moral and civic issues, adequate interpersonal relations, selection of subjects, and career guidance. Headmasters are to see to it that schools are secure and safe for students. As such, the heads are to make sure the school environment is friendly, physically safe, emotionally secure and physically enabling. They are also to put in place measures to avoid physical assault (caning, hitting, fighting etc.), verbal (insults, shouts, intimidation etc.), and sexual abuses (harassment, aggression, defilement, rape, coercion etc.), and encourage victims of such atrocities to report to

the appropriate authorities for redress. On health, headmasters are to regularly screen food vendors before they are allowed to sell food in schools, organize periodic health check-up and lectures for students and teachers, provide 'first aid' and organize regular first aid training for teachers and students for them to know the basics of resuscitation (Agyenim-Boateng & Baafi-Frimpong, 2000; GES, 2010).

2.4.5 Curriculum and Instructional Development, Improvement and Appraisal

This duty of the school heads includes all activities that are planned, implemented, supervised, and evaluated. Such activities aim to develop the cognitive, psychomotor and affective domains of the students' personalities. The curriculum is not a record of what has happened but a plan of what is to happen (Ojo & Olaniyan, 2008). It involves what students are to do in the learning situation, and it also deals with the learning outcomes to be achieved through the experiences and opportunities exposed to the students. The school curriculum is thus, all the learning experiences and opportunities designed for the students in the school. Curriculum development which mostly starts with establishment of educational goals is based on the dynamic needs of the society, hence, change from time to time. This means that a curriculum which is considered adequate today may not be adequate when the needs and values of the society change tomorrow (Esia-Donkoh, 2014).

Headmasters of public senior high schools in Ghana therefore have the duty of noticing, understanding and making good judgement about the needs of the society and how they will affect the curriculum. The implication is that the headmaster must be aware of the basic curriculum theories in order to adequately influence the determination of instructional goals and objectives, the selection and organization of subject matter and the learning experiences. As a result, the school head must secure

the appropriate syllabuses for his teachers and take them through the objectives related in the syllabuses. He or she must ensure that time tables and textbooks are in readiness for use, and that other learning materials such as manila cards, pieces of chalk, dusters, notebooks for lesson plans, forecasts and record of work are supplied or purchased where necessary (Esia-Donkoh, 2014).

2.4.6 Financial and Business Administration/Management

This role is considered one of the most crucial roles of the school headmaster. The duty here is for the headmaster to provide and disburse funds for the attainment of educational goals. The school head has limited control over the source of funds for the school even though many of these school heads influence the provision of funds by careful and studied budgetary system, accounting, reporting, and effective negotiations. Budget making is therefore important because it is the central focus in administering a school. The budget is a planning and a control tool. It is a financial statement that deals with the proposed revenue and expenditure of the school. It shows the proposed programme for the school, hence the school headmaster needs to prepare a budget because a comprehensive budget allows for maintenance of control of expenditures of the limited income.

The school head thus has the duty of preparing the school's programme considering what activities are to be undertaken in a term or in the academic year. He or she is to provide for a system of internal accounting. The headmaster is to administer school purchases, account for school monies and properties, and keep the school's administration running smoothly. The educational leader is to ensure that money that belongs to the school is properly lodged in a bank or invested, and that expenditure proceeds according to what is estimated. Again, he or she must ensure that proper

quarterly and annual accounts are prepared and all audit reports and queries are answered.

2.4.7 Physical Facilities (School Plant) and Educational Materials

Murphy and Amanda (2003) contend that there is no question over the supervision of infrastructural facilities which they consider as the most important role every school headmaster must play. Physical facilities of the school include school buildings (school plant), school grounds, laboratories, equipment, libraries, workshops, school buses, and instructional equipment needed for effective teaching and learning. These facilities are provided by the government, communities, corporate bodies, philanthropists and non-governmental organizations. The school plant is seen as a controlled environment that enhances teaching and learning while protecting the physical well-being of learners (Ojo & Olaniyan, 2008).

Headmasters of public senior high schools in Ghana are expected to make their school environment child-friendly to ensure that the students are physically safe, emotionally secure and psychologically enabling. To avoid unnecessary intrusion, heads of public basic schools are to see to the fencing, walling or hedging of the school site to make it secure and safe. Leaking school roofs, and broken-down tables and chairs must be repaired. The heads are also to maintain conducive school environment by planting trees as wind breaks and for provision of shade, promoting floral rock beautification of the school compound to raise their aesthetic value and prevent erosion. Recreational facilities and space for sports, games, physical education and the use of gender disability friendly playing equipment must be provided. There is also the need for toilets and urinal to be provided for students and teachers. All the above, and even more are expected from Heads of Senior High Schools (GES, 2010).

2.4.8 Record Keeping and Management

Record keeping is viewed as one of the essential roles of the school headmaster. At every point in time, important information is demanded by educational authorities and other stakeholders from the school leader. The pieces of information which are either in the form of data returns, or evaluation reports must be factual and reliable. Such information can be obtained from record keeping. Hence, record keeping is not only desirable but imperative to every school headmaster, and as Ojo and Olaniyan (2008) put it, 'a school administrator who fails to keep desirable records may only perform like a rambler who is purposeless and blind to the real essence of this job' (p. 176). Record management on the other hand is the application of systematic and scientific control of recorded information needed for the operation of the school. Such control is exercised over the creation, distribution, utilization, retention, retrieval, preservation, and final disposition of all types of records within the school.

The purpose of record management is to achieve the best retrieval and exploitation of the data held in these media and systems, reduce the cost and improve the efficiency of the record making and record keeping processes, thereby saving money for the administration of the school (Ojo & Olaniyan, 2008). Record management assists in controlling the quality and quantity of information created so that it effectively serves the needs of the school. An adequate record management programme co-ordinates and protects the school's records, sharpens the effectiveness of records as management memory, controls the time equipment and space allocated for records, and helps to simplify intra-organisational communication challenges. It is therefore prudent that every school headmaster or educational leader takes record

keeping and management serious and ensure that all major and relevant activities in the school are recorded (Esia-Donkoh, 2014).

2.4.9 General Tasks

Apart from the administrative duties of the school headmaster discussed earlier, headmasters of public senior high schools in Ghana perform other general tasks. These general tasks include organizing and conducting meetings, publicizing the work of the school, handling interpersonal situations, responding to correspondence, preparing reports for local or district school boards, attending headmasters or headmasters' meetings, and attending school functions, among others (GES, 2010).

2.5 School Leadership and School Effectiveness

Habtamu (2013) researched “The Instructional Leadership Roles of Headmasters and their Relationship with School Improvement in Public Secondary Schools of SNNPR, Ethiopia”. The purpose of the study was to assess the instructional leadership roles of principals in public secondary schools of two selected zones. The study found that schools which were found to be relatively low in their instructional leadership practices exhibited minimum result in school improvement. Likewise, those which were rated moderate in instructional leadership practices were also found to be moderate in school improvement ratings. And schools which were rated top in instructional leadership practices were also rated high in the school improvement endeavor.

Fadael (2011) conducted a study, “The relationship between school effectiveness and student achievement: A study of middle school performance in Palm Beach County, Florida since the implementation of NCLB”. The purpose of this

correlational study was to research the relationship between school effectiveness and student achievement among middle school students in a high-poverty, high-minority populated area in Palm Beach County, Florida. A five-year school grade of A was benchmarked to identify the low performing and high performing schools. The study found that low performing minority schools had lower writing test scores than high performing mixed ethnicity schools and also had lower FCAT Math, Reading and Science scores than high performing minority schools. Teachers' perceived school effectiveness ratings were found to correlate significantly with student achievement. Opportunity to learn and time on task, frequent monitoring of student progress and positive home-school relation indicated significant positive relationships with making learning gains in reading and math.

Maninderjit (2011) also researched into the topic "Study of Leadership Behaviour and Human Resource Development in Relation to Total Quality Management in Secondary and Senior Secondary Schools of U.T." found that headmasters as leaders of high TQM Schools irrespective of type of school are more effective as compared to those in low TQM schools Vaidya (2010) in her study of the relationship between empowerment of secondary school teachers and their perception about leadership qualities of school headmaster found that in schools' where the headmaster's leadership qualities were higher, the teachers felt more empowered. Headmasters with leadership qualities were found to have a clear vision and mission for the organization.

Abgoli (2009) in his study of the leadership styles of headmasters in relation to school effectiveness at secondary stage in India and Iran found a moderately positive correlation between transformational leadership styles and school effectiveness both at Mysore and Shiraz cities of India and Iran respectively. Whereas, a moderately negative

correlation between transactional leadership styles and school effectiveness existed in both Mysore and Shiraz cities of India and Iran respectively. The results of the study reveal that transformational leadership style of headmasters were contributing more to school effectiveness.

Korkmaz (2007) examined the effects of leadership style of the headmasters, “transformational leadership and transactional leadership”, along with teachers’ job satisfaction on schools’ organizational health. The study found that transformational leadership has a profound impact on teachers’ job satisfaction, and that the transformational leadership directly and, through teachers’ job satisfaction, indirectly affects the school health.

Konkle (2007) studied the relationship between leadership style and student effectiveness. The study concluded that, although there is no predictive relationship, the data verify that those schools that have shown growth had transformational leaders.

Guttenberg (2006) conducted a study entitled “Urban Headmaster Leadership in School University and Professional School Partnerships”. This was an exploratory study conducted with a purpose to gain understanding of the urban headmaster’s leadership styles. The study found that, most of the effective headmaster drew from three leadership styles namely value-oriented, transformational and distributive leadership. The other observed leadership style being transactional.

Farrahbakhs (2005) has studied on the leadership behaviour and mental health of secondary school headmasters and findings of the study indicated that there was strong positive and significant relationship between overall leadership that leads teachers and students, developing favourable attitudes towards organizational achievement and problem solving and creates, maintain and promote an effective organizational climate.

Peterkin and Mandeville (2005) researched into the topic: Leadership styles and Learner's outcome in Adventist Secondary School Headmasters. The objective of the study was to show through the use of relevant and appropriate literature that, headmasters' leadership styles in Adventist secondary school affects learner's outcome. He explored a new, servant leadership style in this study and concludes that the servant leader must first be a servant before he becomes a leader.

Fall (2004) conducted a study "Emotional Competencies as a factor in the Leadership of Elementary School Headmasters". The study results indicated the agreement of both teachers and the headmasters to the fact that headmasters who were rated higher in emotional competence are likely to lead schools with characteristics of effectiveness, concluded that headmasters who are emotionally self-aware were more likely to rate themselves similar to how teachers perceive them.

Lesniewski (2003) in his study "School Superintendents' Transformational Leadership Styles and School Climate: Teacher's perception in Western Pennsylvania Small School Districts" found that there is a correlation between school superintendents' transformational leadership style and the school climate. Factors such as school type, size of school districts, number of years the teachers knew their school superintendent and how well the teachers knew their school superintendent had a significant relationship with both school climate and the school superintendents' transformational leadership styles. And that, this relationship can have an impact on the learning environment of the school buildings in his/ her district.

Moore (2003) conducted a research "Teacher's Perception of Headmaster's Leadership Skill in Selected South Carolina Secondary Schools" with the objective to analyze teacher's perception of the instructional leadership skills of selected South Carolina public high school headmasters with populations of high poverty students

based on South Carolina poverty indices. Her findings reveal significant difference between group of schools rated good and schools rated unsatisfactory. She also found that the teachers in schools with an absolute rating of unsatisfactory on 2012 South Carolina Annual Report card rated their headmasters higher on skills of supervising and evaluating instruction and coordinating the curriculum as compared to the teachers in schools with absolute rating of good on the 2002 South Carolina Annual report card.

De Stefano (2003) conducted a study “School Effectiveness: The Role of the Headmaster in a Leading Public Secondary School in Santa Fe Province, Argentina” with an objective to identify the behaviour of the headmaster that contributed to achieving school effectiveness. Results of the study indicated that the most frequent behaviour of the headmaster contributing to the effectiveness of the school was placed in the category “exhibits administrative leadership/ governance”.

Hurakalli (2003) did research on the topic – A Study of Decision-making Styles and Leadership Behaviour of Heads of Schools in Relation to Teacher Moral and Organizational Health in Secondary Schools. Findings of this study were: (i) There was a strong positive and significant relationship between overall leadership behaviour of school headmasters and their mental health as a whole. (ii) There was a significant positive relationship between leadership behaviour and the five subscales of mental health.

Ali (2003) has carried out a comparative analysis of leadership styles, interpersonal relationship and Effectiveness of recruited and promoted headmasters in Delhi. Findings of this study were: (i) The headmasters selected by the Union Public Service Commission were found preferring authoritarian style whereas the headmasters promoted from the post of vice-headmasters have been found preferring democratic

style. (ii) The recruited and promoted headmasters differ significantly at 0.05 level of significance in relation to their leadership styles.

Amoroso (2002) in his study “The Impact of Headmaster’s Transformational Leadership Behaviour on Teacher Commitment and Teacher Job Satisfaction” found that there is significant relationship between headmaster’s usage of transformational leadership and staff morale as well as job satisfaction.

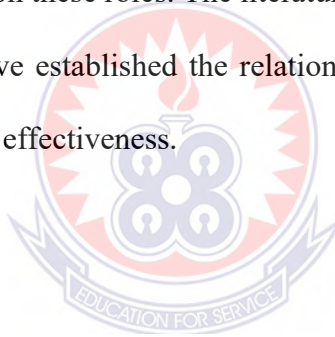
Samantaray (2002) researched “Professional Responsibilities among Senior Secondary School Teachers in Relation to Instructional Management Behaviour and School Organizational Climate” found significantly positive inter-correlation among three variables namely teachers’ professional responsibilities, headmaster’s instructional management behaviour and school organizational climate.

Sruangatamai (2002) conducted a study entitled “Investigation into Time Management Behaviour of Primary School Administrators and its Implication for School Effectiveness” and reported significantly positive correlation between time management behaviour of administrators and the academic achievement.

2.6 Summary of literature

Leadership studies and discussions have existed since the time of Plato and Socrates down through the Dark ages when the Arabs took over academia and research. The various definitions of leadership have evolved from personality traits to situational and contingency factors that affected leadership. Various theories have also tried to redefine the concept of leadership making it almost impossible to have one universally accepted definition. There is however one theme that runs through all the theories and their definitions - the relationship between an individual and a group based on common interest and the way they behave as per the directions of the leader. In the literature

above, the various leadership theories have been discussed ranging from the very first-generation type of theories such as the Great-man theory, trait theory to the modern theories such as contingency or situational theories, style and behaviour theory, transactional theory, and transformational theory. The section also saw to the discussion of the various types of leadership styles such as autocratic leadership, Laissez-Faire Leadership, Democratic Leadership, Instructional Leadership, Transactional Leadership, Transformational Leadership, Situational Leadership, and Servant Leadership styles were reviewed where the strengths and the weaknesses of each of these leadership styles were highlighted. Furthermore, the section saw to the outlining and discussion of the various professional roles of headmasters and how the leadership style adopted can impact on these roles. The literature review ended with the empirical review of studies that have established the relationship between leadership styles of school leaders and school effectiveness.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research is basically a descriptive survey designed to study headmasters and teachers in public senior high schools, their leadership styles and how their leadership style affects teachers' effectiveness. This chapter describes the research design, the population, the sampling procedure and the instrument used for data collection. Data analysis procedure has also been described.

3.2 Research Philosophy

According to Davison and Martinsons (2011) a research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used. The term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach (Davison & Martinsons, 2011). Younus and Zaidan (2022) have indicated that the purpose of science then, involves the process of transforming things believed into things known, i.e., from doxa to episteme. According to Younus and Zaidan (2022), two major research philosophies have been identified in the Western tradition of science, i.e., positivist, which is also sometimes called scientific, and interpretivist, which is also known as antipositivist.

Positivists believe that reality is stable and can be observed and described from an objective viewpoint (Park, Konge & Artino, 2020), i.e. without interfering with the phenomena being studied. The proponents of this view contend that phenomena should be isolated and that observations should be repeatable. This often involves manipulation of reality with variations in only a single independent variable so as to identify

regularities in, and to form relationships between, some of the constituent elements of the social world (Davison & Martinsons, 2011).

According to them, predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. Hirschheim (1985, cited in Edirisinha, 2012) has said that "positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as ascientific and therefore invalid" This view is indirectly supported by Crook (2011) who, in a review of 902 MIS research articles, found that all the empirical studies were positivist in approach. Positivism has also had a particularly successful association with the physical and natural sciences.

On the other hand, the Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of phenomena in their natural environment is key to the interpretivist philosophy, together with the acknowledgement that scientists cannot avoid affecting those phenomena they study. They admit that there may be many interpretations of reality, but maintain that these interpretations are in themselves a part of the scientific knowledge they are pursuing. Interpretivism has a tradition that is no less glorious than that of positivism, nor is it shorter.

In a study like this, the positivism research philosophy is considered appropriate. This is due to the empirical and quantitative nature of the study. Another reason for the choice of this philosophy is the fact that the study has collected quantifiable data, used mathematical data analysis and expressed the final result in statistical terms. The scientific nature of the study however ensured that the research is positioned towards the value free end of the axiological context of research philosophy.

3.3 Research Approach

The study used the inductive research approach. In an inductive inference, known premises are used to generate untested conclusion (Bryman & Bell, 2015; Saunders et al., 2012). In terms of generalizability, the inductive inference generalises from the specific to the general. In this approach also, data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework to enable theory building and generation (Bryman & Bell, 2015; Saunders et al., 2012).

3.4 Research Design

The study adopted the descriptive survey design which determines and reports the way things are (Aggarwal & Ranganathan, 2019). According to Sileyew (2019), descriptive survey aims at primarily describing, observing and documenting an aspect of a situation as it naturally occurs rather than explaining it. The descriptive sample survey has the purpose of generalizing from a sample to a population so that inferences can be made about some characteristics, attributes, or behaviour of the population (Aggarwal & Ranganathan, 2019). The present study has sampled specific schools and their headmasters and teachers within the Ashanti region; it has collected data to explore the phenomenon of leadership styles of headmasters in public senior high schools and how these leadership styles affect teacher effectiveness.

3.5 Population of the Study

The target population is the entire population, or group, that a researcher is interested in researching and analyzing. Target population according to Gall, Gall and Borg (2007) provides a solid foundation and the step on which to build the study population validity. The target population in this study comprise of teachers of Tepa

Senior High School and Mabang Senior High Technical School in the Ahafo Ano municipal. The two schools have a teacher population of 265. The accessible population however is 235. This is because Tewa SHS runs a double track system and at the time of the research only the Gold Track teachers were available. This population is expected to provide valuable information with respect to the leadership styles of their headmasters.

3.6 Sample and Sampling Technique

According to Bryman and Bell (2007), sample size could be explained as the suitable number of participants required to attain the desired study results. Sampling is indispensable to the researcher because time and effort involved in the target group do not permit the researcher to study all the possible members of the population.

Using purposive sampling technique, two senior high schools located in the Ahafo Ano North municipal of the Ashanti region were selected for the study. This method was justified by the fact that these were the only senior high schools in the Municipal. From these two schools, whose total teacher population stood at 265. The sample size was obtained using Krejcie and Morgan's (1970) sample size determination Table. Making reference from the Table, a sample of 110 is suitable for a population of 265.

3.7 Instrument for Data Collection

The study used two instruments to collect data from both the headmasters and teachers. The first instrument, Headmaster's Leadership Style Questionnaire (HLESQUE), which was an adoption of Afariogun (2014) Principal Leadership Style Questionnaire (PLESQUE) while the second, was an adaptation of two different

instruments - Annual Performance Evaluation Report (APER), designed by the Spokane Public School in order to rate teachers' job performance, and the work of Goddey (2017) on staff job performance.

In Afariogun's (2014) work, the instrument covered three headmaster leadership styles: democratic, autocratic and laissez-faire leadership styles. Ten item statements were raised under each of the headmasters' leadership styles. This gave a total of 30 items. PLESQUE was divided into three parts: Part A, Part B and Part C. Part A was used to collect data on the name of school and other demographics of respondents. Part B contained a total of six item statements raised to determine the leadership styles that were mostly used by headmasters of schools, while Part C contained 30 items on leadership styles of headmasters: democratic (items 1–10), autocratic (items 11–20) and laissez-faire (items 21–30). Some adaptations were however made to suit the current study.

In the second instrument, Teachers' Job Performance Questionnaire (TEJOPEQ), the 10 job functions specified by Annual Performance Evaluation Report (APER) for teachers were adapted. These functions comprised: (a) planning lessons, (b) teaching lessons, (c) evaluation of lessons, (d) classroom management, (e) handling of students' discipline and attendant problems, (f) interest in teaching students, (g) knowledge of subject matter, (h) professional preparation and scholarship, (i) professional characteristics and (j) effort toward improvement when needed. In the course of adaptation, only the first five aspects (planning lessons, teaching lessons, evaluation of lessons, classroom management and handling of student discipline and attendant problems) were covered to measure teachers' job performance. Three items each were raised under the five items to make a total of 15 items covered. The 15 items raised under each of the aforementioned teacher's job functions were rated on a four-

point scale of “strongly agree” (4), “agree” (3), “disagree” (2) and “strongly disagree” (1).

3.8 Validation and Reliability

Validity refers to the extent to which an empirical measure adequately reflects the concepts meaning (Babbie & Monton, 2001). The management style profile instrument used in this study was given validation. There was critical examination of the content by two experts at the Ashanti Region Education Directorate who studied Educational Administration and Management. The validators input were incorporated in the final questionnaire format.

Reliability is the consistency of a research instrument. This implies that a reliable instrument is able to return similar results when administered on similar populations (Babbie & Monton, 2001). Given that the external consistency is beyond the control of the researcher, the internal consistency of the data collection tool has been determined. A trial test was carried out on 20 respondents outside the sample of the study to detect any difficulty in the administration of the instrument. The reliability of the instrument was established.

Also, the Cronbach alpha coefficient (α) was used to test the reliability of the research instrument. The reliability threshold was alpha coefficient equal to 0.7 ($\alpha = 0.7$) or greater than 0.7 ($\alpha > 0.7$). The result of reliability is indicated in Table 3.1. All the Cronbach alpha values are above the 0.7 threshold indicating an internal reliability of the research instrument.

Table 3.1:

Reliability Test

Variable	Loadings	KMO	Cronbach's Alpha
Personal leadership qualities of headmasters	.772	.836	.792
Leadership style	.856	.862	.718
Teacher Performance indicators	.824	.714	.743

3.9 Method of Data Collection

Data collection was done at the campuses of the two schools. Questionnaire were given out to teachers by the researcher. The researcher visited teachers in the staff common rooms. There were others who were found at popular shaded areas (“Tree under”) of the campuses. All respondents were asked to consent by signing a consent form. Before giving out the questionnaire, the researcher introduced himself and the purpose of the study to the respondents. Issues of misunderstanding regarding the study were clarified before questionnaires were given out. Respondents who did not feel comfortable to continue with the interview were given the freedom to exit without any restrictions. Every completed questionnaire was cross-checked by the researcher and follow-ups were made on unclear responses.

3.10 Method of Data Analysis

The data collected was analysed using frequencies, percentages, mean and standard deviation. These were used in analyzing data based on the research questions and the background information of the respondents. The Chi-Square was used to analyse the effect of Leadership Style on teachers’ performance, while the inferential statistics of regression was used in establishing the relations between leadership style and teacher performance.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents results from the survey instrument used to assess the qualities of the headmasters as well as their leadership styles/behaviour, the performance of teachers and how the leadership style affect teacher performance. First, descriptive statistics of frequency distribution are presented to provide insights about the demographic characteristics of the survey sample. This is followed by the presentation and discussions of the results of each of the objectives of the study.

4.2 Demographic Characteristics of Respondents

In, all a total of 110 questionnaires were fully completed and returned to the researcher. A total of 75 representing 68.2% were sampled from Tewa Senior High School, while the remaining 35, representing 31.8% were sampled from Mabang Senior High Technical School. Out of this number, 81, representing 73.6% were males, while 29 represent 26.4% were females. This clearly shows a dominance of males within the senior high school teacher population. This information is presented in Table 4.1.

Also presented in Table 4.1 is the age distribution of respondents. Out of the total number, 17.3%, and 45.4% were between the ages of 25 – 34 years and 35- 44years respectively. Those between the ages of 45 – 54 constitute 27.3%, with 10% being 55 years and above. The information indicates that the vast majority were still very active in their working age. Only a few were nearing their retirement age.

Data collected on respondents' highest level of education, as indicated in Table 4.1 shows that majority of the teachers possess bachelor degree. Specifically, 71.8%

are Bachelor degree holders, and 28.2% are Master's degree holders. The bachelor degree is the minimum qualification required by the Ghana Education Service to teach at the SHS level in Ghana.

Table 4.1: Demographic Characteristics of Respondents

Profile	Category	Frequency	Percentage
School	Tepa SHS	75	68.2
	Mabang SHS	35	31.8
Gender	Male	81	73.6
	Female	29	26.4
Age	25 – 34	19	17.3
	35 – 44	50	45.4
	45 – 54	30	27.3
	55 years +	11	10.0
Highest Qualification	Bachelor Degree	79	71.8
	Master's Degree	31	28.2

Source: Field Survey, 2022

Years of experience as teacher at the senior high level is presented in Table 4.2. According to data collected, majority of 53.6% have been teaching at the senior high school level between 7 and 10 years. This is followed by those who have spent between 0 and 3 years (18.2%), and 17.3% for those who have spent between 4 and 6 years teaching at the senior high level. The remaining 10.9% have been teaching for more than 10 years. It can therefore be deduced that majority of the respondents have spent more than enough time to have studied the leadership style of their headmasters.

Table 4.2: Years of Experience at the SHS Level

Years	Frequency	Percent	Cumulative Percent
0 - 3 years	20	18.2	18.2
4 - 6 years	19	17.3	35.5
7 - 10 years	59	53.6	89.1
10 - 15 years	12	10.9	100.0
Total	110	100.0	18.2

4.3 Research Question 1: What personal leadership qualities of the head of SHS in Ahafo Ano North municipality enhance leadership style?

The first objective of the study was to examine the personal qualities of headmasters as perceived by teachers, which according to them are required to enhance the performance of headmasters. Respondents were to indicate their level of agreement to ten items bothering on leadership personal qualities. A likert scale ranging from a minimum of 1 representing strongly disagree to a maximum of 5, representing strongly agree was used. For the purpose of analysis, “Strongly Disagree” and “Disagree” are put together, while “Strongly Agree” and “Agree” are also put together. A frequency distribution of the responses is presented in Table 4.3. As can be seen in Table 4.3, majority of the teachers representing about 54.1% agreed that headmasters of their respective schools established a clear and consistent vision for the schools, builds a learning community by trusting teachers, and is highly visible to both staff and students. These findings are significant since they confirm the findings of Sammons et al. (1997) which states that effective leaders help to establish consistent vision for the school, which emphasizes the prime purpose of the school as teaching and learning and is highly visible to both staff and students maintaining a consistent set of targets is essential to success.

The respondents also agreed that the headmasters monitored the students’ progress, raised students’ self-esteem, and evaluated teaching of the subject area in the two schools. This agreement is linked to the argument put forth by Sidho (2002) to the extent that with the headmaster’s guidance, education professionals can learn the most effective teaching methods to enable effective learning. Teachers and students alike will be encouraged to achieve as much as possible and schools can develop a purposeful approach to their progress. Similar findings were arrived at by Harris and Chapman (2002).

However, close to half of the teachers (48.2%) disagreed that the headmaster engaged the teachers in decision making. Also, more than half of the respondents (54%) disagreed to the assertion that the headmaster offers adequate teaching resources.

Table 4.3: Qualities of Headmaster

Your Headmaster	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
Establishes a clear and consistent vision for the school	3(2.7%)	20(18.2%)	288(25.5%)	41(37.7%)	18(16.4%)
Builds a learning community by trusting you	8(7.3%)	15(13.6%)	19(17.3%)	58(52.7%)	10(9.1%)
Monitors the students' progress	10(9.1%)	20(18.2%)	25(22.7%)	44(40.7%)	11(10.6%)
Is highly visible to both staff and students	3(2.7%)	12(10.9%)	28(25.5%)	41(37.3%)	25(22.7%)
Engages the teachers in the decision-making	13(11.8%)	40(36.4%)	42(38.2%)	15(13.6%)	0(0%)
Achieves success in continuing development of the school	12(10.9%)	18(16.4%)	14(12.7%)	51(46.4%)	14(12.7%)
Focuses on building high morale	5(4.5%)	16(14.5%)	26(23.6%)	63(57.3%)	0(0%)
Raises the teachers' self-esteem	7(6.4%)	2(1.8%)	42(38.2%)	42(38.2%)	17(15.5%)
Monitors and evaluates teaching of the subject area	9(8.2%)	26(23.6%)	30(27.3%)	38(34.5%)	7(6.4%)
Offers adequate teaching resources	27(24.5%)	33(30%)	30(27.3%)	20(18.2%)	0

This situation is significant as the headmaster of a school must be able to competently oversee resources. To ensure that their school is effective, headmasters should use the resources at their disposal (both physical and financial) with great care and efficacy, maintaining a focus on sustaining the curriculum. Headmasters should keep a check-list of resources and ensure they make allowances for differentiation and allow for the differences in requirements related to the ability levels and ages of students. In educational establishments, how they ration their money to cater for the human and material needs and meet their objectives is of paramount importance. However, to implement the changes schools need in order to provide adequate technical, professional and emotional support for teachers (Harris & Chapman, 2002). In the case of Ghanaian senior high schools however, there are many of the resources that have to be provided by the Ministry of Education and the government. Nonetheless, it takes the resourceful school leader to lobby and negotiate his/her way through to getting all the needed resources that are provided by the Ministry. Money is however provided to the various schools for the procurement of certain other resources.

4.4 Research Question 2: What leadership styles are demonstrated by heads of SHS in the Ahafo Ano North municipality?

This section is devoted to objective two of the study, and it seeks to identify the dominant leadership style of headmasters in the study area. The aspect of the questionnaire used for this section was adopted from Avolio and Bass (2002) and consists of 18 descriptive statements covering six leadership styles: transformational, democratic, autocratic, transactional, laissez fair and strategic leadership styles. Respondents were asked to judge how frequently each statement matched their

headmaster's style of leadership. To determine each leadership style, the score of three specific items on the questionnaire was added as detailed below:

Table 4.3: **Leadership Styles Questionnaire Items**

Leadership Style	Question Number (Item)
transformational leadership style	(1, 7, 13)
democratic leadership style	(2, 8, 14)
autocratic leadership style	(3, 9, 15)
transactional leadership style	(4, 10, 16)
laissez fair leadership style	(5, 11, 17)
strategic leadership style	(6, 12, 18)

Each item is given a score of 0 to 4, where 0 = “never”; 1= “once in a while”; 2 = “sometimes”; 3 = “fairly often”; and 4 = “frequently, if not always”. A total score of 9-12 shows a high level, a moderate level has a score of 5-8 and a score of 0-4 shows a low level of style or behaviour.

A detailed result of the descriptive statistical analysis is presented in Table 4.4 and illustrated graphically in Fig. 4.1 (p.54). When the means are put together, the total mean for strategic leadership style was 9.36 indicating a high level. The average mean for the three items under this style of leadership is 3.12. Each style of leadership has a potential score of 0 – 4. Therefore, the mean of score of 3.12 for this leadership style is above the middle score of 2.0, which portrays a “fairly often” act by headmasters of the two senior high schools promoting sustainability practices. The above shows that the headmasters are likely to act strategically in terms of their leadership style when dealing with the implementation of sustainable educational practices. Strategic leaders inspire others to take the appropriate action, with the best interests of the institution, the teachers and the students in mind. Strategic leaders/headmasters motivate others to take

the initiative to improve their input into the institution and encourage staff to best prepare the school for the future (Ireland and Hitt, 1999; Zaccaro, 1996).

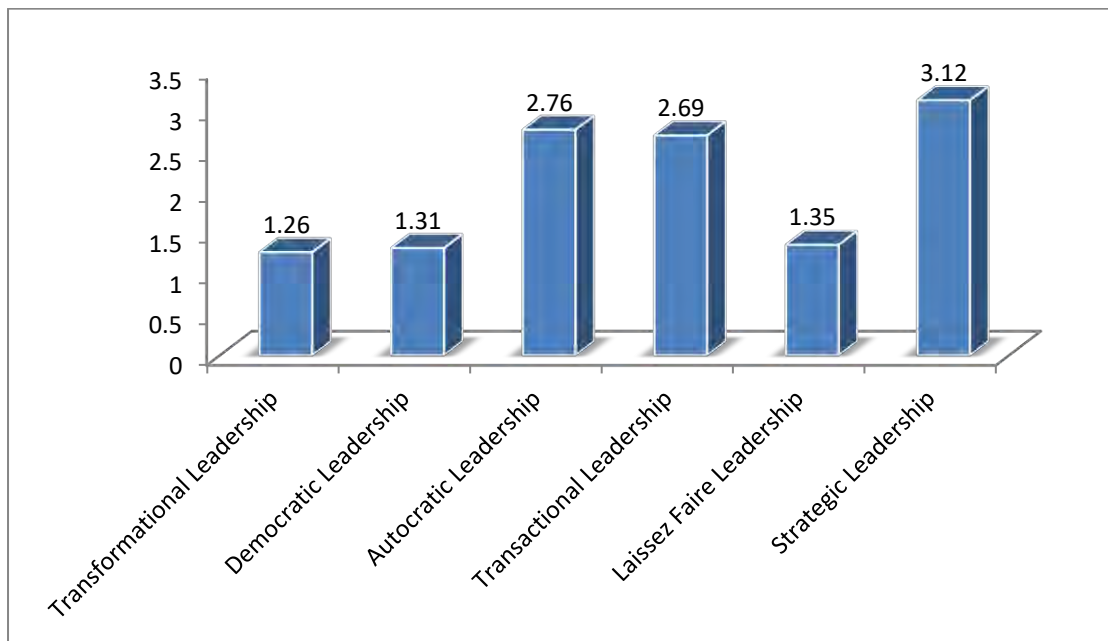
Table 4.4: Score of Leadership Style or Behaviour

Ref.	Leadership Style/behaviour	Mean	Average Mean	SD
<i>Transformational</i>				
			1.26	
1	He goes beyond self-interest for the good of the school	1.76		.9947
7	He considers the moral and ethical consequences of his decisions	1.02		.7475
13	He helps others to develop their strengths	1.01		.7292
		3.79		
<i>Democratic</i>				
2	The best decision will be the one with the largest consensus	1.06	1.31	.7976
8	welcome others to constantly challenge his ideas and strategies	1.31		1.038
14	He tries to delegate as many tasks as possible in their complete entirety	1.57		.8721
		3.94		
<i>Autocratic</i>				
3	He makes decisions without consultation others due to time pressures upon the task at hand	2.87	2.76	1.236
9	He rarely backs down when he is truly passionate about something	2.84		1.150
15	He needs to push half of the people into completing work to a higher standard	2.59		.7645
		8.3		
<i>Transactional</i>				
4	He makes clear what one can expect to receive when performance goals are achieved	2.51	2.69	1.020
10	He provides recognition/rewards when others reach their goals	2.94		.8761
16	He keeps track of all mistakes	2.63		1.170
		8.08		
<i>Laissez faire</i>				
5	He avoids making decisions	1.29	1.35	1.033
11	Whatever others want to do is ok with him	1.40		1.220
17	He asks no more of others than what is absolutely essential	1.38		.7158
		4.07		
<i>Strategic</i>				
6	He tends to overcome barriers to reach goals	2.82	3.12	.7938
12	He is good at finding practical solutions to problems	2.64		.8193

18	He has a clear focus on what we need to do as organization	3.90 9.36	.7413
----	--	---------------------	-------

The second leadership style to be rated was autocratic with an average mean value of 2.76. And at total average score of 8.3 indicating a moderate level score. This results also portrays a “fairly often” act by respondents who scored this style. It should be noted that there are situations and circumstances where headmasters have implemented policies and action following strict instructions from regional and national directorate and the Ministry of Education with very little or no input from staff. These decisions will be characterized by individual control over all decisions and little input from group members.

The third prevailing leadership style was transactional with an average mean of 2.69 which is more closer to 3; “fairly often” behaviour. Transactional leaders tell others what to do in order to be rewarded and recognise their accomplishment (Bass & Steidlmeier, 1999). The least popular leadership style among headmasters of public senior high schools in the Ahafo Ano North Municipal is the transformational approach with an average mean of 1.26. Transformational leader creates a vision, empowers followers, develop a spirit of cooperation based around a leadership role model with high values to help others contribute to the organization acting as a change agent (Northouse, 2010).

Figure 4.1: Graphical Presentation of Scores for Leadership Styles

4.5 Research Question 3: How does the Leadership style of headmasters relate to the performance of teachers?

This section looks at the third objective of the study which examines the relationship between leadership style and teachers' performance. Descriptive statistics is shown in Table 4.5, which includes the mean and the standard deviation. With a five-point scale ranging from 1 – 5, the mid value of 2.5 and above would have to be obtained to indicate that teachers performed better in the specific performance indicator. There were in all, ten items that included assessment professional conduct, marking of exercises, influence of students, preparation towards lesson, class management, promotion of healthy classroom culture and use of structured schemes. Respondents were to indicate their levels of agreement or disagreement to these items. The result of the descriptive analysis is presented in Table 4.5. From a possible score 1 to 5, the item with the highest mean score is “have a positive influence on learners”, with a score of 3.42. This is followed by “promote healthy classroom culture” 3.32, “teachers prepare

well for lessons”, 3.20, “manage class in a disciplined way”, 3.17. With the exception of the item “conduct is professional” which obtained a mean value of 2.23, the rest of the items obtained mean scores just above the midpoint of 2.5, indicating just an average performance.

Table 4.6: Descriptive Statistics for Teacher Performance Indicators

	Mean	Std. Deviation
Assessment is done according to the assessment policy	2.6909	.80986
Conduct is professional	2.2364	.77728
Regularly mark exercise books	2.7000	1.11331
Have positive influence on learners	3.4273	2.10050
Teachers prepare well for lessons	3.2000	.87577
Manage class in a disciplined way	3.1727	2.13257
Assessment done according to schedule	2.7273	1.07438
Test immediately after unit work	2.5909	1.08616
Promote healthy classroom culture	3.3273	.67876
Teachers work according to structured schemes	3.2364	.94750
Valid N (listwise)		

In order to understand the relationship between leadership style of headmasters and teacher performance, a linear regression model was used to predict this effect. The Model summary (Table 4.6a) gives an R Value of 0.542 which indicates a high degree of correlation. The R^2 value of 0.337 indicates that 33.7% of the total variation in teacher performance in the two senior high schools within the Ahafo Ano North Municipal is explained by the headmasters’ leadership style or behaviour.

Table 4.6 (a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.337	.332	.49046

a. Predictors: (Constant), Strategic, Autocratic, Transactional

The outcome variable is teacher performance, while the predictor variables are three dominant leadership styles of strategic, autocratic and transactional. The ANOVA results in Table 4.6b indicate that the regression model predicts Teacher performance significantly, $F(3,106) = 0.730$, $p = 0.036$. This is indicated by the p-value of 0.036, which is less than the α -value of 0.05. The ANOVA therefore indicates that the regression model statistically and significantly predicts the teacher performance, and therefore it is a good fit for the data.

Table 4.6 (b) ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.334	3	.111	.730	.036 ^b
	Residual	16.161	106	.152		
	Total	16.495	109			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Strategic, Autocratic, Transactional

The regression coefficient results in Table 4.6c show that there is a positive relationship between three dominant leadership styles exhibited by headmasters of the two schools and teacher performance. These are the autocratic, transactional and strategic leadership styles. For instance, for every 1 unit increase in transactional leadership behaviour, there is 0.019 increase in the schools' teachers' performance. The p-value of 0.000 indicates that transactional leadership behaviour has a significantly

positive impact on teachers' performance. For strategic leadership behaviour, for any 1 unit increase, there is a corresponding increase of 0.047 increase in the performance of teachers. This relationship is also significant due to the p value of 0.031 obtained. The results show a positive and significant relationship between autocratic leadership behaviour and teacher performance. For every 1 unit increase in headmasters' autocratic behaviour, there is an increase of 0.068 in teacher performance in the two schools. The implication is that these leadership styles have positive effects on teacher performance.

These results confirm the findings of Abgoli and Sabeti (2013) that leadership styles specifically, transactional and transformative can be good and tenable predictors for school effectiveness. Also, the result on the effect of the autocratic leadership behaviour on teacher performance is a confirmation of the findings of Adeyemi (2013), which indicated that teachers' job performance was found to be better in schools having headmasters using autocratic leadership style than in schools having headmasters using democratic or Laissez-faire leadership styles.

Table 4.6 (c) ANOVA^a Coefficients^a

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	2.601	.262		9.924	.000
1 Autocratic	.068	.060	.110	1.130	.041
Transactional	.019	.056	.033	.336	.000
Strategic	.047	.050	.090	.938	.031

a. Dependent Variable: Teacher Performance

4.6 Research Question 4: What strategies can be employed by Headmasters to improve their Leadership Styles and effectiveness?

The fourth objective of the study was to seek for teachers' responses on suggestions on how headmasters would improve upon their leadership styles in order to ensure school effectiveness and improved teacher performance. The statements in the questionnaire were assessed by Likert scale with values of 5 for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D) and 1 for strongly disagree (SD). Data obtained from the questionnaire is shown in Table 4.7 as follows:

Table 4.7: Teachers' suggestion for Headmasters of Improvement

Skill	Respondents N = 110					Mean (SD)
	VH f (%)	H f (%)	A f (%)	L f (%)	VL f (%)	
Ability to control the staff effectively.	62 (56.3%)	31 (28.1%)	17 (15.4%)	0 (0%)	0 (0%)	4.69 (.793)
Ability to motivate and encourage teachers.	58 (52.7%)	45 (40.9%)	7 (6.3%)	0 (0%)	0 (0%)	4.40 (.804)
Ability to develop trustful relationships with staff.	75 (68.1%)	25 (22.7%)	10 (9.1%)	0 (0%)	0 (0%)	4.75 (.872)
Activate interpersonal relation inside the school.	68 (61.8%)	21 (19.1%)	21 (19.1%)	0 (0%)	0 (0%)	4.45 (1.063)
Ability to plan decisions in advance.	10 (13.5%)	35 (31.8%)	60 (54.5%)	0 (0%)	0 (0%)	3.87 (.811)
Ability to create organisational structures that involve the school staff in decision making.	79 (71.8%)	21 (19.1%)	10 (9.1%)	0 (0%)	0 (0%)	4.84 (1.068)
Overall						4.50 (.543)

Overall, majority of the respondents answered Very High with mean value of 4.40(SD=0,543). As can be seen from Table 4.7, 56.3% of the respondents chose Very High and 28.1% for High that school headmasters need the ability to control the staff effectively. Additionally, 52.7% of the respondents very highly agreed towards the

ability to motivate and encourage teachers, while only 3.6% responded Average. Further, for the ability to develop trustful relationships with staff, 68.1%% of the respondents agreed on Very High, and 22.7% indicated High, while only 9.1% respondents agreed on Average. From the Table we could notice that, the composite of the perception towards the *activate interpersonal relation inside the school skills* are 61.8% deemed Very High and 19.1% deemed High; whereas only 21 representing 19.1% of the teachers responded Average. The Table above showed that there was no response for Low and Very Low. This explicitly projects that headmasters needed these skills toward developing their performances and improving their leadership style.

The rollout of the Free Senior high school policy in Ghana has added different responsibilities to the school headmasters. Where, unfortunately, most of the headmasters were not engaged in pre-training programmes or courses in order to prepare them for the new system. There are a lot of management issues that headmasters have had to deal with. Thus, in the researcher's opinion and from the responses, it can be noticed that most of the headmasters need different knowledge and skills of educational leadership which, as Fullan (2001) and Yukl (2002) noted, might help them in developing their performance; parallel to what Hoy and Miskel (2005) posit that educational theories and training programmes help to develop the quality of education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The final chapter of the study has been used to present the summary of research findings, the conclusion to the entire study and the recommendations. The purpose of the study was to assess the influence of leadership styles of headmasters of public senior high schools, and also identify how these leadership styles influence teacher effectiveness.

5.1 Summary of Findings

Personal Leadership qualities of headmasters

The study found that headmasters established a clear and consistent vision for the schools. They also build a learning community by trusting teachers, and is highly visible to both staff and students. It was also found that the headmasters monitored the students' progress, raised students' self-esteem, and evaluated teaching of the subject area in the two schools.

There was however very little evidence to support the view that headmaster engaged the teachers in decision making. It was also found that headmasters could not offer adequate teaching resources.

Leadership Style of Headmasters

The most dominant leadership styles adopted by headmasters were the strategic leadership style, transactional and the autocratic leadership style.

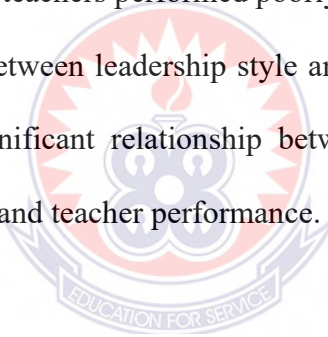
It was also found that despite the dominant leadership styles identified, headmasters also exhibited traces of various leadership styles such as the laissez faire, democratic and transformational.

Relationship between Leadership Style and Teachers' Performance

The study identified ten teacher performance indicators. Out of these, the study found that teachers performed well in nine indicators. These included assessment, regular marking of exercises, positive influence on learners, preparation towards lessons, disciplined management of class, testing of learners, promotion of healthy classroom culture and teachers working according to structured scheme.

It was found however that teachers performed poorly on professional conduct.

In terms of relationship between leadership style and teacher performance, the study found a positive and significant relationship between autocratic transactional and strategic leadership styles and teacher performance.



How Headmasters should improve their Leadership Styles

In all six skills were suggested by teachers, these included ability to control the staff effectively, ability to motivate and encourage teachers, ability to develop trustful relationships with staff, activate interpersonal relation inside the school, ability to plan decisions in advance, and ability to create organisational structures that involve the school staff in decision making. The study found that majority of teachers preferred that their headmasters had these leadership skills to enable them manage their schools effectively.

5.2 Conclusion

The purpose of the study was to assess the influence of leadership styles of headmasters of public senior high schools, and also identify how these leadership styles influence teacher effectiveness. The specific objectives were however to examine the personal qualities of Heads required to enhance their performance as perceived by teachers in the school, assess the leadership style of headmasters as perceived by teachers, examine the relationship between leadership style and teachers' performance, and seek the suggestions of teachers on the skills needed by headmasters to improve their leadership style and effectiveness.

Leadership styles identified through literature included transformational, democratic, autocratic, strategic, charismatic, transactional and laissez-faire leadership styles. Different leadership styles lead to different behavioural consequences and there is no style that is best in all situations. Leaders should, however, be flexible and match their style with each different situation. A strategic leader inspires others to take the appropriate action, with the best interests of the students, the teachers and the entire school in mind. A transformational leader creates a vision, empowers followers and develops a spirit of cooperation while transactional leaders tell others what to do in order to reward and recognise their accomplishment. However, the laissez-faire leadership require little of others, are content to let things ride and let others do their own thing.

Headmasters are charged with the promotion of good and effective academic environment necessary for the transformation of students and also to ensure the continuous professional development of staff. And therefore they adopt different styles in their desire to embed positive and disciplined teaching and learning practices in schools. However, the strategic leadership style was the most common style/behaviour

among headmasters in the senior high schools in the study area. The findings of this study could help headmasters who seek to promote conducive academic practices adopt and shape their style of leadership in order to achieve the desired outcome. This research therefore bridges the gap in literature on the link between leadership and school effectiveness and teacher performance research. The study also provides the bases for further research into the leadership style of headmasters at all levels of Ghana's educational institutions. A further investigation into the reason why teachers are describing their headmasters' style of leadership as strategic and its effectiveness for the promotion of academic performance would be essential.

5.3 Recommendations

Based on the findings, the following recommendations are made.

1. Heads of senior high schools must try as much as possible to engage teachers in decision making. This will make teachers feel their contributions are valued and the process of sharing opinions and discussing work matters itself can foster a sense of teamwork and improve relationships between teachers themselves. This will eventually lead to higher teacher effectiveness.
2. The Ghana Education Service must put in place a support services for headmasters. It is a fact that headmasters are not always fully aware of the leadership style they portray to their staff. If a measuring instrument is availed to headmasters to evaluate their application of leadership styles (a 360 degree evaluation by staff), headmasters are placed in a position where their leadership style is assessed objectively by the staff, which enables such headmasters to adjust and improve with regard to leadership. Improved leadership will impact teacher performance.

3. Even though the identified leadership styles had positive relationship with teacher performance, opportunities must still be given to headmasters of senior high schools to attend educational leadership courses that promote the path-goal leadership styles as in-service training through the relevant educational bodies such as the Ministry of Education and the Ghana Education Service.
4. In terms of strategies, the concerns of teachers as to the identified strategies can be codified and integrated into a training manual for new heads, and in-service training for existing headmasters.



REFERENCES

- Abgoli, A. R. (2013). A study of the leadership styles of headmasters in relation to school effectiveness at the secondary stage in India and Iran.
- Adebayo AO (2003) Leadership Styles of Schools Head. Akure: King Press.
- Adeyemi TO (2011) Headmasters' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory* 3(3): 84–92.
- Agih, A.A. (2015). Effective School Management and Supervision: Imperative for Quality Education Service Delivery. *An International Multidisciplinary Journal, Ethiopia*, Vol. 9(3), Serial No. 38, pp. 62 – 74.
- Alavi, M., and Carlson, P. (1992). A review of MIS research and disciplinary development. *Journal of Management Information Systems*, Vol. 8, No.4, pp. 45-62.
- Ali, S. (2003). A comparative study of the leadership style interpersonal relationship and effectiveness of the recruited and promoted headmasters of Delhi.
- Almohaimeed, S. A. (2015). *Understanding leadership development for young people: creating a multi-dimensional and holistic framework for emerging high-school students as future leaders in KSA* (Doctoral dissertation, University of Edinburgh).
- Amoroso, P. F. (2002). The impact of headmasters' transformational leadership behaviors on teacher commitment and teacher job satisfaction.
- Asiedu, S. (2000). A comparative study of public and private schools in the provision of quality education at the basic level in urban centres in Ghana. Unpublished thesis submitted to the Kwame Nkrumah University of Science and Technology.

- Atta, E. T., Agyenim-Boateng, E. O., & Baafi-Frimpong, S. (2000), "Educational management and administration", *Unpublished Lecture Handouts*, University of Cape Coast, Cape Coast.
- Avolio, B. J., Reichard, R. J., Hannah, S. T., Walumbwa, F. O., & Chan, A. (2009). A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. *The leadership quarterly*, 20(5), 764-784.
- Babbie, E. (1990), *Survey Research Methods*, Wadsworth, Belmont, CA.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology press.
- Bass B. M & Avolio BJ (2005). *The Full Range Leadership Development Manual for the Multifactor Leadership Questionnaire*. Redwood City, CA: Mindgander.
- Bass, B. M., & Avolio, B. J. (1997) *Full range leadership development: manual for the Multifactor Leadership Questionnaire*, *Mindgarden*, Palo Alto, Calif.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The leadership quarterly*, 10(2), 181-217.
- Bolden, R., Gosling, J., Marturano, A., & Dennison, P. (2003). A review of leadership theory and competency frameworks.
- Bryman A. & Bell, E. (2015) "Business Research Methods" 4th edition, Oxford University Press, p.27
- Bryman A. & Bell, E. (2015) *Business Research Methods*, 4th edition, Oxford University Press, p.27
- Burns, C., & West, M. A. (2003). Individual, climate, and group interaction processes as predictors of work team innovation. *Small Group Research*, 26, 106-117.

- Center for Educational Leadership (2015). *Four dimensions of instructional leadership*. Retrieved from <http://info.k-12leadership.org/4-dimensions-of-instructionalleadership>
- Choi, S. (2007). Democratic leadership: The lessons of exemplary models for democratic governance. *International Journal of Leadership Studies*, 2(3), 243-262.
- De Stefano, M. (2003). *School Effectiveness: The Role of the Headmaster in a Leading Public Secondary School in Santa Fe Province, Argentina* (Doctoral dissertation, Teachers College, Columbia University).
- Dobbins, G. H., & Platz, S. J. (1986). Sex differences in leadership: How real are they? *Academy of Management Review*, 11, 118-127.
- Ekvall, G., & Arvonen, K. (1991). Change-centered leadership: An extension of the two dimensional model. *Scandinavian Journal of Management*, 7, 17-26.
- Esia-Donkoh, K. (2014). Attaining school and educational goals: duties of headteachers of public basic schools in Ghana. *Journal of Education and Practice*, 5(1), 64-72.
- Fadael, O. (2011). *The relationship between school effectiveness and student achievement: A study of middle school performance in Palm Beach County, Florida since the implementation of NCLB*. Capella University.
- Fall, M. J. (2004). *Emotional competencies as a factor in the leadership of elementary school headmasters*. Central Michigan University.
- Feidler, F., & House, R. (Eds.). (1994). *Leadership theory and research: A report of progress*.
- Fiore, D. (2009). *Introduction to educational administration: Standards, theories, and practice* (2nd ed.). Larchmont, NY: Eye On Education.

- Galliers, R. (1991). Choosing appropriate information systems research approaches: A revised taxonomy. R. Galliers, ed. *Information Systems Research: Issues, Methods and Practical Guidelines*. Blackwell, Oxford, U.K., 144–162.
- Gatling, A. R., Castelli, P. A., & Cole, M. L. (2013). Authentic leadership: the role of self-awareness in promoting coaching effectiveness. *Asia-Pacific Journal of Management Research and Innovation*, 9(4), 337-347.
- Gay, L. R. (1992). Educational research: Competencies for analysis and application (4th Ed). New York: Macmillan Publishing Company.
- Gesell, I, M.ED, CSP (2010), Leadership and Legislative conference (AIA Grassroots) Agile Leadership: Innovative Approaches to Leading in Uncertain Times, Leadership and Legislative Conference, Washington, D.C
- Ghana Education Service (2010a), *Headteachers' handbook* (2nd ed.). Accra: Ministry of Education.
- Ghana Education Service (2010b), *School management committee resource handbook* (2nd ed.). Accra: Ministry of Education.
- Gill, E. (2015). *What is laissez-faire leadership? How autonomy can drive success*. Retrieved from <http://online.stu.edu/laissez-faire-leadership/>
- Greenleaf, R.K. (1977). *Servant leadership: A journey into the nature of legitimate power & greatness*. Mahwah, NJ: Paulist Press.
- Guttenberg, N. D. (2006). Urban headmaster leadership in School University and professional development school partnerships. *Boston College Dissertations and Theses*, AAI3245883.
- Habtamu, G. N. (2013). The instructional leadership roles of headmasters and their relationship with school improvement in public secondary schools of SNNPR, Ethiopia.

- Harper, S. (2012). The leader coach: A model of multi-style leadership. *Journal of Practical Consulting*, 4(1), 22-31.
- Harris, A., & Chapman, C. (2002). Democratic leadership for school improvement in challenging contexts. *International Electronic Journal for Leadership in Learning*, 6(9). Doi: 10.4324/9780203352908_chapter_8
- Haruni JM and Mafwimbo MK (2014) Influence of leadership styles on teachers' job satisfaction: A case of selected primary schools in Songea and Morogoro District, Tanzania. *International Journal of Educational Administration and Policy Studies* 10(4):54–64.
- Hirsch, J. (2016). *What teachers can learn from Lincoln*. Retrieved from <http://www.edutopia.org/blog/what-teachers-learn-from-lincoln-joe-hirsch>
- Hirschheim, R. (1985). Information systems epistemology: An historical perspective. *Research methods in information systems*, 13-35.
- Holdford DA (2003) Leadership theories and their lessons for pharmacists. *Journal American Society of Health-Systems* 60: 1780–1786.
- House, R. J., & Shamir, B. (1993). Toward the integration of transformational, charismatic, and visionary theories. M. M. Chemers, & R. Ayman (Eds.), *Leadership theory and research: Perspectives and direction*, 81–107.
- Hurakadli, B. M. (2003). A study of decision making style and leadership behaviour of heads of schools in relation to teacher morale and organizational health in secondary schools.
- Ireland, R. D., & Hitt, M. A. (1999). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. *Academy of Management Perspectives*, 13(1), 43-57.

- Kelchner, L. (2016). *Situational leadership and its effectiveness in leading an organization*. Retrieved from <http://smallbusiness.chron.com/situationalleadership-its-effectiveness-leading-organization-26324.html>
- Keskes, I. (2014). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future directions. *Intangible Capital*, 10(1), 26-51.
- Konkle, C. E. (2007). *An examination of leadership styles of school headmasters and student effectiveness in urban elementary schools in the state of Ohio* (Doctoral dissertation, University of Cincinnati).
- Korkmaz, M. (2007). The effects of leadership styles on organizational health. *Educational Research Quarterly*, 30(3), 23-55.
- Lanchard, K., & Johnson, S. (2015). *The new one minute manager*. New York, NY: Harper Collins Publisher.
- Lesniewski, T. A. (2004). School superintendents' transformational leadership styles and school climate: Teachers' perceptions in western Pennsylvania small school districts.
- Maninderjit, M. (2010). Study of leadership behaviour and human resource development in relation to total quality management in secondary and senior secondary schools of UT Chandigarh.
- Mankoe, J. O. (2007). *Educational Administration and Management in Ghana: 2nd Edition*. Kumasi: Payless Publication Limited.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

- McGregor, D. M. (2003). *The human side of enterprise*. New York: *McGraw-Hill*.
- Moore, Q. L. (2003). *Teachers' perceptions of headmasters' leadership skills in selected South Carolina secondary schools* (Doctoral dissertation, University of South Carolina. 2003.).
- Northouse, P. G. (2012). *Leadership: Theory and practice*. Sage.
- Ojo, L. B., & Olaniyan, D. A. (2008), "Leadership roles of school administrators and challenges ahead in post primary institutions in Nigeria", *European Journal of Scientific Research*, 24 (2), 172-178.
- Okonkwo, C.E.; Achunine, R.N. and Anukam, I.L. (1991), *Primary education in Nigeria: Issues and administration*. Owerri: International Universities Press.
- Ololube NP (2004) Professionalism: An institutional approach to teachers' job effectiveness in Nigerian schools. In: A paper Presented at the Seventh International LL in E-Conference, Ignatius Ajuru, University of Education, Nigeria, 23–25 September 2004.
- Opoku-Asare, N.A.A. (2006). Quality control for effective basic education in Ghana. *Journal of Science and Technology*, Vol. 26, No. 3, pp. 106 – 114.
- Özer, F., & Tmaztepe, C. (2014). Effect of strategic leadership styles on firm performance: A study in a Turkish SME. *Procedia-Social and Behavioral Sciences*, 150, 778-784.
- Peterkin, V. M., & Mandeville, J. (2005). Leadership style and learner outcome in Adventist secondary schools. In *18th International Faith and Learning Seminar. West Indies College High School Mandeville, Jamaica. Institute for Christian Teaching Old Columbia Pike Silver Spring, USA*.
- Polit, DT, Beck, C.T. & Hungler, B.P. (2001). *Essentials of nursing research - Methods, appraisal and utilization*. 5th edition. Philadelphia: Lippincott.

- Raza, T. (2011). *Exploring transformational and transactional leadership styles*. Retrieved from <http://info.k-12leadership.org/4-dimensions-of-instructionalleadership>
- Robinson, J. (1964). The final end of laissez-faire. *New Left Review*, 1, 26.
- Root, G. (2016). *How does leadership style influence organizational productivity?* Retrieved from <http://smallbusiness.chron.com/leadership-style-influenceorganizational-productivity-11643.html>
- Sammons, P., Thomas, S., & Mortimore, P. (1997). *Forging links: Effective schools and effective departments*. Sage.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.). Prentice Hall.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.). Prentice Hall.
- Schwantes, M. (2016). *Ten habits of highly emotionally intelligent bosses*. Retrieved from <http://www.inc.com/marcel-schwantes/want-to-vastly-improve-employeemorale-try-this-leadership-style.html>
- Shastri, R. K., Mishra, K. S., & Sinha, A. (2010). Charismatic leadership and organizational commitment: An Indian perspective. *African journal of business management*, 4(10), 1946-1953.
- Sidho, K.S. (2002). *School organization and administration*. New Delhi: Sterling Publishing Limited.
- Spahr, P. (2015). *What is transactional leadership? How structure leads to results*. Retrieved from <http://online.stu.edu/transactional-leadership/>

- Steers, R.M. (1991), Introduction to organisaitonal behaviour. U.S.A. 4th ed. Harper Collins Publishers.
- Sunil, K. R. (2018). Literature review on leadership, leadership theories, style and leadership development. *International Journal of Research in Business Management (IMPACT: IJRBM)* Vol. 6, Issue 6, pp. 13-24.
- Whitaker, T., Whitaker, B., & Lumpa, D. (2009). *Motivating and inspiring teachers: The educational leaders' guide for building staff morale* (2nded.). Larchmont, NY: Eye on Education.
- Wooden, J., & Jamison, S. (2009). *Wooden on leadership: How to create a winning organization*. New York, NY: McGraw-Hill Companies.
- Yukl, G. (2001). Leadership in organizations. *Upper Saddle River, NJ: Prentice-Hal.*
- Yukl, G. (2008). How leaders influence organizational effectiveness. *The leadership quarterly*, 19(6), 708-722.
- Zaccaro, S. J. (1996). Models and Theories of Executive Leadership: A Conceptual/Empirical Review and Integration. U.S. Army Research Institute for the Behavioral and Social Sciences

APPENDIX

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE

The aim of the study is to assess the influence of heads' leadership styles on teacher effectiveness in public senior high schools at Ahafo Ano North Municipal

SECTION A – BIOGRAPHICAL VARIABLES

1. What is your gender?

Male [] Female []

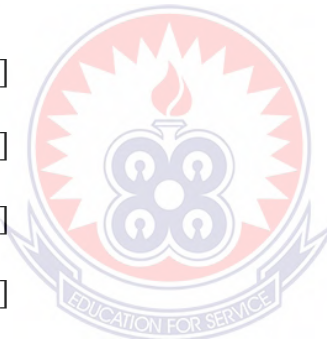
2. What is your age?

25 - 34 []

35 – 44 []

45 – 54 []

55+ []



3. What is your highest level of education you have completed?

Bachelor Degree []

Masters Degree []

4. How many years of experience do you have as an SHS teacher?

0 - 3 years []

4 - 6 years []

7 - 10 years []

10 - 15 years []

16 – 20 years []

5. How many years of experience do you have as a professional teacher?

0 - 5 years []

6 - 10 years []

11 - 15 years []

16 - 20 years []

21 - 25 years []

26 years or more []

SECTION B – PERSONAL LEADERSHIP QUALITIES OF HEADMASTERS

Please indicate with a tick [√] your level of agreement or disagreement to each of the

listed items as constituting a personal quality of headmaster? 1 =Strongly Disagree;

2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly Agree

S/N	Items	1	2	3	4	5
1.	Establishes a clear and consistent vision for the school					
2.	Builds a learning community by trusting you					
3.	Monitors the students' progress					
4.	Is highly visible to both staff and students					
5.	Engages the teachers in the decision-making					
6.	Achieves success in continuing development of the school.					
7.	Focuses on building high morale					
8.	Raises the teachers' self- esteem					
9.	Monitors and evaluates teaching of the subject area					
10.	Offers adequate teaching resources					

SECTION C – LEADERSHIP STYLE OR BEHAVIOUR

The following items provide a description of leadership style or behaviour. Please respond to each item according to the way your headmaster is most likely to act as a leader Tick one of the options to the right of each item to indicate your response. **KEY:**

0 = Never 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently

S/N	Items	0	1	2	3	4
1.	He goes beyond self-interest for the good of the organization					
2.	The best decision will be the one with the largest consensus					
3.	He makes decisions without consultation others due to time pressures upon the task at hand					
4.	He makes clear what one can expect to receive when performance goals are achieved					
5.	He avoids making decisions					
6.	He tends to overcome barriers to reach goals					
7.	He considers the moral and ethical consequences of his decisions					
8.	welcome others to constantly challenge his ideas and strategies					
9.	He rarely backs down when he is truly passionate about something					
10.	He provides recognition/rewards when others reach their goals					
11.	Whatever others want to do is ok with him					
12.	He is good at finding practical solutions to problems					
13.	He helps others to develop their strengths					
14.	He tries to delegate as many tasks as possible in their complete entirety					
15.	He needs to push half of the people into completing work to a higher standard					

16.	He keeps track of all mistakes					
17.	He asks no more of others than what is absolutely essential					
18.						

SECTION D – TEACHER PERFORMANCE INDICATORS

Please indicate your level of agreement or disagreement to each of the listed items as constituting the performance of teachers. 1 =Strongly Disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly Agree

S/N	Items	1	2	3	4	5
1.	Assessment is done according to the assessment policy					
2.	Conduct is professional					
3.	Regularly mark exercise books					
4.	Have positive influence on learners					
5.	Teachers prepare well for lessons					
6.	Manage class in a disciplined way					
7.	Assessment done according to schedule					
8.	Test immediately after unit work					
9.	Promote healthy classroom culture					
10.	Teachers work according to structured schemes					

SECTION E – STRATEGIES THAT CAN BE EMPLOYED TO IMPROVE LEADERSHIP STYLES OF HEADMASTERS

Please indicate your level of agreement or disagreement to each of the listed items as constituting a strategy that can be employed by headmasters to improve upon their leadership styles. 1 =Strongly Disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly Agree

S/N	Items	1	2	3	4	5
1.	Ability to control the staff effectively.					
2.	Ability to motivate and encourage teachers.					
3.	Ability to develop trustful relationships with staff.					
4.	Activate interpersonal relation inside the school.					
5.	Ability to plan decisions in advance.					
6.	Ability to create organisational structures that involve the school staff in decision making.					

