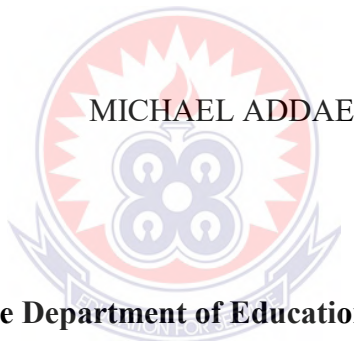


UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE EFFECT OF HEADTEACHERS AND TEACHERS  
RELATIONSHIP ON THE PERFORMANCE OF BASIC SCHOOLS IN THE  
OFOASE CIRCUIT OF THE AKYEMANSA DISTRICT



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

DECEMBER, 2020

## DECLARATION

### STUDENT'S DECLARATION

I, MICHAEL ADDAE, declare that this project report, 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 project reports laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE.....

DATE: .....

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## **DEDICATION**

To my brother, Rev. Fr. Gabriel Addai Adusei and the entire family.



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## ABSTRACT

The purpose of this study was to investigate the relationship between the head teacher and teachers and its effects on the performance of basic school in Ofoase Circuit in the Akyemansa. The objectives of the study were to find out the nature of head teacher-teacher relationship of the basic schools, identify the perceived effect of the nature of head teacher- teacher relationship on the academic performance of basic schools and to find out the challenges associated with head teacher-teacher relationship. Descriptive research design with questionnaire was used to collect data for the study. The study targeted 114 teachers in public basic schools of the study area as its population. All the 114 teachers were purposively selected for the study. The study found among others that head teachers have good relationship with teachers as they involved teachers in the preparation of the school performance improvement plan (SPIP). Effects of the head teacher- teacher relationship were that it created supportive environment that promotes teachers to teach to the understanding of students to improve academic performance. Challenges associated with head teacher-teacher relationship were empowerment of staff, respect for individual view point and recognized and rewarded staff. Based on the findings, it is recommended that the Ghana Education Service should put in place training workshops on effective head teacher- teachers relationship for head teachers to further improve school success.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Over the years, the role the leader plays and the relationship the leader develops with their subordinates have been measured as fundamental components for the subordinates' work performances in various organizations (Yariv, 2009; Sias, 2009). Principals hold the heart of the school organization and their actions and relationships with their teachers affect the satisfaction, cohesion, and commitment levels of the teachers. (Price, 2012). This implies that head teachers' leadership influence or relationship has a considerable impact on the teachers' work output and can either make or mar the teacher. Hackman and Johnson (2004), affirms that whatever the context may be, if the leader is effective, the followers flourish, however if the leader is ineffective, the followers suffer.

The role of school leaders have changed to be more challenging and overloaded situation (Fullan, 2003), this is because the world in which education leaders operate is changing into a global community (Starrat, 2005). Consequently, it is an extremely difficult task for anyone to produce and maintain an imperative public school system in such a complex society without a committed and highly proficient teaching force or teachers working together for a continuous improvement of the schools (Fullan, 2003). It is under this score that Kouzes and Posner(2007) opined that leadership success absolutely depends on the leader's ability to build and sustain a relationship that enables the subordinates to frequently work towards the achievement of organizational goals. Similarly, Walsh (2005) lays more emphasis on schoolheads, saying that building and sustaining a positive relationship with teachers maximizes the potential for student outcome rather than principals' innate abilities, characteristics and behaviors.

Some studies still believe that all aspects of leadership role are embodied in a single individual despite the fact that the leader and the led function collaboratively, especially those at the affairs in organizations or within a group (Friedrich et al, 2009; Hackman & Johnson, 2009). This is because the leadership literature over the years has mostly focused on the leader's influence at the neglect of the other domains such as the subordinates and the dyadic relationship that exists between the leader and the led. The issue has created confusion, disagreement and complexity in understanding what leadership really is. (Graen & Uhl-Bien, 1995).

A recent study informs that there is a problem of understanding the parameters within which head teachers and teachers work and the process of achieving the demands of the educational principles. This has seriously portrayed the relationship between head teachers and teachers as a milieu of conflicts and counter accusations. (MacBeath et al., 2010). Some of the conflicts and accusations according to studies emanate from the absence of proficient and effective leadership and management (UNESCO, 2005; Oduro et al., 2008)

As Annoh (1997) asserts, head teachers and teachers in Ghana are expected to work together, live in a genial relationship, have a mutual trust with each other, and share ideas together for the prime aim of accomplishing a common goal. These quality relationships between people must be noticeable in schools to encourage effective teaching and learning. However, most of these interactions tend to be cordial or strained (Annoh, 1997). To encourage a quality relationship in the school environment, the author enumerates some activities head teachers should ensure: involving teachers in school administration, respecting teachers' ideas, opinions and decisions, communicating freely with the teacher, acting as a role model for teachers, and being fair and just to teachers (Annoh, 1997). Annoh (1997) again acknowledges that

embezzlement of school funds and illegal collection of monies can make or mar the relationship between head teachers and teachers.

Besides, the headmaster is assumed as the chief executive officer of the school organization, and he or she is ultimately answerable for the success and failure of the school (Archer & Adentwi, 2006). Archer and Adentwi (2006) add that by virtue of the formal authority conferred on them and the distinctively identified position they occupy, they are given the prerogative to make work-related decisions for their organizations. However, leadership is not a sole-proprietorship or a one-man business, rather it is a relationship, multiple engagement and collaborative efforts that promote capacity building, mutual interaction and it also influences mutual respect, trust, confidence that overcomes adversities and leaves a legacy of importance within an organization. It has never happened in any organization that a leader single-handedly achieves any extraordinary performance alone without the support and involvement of others. Everyone can be a leader; therefore leadership involves collaborative relationships that lead to collective action. (Levin, & Fullan, 2008; Kouzes & Posner, 2007)

The kind of relationship that exists amongst each and every member in the organization affects the productivity level of such an organization. Likewise the school environment, the relationship at the leadership has an enormous effects on the teaching and learning outcome in the school.

Leithwood et al. (2006) in seven strong claims about successful school leadership, posited that school leadership is second only to classroom instruction as an influence on student learning. There is a vital connection between what leaders do and what happens in the classroom. This is emphasized in the OFSTED Framework (OFSTED,

2002) of England when it said that Effective head teachers provide a clear vision and sense of direction for the school. They prioritize and focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the pupils. They know what is going on in their classrooms and have a clear view of the strengths and weaknesses of their staff. This means that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by the pupils.

The academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tetty-Enyo, 1997). Olembe (1997) also concurs with Tetty-Enyo (1997) by observing that, school leadership is the act of influencing the activities of the teachers and students in an effort to adhere to educational objectives within the school.

As there is the general acceptance of the need of effective leadership for the attainment of instructional objectives, there are several scholars who have given their definitions of leadership. According to Muya, (1993), leadership is the lifting of a man's vision to higher heights, the raising of man's performance to higher standards, the building of man's responsibility beyond its normal limitations. Halpin (1969) looks at leadership as consisting of two aspects, namely a group achievement and group maintenance. This involves the directing of the group towards the achievement of the organizational goals. It also implies the sustenance of the social relationships at work.

McGregor (1960) maintains that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to rouse, engage and satisfy the motives of followers. Burns (1978) concludes that, "leadership,

unlike naked power wielding is thus, inseparable from followers' needs and goals" (p.35.).

Leadership is the ability to develop a vision that motivates others to move with a passion. Leadership is seen as the process of encouraging and helping others to work enthusiastically towards objectives. The human factor builds a group together and motivates it towards goals by transforming the group's potential into realities.

A head teacher is a team leader in a school that is made up of teachers with different backgrounds, perceptions and aspirations. His success can only be measured by what Keitner (1995) refers to as ability to understand and work with people who have a variety of backgrounds, needs, perceptions and aspirations.

## **1.2 Statement of the Problem**

The essence of transformational leadership appears to be inspiring, developing, and empowering followers (Yukl, 2010). Followers can also contribute to the effectiveness of the group in other ways, such as, maintaining cooperative working relationship, providing constructive dissent, sharing leadership functions, and supporting leadership development (Yukl, 2010). This is an undeniable fact that a good relationship between the head teacher and teachers is one of the important factors that affect the performance of pupils in school (Crowther et al., 2002).

In some years past, there have been instances of conflict between head teachers and their staff resulting in falling standards in the performance of schools in the study area which has been a topic for discussion at Parent Teacher Association (PTA) meetings. It is in the light of this that the researcher wants to investigate the relationship

between the head teacher and teachers and its effect on the performance of basic schools in the Ofoase Circuit of the Akyemansa District.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the relationship between the head teacher and the teacher and its effects on the performance of basic schools in the Ofoase Circuit of the Akyemansa District.

### **1.4 Objectives of the Study**

The study sought to:

1. Find out the problems associated with head teacher- teacher relationship.
2. Establish the nature of head teacher- teacher relationship of the basic schools in Ofoase Circuit.
3. Identify the perceived effects of the nature of head teacher- teacher relationship on the academic performance of basic schools in Ofoase Circuit.

### **1.5 Research Questions**

1. What are the problems associated with head teacher- teacher relationship in Ofoase Circuit?
2. What is the nature of head teacher- teacher relationship in Ofoase Circuit?
3. What are the perceived effects of head teacher-teacher relationship on the academic performance of basic schools in Ofoase Circuit?

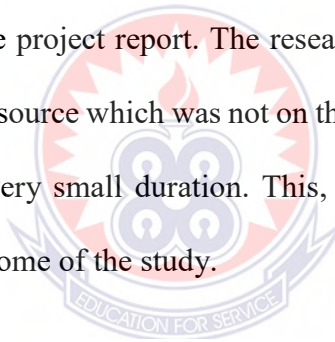
### **1.6 Significance of the Study**

The study is important in the sense that it is aimed at showcasing the right environment which is aimed at fostering a warm head teacher- teacher relationship for the achievement of the educational goals.

### **1.7 Limitations of the Study**

The research being the kind that intends to touch on personal lifestyle encountered numerous problems.

The first was the reluctance of respondents giving the right responses due to its personal nature. Again the financial constraints in terms of the large budget hampered the smooth running of the project report. The research encountered limitations in the form of time. Time as a resource which was not on the researcher's side and so findings were obtained within a very small duration. This, notwithstanding, did not have an adverse effect on the outcome of the study.



### **1.8 Delimitations of the Study**

The delimitations are the characteristics that limit the scope and define the boundaries of a study. The study was delimited to only public basic schools within the Ofoase Circuit in the Akyemansa District. The population of the study consists of all the teachers of the study area. The findings may therefore not be generalized to include the remaining areas of the district.



## **1.9 Organization of the Study**

The study is organized into five chapters. Chapter One deals with the introduction, background of the study, problem statement, purpose of the study, research questions, significance of the study, limitations and organization of the study. Chapter Two is the literature review and Chapter Three is the methodology which includes the research design, the population, sampling procedures, data collection instrument, data collection procedures, data analysis and ethical considerations. Chapter Four talks about the findings and discussions and Chapter Five is the summary of findings, conclusions and recommendations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Any organization, of which the school is not excluded, thrives on relationship that demands helping and supporting one another for varying reasons or problems (Gillies, 2012). This relationship according to Trenholm and Jensen (2008), “is a jointly created worlds of shared meaning” (p. 24). Relationships are unavoidably present and significantly important in the sense that every activity that goes on in any organization happens in the context of relationships (Sias, 2009).

#### 2.1 Professional Relationships

Professionals in school organizations live in a world of relationships that consistently demand helping and supporting one another for varying reasons or problems (Gillies, 2012). This relationship, according to Trenholm and Jensen (2008) is a “jointly created worlds of shared meaning” (p. 296). Relationships are unavoidably present and significantly important in the sense that every activity that goes on in any organization, happens in the context of relationships (Sias, 2009). There are many types of workplace relationships or interpersonal relationships. These relationships include, for example, leader-member relationship, peer co-worker relationship, workplace friendship, customer relationship, romantic relationships and so on. (Sias, 2009). For the purpose of this study, more attention is centered on the leader-member relationship, though it may intermittently extend to other relationships for references.

Most theories and research on leadership view it as an influence process and focuses on the actions of people designated as leaders (Yukl, 2010). As relationships are acknowledged to be very important in much of the leadership literature, it is

imperative for the relationship of leaders be of much concerned in organizational settings. Leaders are defined as people who consistently influence relationships and collective activities and are expected by others to have this influence (Uhl-Bien, 2006).

This chapter starts with an introduction, interpersonal exchanges, followed by the importance of professional relationships in schools, Good relationships in school, building, sustaining and supporting professional relationships in schools. Professional relationship and emotions are then discussed followed by stressing the value of trust in professional relationships.

## **2.2 Interpersonal exchanges**

Within an organization such as a school, abounds numerous forms of communication encounters: face-to-face interactions with colleagues and customers, group meetings, performance appraisals with supervisors, memos, e-mails, internal newsletters, and annual reports or mission and vision plans, and so on (Threnholm & Jensen, 2008). Drew and Ehrich (2010) identify three dimensional models of relationship which leaders should acquire to enhance organizational relationships: transpersonal, intrapersonal and interpersonal. Transpersonal relationship or strategic organizational development covers knowledge of and engagement with the external environment. Intrapersonal dimension or self-awareness or reflective capacity refers to building the individual capabilities of leaders to reflect on and develop their leadership capabilities, and their personal robustness of leadership in order to succeed in complex environments.

The interpersonal relationship or engagement or collaboration, to which this study is connected, refers to people's involvement and collaboration in the leadership

process. As emphasized earlier on by Gardner (1997), people such as salespeople, politicians, teachers, clinicians and religious people are different and come to organizations with different cognitive talents. Gardner proposes two kinds of immeasurably essential personal brainpowers that all leaders must have but that have been less understood and elusive to research in leadership relationships: Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Intra-personal intelligence is the capacity to notice one's own moods and ability to draw conclusions about one's feelings as a means of understanding and guiding behavior.

Apparently, diverse perspectives of social exchange exist. However, scholars of the field concur that social exchange involves a series of interactions that create commitment and interdependency relations. These mutually supporting relations can create a high-quality relationship. (Cropanzano & Mitchell, 2005). According to Tyson and Jackson (1992), social exchange theory presumes that, "as individuals, we actually balance the costs against the rewards of membership of certain groups". Obviously, the theory stresses that offering repetitive rewards gradually loses its value, and the less people frequent the groups for a short period of time, the more the gain. This means that people can serve as a basis of comfort, encouragement, approval and support

According to Brandes et al. (2004), the social ex-change concept focuses on the social interactions the members encounter within their employing organizations, as proposed from the outset by Blau (1974). Brandes et al. (2004) indicate that within this frame of interactions there are two key social exchange relationships that have frequently captured the attention of scholars: 1. Member's relationship with his/her leader or supervisor (LMX) and 2. The member's relationship with the organization (Perceived organizational support, POS). Similarly, Settoon, et al. (1996) identify that

social exchange emphasizes how organizations support and motivate employees and how leaders relate and react to employees' behavior and attitude within organizations.

Moreover, Settoon et al. (1996) affirm that adequate and quality support motivates employee commitment to organizational goals, and creating quality social relationship makes employees feel belonged and work with maximum effort towards achieving the organizational goals. One might quickly implicate on the viewpoint of Settoon et al. (1996) that less support from the organization or the leader to the employee might also create an unenthusiastic relationship between the leader and the employee or diminish the level of employee's commitment to the organizational goals. More importantly, it might also alienate the employee from the organization which can lead to employee turnover. Again, this might influence the employee to focus strictly on the contractual function or role in the organization and that the need for mutual agreement between the leader and the subordinates is palpable.

Additionally, social approval is a positive way of supporting, indicating your personal respect or approval for others and the notion of reciprocal relations as its name implies (Tyson & Jackson, 1992). A mutual exchange process of service creates a bond between parties involving in the social exchange. Offering a reward induces a receiver to reciprocate or do similar action or service to the donor (Blau, 2009). Blau (2009) further explains that one good turn deserves another and that any-body who, one way or the other, has been favored by another feels grateful and indebted to the giver. The reciprocating effect of this favor fortifies the social exchange interaction or bond between the two parties. Generally, human beings are egoistically motivated by their action to want everything for themselves.

“A person who fails to reciprocate favors is accused of ingratitude. This very accusation indicates that reciprocation is expected, and it serves as a social sanction that discourages individuals from forgetting their obligation to associates...An apparent altruism pervades social life; people are anxious to benefit one another and to reciprocate for the benefits they receive” (Blau, 2009, p. 26).

### **2.3 Importance of Professional Relationships**

Professional relationship is explained as where two or more people come together with a significant purpose, leading to an authentic relationship that facilitates a real dialogue to occur that extrapolates and beneath the mundane (Kroll, 2010). Kroll (2010) underscores that when such relationship becomes successful, it provides a foundation for trust, commitment, disclosure, progress, and transformation.

Sias (2009) explains that relationships are the core of the living system and the foundation of an organization. It is through these relationships that organizations enjoy harmony or emotional stability, settle dispute or anarchy and bring divided members to work together. These significant underpinning principles reflect why organizational leaders and managers should focus on building and sustaining relationships and capacities rather than laying more emphasis on tasks, functions, and hierarchies. (Sias, 2009). Sias (2009) again notes that the pattern and the extent of inter-action and connection between the leaders and the led determine the value or the quality of the relationship. The closer the leader and the members work together, the stronger the relationship and the more emotional the connection become.

## 2.4 Good Relationships in School

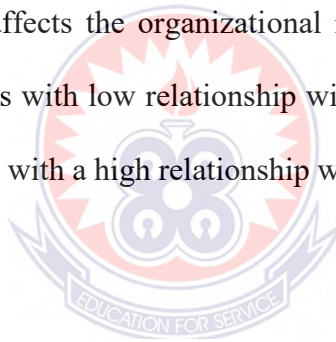
Emotions and relationship have become part and parcel of the daily activities and it is almost inevitable in the school environment, as emphasized earlier on by Sias (2009). According to Roffey (2012), in a situation where school experiences the negative of these feelings and relationships, it becomes devastating and affects the members in the school community, especially the defenseless students. However, encouraging both positive feelings and quality relationships among members in school environment does not only assist learning and make them flourish, but promotes discipline as well.

Positive relationship in schools can meaningfully transform various levels and therefore, leaders are encouraged to focus on developing quality relationship in schools to enhance educational excellence and genuine wellbeing. School leaders can be powerful initiators and drivers of quality relationships in the entire school; however, they need support from their superiors as well. Nothing succeeds like success. Celebrating and sharing good practice and the outcomes gained is effective in inspiring positive change (Roffey, 2012). Roffey, (2012) explains that human beings as we are need one another, want to feel part of or linked, connected to others and involved in a relationship that develops their mind, body and spirit. This is because people deem relationship as the cause of life satisfaction and wellbeing and that has been their social linkage since infancy. It is therefore a necessity to have the requisite knowledge to be able to deal with all diverse relationships in our schools and other places as well.

Research has shown that when colleague teachers or staff members engage in positive interactions, it strongly impacts their wellbeing. However, when teachers feel they are no more as effective as they used to be, or when they see that their skills are atrophied, they tend to isolate themselves from other teachers or the group. Again, when

teachers feel that their efforts are not acknowledged, especially by their leaders, they feel de-motivated and that can endanger the school environment with low quality exchange between members in the school. Such a negative situation can be communicated or augmented by developing a positive relationship among them to strengthen them both emotionally and practically (Roffey, 2012).

According to Green and Sherony (2002), a quality relationship among leaders and members relentlessly influences the co-worker exchange relationship within an organization. As the leader develops a positive relationship with the subordinates, it also influences the subordinate-subordinate relationship or other co-workers' attitude towards work. More importantly, an unbalanced exchange relationship of a leader in an organization negatively affects the organizational members' commitment and work attitude, as those members with low relationship with the leader might have a feeling of antipathy and members with a high relationship with the leader might also feel liked by the leader.



## **2.5 Building, Sustaining and Supporting Professional Relationships**

For a relationship to be successful there is the need to establish rapport between or among the parties involved to prepare the grounds for action to take place (Kroll, 2010). The purpose of building rapport is to make the people involved feel valued and understood (Kroll, 2010). Kroll (2010) demonstrates a clear example of rapport building that led to a professional relationship encounter with drug misusing parents and their children as a benchmark for leaders who wish to initiate a similar relationship. In this rapport building, Kroll (2010) places more emphasis on the experiences, the feelings and the expectations that the involved parties bring into the relationship, the importance of connecting life histories of the parties, and the resistance mechanism that



might expose during the process. Kroll concludes that preparation, making a warm, human connection, empathy, sympathy, and intuition are the main interpersonal skills for rapport building.

According to Bolman and Deal (2003), in building relationships managers must recognize, understand, and be able to manage the inevitable political dynamism such as interdependency, divergence interest, scarcity and power relations that generate political activity characterized organizations. Bolman and Deal (2003) contend that managers must perceive organization as a “living, screaming political arenas that host a complex web of individual and group interest”. Within these organization arenas there are political alliances of different individuals and interest groups, who bear differences in values, beliefs, information, interests, and perceptions of reality. Dealing with these differences and assigning available resources make conflict a fundamental issue and underscore power as the most significant asset of an organization. Successful managers in such environment build relationships to win support and to utilize the effort of other members to get things done, because success depends on the cooperation of others (Bolman & Deal, 2003).

Learning to work in and with relationship in educational sectors will continue to be a complex phenomenon upon practitioners due to its high demands in relation to the self-qualities, needed theoretical and intuitive capacities (Ward, 2010). For sustaining a professional relationship, Ward (2010) argues for a community of practice where teachers learn from what they experience within the group’s relationship to enable them to put their felt-experience into practice. What really matter are the nature and quality of teacher relationships and the informal behaviors in education. In this learning process, critical attention must be paid to regular meetings, ‘in between time’ communication, the value of ongoing support and supervision. Increasing the reflective

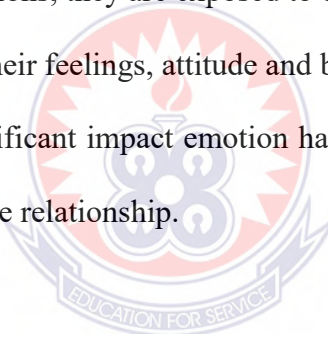
practices in the relationship assists practitioners to combine the experiences gained in the learning milieu with the relevant demands of the field of practice. Crucially, it increases the practitioners' awareness and understanding level of the associated anxieties on how to manage or cope with them in their work environment (Ward, 2010.).

Ward (2010) suggests six key principles to learning for relationship-based practice in relation to the application of the learning context to practice: 1. placing a premium on working with the experience and process of the helping relationship, 2. attending to the emotional as well as the cognitive elements in practice, 3. maximizing the opportunities for helpful communication, 4. the need for reflection at a deep level, 5. focusing on the self of the worker, and 6. an emphasis on personal qualities and values.

Simmonds (2010) identified two significant forms by which power and authority are used in relationships and in relating in groups: dominant/submission and supportive/companionable. However, power use within a supportive/companionable relationship appears exclusively needed in organizations. The basis for these necessities stems from the idea that accuracy and effectiveness of task is dependent on the members' understanding of the purpose, the importance of the task and the feeling of shared ownership in the task. It is also dependent on the level of respect both parties have for one another. Simmonds (2010) cautions that:

“It is important to recognize that whatever intentions a person might have, in principle, to be supportive and companionable in their relating does not make them immune to be pulled into a dominant/submissive form of relating”.

According to Simmonds (2010), the dominant/submissive form of power and authority in relationship groups and those characterized by assessment culture and compliance, often makes members feel in themselves fear, anxiety, shameful to share their private information in the relationship. These limit members to take a disengaged position at meetings, to protect themselves in a form of defense from further emotional problems thereby taking a submissive position in pretense. To better assist people to work in a professional relationship as previously described, Ward (2010) stresses the necessity for practitioner to extrapolate the instructional style of education to a process of increasing understanding of emotional process. McColl-Kennedy and Anderson (2002) emphasize that as long as leaders and members involve themselves in a series of relationships or interactions, they are exposed to circumstances that create emotions that can possibly impact their feelings, attitude and behaviors. It is worthwhile to draw more attention to the significant impact emotion has on both the leadership style and workers performance in the relationship.



## **2.6 Professional Relationship and Emotion**

In professional educational field, relationship is associated with people's emotions, and if proper care is not taken, it might trigger and its consequences will negatively affect the working environment and performance of a group (Goleman et al, 2001). Goleman et al. (2001) caution that a leader's mood, to a certain extent, is literally communicable, as it diffuses rapidly and inexorably throughout the organization. The leader's emotional intelligence creates a culture where information sharing, trust, healthy risk-taking and learning flourish. Using meetings, reflection and insight, discussion and thinking space are ways to cultivate and support people's ability for relationship-based practice at the workplace (Ward, 2010). Workplace is one of the

most interpersonally frustrating environments that people must pay attention to, and the understanding of the accompanied emotion is critical (McColl-Kennedy & Anderson, 2002).

Principals often show exceedingly positive emotion and like toward teachers who, in their views, perform above average compared to teachers who do poorly (Yariv, 2009, 445). This often causes leaders to pay more attention, show respect, provide more opportunity and interact frequently well with a few liked individuals called in-group members, rather than others who receive less attention, respect, interaction opportunities, also called out-group members (Graen & Uhl-Bien, 1995). Yariv (2009) contends that such differentiation or out-group people in an organization occur as a result of the attitudes of leaders who disregard members and look down upon them as neither qualified nor motivated. With that in mind, the leader's behavior then becomes highly dictatorial and the pattern of communication towards such people becomes unidirectional.

This stigmatization of being weak teachers makes them feel less committed and enthusiastic towards task obligations (Yariv, 2009). The unbalanced exchange relationship of leaders in organizations, negatively affects members' commitment and work attitude as the out-group members might have the feeling of antipathy and the in-group might also feel liked by the leader (Green & Sherony, 2002).

Emotion makes people feel continuously ensnared in a toxic state (Goleman, 1995). Miner (2005) affirms that the relationship between the leader and the members in organization is a much more internal phenomenon and it is the most important consideration leaders must observe. In an organization or at the workplace, it is anticipated that both the leader and the followers can feel and display emotions

(McColl-Kennedy & Anderson, 2002). What is needed to support members in professional relationships is a secured and safe environment within which members will feel free to discuss and share their emotional feelings and challenges. If people work within a hostile or critical environment, there is the likelihood for members to harbor unspoken assumptions in them (Ward, 2010). Ward (2010) amplifies that, what is needed is an environment of mutual trust and respect in which all members will feel able to contribute on an equal footing unspoken assumption.

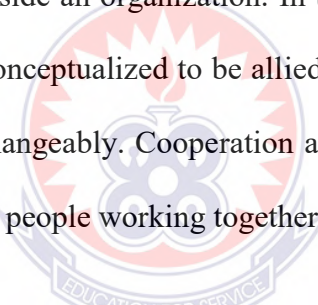
Whatever substantial leaders wish to achieve must have a purposeful meaning that emanates from within. Personal enthusiasm or self-motivation or inner feeling is a valuable key that helps leaders to transcend the present circumstances into the future (Kouzes & Posner, 2007.) Kouzes and Posner (2007) address that if leaders are not motivated and committed to whatever they do; they cannot make others motivated or committed to do likewise. Relationship is a reciprocating process - if leaders recognize, value and care for others, it will induce them to return, if not more, the same to them. People who are intrinsically motivated extrapolate what is expected of them in terms of work performance. However, those who are extrinsically motivated or controlled do not work well when the reward or the punishment is removed. This is because passion is the antecedent to compassion. (Kouzes & Posner, 2007)

Communication is the process through which individual members in an organization create and share information among themselves to attain a mutual understanding (Rogers, 1995). Leaders must be vigilant of their mode of communication with members in relationship since communication transforms the attitudes and behaviors of others to meet collective organizational goals and needs (Hackman & Johnson 2004). The goal of communication in a group places more

emphasis on creating a shared reality between the message senders and the receivers (Hackman & Johnson, 2004).

## **2.7 The Value of Trust in Professional Relationship**

Recently, trust relationship and collaboration have been projected as indispensable re-sources in school restructuring and its effectiveness and also in other organizations (Kouzes & Posner, 2007). Tschannen-Moran (2001) delineates that collaboration and trust are mutual processes which one cannot do or work without the other - they go hand-in-hand. The explanation is affirmed by Kouzes and Posner's (2007) assertion that trust is the heart of collaboration and the core of human relationship inside and outside an organization. In the same stratum, cooperation and collaboration are mostly conceptualized to be allied and regarded as synonymous and they are often used interchangeably. Cooperation and collaboration are referred to as the "the act of two or more people working together for a common purpose" (Yeatts & Hyten, 1998, pp. 56).



Study has indicated that social trust is an influential model that shapes the thinking and behavior of local school players (Bryk & Schneider, 2002). When there is ingenuousness coupled with strong interpersonal relationships in the school environment, it has the tendency to encourage a climate of trust, and those relationships lead to decision participation (Tschannen-Moran, 2001). Besides, fostering a climate of trust pays significant dividend to school, improves effectiveness, communication, organizational citizenship and student achievement, which are of worthy ends. It creates more genuine forms of collaboration between the principal and teachers, between teacher colleagues and between parents and the school. This is evident in Finland, the

world's leader measured in 15-year-old students' performance (Hargreaves & Fink, 2008).

The Finnish comprehensive schools' success has attracted the attention of the globe, and is attributed in one way or the other to the heart of human relationship that comprise Finland's educational system and society a strong and positive culture of trust, cooperation and responsibility (Hargreaves & Fink, 2008). Hargreaves and Fink (2008) point out that the enormity of trust between school principals and teachers is such that ineffectiveness and absence of principal is not deeply felt in schools since there is a sense of collaboration and togetherness among members as teachers take over.

Collaboration and trust promote sharing of resources and responsibilities and partnership and interdependency relationships. Building trust in school requires five facets of trust: benevolence, reliability, competence, honesty and openness. Principals who do not trust their teachers will not share their authority and responsibility. Teachers who do not trust one another will not give over a measure of their autonomy in order to collaborate with others. If principals and teachers are genuinely involved, it fosters more trust (Tschannen-Moran, 2001). The primary outcome of leaders who practice dictatorial leadership is due to lack of trust. Where there is no trust it is impossible for a genuine relationship to thrive between leaders and subordinates. And when this genuine relationship too is lacking between the leader and the led, effective leadership is impossible (Hitt, 1990).

Research has shown that a lack of trust and collaboration weakens organizational effectiveness and leader-member relationship (Kochanek, 2005). For example, the lack of trust leads to conflicts in schools and sometimes renders school principals under siege or prolongs efforts to overcome problems in the school

(Kochanek, 2005). Conflict conventionally refers to discrepancies between two or more individuals that bring mistrust, poor communication, and lack of cooperation (Yeatts & Hyten, 1998).

Additionally, while distrust in organizations has toxic effects on communication, it also compels employees to distort information and attitude, and it deteriorates employees' performance and makes them harbor feeling of leaving the organization especially when broken promises are rampant (Tschannen-Moran, 2001). Effectiveness of organizations are mostly impeded due to the fact that most leaders substitute trust relationship with an institution of rules and regulations which stimulates distrust and resentment and only makes easy organizational function (Tschannen-Moran, 2001). Leaders must walk the talk to create a higher level of trust and respect from followers (Mihelic, Lipicnik, & Tekavcic, 2010).

## **2.8 Leader-Member Exchange (LMX) theory**

Leaders often develop relationships with each member of the group that they lead. Effective leadership usually includes some aspects of mutual trust and cooperation as a key determinant of reciprocal influence (Yukl, 2010). Leader- members exchange theory is an example which according to Graen and Uhl-Bien (1995) describes how a dyadic relationship develops over time between a leader and a subordinate. Scheemers, J., & Creemers, B. P. M. (1996) is in support of this assertion when he explains that the leader- member exchange theory of leadership focuses on the two-way relationship (dyadic relationship) between supervisors and subordinates.

Moreover, a leader gives more responsibility benefits to a subordinate who is perceived to be competent and trustworthy. 'The quality of these leader-member



exchange (LMX) relationship influences subordinates' responsibility, decision, influence, access to resources and performances. The (LMX) also focuses on increasing organizational success by creating positive relations between the leader and subordinate. The subordinate reciprocates this trust by being loyal, cooperative, and dedicated to work.

From the theory, there is a separation of group members into subgroups as some members may have similar interests or personalities. One group is likely to be the subordinates who form an inner circle around the leader and act as assistants and advisors. This group is often referred to as the in group and they often get high levels of responsibility and access to resources and at times rewarded. Ilies et al. (2007) support this by asserting that these who form the in-group were also found to be more likely to behave in a way that benefits the group and common courtesy. For this leaders spend more time working with these individuals because these subordinates are more committed to task objectives and share more administrative duties.

On the contrary, subordinates identified among the out-group are given low levels of choice or influences and so put constraints on the leader. The contribution of the out-group is less than that of the in-group because they express less loyalty and support for the leader (Dienesch & Liden, 1986).

## **2.9 Evolution of LMX Theory**

Subordinate work output or performance critically depends on the role the leader plays and the relationship the leader develops with the subordinates (Yariv, 2009). According to Schriesheim et al. (1999) the relationship-based approach to leadership initially called the vertical dyad linkage (VDL) has undergone a significant

transformation or metamorphosis since its inception and it has consequently progressed along two very diverse lines of development, comprising Leader-member exchange (LMX) and individualized leadership (IL). Schriesheim et al. (1999) mention that a recent meta-analysis and loads of studies indicate an increasingly substantial amount of interest in the LMX model. This can be reduced by the leader improving the relationship with the members in the out-group by minimizing the number of individuals (Graen and Uhl-Bien, 1995).

Leader-member exchange theory (LMX) is higher where a group of workers and leaders are of the same gender and when they share and when they share the same growth-need strength, that is the need for achievement and accomplishment.

## **2.10 Effective Leadership Behavior and Role of the Leader**

The outcome of the behavior of a leader is a combination of both personal and social influences (Rosenfeld & Plax, 1973). Large numbers of the early literatures of the leadership behavioral styles or roles were centered on how the leader's behaviors influence the subordinates' satisfaction and performance without considering the influence of the subordinates (Hackman & Johnson, 2004). To identify and label the dimensions of leadership communication behaviors leaders exhibited that enhance the effectiveness of the organization, a series of research were carried out by scholars. Even though researchers adopted different approaches and measurement techniques, most of the results suggested some similar conclusions (Hackman & Johnson, 2004). All these scholars relatively projected a wider picture of assessment and suggested the key and common constituents of leaders' behavior: tasks performance and inter-personal relationships (Northouse, 2007).

## 2.11 Relationship

The kind of relationship existing between head teachers and teachers influences the performance of the students in school in a very great way. Thus, good relationships between head teachers and teachers can lead to success and improves academic performance amongst the students. Yukl (2010) observes that school leaders can determine the motivation amongst teachers by modifying the instructional donates at school. This will intend determine the attitude of both teachers and students towards education. By efficiently prioritizing on their relationship with teachers, head teachers can increase the motivation of students and teachers which can directly impact the performance of students.

Taking a cue from Frederick Herzberg's theory of motivation, for a conceptual framework, we consider the environmental factors that lead to performance and job satisfaction.

According to Herzberg, when an individual in a workplace is not satisfied with the working conditions, they are bound to be less motivated and thus affecting their productivity at work. Herzberg recommended a two factor model of motivation based on aspects of satisfying characteristics and dissatisfying characteristics of employees at work. The theory suggests in order for productivity to be enhanced in work places, administrators or head teachers should recognize and address both the satisfying and dissatisfying and characteristics.

Also, for effective leadership, there needs to be empowerment of subordinates by leaders in the form of autonomy, shared responsibility and influence in making important decisions (Yukl, 2010). Empowerment is primarily a result of a leader's use of delegation or consultation with individual subordinate (Vroom & Tetton, 1973).

With a lot of benefits which include improvements in decision quality, employee task commitment, employee initiative in problem solving and development of employee skills, empowerment can be necessary for job satisfaction. A school leader who employs this teacher is likely to reap a lot of benefits as the teacher becomes oriented.

The kind of leadership style exercise by school head teachers determines whether or not they will have good relationship with teachers. Leadership style can be regarded as the manner in which a person in authority leads. Most of the power studies found that expert and referent power were positively correlated with subordinates satisfaction and performance (Yukl 2010). Podsakoff et al. (1984) support this assertion by concluding that, making desirable rewards contingents on subordinate performance leads to higher subordinate satisfaction and performance. This is in the research into the association between reward power and behavioral compliance styles articulated by school head teacher influences the way in which they command and motivate teachers to realize the set academic goals.

The tasks-oriented style or communication which is also known as production-oriented, initiating structure, Theory X management and concern for production, focuses on tasks behaviors relating to goal accomplishment. Whereas the interpersonal relationship model which sometimes refers to employee oriented, consideration, Theory Y management and concern for people, also lays emphasis on the subordinates' emotions and interpersonal relationships with others within an organization or a group (Northouse, 2007, Hackman & Johnson, 2004).

Positive relationship in schools can be meaningful to transform various levels and therefore, leaders are encouraged to focus on developing quality relationship in school to enhance educational excellence and genuine wellbeing. School leaders can be

powerful initiators and drivers of quality relationships in the schools; however, they need support from their superiors as well.

Roffey (2012) explains that human beings as we need one another, want to feel part of or linked, connected to others and involved in a relationship that develops their mind and spirit. This is because people deem relationship as the cause of life satisfaction and wellbeing and that has been their social linkage since infancy.

For a relationship to be successful there is the need to establish rapport between or among the parties involved to prepare the grounds for action to take place (Kroll, 2010). The purpose of building rapport is to make the people involved feel valued and understood. Kroll(2010), demonstrate a clear example of rapport building that led to a professional relationship encounter with drug misusing parents and their children as a benchmark for leaders who wish to initiate a similar relationship .In this rapport building, Kroll(2010), places more emphasis on the experiences the feelings and the expectations that involves parties bring into the relationship, the importance of connecting life histories of the parties, and the resistance mechanism that might expose during the process. Kroll concludes that preparation, making a warm, human connection empathy and intuition are the main interpersonal skills for rapport building.

### **2.13 Leadership**

Studies have shown that modern organizations are being challenged with a continuous and progressively more complex situation than ever before and with that, the only assurance that can answer or respond to the situation is demonstrated in the rapidly growing interest in leadership (Alimo-Metcalfe & Alban-Metcalfe, 2008). For some years now, leadership research studies have shown that leader-centered approach solely focuses on the figure head as a dominant factor in organizations. These plethora

scholarships have placed much emphasis on the leader's attributes and efforts and have ignored the members' attributions to the leadership process (Iles & Preece, 2006). It is not surprising that the leader's attributes still dominate in many organizations with reference to leadership as one of the oldest concerns or preoccupations in the world (Bass, 1990).

The chapter basically places more emphasis on the leadership role or behavior. It starts by introducing a controversy or disagreement that has subjected leadership to a cross-road in 3.1. Is it a specialized role or shared influence? This is followed by discussing effective leadership behavior and role of the leader with some examples and emphasizing a multiple approach to leadership in 3.2. The next subheading is 3.3 Benefits of leadership participation that also focuses on the shift away from the unidirectional leadership focus to a collective and mutual decision-process to obtain the benefits it brings. Subheading 3.4 leadership as a relationship - stresses that effective leadership depends on collective efforts. The chapter ends in working toward a balance role in

### **2.12.1 Educational Leadership**

Educational leadership, according to Scheemers, J., & Creemers, B. P. M. (1996), refers to all leadership activities directed at the school's primary process and its immediate facilitative conditions. The writers contend that as a whole, educational leadership can be seen as a phenomenon that needs to strike a balance between several extremes: direction versus giving leeway to autonomous professionals, monitoring versus counselling and using structures and procedures versus creating a shared (achievement-oriented) culture. Some authors who define educational leadership focus more on cultural aspects (Leithwood & Montgomery, 1982), whereas others (Irwin, 1986) say more about structural conditions surrounding the instructional process. In

more recent times, views on educational leadership, motivating staff by providing incentives and creating consensus on goals is emphasised (Mitchell, 1973).

The educational leader affects school climate and student achievement. Qualitative reviews by Sammons et al, (1995) and Scheemers, J., & Creemers, B. P. M. (1996) also mention leadership as an effectiveness-enhancing condition of schooling. Levine and Lezotte (1990), mention 'outstanding leadership' and 'superior instructional leadership' in their review, mainly based on case studies with an outlier design. They also see faculty input into decision making as a characteristic of unusually effective schools. Sammons et al. (1995) refer in their review based on case studies and quantitative school and teacher effectiveness studies to 'professional leadership' as a factor for effective schools (even when taking into account their intake). They identified three main aspects: 'strength of purpose', 'a participative approach', and 'the leading professional', which refers to instructional leadership. Sammons et al. (1995) conclude that such a leadership is operating indirectly rather than directly and should work in conjunction with other key characteristics of effective schools.

The review by Scheemers and Creemers (1996), which is, among others, based on school and teacher effects research, research on instructional leadership, and research on educational change, mentions 'leadership' and 'administrator-teacher-student interactions' as categories for effective school practices. The type of management and leadership that is stressed in Cotton's work is fully in line with the concept of instructional leadership, and participative aspects of this kind of leadership are frequently mentioned in Cotton's work. With respect to the effectiveness of the leadership of schools, and, in particular, the effectiveness of educational leadership, the empirical evidence is rather weak. Hallinger and Heck (1996) conclude that 'despite the traditional rhetoric concerning principal effects, the actual results of empirical studies

in the United States (US) and United Kingdom (UK) are not altogether consistent in size or direction'.

Some empirical studies have found evidence for a positive relationship between (educational) leadership and student outcomes. For instance, Levine and Lezotte (1990) found effects of educational leadership on student achievement and well-being in secondary schools in the Netherlands. Also, in the study of Sammons et al. (1995) evidence for the effect of leadership on achievement in the UK was found, but the amount of total variance in student outcomes accounted for was very small (less than 1%). However, research by Bass (1990) in lower secondary education in France did not find an effect of educational leadership on the development of cognitive (French, mathematics and general knowledge) and non-cognitive outcomes of pupils.

Also, Rayner and Gunter (2005) mention a study in the Netherlands in which a positive association between educational leadership and outcome variables was found. Furthermore, the meta-analyses of Witziers et al. (2003) indicated a rather weak positive relationship between school leadership and achievement, with adjustments for intake differences (correction for prior achievement and/or background variables) producing somewhat higher effect sizes. They did not find a significant relationship between leadership and achievement in the Netherlands. The results of the meta-analysis of Witziers et al. (2003) indeed pointed to the weak positive relationship between leadership and student outcomes and the lack of a significant relationship in the Netherlands. One of the reasons for the rather weak or even absent relationship could be that many school leaders do not have (enough) time to perform educational leadership.



Research by Cuban (1988) indicates that this is indeed the case for many school leaders. Also, research by Rayner and Gunter (2005) indicates that school leaders are, most of the time, highly engaged with the organisational functioning of the school and have almost no time to develop and disseminate a vision of education. Hallinger and Heck (1996) conclude from research on school leadership that school leadership is working on student outcomes in an indirect way by means of mediating or moderator variables. Van de Grift and Houtveen (1999) state that not finding an effect of educational leadership in primary schools in the Netherlands in the 1980s and finding an effect of this kind of leadership in the 1990s has to do with the low occurrence of this kind of leadership in the 1980s and the higher occurrence of this leadership in the 1990s because of state stimulation of educational leadership by means of training programmes for school leaders.

Educational leadership has attracted a great deal of theoretical interest and debate. 'Leadership' as a concept has been contested with little agreement between researcher and commentators as to what it actually means. Allix and Gronn (2005) refer to the phenomenon as leadership and agree that it remains in large a theoretical enigma and paradox. Although there is no single definition that satisfies everyone, there is some agreement that 'leadership' should be differentiated from the terms 'management' and 'administration'. Leaders and managers play different roles and make different contributions – leaders have followers, managers have subordinates. Those who make the distinction portray the leader as someone who develops vision and drives new initiatives and a manager as someone who monitors progress towards objectives to achieve order and reliability. Increasingly, it is recognised that, whilst leadership and management are juxtaposed in theory, in practice the distinction between leadership and management is blurred (e.g. Muijs et al., 2006). Leadership is one dimension of a

multi-faceted role. In education, it is increasingly recognised that the traditional model of a leader as head, is no longer appropriate. Leadership has increasingly become associated with individuals at different levels within an organisation and that improvement is strongly associated with the effectiveness of leadership throughout the organisation (Gronn, 2002).

Past writings focused on situational leadership and, to some extent, transactional leadership. Situational leadership was seen to consist of four styles; directing, coaching, supporting, delegating, and four development levels on a progressive scale ranging from low competence/high commitment to high competence or high commitment. Transactional leadership could be equated with 'management' which relied on the leader-follower dichotomy, where leaders gave tasks to followers who carried them out within tightly controlled procedures. These two approaches to leadership were more concerned with structures and organisational purpose than people and, to some extent, have links with the origins of scientific management as espoused by Taylor et al. (2005). In reaction to this, more recent research has focused on such concepts as cultural leadership (Southworth, 1993), where there are suggestions that organisational cultures are created by leaders; instructional leadership (Hosking, 1988) where strategies are developed to promote effective teaching and learning and, transformational leadership (Gronn, 2002) which focuses on managing change and future outcomes. Such literature has increased the emphasis upon the links between leadership and the culture of the organisation and that leaders have the potential to change the cultural context within which people work. As a result, this literature realigns the leader-follower relationship to one where the relationship is based more for mutual benefit than power hierarchies.

More recent studies in conceptualising leadership emerging in the literature, and I would argue, of more relevance for middle-level leader-academics in higher

education, are those of post-transformational leadership (Harris, 2004) and distributed leadership (Gronn, 2002). Although both are similar, in that leadership is considered not to be the domain of the ‘leader’, there are subtle differences. Post-transformational leadership focuses on two main aspects of leadership, suggesting that: firstly, effective leaders are constantly and consistently managing several competing tensions and dilemmas, and, secondly, effective leaders are, above all, people-centred” (Harris, 2004, p. 45).

This style of leadership is based on the premise that leaders are able to interpret the situation and modify their leadership style to be consistent with the context and situation and, therefore, better able to cope with complex situations. In doing so, they do not act over others, but enable others to act by engaging the hearts and minds of followers whilst raising their levels of consciousness about the importance of goals they are pursuing for their organisation (Muijs et al., 2006). Thus, there is a distinct power shift from the earlier literature suggesting leaders have power ‘over’, to one of leadership power with. This can clearly be seen in the literature on leader-academic changing roles within higher education.

However, there is the implication in post-transformational leadership that the leader can mould and change organisational culture by engaging with its followers. Dimmock and Walker (2005) refute this, arguing that organisational culture is equally likely to, itself, change and mould leadership. This is especially likely in higher education institutions, where a strong subject-based culture exists which influences any proposed organisation change (Muijs et al., 2006). The weakness of post-transformational leadership has more recently led to researchers and practitioners espousing the value of distributed forms of leadership.

Distributed leadership is based on the premise that shared leadership is potentially more effective than a sole leader and, certainly in terms of ‘learning to lead’, staff are indeed entitled to learn through this experience in support of their professional development and career. Thus, distributed leadership reduces the power ‘over’, further suggesting that it is more than ‘enabling others to act’, to one of a shared responsibility to lead. This is of critical importance to middle-level leader-academics in higher education, who often share the dual role of academic team member and head of section, whether it be head of a department, faculty or school. It is also more relevant to the strong subject-based culture which prevails in higher education. Research has shown (Muijs et al., 2006) that authoritarian forms of leadership are far less effective than collegial processes which involve staff in decision making and initiative taking.

Post-transformational and distributed forms of leadership are not necessarily contradictory, but sit alongside each other on a continuum of leadership. Indeed, Muijs et al. (2006) report on the term ‘shared transformational leadership’ as now being coined to describe the interaction of both types of leadership to promote reform and change in a more sustainable way by involving staff at all levels.

### **2.12.2 Leadership and Management**

Ubben, Hughes and Norris (2001) assert that management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation.

Consequently, the organisation almost always has a predictable atmosphere. According to Ubben et al. (2001) the manager’s belief is that the existing standard is

good enough and there are seen no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be assumed that the primary job of a manager is the maintenance of the current model.

Leadership on the other hand, according to Ubben et al. (2001) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985) argue that managers are people who do things right and leaders are people who do the right thing. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, headmasters as leaders do manage but use their management skill from a leadership viewpoint.

Donald, Lazarus and Lolwana, (2002) assert that leadership is providing vision and direction in school whereas management is ensuring that the organisational goals are achieved. Donald et al., (2002) allude to Fullan's opinion on the difference between leadership and management and state that leadership deals with guidance of purpose and motivation while management deals with drawing, effecting and accomplishing things within the setting of effective working relations.

Similarly, there's a school of thought that leaders influence while managers implement and administer; leaders motivate while managers facilitate. Leadership and management according to Lussier and Achua (2001) and Bell et al. (2003) are interwoven. Lussier and Achua (2001) believe that successful managers employ democratic form of leadership as they work with people in the organisation. In addition to that, Bell et al. (2003) states that management entails formulating a vision for the

school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way.

Anderson, Ford and Hamilton (1998) propose that the combination of management and leadership is required to successfully transform an organisation and the people in it. Anderson et al. (1998) believe that management cannot function effectively if it does not have leadership as its cornerstone because management is 'undermined by a lack of humanity, clarity, focus, adaptability and creativity'. Anderson et al. (1998) emphasise that both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavours and assert that an individual manager must lead and each leader must manage in order to respond appropriately to the needed change.

Complementary to Anderson et al.'s (1998) opinion about the need to amalgamate both management and leadership, Shermerhorn et al. (2000) contend that the new leadership is inadequate as the emphasis on vision could be so much that the necessary day-to-day activities might be neglected. Therefore, both transformational and transactional leadership functions are needed for the success of an organisation (Leithwood & Jantzi, 2000). Nevertheless, Gronn (2003) reports that school reformers and standards proponents consider the heads as leaders instead of managers, because school reformers subscribe to the opinion that leadership is the vehicle for structural change and that the heads as the leaders of the school drive it. In effect, the heads are expected to initiate and work toward the realization of the necessary change in their schools.

In view of the above, it could be inferred that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organisational stability. Whereas, a leader's activities are directed toward establishing good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they endeavour to accomplish the shared vision in order to sustain continuous improvement of the organisational performance. However, both management and leadership skills are important for organisation's effectiveness.

### **2.12.3 Importance of leadership Practices**

There is consensus among scholars that the importance of effective leadership cannot be overemphasised. Sashkin and Sashkin (2003) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organisations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives; these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

Schermerhorn et al. (2000) maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. Thus the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness. In an organisation such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, etc. For instance, the Social Policy Research Association's findings (as reported by Soukamneuth 2004) on how leaders create circumstances for positive inter-group relations and a caring and safe

environment indicate that strong leadership is of great importance. The heads in the schools studied were able to prevent disruptive behaviour by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the headmaster as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behaviour and attitude.

The findings of Rayner and Gunter (2005) study on the relationship between head leadership behaviour and instructional practices supports the notion that leadership impacts instruction. His findings indicate that head' leadership is crucial in creating a school that value and continually strives to achieve exceptional education for students. Similarly, Waters et al. (2003) research findings indicate that heads' effective leadership can significantly boost pupil's achievement.

Apart from the fact that the heads knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on students' achievement and the implication for staff and students. In effect, the head is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals.

It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001), which portrays the headmaster/mistress as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective



headmaster/mistress can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

Thus, it may be argued that an effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school. Likewise, Daresh (2003) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the headmaster/mistress in a school setting. In this context, Hurley (2001) upholds that the headmaster/mistress is the answer to a school's general development and improvement of academic performance, in that an effective headmaster/mistress creates an environment that stimulates an enthusiasm for learning.

Accordingly, it implies that the main job of the headmaster/mistress is to create an atmosphere that fosters productivity, effective teaching and learning. Therefore, the type of climate that exists in a school could be used as a yardstick to measure the headmaster/mistress's effectiveness.

Cunningham and Cordeiro (2000) and asserts that the headmaster/mistress is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success and expected to explore and judiciously utilize the resources for continuous improvement in organisational performance. By implication, if the headmaster is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. The question is whether the headmasters/mistresses in Botswana Community Senior Secondary Schools carry out their duties such that a positive climate is promoted to improve productivity.

In view of the afore-stated views, in the context of this project, leadership will be perceived as the ability of the headmaster/mistress to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organisational performance and enhance individual development leadership is an integral part of this study therefore various perspectives on leadership will be discussed.

#### **2.12.4 Leadership Styles**

Every leader in every organisation performs certain roles/tasks for the smooth running of the organisation and improvement of organisational performance. The manner the leader performs these roles and directs the affairs of the organisation is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasises the task or human relations is usually considered central to leadership style.

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2003). However, Rayner and Gunter (2005) assert providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organisational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella & Smith, 1989).

#### **2.12.4 Autocratic Leadership Style**

Headmasters face a lot of challenges in their leadership style as some heads decide and expect the staff to implement whatever decision taken, unilaterally and this brings about problems.

According to Kavanaugh and Ninemeier (2001) an autocratic style is embedded in leaders who have full organisational power and authority for decision making without sharing it with their subordinates, while a democratic style implies that leaders share their authority of decision making with employees and delegate, and finally a laissez-faire or free-rein style exists where leaders give their employees most of the authority over decision making. Centralised organisations seem to favour an autocratic style, while decentralised organisations seem to prefer a democratic style (Woods & King, 2002), and organisational culture can therefore be strongly influenced by national culture which may determine the prevalent leadership style (Rollinson, 2005).

However, in Jordan, the style of leadership appears inconsistent. Al-Hajjeh (1984) assumed that Middle Eastern managers encouraged autocratic leadership, as they had a negative impression about the ability of subordinates to carry out instructions. In support, Jar-Allah (2000) indicated that autocratic leadership was the most common style in industrial organisations in Jordan. In contrast, Yousef (1998) assumed that a consultative style prevailed in non-Western countries particularly in Arab countries, and indeed, Yousef (1998), found that participative or consultative leadership behaviour, as perceived by employees, was prevalent in Arabian countries.

#### **2.12.5 Democratic leadership style**

This type of leadership style is grounded in the thesis that the organisation is the responsibility of all, even though the leader has a primary role of guiding the rest of the group in arriving at the collective mission (Afful-Broni, 2004). It consists of the leader

sharing the decision-making abilities with group members by promoting the interest of the group members and by practising social equality (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000). Mankoe (2007), also submits that power sharing and participative decision-making characterise this style of leadership. According to him, 'responsibility is spread rather than centralised'. The democratic leadership style does not necessarily mean that the leader is a group facilitator whose task is to help the group reach a consensus (Archer & Adentwi, 2006). Mankoe (2007) contends that the democratic leader prefers to adopt influence mechanisms that appeal to high level needs for belongingness, challenge, autonomy and self-actualization.

#### **2.12.5 Laissez-faire leadership style**

The term 'laissez-faire', according to Afful-Broni (2004), is of French origin, meaning 'let them do what they wish' while Mankoe (2007), explains the term as 'leave it alone'. According to Mankoe (2007), the laissez-faire leader gives his subordinates total freedom to select their objectives and monitor their own work. Under this approach, group activities are allowed to take their own course with virtually no direction from the leader (Archer & Adentwi, 2008). Afful-Broni (2004), adds that in this style, anything goes, and that there are no hard and fast rules

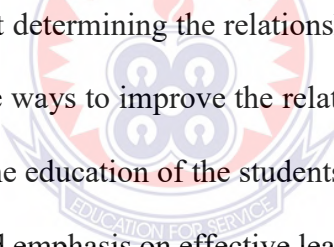
## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

Research methods explained the purpose of the study, the kind of questions being addressed, the techniques used for collecting data, approaches for selecting samples and how the data was analyzed. The chapter consists of the research design, targeted population, sample and sampling procedures, data collection instrument, data source, piloting for validity and reliability, data collection procedure, data analysis and ethical consideration.

#### 3.1 Focus of the Study



The study aimed at determining the relationship between the Head teacher and teachers and to investigate ways to improve the relationship to bring about increase in the productivity level of the education of the students in the Junior High School (JHS). The study primarily placed emphasis on effective leadership and collaborative effort of leaders and their members. It also stressed teacher support and involvement in leadership through developing and sustaining a quality relationship between Head teacher and teachers. The study was timely in relation to modern day leadership behavior that is embedded in the leaders' capability to associate and cooperate with others in a relationship for the betterment of people involved, the organization and the society at large. Research indicates that school leadership is a property that teachers must have to contribute to school improvement (Daresh 2003).

The study addresses these research questions:

What are the problems associated with head teacher-teacher relationship?

What is the nature of head teacher- teacher relationship?

What are the perceived effects of head teacher-teacher relationship on the academic performance of basic schools in Ofoase Circuit?

The research may influence leaders and managers to shift away from the traditional thinking approach which either focuses on the leaders or the subordinates, to make leadership accessible to all subordinates, by making LMX process prescribed as more equitable and the model more palatable for practitioners who might feel alienated or uncomfortable with the inequity issue (out-group). It may create a potential for high quality partnership to enhance the possibility for more effective leadership and expanded organizational capacity (Graen & Uhl-Bien, 1995)

According to Afful-Broni (2004), it can prepare a fertile ground for better cooperation or teamwork among staff, students, directorate of education and parents, which is undoubtedly a necessity for effective leadership in Ghana. Evidence from several types of research indicates that shared responsibility and empowerment of subordinates is more effective than leadership by a single individual (Yukl, 2010).

### **3.2 Research Design**

The researcher used descriptive survey design for the study. According to Denscombe (2003), descriptive survey is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing. The descriptive survey design method deals with questions concerning what exists with respect to variables or conditions in a situation (Ary et al. 1990).

Polit and Hungler (1995) stated that a descriptive survey aims primarily at describing, observing and documenting aspects of a situation as it occurs rather than

explaining them. A descriptive research presents a picture of the specific details of a situation and collects data, and answer research questions concerning the status of the subject of study to draw meaningful conclusions. Descriptive survey design has the advantage of providing the researcher with more information from a large number of respondents.

### 3.3 Population

Population is the group of individuals that the researcher generalizes his findings to (Kusi, 2012). Population is a group of individuals or people with the same characteristics and in whom the researcher is interested. The Ofoase Circuit has fourteen public basic schools namely:

1. Bontodiase Methodist B basic school
2. Bontodiase Presbyterian basic school
3. Bontodiase Methodist A
4. Bontodiase/Asuboa R/C Primary
5. Al-hul Bait Islamic basic school
6. Asuboa North D/A JHS
7. Nyamebikyere No 1 D/A basic school
8. Nyamebikyere No 2 D/A Basic
9. Ofoase D/A JHS
10. Ofoase Catholic D/A Model Basic
11. Ofoase R/C B Primary
12. Ofoase R/C JHS
13. Quaraniya Islamic Basic
14. Yaw Nkran D/A prim.

The study targeted all the 114 teachers in public basic schools of the Ofoase Circuit in the Akyemansa District as its population.

### **3.4 Sample and Sampling Procedure**

According to Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine an appropriate sample size for the study, an updated list of all the teachers in public basic schools of the Ofoase Circuit was obtained from the Akyemansa District Director of Education. Census sampling was used to select all the 114 teachers in the eight public basic schools of the Ofoase Circuit for the study as they were all involved in the day to day activities of the school with the head teachers.

### **3.5 Data Source**

The researcher used both primary and secondary data for the study. The primary data was used for analysis and the secondary data gathered enabled the work to be based on academic viewpoint.

#### **Primary data**

Closed ended questionnaire was the technique used to collect the primary data. Structured questionnaire was used so as to gather more information for the study.

#### **Secondary data**

Secondary data was gathered from books, published and unpublished materials. The main sources of the secondary data were the University library and various text books.



### **3.6 Data Collection Instrument**

A research tool is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire as the data collection instrument for the study. Questionnaires are systematic compilation of questions that are administered to a sample population in research (White, 2005). The questionnaires were designed and administered personally by the researcher on the 114 respondents to collect data for the study.

### **3.7 Piloting**

The reliability and validity of the instrument was obtained by piloting the instrument at St. John's Catholic D/A Model Basic School which is nearer to the study area. Bell (2008) stated that piloting is to get the bugs out of the instrument for respondents not to experience difficulties in filling the questionnaire and also to have preliminary analysis to see if the wording and format of the questionnaire items are appropriate.

#### **Validity**

Validity is the degree to which a test measure what it is supposed to measure. The validity of the instrument was ascertained through literature searches, expert opinions from my research methods lecturer and my supervisor.

#### **Reliability**

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. To ascertain this, the questionnaire were administered on the same

10 respondents sampled randomly at St. John's Catholic D/A Basic School which is nearer to the study area, twice in the pilot study with a grace period of two weeks between the first and second test and the result correlated to know the reliability of the instrument. A reliability test yielded cronbach alpha of 0.79.

### **3.8 Data Collection Procedure**

The researcher sought permission from the Akyemansa District Director of Education before undertaking the study. The researcher afterwards, visited the sampled population and there and then, the questionnaires were administered on the respondents. The respondents were given a one week interval before the questionnaires were collected.

### **3.9 Data Analysis**

The data collected were analyzed using descriptive statistics with percentages and frequencies. The data were cleaned with the aim of identifying mistakes and errors which may have been made. A codebook for the questionnaire was prepared to record all the responses and then data were computed using the Statistical Package for Social Sciences (SPSS) software package. Tables with frequencies and percentages were used in the data presentation.

### **3.10 Ethical Consideration**

The researcher in no way forced the questionnaire on the respondents. The researcher explained in details, the purpose of the study to the respondents for them to cooperate to take part in the study and give information voluntarily. The respondents

were assured that the information they would give, would be treated with utmost confidentiality and would be used for the purposes of the study.



## CHAPTER FOUR

### ANALYSIS AND DISCUSSIONS

#### 4.0 Introduction

This chapter is a presentation of the findings of this study. This chapter has been divided into distinct parts to allow clarity in presentation, in relation to research questions. The chapter begins with the demographic characteristics of respondents followed by the findings which are presented in figures and percentages in tables. The demographic data of the respondents of the study is presented in Table 4.1.

#### 4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in Table 4.1



**Table 4.1: Demographic Characteristics of Respondents**

Variable	Frequency	Percentage
<i>Sex</i>		
Male	66	58
Female	48	42
Total	114	100
<i>Age</i>		
21-30 years	27	24
31-40 years	34	30
41-50 years	32	28
51-60 years	21	18
Total	114	100
<i>Educational Background</i>		
Diploma	49	43
Bachelor's Degree	54	47
Masters' Degree	11	10
Total	114	100
<i>Teaching Experience</i>		
1-5 years	24	21
6-10 years	25	22
11-15 years	29	25
16-20 years	27	24
21 years and above	9	8
Total	114	100

Source: Field Data, 2020

The result in Table 4.2 shows that majority of the respondents (58%) were males while nearly half of the respondents (42%) were females. Twenty-four percent (24%) of the respondents were aged between 21-30 years, thirty percent (30%) of the respondents were aged between 31-40 years, twenty-eight percent (28%) of the respondents were aged between 41-50 years while eighteen percent (18%) of the respondents were aged between 51-60 years.

On the issue of respondents educational background, forty-three percent (43%) of the respondents were diploma certificate holders, nearly a half (47%) of the respondents were bachelor's degree holders whilst one-tenth (10%) of the respondents were master's degree holders.

On the issue of respondents teaching experience, twenty-one percent (21%) of the respondents had worked for between 1-5 years, nearly a quarter (22%) of the respondents had worked for between 6-10 years, a quarter (25%) of the respondents had worked for between 11-15 years, slightly below a quarter (24%) of the respondents had worked for between 16-20 years while only eight percent (8%) of the respondents had worked for 21 years and above which means that all the respondents were matured professional and capable of taking part in the study.

## **4.2 Answers to the Research Questions**

### **Research Question 1: What is the Nature of Head Teacher-Teacher Relationship in Basic Schools?**

The interpersonal relationship or engagement or collaboration, to which this study is connected, refers to people's involvement and collaboration in the leadership process. As emphasized earlier on by Gardner (1979), people such as sales people,

politicians, teachers, clinicians and religious people are different and come to organizations with different cognitive talents. Gardner proposes two kinds of immeasurably essential personal brainpowers that all leaders must have but that have been less understood and elusive to research in leadership relationships: Interpersonal intelligence is “the ability to understand other people: what motivates them, how they work, how to work cooperatively with them”. Intra-personal intelligence is the capacity to notice one’s own moods and ability to draw conclusions about one’s feelings as a means of understanding and guiding behavior. The respondents were asked to indicate their agreement or disagreement with the following statements on how head teachers are perceived to relate to teachers in basic schools. Table 4.2 shows the results.

**Table 4.2 Nature of Head Teacher-Teacher Relationship in Basic Schools**

Statements. My head teacher.....	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Involves teachers in the preparation of the School Performance Improvement Plan (SPIP)	47 (41)	50(44)	12(11)	5(4)
Delegates responsibilities to other teachers when necessary	42(37)	52(46)	14(12)	6(5)
Organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	36(32)	65(57)	7(6)	6(5)
Includes staff in decision making on all issues bothering on the welfare and academic life of the staff	31(27)	68(60)	10(9)	5(4)
Encourages teachers who maintain high standard of performance in their duties	54(47)	58(51)	2(2)	-
Takes personal interest in the promotion and continuous development of teachers	60(53)	44(39)	5(4)	5(4)

Source: Field Data, 2020

Table 4.2 indicates that majority of the respondents (85%) agreed that their head teachers relate well with them as they involve teachers in the preparation of the School

Performance Improvement Plan (SPIP), while far less than a quarter of the respondents (15%) disagreed. The result clearly shows that teachers are involved in the preparation of the School Performance Improvement Plan (SPIP) which is a good head teacher-teacher relationship. Majority of the respondents (83%) agreed that their head teachers relate well with them as they delegate responsibilities to other teachers when necessary, while few of the respondents (17%) disagreed. The result clearly shows that the head teachers delegate responsibilities to other teachers when necessary which is a good head teacher-teacher relationship.

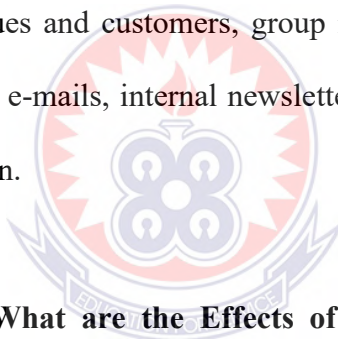
Again, majority of the respondents (89%) agreed that their head teachers relate well with them as they organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time while very few of the respondents (11%) disagreed. The result shows that the head teachers organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time which is a healthy head teacher-teacher relationship. Again, a large number of the respondents (87%) agreed that their head teachers relate well with them as they include staff in decision making on all issues bothering on the welfare and academic life of the staff, while a hand full of the respondents (13%) disagreed. The result means that the head teachers include staff in decision making on all issues bothering on the welfare and academic life of the staff which is a positive head teacher-teacher relationship.

Furthermore, majority of the respondents (92%) agreed that their head teachers relate well with them as they encourage teachers who maintain high standard of performance in their duties, while a very few number of the respondents (2%) disagreed. The result shows that the head teachers encourage their teachers who maintain high standard of performance in their duties which is a worthy head teacher-



teacher relationship. Finally, nearly all of the respondents (92%) agreed that their head teachers relate well with them as they take personal interest in the promotion and continuous development of teachers, while only 8% of the respondents disagreed. The result therefore shows that the head teachers take personal interest in the promotion and continuous development of teachers which is a good head teacher-teacher relationship.

All the results in Table 4.2 agree with Cropanzano and Mitchell (2005) that social exchange in schools involves a series of interactions that create commitment and interdependency relations. These mutually supporting relations can create a high-quality relationship. (Threnholm & Jensen, 2008) also states that within an organization such as a school, abounds numerous forms of communication encounters: face-to-face interactions with colleagues and customers, group meetings, performance appraisals with supervisors, memos, e-mails, internal newsletters, and annual reports or mission and vision plans, and so on.



**Research Question 2: What are the Effects of the Nature of Head Teacher-Teacher Relationship on the Academic Performance of Basic Schools in Ofoase Circuit?**

In the literature review, it was stated that emotions and relationship have become part and parcel of the daily activities and it is almost inevitable in the school environment, as emphasized earlier on by Sias (2009, p. 1-2). According to Roffey (2012, p. 146.), in a situation where school experiences the negative of these feelings and relationships, it becomes devastating and affects the members in the school community, especially the defenseless students. The respondents were asked to indicate their agreement or disagreement with the following statements of the perceived effects

of the nature of head teacher- teacher relationship on the academic performance of basic schools. Table 4.3 shows the result.

**Table 4.3 Effects of the Nature of Head Teacher- Teacher Relationship on the Academic Performance of Basic Schools**

Statement: My head teacher.....	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Creates supportive environment that promote teachers to teach to the understanding of students to improve students academic performance	36 (32)	62(54)	16(14)	-
Creates a productive atmosphere for teaching and learning and promote teacher and student success.	40(35)	50(44)	18(16)	6(5)
Provides feedback and appraisal for teachers self-confidence	35(31)	58(51)	21(18)	-
Gives teachers the boldness and ability to instruct students successfully and instill discipline to improve school success	44(39)	47(41)	13(11)	10(9)
Supports and motivates teachers to enhance their confidence level in self-efficacy to improve school performance	41(36)	57(50)	11(10)	5(4)
Provides collegial trust and teacher effectiveness for a successful school	56(49)	49(43)	9(8)	

Source: Field Data, 2020

Table 4.3 shows that majority of the respondents (84%) agreed that the nature of head teacher- teacher relationship creates supportive environment that promote teachers to teach to the understanding of students to improve academic performance of the school while sixteen percent (16%) of the respondents disagreed. The result indicates that the nature of head teacher- teacher relationship affects the performance of the school positively as it creates supportive environment that promote teachers to

teach to the understanding of students thereby improving students' academic performance.

Slightly above three-quarter of the respondents (79%) agreed that the nature of head teacher- teacher relationship creates a productive atmosphere for teaching and learning and promotes teacher and student success to improve academic performance of the school while twenty-one percent (21%) of the respondents disagreed. The result indicates that the nature of head teacher- teacher relationship affects the performance of the school positively as it creates a productive atmosphere for teaching and learning and promotes teacher and student success which eventually improve the academic performance of the school. Slightly above four- fifth of the respondents (82%) agreed that the nature of head teacher- teacher relationship provides feedback and appraisal for teachers self-confidence in the teaching and learning process to improve academic performance of the school while almost one- fifth of the respondents (18%) disagreed. The result affirms that the nature of head teacher- teacher relationship affects the performance of the school positively as head teachers provide feedback and appraisal for teachers' self-confidence which improves the schools' academic performance.

Moreover, majority of the respondents (80%) agreed that the nature of head teacher- teacher relationship give teachers the boldness and ability to instruct students successfully and instill discipline to improve school success while twenty percent (20%) of the respondents disagreed. The result confirms that the nature of head teacher- teacher relationship affects the performance of the school positively as it gives teachers the boldness and ability to instruct students successfully and instill discipline to improve school success which is laudable. Nearly nine- tenth of the respondents (86%) agreed that the nature of head teacher- teacher relationship supports and motivates teachers to enhance their confidence level in self-efficacy to improve school

performance while 14% of the respondents disagreed. The result depicts that the nature of head teacher- teacher relationship affects the performance of the school positively as it supports and motivates teachers to enhance their confidence level in self-efficacy to improve school performance which is very good in the teaching and learning environment.

Finally, almost all the respondents (92%) agreed that the nature of head teacher-teacher relationship provides collegial trust and teacher effectiveness for a successful school while only 8% of the respondents disagreed. The result indicates that the nature of head teacher- teacher relationship affects the performance of the school positively as it provides collegial trust and teacher effectiveness for the success of the school.

All the results in Table 4.3 are in tandem with Settoon et al. (1996) that adequate and quality support motivates employee commitment to organizational goals, and creating quality social relationship makes employees feel belonged and work with maximum effort towards achieving the organizational goals. Roffey (2008) also asserted that encouraging both positive feelings and quality relationships among members in school environment does not only assist learning and make them flourish, but promotes discipline as well. Roffey continues that research has shown that when colleague teachers or staff members engage in positive interactions, it strongly impacts their wellbeing. However, when teachers feel they are no more as effective as they used to be, or when they see that their skills are atrophied, they tend to isolate themselves from other teachers or the group. The results are also supported by Tschannen-Moran (2001) who stated that collaboration and trust promote sharing of resources and responsibilities and partnership and interdependency relationships. Building trust in school requires five facets of trust: benevolence, reliability, competence, honesty and openness. Heads who do not trust their teachers will not share their authority and

responsibility. Teachers who do not trust one another will not give over a measure of their autonomy in order to collaborate with others. If heads and teachers are genuinely involved, it fosters more trust

### **Research Question 3: What is the Challenges Associated with Head Teacher-Teacher Relationship?**

According to Simmonds (2010), the dominant/submissive form of power and authority in relationship groups and those characterized by assessment culture and compliance, often makes members feel in themselves fear, anxiety, shameful to share their private information in the relationship. These limit members to take a disengaged position at meetings, to protect themselves in a form of defense from further emotional problems thereby taking a submissive position in pretense. To better assist people to work in a professional relationship as previously described, Ward (2010) stresses the necessity for practitioner to extrapolate the instructional style of education to a process of increasing understanding of emotional process. McColl-Kennedy and Anderson (2002) emphasize that as long as leaders and members involve themselves in a series of relationships or interactions, they are exposed to circumstances that create emotions that can possibly impact their feelings, attitude and behaviors. This shows that there are challenges associated with head teacher-teacher relationship in involvement in decision making of which if not handled well breeds pretention among staff.

There seem to be other challenges associated with head teacher-teacher relationship so the respondents were asked to indicate their agreement or disagreement with the following statements on the challenges associated with head teacher-teacher relationship. The result is shown in Table 4.4.

**Table 4.4 Challenges Associated with Head Teacher-Teacher Relationship**

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Empowerment of staff	51(45)	43(38)	14(12)	6(5)
Respect for individual view point	48(42)	47(41)	7(6)	12(11)
Staff reward and recognition	52(46)	45(39)	11(10)	6(5)
Professional development of staff	50(44)	42(37)	13(11)	9(8)
Effective communication	56(49)	38(33)	16(14)	4(4)
Decision making process	47(41)	52(46)	13(11)	2(2)
Environmental factors	49(43)	44(39)	15(13)	6(5)

Source: Field Data, 2020

The result in Table 4.4 shows that majority of the respondents (80%) agreed that empowerment of staff is a challenge associated with head teacher-teacher relationship while 20% disagreed. Empowerment is the giving of autonomy, sharing of responsibility and having influence in decision taking which is important in teacher-head teacher relationship and there is a challenge to head teachers. Yukl (2010) states that for effective leadership, there need to be empowerment of subordinates by leaders in the form of autonomy, shared responsibility and influence in making important decisions (Yukl, 2010). Empowerment is primarily a result of a leader's use of delegation or consultation with individual subordinate (Vroom & Yetton, 1973). With a lot of benefits which include improvements in decision quality, employee task commitment, employee initiative in problem solving and development of employee skills, empowerment can be necessary for job satisfaction. A school leader who

employs this with teachers is likely to reap a lot of benefits as the teacher becomes oriented.

Again, majority of the respondents (83%) agreed that respect for individual view point is a challenge associated with head teacher-teacher relationship while 17% disagreed that respect for individual view point is needed as far as head teacher-teacher relationship is concerned in the school environment and therefore a challenge to school heads. Slightly above four-fifth of the respondents (83%) agreed that staff reward and recognition is also a challenge associated with head teacher-teacher relationship while 17% disagreed, which means that staff reward and recognition is of importance in head teacher-teacher relationship and a challenge to school heads. The result is in consonance with Roffey (2012) that when teachers feel that their efforts are not acknowledged, especially by their leaders, they feel de-motivated and that can endanger the school environment with low quality exchange between members in the school.

In support, Podsakoff et al. (1984) states that, making desirable rewards contingents on subordinate performance leads to higher subordinate satisfaction and performance. This is in the research into the association between reward power and behavioral compliance styles articulated by school head teacher influences the way in which they command and motivate teachers to realize the set academic goals.

Also, slightly above four-fifth of the respondents (81%) agreed that professional development of staff is a challenge associated with head teacher-teacher relationship while 19% disagreed which means that professional development of staff is another major challenge in head teacher-teacher relationship. Above four-fifth of the respondents (82%) agreed that effective communication is another challenge associated with head teacher-teacher relationship while 18% disagreed which means that effective

communication is paramount in head teacher-teacher relationship and a great challenge to school heads. The result confirms the assertion of Hackman and Johnson (2004) communication is the process through which individual members in an organization create and share information among themselves to attain a mutual understanding (Rogers, 1995). Leaders must be vigilant of their mode of communication with members in relationship since communication transforms the attitudes and behaviors of others to meet collective organizational goals and needs. Hackman and Johnson continued that the goal of communication in a group places more emphasis on creating a shared reality between the message senders and the receivers.

Moreover, above four fifth of the respondents (87%) agreed that decision making process is a challenge associated with head teacher-teacher relationship while 13% disagreed which means that decision making process is major challenge in head teacher-teacher relationship. Slightly above four fifth of the respondents (82%) agreed that environmental factor is another challenge associated with head teacher-teacher relationship while 18% disagreed which means that environmental factors are part of the challenges in head teacher-teacher relationship. The result is in line with Herzberg (1966) assertion that environmental factors lead to performance and job satisfaction. According Herzberg, when an individual in a workplace is not satisfied with the working conditions, they are bound to be less motivated and thus affecting their productivity at work.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the study and main findings based on the objectives of the study. The chapter also presents the conclusion, recommendations and suggestions for further studies.

#### 5.1 Summary of the Study

The purpose of this study was to examine the relationship between the head teacher and teachers and its effect on the performance of basic school in Ofoase Circuit in the Akyemansa District. The objectives of the study were to find out the nature of head teacher- teacher relationship of the basic schools in Ofoase Circuit, identify the perceived effect of the nature of head teacher- teacher relationship on the academic performance of basic schools in Ofoase Circuit and to find out the challenges associated with head teacher-teacher relationship.

The researcher employed descriptive research design with questionnaire to collect data for the study. The study targeted all the 114 teachers in public basic schools of the Ofoase Circuit in the Akyemansa District as its population. All the 114 teachers in the eight public basic schools of the Ofoase Circuit were purposively selected for the study as they were all involved in the day to day activities of the school with the head teachers.

##### 5.1.1 Main findings

The study found that the head teachers have good relationship with teachers as they involved teachers in the preparation of the school performance improvement plan, delegated responsibilities to other teachers when necessary, organized staff meetings at

regular intervals and ensured good communication between the office and the staff all the time, included staff in decision making on all issues bothering on the welfare and academic life of the staff, encouraged teachers who maintain high standard of performance in their duties and also took personal interest in the promotion and continuous development of teachers which is commendable.

The study also revealed that the effects of the head teacher-teacher relationship were that it created supportive environment that promotes teachers to teach to the understanding of students to improve academic performance, improved teaching strategies that improves students achievement, created a productive atmosphere for teaching and learning and promote teacher and student success, provided feedback and appraisal for teachers self-confidence, gave teachers the boldness and ability to instruct students successfully and instill discipline to improve school success, supported and motivated teachers to enhance their confidence level in self-efficacy to improve school performance and also provided collegial trust and teacher effectiveness for the school's success.

Finally, the study found that challenges associated with head teacher-teacher relationship were empowerment of staff, respect for individual view point, staff reward and recognition, professional development of staff, effective communication, decision making process and environmental factors.

## **5.2 Conclusions**

Based on the findings, it could be concluded that generally, head teachers have good relationship with teachers in the study area evidenced by the fact that the head teachers involved teachers in the preparation of the school performance improvement plan, delegated responsibilities to other teachers when necessary, organized staff

meetings at regular intervals and ensured good communication between the office and the staff all the time and also included teachers in decision making on all issues bothering on the welfare and academic life of the teachers which is a healthy development in the administration of a school.

Also, the nature of head teacher-teacher relationship had vast effect on the performance of teachers and for that matter the overall performance of the school in that the relationship created supportive environment which motivated teachers to teach to the understanding of students which improved their academic performance. The relationship also improved teaching strategies which improved students' achievement. A productive atmosphere was also created for teaching and learning which promoted teacher and student success.

Again, there are some challenges associated with head teacher-teacher relationship. Notable among them were empowerment of staff, respect for individual view point, staff reward and recognition, professional development of staff, effective communication, decision making process and environmental factors of which head teachers should consider and deal with them positively for the success of their schools.

### **5.3 Recommendations**

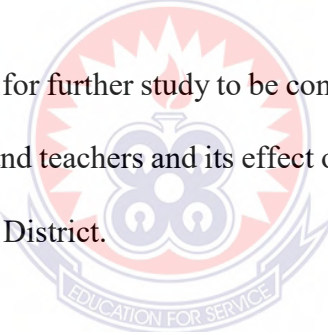
1. The Ghana Education Service (GES) in collaboration with Metropolitan, Municipal and District Directors of education should put in place training workshops on effective head teacher- teacher relationship for head teachers to further improve school success.

2. Teachers should be motivated enough through various rewards to enable teachers to put in additional effort in the teaching and learning process to improve the academic performance of the school.
3. It should be compulsory for all heads in the Ghana Education Service to undertake leadership training to upgrade their knowledge in the performance of their duties as leaders in educational institutions.

#### **5.4 Suggestions for Further Study**

The study examined the relationship between the head teacher and teachers and its effect on the performance of basic schools in Ofoase Circuit of the Akyemansa District, so further study should be done in the remaining circuits of the district.

It is also suggested for further study to be conducted to examine the relationship between the head teacher and teachers and its effect on the performance in private basic schools in the Akyemansa District.



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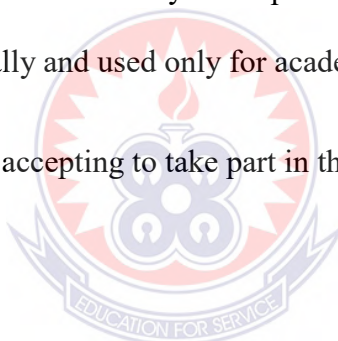
**APPENDIX A**  
**INTRODUCTION LETTER**

**Dear Respondent,**

I am conducting a study to investigate the relationship between the head teacher and teachers and its effect on the performance of basic schools in Ofoase Circuit in the Akyemansa District in partial fulfillment for the award of the Master of Arts in Educational Leadership. Therefore, you have been selected to participate in this research work.

I would therefore be very grateful if you could frankly and openly fill the attached questionnaire to gather data for the study. Your participation is voluntary and responses will be treated confidentially and used only for academic purpose.

Thank you very much for accepting to take part in the study.



Michael Addae

(Post-Graduate Student)

## QUESTIONNAIRE FOR THE RESPONDENTS

### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [] the appropriate box for your answer.

1. What is your sex?

a). Male []

b). Female []

2. What is your age?

a). 21- 30 []

b). 31- 40 []

c). 41- 50 []

d). 51- 60 []



3. What is your highest educational qualification?

a). Diploma []

b). Bachelor's Degree []

c). Master's Degree []

5. For how many years have you been teaching?

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) 21 years and above



**SECTION B– THE NATURE OF HEAD TEACHER-TEACHER  
RELATIONSHIP IN BASIC SCHOOLS**

Please, respond to the following statements on how your head teacher relates to teachers in your school by ticking [√] the number on the 4-point scale using the following keys: 1=strongly agree, 2= Agree, 3=Disagree, 4=strongly Disagree, as sincere as possibly.

No.	Statements. My head teacher.....	1	2	3	4
1	Involve teachers in the preparation of the School Performance Improvement Plan (SPIP)				
2	delegate responsibilities to other teachers when necessary				
3	Organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
4	Include staff in decision making on all issues bothering on the welfare and academic life of the staff				
5	Encourage teachers who maintain high standard of performance in their duties				
6	Take personal interest in the promotion and continuous development of teachers				

**SECTION C: EFFECT OF THE NATURE OF HEAD TEACHER- TEACHER  
RELATIONSHIP ON THE ACADEMIC PERFORMANCE OF BASIC  
SCHOOLS**

Please, respond to the following statements on the perceived effect of the nature of head teacher- teacher relationship on the academic performance basic schools by ticking [√] the number on the 4-point scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

No.	Statements	1	2	3	4
1	Create supportive environment that promote teachers to teach to the understanding of students to improve academic performance				
2	Students achievement are improved due to improved teaching strategies				
3	Create a productive atmosphere for teaching and learning and promote teacher and student success.				
4	Provide feedback and appraisal for teachers self-confidence				
5	Give teachers the boldness and ability to instruct students successfully and instill discipline to improve school success				
6	Support and motivate teachers to enhance their confidence level in self-efficacy to improve school performance				
7	Provide collegial trust and teacher effectiveness for a successful school				

## SECTION D: THE CHALLENGES ASSOCIATED WITH HEAD TEACHER-TEACHER RELATIONSHIP

Please, respond to the following statements on the challenges associated with head teacher-teacher relationship in the basic schools by ticking [√] the number on the 4-point scale using the following keys: 1=**strongly agree**, 2= **Agree**, , 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

No.	Statements	1	2	3	4
1	Empowerment of staff				
2	Respect for individual view point				
3	Staff reward and recognition				
4	Professional development of staff				
5	Effective communication				
6	Decision making process				
7	Environmental factors				