UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

HEADTEACHERS' PERCEPTION OF LEADERSHIP STYLES IN JUNIOR HIGH SCHOOLS AT TANOSO CIRCUIT IN THE TECHIMAN MUNICIPALITY OF BONO EAST REGION

AKURUGU ABOTIBONO SELINA

2021

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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

JULY, 2021

DECLARATION

STUDENTS DECLARATION

I, AKURUGU ABOTIBONO SELINA, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my 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 Dissertation was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE:.................……………...

DATE:……………………...

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ACKNOWLEDGEMENTS

I wish to express my sincere thanks to my supervisor; Dr. Lydia Osei-Amankwah for her guidance and directions towards this thesis. My profound gratitude goes to my parents; Mr. and Mrs. Akrugu David. I also express my profound gratitude to my husband; Mr. Agongo Dominic for his support and encouragement.

My appreciation goes to my children; Agongo Deborah, Agongo Tingana Drashilla, Agongo Whittal and Agongo Willington for their support and prayers. I would also want to register my sincere thanks to the headteachers at the junior high schools in Tanoso Circuit in the Techiman Municipality, Bono East Region. Finally, I am grateful to all authors whose books and materials were used as references in this research work.

DEDICATION

This work is dedicated to Agongo Deborah, Agongo Drashilla, Agongo Whittal

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ABSTRACT

The purpose of this study was to investigate headteachers' perception of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality of Bono East Region. The specific objectives of the study were to find out the common leadership styles used by the head teachers, examine headteachers' perception of leadership styles in junior high schools, and identify the factors that influence the use of leadership styles by headteachers in the selected junior high schools at Tanoso Circuit in the Techiman Municipality. The study employed descriptive survey design. The population for the study comprised headteachers of the public and private junior high schools at Tanoso Circuit in the Techiman Municipality. Purposive sampling technique was used to select 31 headteachers. Questionnaire was the main instrument used. The pilot-test yielded reliability coefficient of 0.82. The data gathered were analyzed using descriptive statistics. The study revealed that headteachers used democratic, autocratic, and laissez-faire leadership style based on the nature of work in the school, level to which a headteacher wishes to maintain control, and type of task assigned to the headteacher. The study found that headteachers' leadership style boosts teachers morale in the performance of classroom activities, and improve communication with the staff. Conclusion was made that democratic leadership style is the most common leadership styles used by the headteachers'. The study recommended that headteachers of junior high schools in the setting of the study should make use of combination of leadership styles. The application of a particular style should depend on the situation and the issue at stake.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

In education system, schools serve as the learning centers and school management process is core in actualizing the purpose of the school as an institution. This is effectively achieved through creating a school leadership process. Leadership of schools started in the old ages and has significantly implied great importance in improving the performance of teachers. Leadership is the ability to develop a vision that motivates others to move with a passion. Nyagaka and Odongo (2013) asserted that 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. Cobbold, (2012) emphasized that leadership is a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context influences the group members to commit themselves freely to the achievement of group tasks or goals.

Maicibi (2015) observed that proper leadership style leads to effective performance in learning institutions. Leadership style in many educational institutions has been facing different challenges due to its effects on the institution performance, department, and teams, as well as organizational climate and atmosphere. Leaders who want the best results should not rely on a single leadership style (Nampa, 2017). Clark and Clark (2012) explained that different people require different styles of leadership. For instance, a newly appointed teacher requires more supervision than an experienced teacher. A teacher who lacks motivation requires different leadership styles and

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supervision than one with a high degree of motivation. A leader must have an honest understanding of who his subordinates are, what they know, and what they can do.

Effective leadership is reported to have a positive relationship with improved school effectiveness and teachers' performance (Maseka & Kabeta, 2019). It must be appreciated that leaders are good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge According to Mbobola (2013) in a comparative study conducted on the effectiveness of trained headteachers with those who were untrained found that there were still higher percentages of headteachers that exhibited poor managerial skills. Kabeta, Manchishi and Akakandelwa (2015) stated that headteachers affect the teaching and learning process in the way they relate and offer leadership to teachers. The study further advises that head teachers need to be instructional leaders if the quality of teaching and learning has to improve.

Aruzie, Adjei, Mensah, Nkansah, Anorkyewaa and Frimpong (2018) revealed that effective leadership is related to school effectiveness and improvement. From Aruzie, et al. (2018) schools that are effective and have the capacity to improve are led by headteachers who made a significant and measureable contribution to the effectiveness of their staff. Darko (2008) also asserted when decision making is perceived by teachers as collegial, cooperative, consultative and providing teaching and learning resources, the performance is usually expected to be excellent and to expected standards. Minadzi and Nyame (2016) revealed that leadership style of headteachers affect teachers classroom performance. According to Minadzi and Nyame (2016) study democratic, transformational, inspirational and distributed leadership styles are preferred by the teachers.

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Mwanza (2014) revealed that headteachers' play a critical role in education since they are the ones who guide the teaching and learning processes. The head teacher is charged with the responsibility of executing the plans of the school. In order to effectively attain this goal, he or she may decide to issue job directives to the staff, have a participatory way of decision making or allow the staff freedom to exercise their responsibilities (Aunga & Masare, 2017). A headteacher who issues job directives to his staff and determines the management style alone discourages personal initiatives of staff members. This leadership style is termed autocratic (Aruzie, Adjei, Mensah, Nkansah, Anorkyewaa & Frimpong, 2018).

As indicated by Minadzi and Nyame (2016), democratic leadership decentralizes power and authority whereby decisions are made through consultations. The headteacher agrees with the staff on goals for which he/she expects to be achieved. He/she encourages personal initiatives and solutions to problems are found among the staff members. A headteacher who subscribes to autocratic management style determines school policy alone. Directives are given and must be followed without question. In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Minadzi & Nyame, 2016). A laissez-faire school's environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles applied to a specific school contextual environment. It is against these issues that the study was designed to investigate the perception of headteachers of leadership style in junior high schools at Tanoso Circuit in the Techiman Municipality of Bono East Region.

1.2   Statement of the Problem

Headteachers leadership style has been identified as one of the major issues that promote teacher's effectiveness and efficiency. Unfortunately, this important issue does not seem to be given prior attention by headteachers. Headteachers are expected to exhibit a leadership style that motivates and improve teacher's performance. Unfortunately, this important tool appears to be less focused by headteachers. An interaction with some teachers revealed that a lot of headteachers seem to be unsupportive in teachers' activities in the schools to function effectively in the classroom yet these teachers ought to perform their tasked effectively.

Research shows that leadership style influence quality of teaching and leadership. Harris (2013) indicated that the most important single factor that affect success of schools is the quality of leadership style of the head. Fullan (2015) also states that, leadership style is associated with the quality of learning and teaching. These issues motivated the researcher to investigate headteachers perception of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality of the Bono East Region.

1.3   Purpose of the Study

The purpose of this study was to investigate headteachers' perception of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality of Bono East Region.

1.4   Objectives of the Study

The specific objectives of the study were:

1. to find out the common leadership styles used by the head teachers in junior high schools at Tanoso Circuit in the Techiman Municipality.

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2. to examine headteachers' perception of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality.

3. identify the factors that influence the use of leadership styles by headteachers in the selected junior high schools at Tanoso Circuit in the Techiman Municipality.

1.5 Research Questions

The following research questions directed the study:

1. What common leadership styles do head teachers of junior high schools mostly use at Tanoso Circuit in the Techiman Municipality?

2. What perception do headteachers have on leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality?

3. What factors influence headteachers' use of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality?

1.6 Significance of the Study

The study presents a clear picture of the leadership styles employed by the headmasters of the schools. The finding of the study will help headteachers to adopt effective leadership style for the management of the schools. The study may provide the policy makers of junior high schools with information to revisit the policies, and come out with effective programmes that may positively impact on headteachers leadership style. Finally, the research will serve as essential source of reference for future researchers who will be researching into this area and its related studies.

1.7 Limitation of the Study

The major limitation of this study is the use of questionnaire, some of the headteachers were unwilling to participate in the study. This may affect the results

emanated from the study. The use of Likert-type scale was likely to limit the flow of some vital information for the study as respondents were only limited to the items provided on the question.

1.8   Delimitations of the Study

The study was delimited to the Junior High at Tanoso Circuit in the Techiman Municipality. Only headteachers were selected for the study. The study was delimited to headteachers perception of leadership styles. Areas such as common leadership styles perception and the factors that influence the use of leadership styles by headteachers were covered.

1.9   Definition of Terms

Perception: the way in which decision is understood, or interpreted by the headteachers

Leaders: Persons who lead or command a group, organization, or country

Delegate: Authority to represent others, in particular an elected representative sent to a conference

Management: The process of dealing with or controlling things or people.

Empowering: Making someone stronger and more confident, especially in controlling their life and claiming their rights.

Leadership style: A headteacher's method of providing direction, implementing plans, and motivating staff.

1.10   Organization of the study

The study was organized into five chapters. The first chapter is the introduction. It highlights issues such as the background of the study, statement of the problem,

purpose of the study, objectives and research questions. It also presented significance of the study, limitations, delimitation, definition of terms and organization of the study.

The second chapter deals with a review of literature relevant for the study. The review covered both theoretical and empirical literature relating to the subject. Chapter three discusses the methodology for conducting the study. This includes issues such as research design, population, sample size and sampling technique, instrument, validity and reliability, data collection procedure and the data analysis plan. Chapter four focuses on the results and discussion of the data gathered from the field while chapter five covers the summary of the study, findings, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter review theoretical literature on perception of leadership style among headteachers study. The literature was reviewed under the following headings: concepts of leadership, type of leadership style, factors that influence leadership style, leadership approaches and summary of literature review.

2.2   Concept of Leadership

Leadership is considered as key in any given institution and effective practices of leadership are reported to have a positive relationship which leads to increased and improved school effectiveness and performance (Bass, 2006). Leadership occurs when ever one person attempts to influence the behaviour of an individual or a group regardless of the reason. It may be for one's own goals or the goal of others and these goals may not be congruent with organizational goals (Hersey & Blanchard 2002; Hersey, Blanchard & Johnson, 2001). It must be appreciated that leaders are good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge. Effective management of an educational institution requires that the head teachers should be well versed in the key areas of educational leadership. Leadership is the means through which the leader guides the behavior of other people towards goal accomplishment (Mbobola, 2013).

Armstrong (2002) asserted that leadership is the process of influencing and supporting others to work enthusiastically towards achieving the objectives. It is the catalyst that transforms potential into reality and the ultimate act that identifies develops channels and enriches the potential already in an organization and its people. Jacques and Clement (1991) on the other hand revealed that leadership is the process in which

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an individual provides direction for other people and carries them along in that direction with competence and full commitment. Atta, Agyenim-Boateng and Baafi-Frimpong (2000) consider leadership as the process of influencing the activities of an organised group towards goal setting and goal achievement.

Oyetunyi (2006) concedes that the perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non- bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Botha (2005) define leadership as the process of motivating people to achieve specific goals. Sashkin and Sashkin (2003) define leadership as the art of transforming people and organisations with the aim of improving the organisation. According to Vroom and Jago (2007), leadership is a process of motivating people to work together collaboratively to accomplish great things. Van-Vugt, Hogan and Kaiser (2008) define leadership as influencing individuals to contribute to group goals and coordinating the pursuit of those goals. Northouse (2010) also defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal.

Yukl (2010) defines leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Leadership, according to Peretomode (2012), is an art or process by which a member of a group or organization persuades, inspires, influences the attitudes, behaviour and actions of others and directs their activities so that the group or organisation members work enthusiastically toward the accomplishment of set goals and view and improved position. A further look at leadership as a process means that leaders affect and are affected by their followers either positively or negatively. The purpose therefore, is to

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motivate, inspire and influence people's attitude and behavior to accomplish set goals for a group. It stresses that leadership is a two-way, interactive event between leaders and followers rather than a linear, one-way event in which the leader affects the followers but not vice versa. In effect, in any organization, including the school, there is the need for leaders to have powerful influence on the quality of teaching and student performance.

Educational practitioners have recognised leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000) maintain that leadership is the heart of any organisation, because it determines the success or failure of the organisation. Oyetunyi (2006) posits that in an organisation such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realisation that a shared vision focusing on the relationship between school leadership and performance of schools, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002) and Maicibi (2015) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin

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(2003) that leadership matters, because leaders help reduce ambiguity and uncertainty in organisations.

2.3   Types of Leadership Styles

Leadership style are pattern of behaviour used by a leader in an attempt to influence group members to make decisions regarding the mission, strategy and operations of the group activities (Adeyemi, 2006). Ezeuwa (2005) asserted that leadership style is the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. A leader needs to work with people, to influence them and direct them towards the achievement of organizational goals. According to Abwalla (2014), the manner in which the leader performs the roles and directs the affairs of the organization is referred to as his or her leadership style. Leadership style is therefore the way a person leads.

Okumbe (1998) defines leadership style as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. The role of a head teacher in an organization is cardinal; he among other roles: manage, motivate personnel and provide leadership (Daresh, 2002). Therefore, the leadership style that headteachers adopts to run the school will affect the performance of teachers as positively or negatively. Many leadership styles have been identified in educational leadership and management literature. The main ones are the autocratic, democratic and laissez-faire. Other leadership styles employed by headmasters may include the bureaucratic leadership style, charismatic leadership, pseudo-democratic leadership style, nomothetic leadership style, ideographic leadership style, transformational leadership style, transactional leadership style and the benevolent-autocratic leadership style.

2.3.1 Authoritarian/ Autocratic leader

Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations (Wu & Shiu, 2009). The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity is slightly higher under the authoritarian leader than under the democratic one. However, it is the lowest under the laissez-faire leader's supervision (Lunenburg & Ornstein, 2012).

In authoritarian leadership, the leaders make most or all of the decisions, without the involvement or input of the employees. Authoritarian leaders inform their subordinates on what must be done, how it should be done and when it must be completed. This kind of leader is likely to ignore suggestions made by staff members. Where quick decision making is a key factor, this particular leadership style might work well because there might not be any time to consult with staff for their involvement anyway. Brown (2003) on the other hand asserted that authoritarian leaders make decisions independently with little or no input from the rest of the group. For example, if a head within a school makes a decision for the school without talking to the teachers or getting teacher input, the decision is autocratic. Since the style does not obtain input from the teachers, in secondary schools it is usually not appropriate unless fast action is needed and teacher input is not possible. This is often considered the classical approach. It is one in which the manager retains as much power and decision-making

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authority as possible. The manager does not consult employees, nor are they allowed to give any input.

Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. Researchers found that decision-making is less creative under authoritarian leadership. Lewin also found that it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial. Studies point out that autocratic leader: rely on threats and punishment to influence employees, do not trust employees, and do not allow for employee input (Khouri & Nouthouse, 2007).

According to Musaazi (2012), in this type of leadership style the leaders determine policies alone and assign tasks to subordinates without consulting with them. They have to carry out his directives without questioning. Any grumbling about the leader's action or order is met with force. Autocratic leadership does not allow any group-inspired decisions. The leader decrees what shall be done and those being led have no choice but to accept it. The leader is always aloof from the groups. This kind of leadership is commonly called coercive leadership or dictatorship. It is a leadership imposed on the organization. According to Afful-Broni (2004), autocratic leadership style is a domineering style of administration where the leader alone dreams, determines and sets out the policies and also assigns tasks to members without previous consultation with them. Tasks and methods are imposed on members. There is very little real communication, if any between the leader and the entire group. The leader issues directives without consideration of any other expert's input first. Once the directives are given, they must be carried out without question. Yet, autocratic leadership is not all bad. Sometimes, it is the most effective style to use. These situations

can include: new, untrained employees who do not know which tasks to perform or which procedures to follow, effective supervision can be provided only through detailed orders and instructions, employees do not respond to any other leadership style, it enables close supervision and better control for the leader, there are high-volume production needs on a daily basis (Afful-Broni, 2004).

Afful-Broni (2004) further mentioned that autocratic leadership style should not be used when: employees become tense, fearful, or resentful, employees expect to have their opinions heard, employees begin depending on their manager to make all their decisions, there is low employee morale, high turnover and absenteeism and work stoppage, the varied talents among the staff are hardly seen, since staff do not get the opportunity to practice their skills, there is very little information flow, and rumors are common, negatively affecting work input, personal and skill development on the part of the staff is very rare, the leader is always is often overworked, ends up with burnout, there is little initiative on the part of the workers.

2.3.2 Democratic/participative leader

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. Okumbe (1998) revealed that democratic leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 1998).

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Cole (2005) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. Democratic style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance. Lewin, Hallinger and Leithwood (1994) concluded that democratic style of leadership is the most effective, but also pointed that the effectiveness of group leaders is dependent on the criterion which was being used to assess leadership". Thus, if leadership is assessed in terms of productivity, then autocratic style is most efficient but if the role is seen as maintaining good morale and a steady level of work, democratic style is effective. Absence of leadership style brings about lack of direction from the leader resulting in low morale and lack of interest in the work.

Nzuve (2005) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school. Democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions (Northouse, 2006).

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Lewin (2005) asserted that democratic leadership produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and respond with cooperation, team spirit, and high morale. Democratic leadership is the type of leadership where decisions are made as a group. Leaders who use a democratic style obtain the input of others before making a decision. In schools, democratic leadership style is appropriate when teachers are able to agree or when a small group of teachers are needed for the decision. In practice, democratic styles are not always practical because too many ideas can cloud the decision and make it hard for the group to make a decision. Typically, the democratic leader: develops plans to help employees evaluate their own performance, allows employees to establish goals, encourages employees to grow on the job and be promoted, recognizes and encourages achievement. Like the other styles, the democratic style is not always appropriate. It is most successful when used with highly skilled or experienced employees or when implementing operational changes or resolving individual or group problems.

Northouse (2006) mentioned that democratic leadership style is most effective when: the leader wants to keep employees informed about matters that affect them, the leader wants employees to share in decision-making and problem-solving duties, and the leader wants to provide opportunities for employees to develop a high sense of personal growth and job satisfaction. There is a large or complex problem that requires lots of input to solve. Changes must be made or problems solved that affect employees or groups of employees. Democratic leadership should not be used when; there is not enough time to get everyone's input. It's easier and more cost-effective for the manager to make the decision. The business cannot afford mistakes. The manager feels threatened by this type of leadership. Employee safety is a critical concern.

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2.3.3 Delegative/Laissez-Faire Leadership style

The laissez-faire leadership style is also known as the delegative style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible. Basically, this style looks simple and easy-going between leaders and subordinates. Leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009). Delegative leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.

According to Mbiti (2007), laissez-faire leadership style refers to style as a free-reign style where the leader does not lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods. The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing discipline in secondary schools (Wu & Shiu, 2009).

In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont, Nusche & Moorman, 2008). A laissez-faire school environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds

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in attaining the school objectives, mission, vision and philosophy depends on how he or she uses suitable management styles to a specific school contextual environment. Generally, this style of leadership is only used for delegation purposes to have a smoothly running school. The principal in a school might use this method when he is unable to perform a task or solve a problem due to having too many tasks to keep up with. Research had shown that children under delegative leadership, also known as laissez-faire leadership are the least productive of all three groups. Children in this group, made more demands on the leader, shown little cooperation and are unable to work independently.

According to Afful-Broni (2004), laissez-faire leadership is the style in which anything goes, so to speak. There are no hard and fast rules. The leader grants complete freedom or autonomy to the staff and members of the organization. Some have said that this style of leadership is witnessed in situations where the wrong person is put in charge, knowing that people put him in that position as a favour, he in turn refuses to take actions, lest he offered the stakeholders. Others also believe that the one who leads in this manner feels too overwhelmed by the position he has, and so believing that it is risky to act, ends up producing more risky effects by his inactions. The leader allows individual decisions without participation. In this style, since there are hardly any clear goals, vision or policies, the leader believes that his major role is simply to supply the needed materials to the staff and only acts when asked or forced by circumstance.

2.3.4   Bureaucratic Leadership Style

Bureaucratic leadership is where the manager manages "by the book¨ everything must be done according to procedure or policy (Aldoory & Toth, 2004). If it is not covered by the book, the manager refers to the next level above him or her. This manager is really more of a police officer than a leader. He or she enforces the rules.

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This leader follows all the rules and formalities of the organization. He does not believe in new ideas. He wants his subordinates to follow all his orders. This leadership style results in red tapism and unwanted paper work.

According to Aldoory and Toth (2004), bureaucratic leadership can be effective when: Employees are performing routine tasks over and over. Employees need to understand certain standards or procedures. Employees are working with dangerous or delicate equipment that requires a definite set of procedures to operate. Safety or security training is being conducted. Employees are performing tasks that require handling cash. This style is ineffective when: Work habits forms that are hard to break, especially if they are no longer useful. Employees lose their interest in their jobs and in their fellow workers. Employees do only what is expected of them and no more.

2.3.5 Charismatic Leadership

As mentioned by Bass and Avolio (2000), the most successful trait-driven leadership style is charismatic. Charismatic leaders have a vision, as well as a personality that motivates followers to execute that vision. As a result, this leadership type has traditionally been one of the most valued. Charismatic leadership provides fertile ground for creativity and innovation, and is often highly motivational. With charismatic leaders at the helm, the organization's members simply want to follow. It sounds like a best case scenario. There is however, one significant problem that potentially undercuts the value of charismatic leaders: they can leave. Once gone, an organization can appear rudderless and without direction. The floundering can last for years, because charismatic leaders rarely develop replacements. Their leadership is based upon strength of personality.

As a result, charismatic leadership usually eliminates other competing, strong personalities. The result of weeding out the competition is a legion of happy followers, but few future leaders. Germano (2007) asserted that charismatic leadership is one of the modern leadership styles in the changing world. In this kind of leadership, the leader uses charm to get the admiration of their followers. They show concern for their people and they look after people's needs. They create a comfortable and friendly atmosphere for followers by listening to them and making them feel that they have a voice in the decision making. Famous examples of charismatic leaders are Winston Churchill, Bill Clinton, Mother Teresa and Adolph Hitler.

2.3.6 Transformation leadership style

Transformational leadership is based on the belief that where people are committed to decisions which they participate in, they will exercise self control, self direction and be motivated (Cole, 2005). Such leaders most probably can enhance the motivation, morale and performance of staff through a variety of mechanism. Transformational Theory is one of the most current leadership theories. It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Mumbe (1995) conducted a study to investigate headteacher leadership styles and influence on academic achievement in secondary schools. In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational

principals, both the head and teachers use the term "our school" in reference to the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making (Odewunmi, 2008). Thus, it was considered suitable to have an insight into the leadership styles exhibited by school heads in secondary schools and how they influence students' performance.

Ross and Gray (2006) conducted a study on how transformational leadership behaviours contribute to increased student achievements by building teachers' professional commitment and beliefs on their collective capacity through raising the values of members, motivating them to go beyond self-interest to embrace organizational goals. Ross and Gray (2006) further asserted that transformational leadership influences teachers' professional commitment to school's vision, professional community, school norms of collegiality, collaboration, joint work and also a commitment to community partnerships. Teachers who are more committed to organizational values and its members are more likely to adopt instructional practices encouraged by the organization, assist colleagues, and work harder to achieve organizational goals, contributing to higher levels of student achievements if the school goals are focused on academic achievements.

Transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision, the transformational leader responds to followers' needs through empowerment and aligning the objectives and goals of the organization with that of followers. A high level of follower performance is attained affirmed that transformational leadership behaviours were positively related with higher performance (Bass & Avolio, 2000). Head teachers should do everything they can to give information and experience to teachers in order to accomplish certain task or jobs,

especially for those who are new in this field. This could improve their early job experience. Head teachers also should provide opportunities for committing acts and the school must show high level of commitment to the teachers in return. There is also a need for training programme, designed to improve and to increase headteachers' transformational leadership (Khouri & Nouthouse, 2007).

2.4   Factors influencing the use of leadership styles

Kendra (2011) defines leadership styles as the characteristics that critically define the leaders in organizations. He further stresses that leadership styles are mix-and-match of various traits and will in some way influence the culture of the whole organization and primary schools are not exempted. Kouzes and Posner (2002) stipulate that, specific patterns of leadership styles vary over time and across cultures. Typically, there are two types of identifiable influences to Leadership theory and style. These could be inside and outside influences or direct and indirect. No two leaders perform in exactly the same way, as each leader tends to develop his/her individuals' style. A number of factors may influence the style a leader uses. Some of the factors may develop naturally, while others are a product of the leader's environment. Some leaders may even need to adjust their leadership style to adapt to a changing culture. According to Chris, (1999), leadership styles can be influenced by personality traits, level of control, educational institution structure and experience.

A leadership style may become an extension of a leader's personality trait. If an individual is outgoing and assertive, he may prefer to communicate directly with subordinates through face-to-face interaction or confrontation, either on a group or individual basis. If the person is more reserved, he might choose to lead by example or rely on written communication. Rather than addressing a group as a whole, the reserved

leader is probably more comfortable meeting with subordinates on a one-on-one basis to provide individual direction (Chris, 1999).

The level to which a leader wishes to maintain control also influences leadership style (Kouzes & Posner, 2002). Some leaders want to be involved in all aspects of day-to-day operations and decision-making processes, which require the need for micromanaging. Others may be more trusting of their subordinates or may not want the heavy burden of making all decisions, so they tend to take a more hands-off approach by delegating responsibility. Leaders who choose to delegate may need to create an additional layer of management.

An educational institution structure and operating methods may dictate the type of leadership style that managers must adopt. Some organizations place heavy emphasis on encouraging contributions or ideas from their members, requiring an open style of leadership where members have a large say in determining their own roles and functions. Other organizations operate with more of a "my way or the highway" mentality, where leaders dictate direction and deviation or innovation is frowned upon. A leader's level of experience, both as a leader and with a particular organization can have an impact on his style (Kouzes & Posner, 2002). Someone who is new to a leadership role may be more inclined to lead "by the book" to avoid potential mistakes, while a more experienced leader will often feel more confident in following his own interpretation of rules and regulations. A leader who has been part of an organization for many years will likely have a better understanding of the organization's nuances than a new member, so she may be more comfortable when making decisions.

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2.5   Impact of Leadership Styles on Teaching and Learning

Leadership plays an important role in the attainment educational institution goals by creating a climate that would influence teacher's attitudes, motivation, and behavior. Effective leadership acts by empowering teachers to engage them and improve work outcomes (Aldoory & Toth, 2004). According to Bass and Avolio (2000), effective leadership fosters a climate of trust, nurtures teacher's confidence, and encourages teachers development. Leaders can exhibit an array of different styles, and each can have a number of positive and negative effects on teachers and the educational institution as a whole. Though the approach to leadership can play a significant role in a headteachers effectiveness, successful leaders often exhibit qualities from several different styles. Leadership style impacts the educational institutions by affecting teachers' morale, productivity, decision-making speed, and metrics. Successful leaders carefully analyze problems, assess the skill level of subordinates, consider alternatives, and make an informed choice. By choosing the most appropriate leadership style for the situation, an effective leader provides a lasting impact (Caldwell, 2004).

Nsubuga (2008) conducted a research in some selected senior secondary schools. The study was aimed to find out how leadership styles adopted by school head teachers influence the school overall performance in secondary schools in Uganda. Correlation survey design was used. In all, 625 respondents were selected. From the population, the following samples were chosen; 24 head teachers, 200 teachers, 351 students, 49 parents and 10 officers were selected. It was difficult to determine the appropriateness or otherwise of the sample since it was not mentioned. The researcher used purposive and random sampling techniques to select head teachers, teachers, parents and official from Ministry of Education and Sports (MoES) while systematic sampling was used to select students. The study established that there is a significant

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perceived leadership effect not only on the students' learning, but also an array of school conditions for that matter. This finding was also supported by Allan (1981) and Darko (2008), when they stated that principal has great impact on the administration and performance of a school. Contrarily, some earlier researchers found no perceived influence of a leader in an organisation (Brown, 2003; Salancik & Pfeffer, 1997). The study established the pivotal role of leadership in education.

Meindl and Ehrlick (1998) indicated that there is a strong positive relationship between the leadership style and school performance; the autocratic style of school head teachers has a negative effect on school performance; there was no relationship between the head teachers' number of years in service and school performance and finally, there is strong positive relationship between democratic leadership style and school performance. These findings are important to the current study due to the fact that it will seek to determine whether leadership of head teachers have some influence on teachers' performance.

2.6   Leadership Approaches and Models

The ways in which leaders behave, and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behaviour; a view of what their subordinates are like as people.

2.6.1   Theory X and Theory Y Approach

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management

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and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organising business enterprises. Accompanying this philosophy is the belief that money, fringe benefits, and the threat of punishment motivate people.

Managers who accept Theory X assumptions attempt to structure, control, and closely supervise their employees. These managers feel that external control is clearly appropriate for dealing with unreliable and irresponsible people. After describing Theory X, McGregor questioned whether this view of human nature is correct and if management practices based on it are appropriate in many situations today: Are not people in a democratic society, with its increasing level of education and standard of living, capable of more responsible behaviour? Drawing heavily on Maslow's hierarchy of needs, McGregor concluded that Theory X assumptions about human nature, when universally applied, are often inaccurate and that management approaches that develop from these assumptions may fail to motivate many individuals to work toward organizational goals.

Management by direction and control may not succeed, according to McGregor, because it is a questionable method for motivating people whose physiological and safety needs are reasonably satisfied and whose social, esteem, and self-actualization needs are becoming predominant. Management is interested in work, and work, according to McGregor, is as natural and can be as satisfying for people asplay. After all, both work and play are physical and mental activities; consequently, there is no inherent difference between work and play. In reality, however, particularly under Theory X Management, a distinct difference in need satisfaction is discernible. Whereas play is internally controlled by the individuals (they decide what they want to do), work is externally controlled by others (people have no control over their jobs). Thus management and its assumptions about the nature of people have built in a difference

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between work and play that seems unnatural. As a result, people stifled at work and look for excuses to spend more and more time away from the job in order to satisfy their esteem and self-actualization needs (provided they have enough money to satisfy their physiological and safety needs). Because of their conditioning to Theory X management, most employees consider work a necessary evil rather than a source of personal challenge and satisfaction.

In contrast, Theory Y organizations have cohesive work teams whose goals parallel organizational goals. In such organizations, there is high productivity, and people come to work gladly because work is inherently satisfying. McGregor felt that management needed practices based on a more accurate understanding of human nature and motivation. Because of his feeling McGregor developed an alternative theory of human behaviour called theory Y. This theory assumes that people are not, by nature, lazy and unreliable. It suggests that people can be basically self-directed and creative at work, if properly motivated. Therefore, it should be an essential task of management to unleash this potential in individuals. Properly motivated people can achieve their own goals best by directing their own efforts toward accomplishing organizational goals.

The impressions that one might get from this discussion of Theory X and Theory Y is that managers who accept Theory X assumptions about human nature usually direct, control, and closely supervise people, whereas Theory X managers are supportive and facilitating. We want to warn against drawing this conclusion, because it leads to the trap of thinking that Theory X is "bad" and Theory Y is "good" and that everyone is independent and self-motivated rather than, as McGregor implies, that most people have the potential to be independent and self-motivated. This assumption of the

potential self-motivation of people necessitates recognition of the difference between attitude and behavior.

Theory X and Theory Y are attitudes, or predispositions, toward people. Thus, although the "best" assumptions for a manager to have may be Theory Y, it may not be appropriate to behave consistently with those assumptions all the time. Managers may have Theory Y assumptions about human nature, but they may find it necessary to behave in a very directive, controlling manner (as if they had Theory X assumptions) with some people in the short run to help them "grow up" in a developmental sense, until they are truly Theory Y-acting people.

2.7   Summary of Literature

The review focused on the concepts of leadership styles, type of leadership style, factors that influence leadership style, and leadership approaches. It was evident from the review that leadership is considered as key in any given institution and effective practices of leadership are reported to have a positive relationship which leads to increased and improved school effectiveness and performance. The leadership style that headteachers adopts to run the school includes; autocratic, democratic and laissez-faire, bureaucratic leadership style, charismatic leadership, transformational leadership style and transactional leadership style. Leadership style impacts the educational institutions by affecting teachers morale, productivity, decision-making speed, and metrics. Successful leaders carefully analyze problems, assess the skill level of subordinates, consider alternatives, and make an informed choice.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter discusses the methodology adopted for the study. The study encompasses the research design, population, sample size and sampling technique, source of data collection, data collection instrument, validity and reliability of instrument, data collection procedure, and data analysis plan.

3.2   Research Design

This study adopted descriptive survey design. The descriptive research design was used in this study because it helps in collecting data from a large group of respondents within a relatively short period of time. Babbie and Mouton (2001) view descriptive survey as the method of research that simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the research sees. This helped the researcher to analyse and interpret the current state of the problem involved in the study, it provides analyses and helped in the interpretation of data for the guidance of the future course of action (Omari, 2011). This was supported by Newman's (2000) assertion that a descriptive survey research uses a smaller group of selected people but generalizes the results to the whole group from which the small group was chosen. The weaknesses of descriptive survey is that it presents the possibility for error and subjectivity. For instance, when a researcher designs a questionnaire, questions are predetermined and prescriptive (Omari, 2011).

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3.3   Population of the Study

Population is the total number of people having comparative qualities and are considered under fields of request (Mugenda & Mugenda, 2003). The target population comprised all the junior high schools and headteachers at Tanoso circuit in the Techiman Municipality. The data from Techiman Municipality Office for 2019 academic year put the population of public junior high school at 31 and headteachers at 31. The accessible population of the study consisted of headteachers of the public junior high schools at Tanoso circuit in the Techiman Municipality.

3.4   Sampling Technique

Purposive sampling technique was used to select 31 public junior high schools at Tanoso circuit in the Techiman Municipality. In selecting the headteachers for the study, purposive sampling technique was also employed to select all the 31 headteachers. Purposive sampling technique was used because the technique helped in selecting the respondents that could provide the necessary and sufficient information to achieve the objectives of the study. Creswell (2012) asserted that purposive sampling is used when the researcher thinks that the individuals fit the profile that need to reach. In all, 31 headteachers were used as sample for the study.

3.5   Data Collection Instrument

Questionnaire was used to gather information from the headteachers of Junior High Schools at Tanoso Circuit in the Techiman Municipality. Questionnaire was used because it can reach a large number of respondents within a short time, it gives respondents adequate time to respond to the items, offers a sense of security and confidentiality to the respondents and it tends to be objective since there is no bias resulting from the personal characteristics (Ogula, 2005).

The questionnaire was divided into four sections based on the research objectives. Section A sought views on background information of respondents. Section B dealt with leadership styles used by the head teachers. Section C demanded responses on perception of leadership styles, and Section D covered factors that influence the use of leadership styles by headteachers. The questionnaire items were rated using a four-point Likert scale with a response categories of: 1=Strongly disagree, 2 = Disagree, 3= Agree and 4= Strongly agree. Likert-type scale items are the most universal method for survey collection, because they are easily ranked (Awanta & Asiedu-Addo, 2008). The responses are easily quantifiable and subjective to computation of some mathematical analysis. Since it does not require participant to provide a simple and concrete yes or no answer, it does not force the participant to take a stand on a particular topic, but allows them to respond in a degree of agreement; this makes question answering easier on the respondent. These responses are very easy to code when accumulating data since a single number represents the participant's response. Likert-type scale items are also quick, efficient and inexpensive methods for data collection (Awanta & Asiedu-Addo, 2008).

On the other hand, Likert-type scale items fails to measure the true attitudes of respondents. Also, it is not unlikely that peoples' answers will be influenced by previous questions, or will heavily concentrate on one response side (agree/disagree) (Awanta & Asiedu-Addo, 2008).

3.6   Validity of Instrument

Validity is when the items on a scale measure the same construct and it can be evaluated sending the questionnaire item to experts in the subject to check the comprehensiveness of the items under each construct (Flynn, Schroeder & Sakakibara,

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1994). Feedback from experts were used to improve the content as well as ease understanding to eliminate ambiguity and duplication of tests (Pickard, 2012). My supervisor went through the questionnaire and check the relevance of items on the questionnaire and determined whether the items covered all the research questions. The investigation of the items helped the researcher to reshape and delete those items which were not clear.

3.7   Pilot Testing

The reliability of an instrument is the degree of consistency which measures the attribute, it is supposed to be measuring (Cooper & Schindler, 2001). Cooper and Schindler (2001) asserted that the ultimate test of a sample design is how well it represents the characteristics of the population, it purports to represent in measurement terms, and the sample must be valid. Prior to the major survey, a pilot test was carried out at Kintampo M/A JHS. The pilot test helped the researcher to assess whether the instrument is reliable by conducting reliability test. The Cronbach Alpha was used to analyze the data from the pilot-test and the coefficient obtained was 0.82. the pilot-test enabled the researcher to reframe and delete items which were not clear to respondents.

3.8   Data Collection Procedure

A letter of introduction was obtained from the head of department of educational leadership, University of Education, Winneba-Kumasi Campus to carry out the research work in the junior high schools. The researcher visited the headteachers of junior high schools and when permission was granted, the researcher administered the questionnaire personally to the respondents.

The researcher explained the items to the respondents which were not clear to them for better understanding and gave them one week to respond to the items. Out of

31 questionnaires sent out, 30 questionnaires were received. Therefore, the analysis of the study was based on 96.8% response rate. This response rate was acceptable to make conclusions for the study.

3.9   Data Analysis Plan

After cleaning up the data and rectifying the few errors that were identified in the filling of the questionnaire, the data were coded and fed into Statistical Package for the Social Sciences (SPSS) software, version 23.0, for Windows. Analysis was undertaken using descriptive statistics. The results were organized into simple tables using frequencies and percentages in order to make the presentation of the information easy for understanding.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1   Introduction

This chapter presents the results and discussion of the data collected. Analysis of responses was done according to the research objectives. It determined the leadership styles used by the head teachers, headteachers perception of leadership styles, and the factors that influence the use of leadership styles by headteachers in the selected junior high schools at Tanoso Circuit in the Techiman Municipality.

4.2   Demographic information of headteachers

The data sought to provide background information on headteachers. This included gender, age, educational level, and duration of stay as headteacher in the current school.

Table 4. 1: Gender group of respondents

Gender	Frequency	Percentage
Male	29	86.7
Female	4	13.3
Total	30	100

Source: Field Work, 2021

Table 4.1 depicts the gender of the headteachers included in the study. Out of 30 headteachers surveyed, 29 of them representing 86.7% were males while 4 respondents constituting 13.3% were females. From the results, it can be deduced that majority of headteachers were male.

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Table 4. 2: Age group of respondents

Age group	Frequency	Percentage
31-40years	3	10.0
41-50years	21	70.0
51-60years	6	20.0
Total	30	100.0

Source: Field Work, 2021

As shown in Table 4.2, three respondents representing 10.0% were between the ages of 31 – 40 years. In addition, 21 of them constituting 70.0% were between the ages of 41– 50 years, and 6 respondents representing 20.0% were aged between 51-60 years. From the results, it can be deduced that majority of the headteachers were between the ages of 41-50years. This also implies that the headteachers in the junior high schools are mature enough to handle their leadership role professionally.

Table 4. 3: Educational level of respondents

Educational level	Frequency	Percentage
Diploma	2	6.7
First degree	11	36.7
Second degree	17	56.7
Total	30	100.0

Source: Field Work, 2021

As displayed in Table 4.3, two respondents representing 6.7% were Diploma holders, 11 respondents constituting 36.7% were first degree holders, while 12 respondents constituting 63.2% were second degree holders. The finding shows that

majority of the headteachers are second degree holders and they have good educational background to ague professionally.

Table 4. 4: Years worked as headteacher in the current school

Responses	Frequency	Percentage
1-5years	4	13.3
6-10years	14	46.7
11-15years	10	33.3
Above 15years	2	6.7
Total	30	100.0

Source: Field Work, 2021

From the Table 4.4, four respondents representing 13.3% had been headteachers for a period of 1-5; 14 respondents representing 46.7% had worked for 6-10 years. However, 10 respondents constituting 33.3% had been headteachers in the current school for 11-15years. The remaining two respondents representing 6.7% of the respondents had worked as headteachers for more than 15years. From the results, it can be deduced that majority of headteachers had worked for 6-11 years. This implies that head teachers can provide information on headteachers perception of leadership styles in junior high schools.

4.3 Research Question 1: What common leadership styles do head teachers of junior high schools mostly use at Tanoso Circuit in the Techiman Municipality?

The first research question survey was designed to find out the common leadership styles head teachers mostly use. The respondents were asked to indicate their level of agreement to the statements. Presented in Table 4.5, Table 4.6 and Table 4.7 are the responses gathered

Table 4. 5: Democratic leadership style headteachers use

Items	SD		D		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%
Headteacher seeks for the opinion of the teachers	0	0.0	1	3.3	8	26.7	21	70.0	30	100
Staff meetings are periodically organised	1	3.3	4	13.3	12	40.0	13	43.3	30	100
Headteacher makes staff members know what is expected of them	2	6.7	4	13.3	3	10.0	21	70.0	30	100
Headteacher shows consideration for staff members	5	16.7	13	43.3	6	20.0	6	20.0	30	100
Students are to communicate their concerns	9	30.0	11	36.7	7	23.3	3	10.0	30	100

Source: Field Work, 2021

The finding from Table 4.5 indicated that headteacher sought for the opinion of the teachers. As many as 8 (26.7%) and 21(70.0%) of the respondents agreed and strongly agreed respectively, while 1(3.3%) of the respondent disagreed to the statement. The finding is in line with the work of Okumbe's (1998) findings that leaders exhibit democratic leadership style by seeking the opinion of the subordinate before making a decision.

On organisation of staff meetings periodically, 12(40.0%) and 13(43.3%) of the respondents agreed and strongly agreed respectively, while 1(3.3%) and 4(13.3%) of the respondents strongly disagreed and disagreed respectively. This clarifies that the headteachers conduct staff meetings periodically.

Concerning whether headteachers make staff members know what is expected of them, 3(10.0% and 21(70.0%) of the respondents agreed and strongly agreed respectively. About, 2(6.7%) and 4(13.3%) of the respondents strongly disagreed and disagreed respectively to the statement that headteachers make staff members know

what is expected of them. The result agrees with Nzuve (2005) statement that a democratic head teacher makes staff members know what is expected of them and allows staff to participate in decision-making within the framework of the mission and objectives of the school.

On the issue of headteachers showing consideration for staff members, 5(16.7%) and 13(43.3%) of the respondents agreed and strongly agreed respectively, while 5(16.7%) and 13(43.3%) of the respondents strongly disagreed and disagreed respectively to the statement that headteachers showed consideration for staff members. The results show that the headteachers show consideration for staff members.

On the issue of students communicating their concerns, 7(23.3%) and 3(10.0%) of the respondents agreed and strongly disagreed respectively, while 9(30.0%) and 11(36.7%) of the respondents strongly disagreed and disagreed respectively to the statement. The results means that students are not allow to communicate their concerns in the schools.

The finding shows that headteachers are democratic by seeking the opinion of the teachers, organizing staff meetings periodically, and making staff members know what is expected of them. The result concurs with Cole's (2005) assertion that leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. Democratic style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance.

Table 4. 6: Autocratic leadership style headteachers use

Items	SD		D		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%
Headteacher takes decision regarding school management himself	0	0.0	8	26.7	4	13.3	18	60.0	30	100
Headteacher determines policies alone	12	40.0	10	33.3	1	3.3	7	23.3	30	100
Headteacher ignore suggestions made by staff members	14	46.7	11	36.7	3	10.0	2	6.7	30	100
Headteacher assign tasks to staff without consulting them	15	50.0	8	26.7	7	23.3	0	0.0	30	100

Source: Field Work, 2021

As indicated in Table 4.6, 4(13.3%) and 18(60.0%) of the headteachers agreed and strongly agreed respectively that decision are taken regarding school management, whilst 8(26.7%) of the respondents disagreed to the statement. This indicates that the headteachers at the junior high schools take decisions themselves regarding school management.

On the issue of headteachers determining policies alone, 1(3.3%) and 7(23.3%) of the respondents agreed and strongly agreed respectively, whereas 12(40.0%) and 10(33.3%) of the respondents strongly disagreed and disagreed respectively to the statement. The finding showed that headteachers at the public junior high schools does not policies alone but rather involves other stakeholders in the school.

Again, on headteachers ignoring suggestions made by staff members, 3(10.0%) and 2(6.7%) of the respondents agreed and strongly agreed respectively, whilst 14(46.7%) and 11(36.7%) of the respondents disagreed to the statement.

On the issue of headteachers assigning tasks to staff without consulting them, 7(23.3%) of the respondents agreed, whilst 15(50.0%) and 8(26.7%) of the respondents strongly disagreed and disagreed respectively to the statement. This indicates that

headteachers in the junior high schools are autocratic by taking decision themselves regarding school management. The finding supports Lunenburg and Ornstein's (2012) statement that with autocratic leaders make most or all of the decisions, without the involvement or input of the employees. Brown (2003) on the other hand asserted that authoritarian leaders make decisions independently with little or no input from the rest of the group. Brown (2003) indicated if a head within a school made a decision for the school without getting teacher input, the decision is autocratic.

Table 4. 7: Laissez-faire leadership style headteachers use

Items	SD		D		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%
The headteacher allows staff members the freedom to work	2	6.7	2	6.7	12	40.0	14	46.7	30	100
The headteacher works without a clear plan	11	36.7	8	26.7	10	33.3	1	3.3	30	100
The headteacher provides little or no direction to students	13	4.33	13	4.3.3	2	6.7	2	6.7	30	100
The headteacher allow the students to take care of themselves	4	13.3	6	20.0	15	50.0	5	16.7	30	100
The headteacher allows teachers to make decisions	1	3.3	2	6.7	9	30.0	18	60.0	30	100
The headteacher allows teachers to do what they like	11	36.7	11	36.7	6	20.0	2	6.7	30	100

Source: Field Work, 2021

From Table 4.7, 12(40.0%) of the respondents agreed and 14(46.7%) of the respondents strongly agreed that the headteachers allowed staff members the freedom to work. However, 2(6.7%) of the respondents each strongly disagreed and disagreed to the statement. This indicates that the headteachers at the junior high schools allowed staff members the autonomy to work.

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On the issue of headteachers work without a clear plan, 10(33.3%) of the respondents agreed and 1(3.3%) of the respondent strongly agreed, whereas 11(36.7%) of the respondents strongly disagreed and 8(26.7%) of the respondents disagreed to the statement. This result indicated that the headteachers at the junior high schools have clear plan in running the school.

Again, 2(6.7%) of the respondents agreed and 2(6.7%) strongly agreed that the headteachers provide little or no direction to students. Meanwhile, 13(43.3%) of the respondents strongly disagreed and 13(43.3%) disagreed to the statement that the headteachers provided little or no direction to students.

On whether headteachers allow students to take care of themselves, 15(50.0%) and 5(16.7%) of the respondents agreed and strongly agreed respectively, whilst 4(13.3%) and 6(20.0%) of the respondents strongly disagreed and disagreed respectively to the statement.

On the issue of headteachers allowing teachers to make decisions, 9(30.0%) and 18(60.0%) of the respondents agreed and strongly agreed respectively, whereas 1 (3.3%) and 2(6.7%) of the respondents strongly disagreed and disagreed respectively to the statement headteachers allowed teachers to make decisions.

On the issue of headteachers allowing teachers to do what they like, 6(20.0%) and 2(6.7%) of the respondents agreed and strongly agreed to the statement, whereas 11(36.7%) of the respondents each strongly disagreed and disagreed to the statement. This indicates that majority of the headteachers do not permit teachers to do what they are assigned to do.

The result indicates that headteachers in junior high at Tanoso Circuit in the Techiman Municipality practice laissez-faire leadership style by allowing staff members the freedom to work, allow the students to take care of themselves, and

allowing teachers to make decisions. The finding buttresses Pont et al.'s (2008) statement that headteachers allow teachers the freedom to work and allows teachers to make decisions. According to Afful-Broni (2004) leader grants complete freedom or autonomy to the staff and members of the organization. The leader allows individual decisions without participation. In this style, since there are hardly any clear goals, vision or policies, the leader believes that his major role is simply to supply the needed materials to the staff and only acts when asked or forced by circumstance. Presented in Table 4.8 shows the common leadership style mostly used.

Table 4. 8: Common leadership style headteachers use

Item	Mean	Std. Deviation
Democratic leadership style	2.98	0.8628
Autocratic leadership style	2.23	0.9487
Laissez-faire leadership style	2.53	0.8788

Source: Field Work, 2021

As presented in Table 4.8, the democratic leadership style had a mean score of 2.98 and a standard deviation of 0.8628. Again, autocratic leadership style had a mean score of 2.23 and a standard deviation of 0.9487. On the other hand, laissez-faire leadership style had a mean score of 2.53 and a standard deviation of 0.8788. This indicates that democratic leadership is the common leadership style mostly used by headteachers at the junior high schools. The finding is in line with Chirchi et al. (2014) statement that democratic leadership style have higher mean compare to autocratic leadership which means that subordinated teachers perceived the head-teachers display more democratic leadership style than autocratic leadership style in Public Primary Schools in Bomet County, Kenya.

4.4 Research Question 2: What perception do headteachers have on leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality?

This section presents data on headteachers perception on leadership styles. Table 4.9 presents the result

Table 4. 9: Headteachers perception of leadership styles

Item	SD		D		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%
The leadership style of the head teacher boosts teachers morale in the performance of classroom activities	2	6.7	3	10.0	8	26.7	17	56.7	30	100
Leadership style improve communication with the staff	4	13.3	8	26.7	8	26.7	10	33.3	30	100
The leadership style helps heads to handle challenges more effectively.	12	40.0	13	43.3	4	13.3	1	3.3	30	100
The leadership style fosters a climate of trust	3	10.0	4	13.3	13	43.3	10	33.3	30	100
The leadership style encourages heads to bring new changes as well as creative ideas	14	46.7	13	43.3	2	6.7	1	3.3	30	100
The leadership style inspires teachers to accept any change in the school	2	6.7	2	6.7	15	50.0	11	36.7	30	100
Leadership style nurtures teacher's confidence	0	0.0	4	13.3	14	46.7	12	40.0	30	100
Leadership style reconciles the personal interests of the teachers	1	3.3	5	16.7	8	26.7	16	53.3	30	100
Leadership style encourages teachers' development.	2	6.7	4	13.3	11	36.8	13	43.3	30	100

Source: Field work, 2021

From Table 4.9, the headteachers perceived that leadership style boosts teachers' morale in the performance of classroom activities. As many as 8(26.7%) of the respondents agreed and 17(56.7%) of the respondents strongly agreed, whilst 2(6.7%) of the respondents strongly disagreed and 3(10.0%) of the respondents

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disagreed to the statement. The finding reveals that the leadership style of heads at the junior high schools' boosts teachers' morale in the performance of classroom activities. The result aligns with the work of Darko (2008) who stated that principal leadership style has great impact on the administration and performance of teachers in the classroom activities. Also, Brown (2003) affirmed that headteacher leadership style boost the morale of teachers.

Concerning whether leadership style improve communication with the staff, 8(26.7%) of the respondents agreed, and 10(33.3%) of the respondents strongly agreed. Meanwhile 4(13.3%) of the respondents strongly disagreed and 8(26.7%) of the respondents disagreed to that statement. The result showed that the leadership style employed by the headteachers improves communication with the staff at junior high schools.

On of issue leadership style helping headteachers to handle challenges more effectively, 4(13.3%) of the respondents agreed and 1(3.3%) of the respondent strongly agreed. Meanwhile 12(40.0%) of the respondents strongly agreed and 13(43.3%) of the respondents disagreed to the statement. The result showed that headteachers leadership style helps them to handle challenges more effectively.

In addition, the headteachers indicated that the leadership style fosters a climate of trust, 13(43.3%) of the respondents agreed and 10(33.3%) of the respondents strongly agreed. Meanwhile, 3(10.0%) of the respondents strongly disagreed and 4(13.3%) of the respondents disagreed. The finding concurs with Aldoory and Toth's (2004) statement that leadership plays an important role in the attainment educational institution goals by creating a climate that would foster trust and influence teacher's attitudes, motivation, and behavior.

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On whether the leadership style encourages heads to bring new changes as well as creative ideas, 2(6.7%) of the respondents agreed and 1(3.3%) of the respondent strongly agreed to the statement. However, 14(46.7%) of the respondents strongly disagreed and 13(43.3%) of the respondents disagreed that leadership style encourages heads to bring new changes as well as creative ideas. The results indicated that leadership style does not encourages headteachers to bring new changes as well as creative ideas.

On whether the leadership style inspires teachers to accept any change in the school, 15(50.0%) of the respondents agreed and 11(36.7%) of the respondents strongly agreed, whilst 2(6.7%) of the respondents each strongly disagreed and disagreed to the statement. This showed that leadership style inspires teachers to accept any change in the school. The results buttresses with the study of Aldoory and Toth (2004) that effective leadership inspires teachers to accept changes, engage them and improve work outcomes.

On the issue that leadership style nurtures teacher's confidence, 14(46.7%) of the respondents agreed and 12(40.0%) of the respondents strongly agreed to the statement. Meanwhile 4(13.3%) of the respondents disagreed that leadership style nurtures teacher's confidence. The results indicated that leadership style used by the headteachers helps nurtures teacher's confidence at the junior high schools.

On whether leadership style reconciles the personal interests of the teachers, 8(26.7%) of the respondents agreed and 16(53.3%) of the respondents strongly agreed to the statement, whilst 1(3.3%) of the respondent strongly disagreed and 5(16.7%) of the respondents disagreed that leadership style reconciles the personal interests of the teachers. The finding concurs with the study by Ross and Gray (2006) the leadership style that headteachers adopts to run the school will affect the performance of teachers

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as positively or negatively. Effective leadership style raises teacher's confidence. Leadership style of headteacher contribute to increase and build teachers confidence, professional commitment and beliefs on their collective capacity through raising the values of teachers, motivating them to go beyond self-interest to embrace the school goals.

On the issue that leadership style encourages teachers' development, 11(36.8%) of the respondents agreed and 13(43.3%) of the respondents strongly agreed to the statement. Whereas 2(6.7%) of the respondents strongly disagreed and 4(13.3%) of the respondents disagreed to the statement. The finding shows that leadership style encourages teachers' development. This finding agrees with Caldwell (2004) who indicated that choosing the most appropriate leadership style for the situation encourages teachers' development.

The finding showed headteacher perceived leadership style boosts teachers morale in the performance of classroom activities, improve communication with the staff, fosters a climate of trust, and inspires teachers to accept any change in the school. Also, it appears headteacher perceived that leadership style nurtures teacher's confidence, reconciles the personal interests of the teachers, and encourages teacher's development. The finding agrees with Bass and Avolio's (2000) statement that effective leadership fosters a climate of trust, nurtures teacher's confidence, and encourages teacher's development. Leaders can exhibit an array of different styles, and each can have a number of positive and negative effects on teachers and the educational institution as a whole. Though the approach to leadership can play a significant role in a headteachers effectiveness, successful leaders often exhibit qualities from several different styles. According to Caldwell (2004), leadership style impacts the educational

institutions by affecting teachers morale, productivity, decision-making speed, and metrics.

4.5 Research Question 3: What factors influence headteachers use of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality?

In addressing research question three, the headteachers were asked to indicate the factors that influence the use of leadership styles. Table 4.10 summarizes the findings obtained.

Table 4. 10: Factors influence headteachers use of leadership styles

Item	SD		D		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%
The nature of work in the school	2	6.7	4	13.3	14	46.7	10	33.3	30	100
The level to which a headteacher wishes to maintain control	2	6.7	2	6.7	12	40.0	14	46.7	30	100
The headteacher experience in the teaching field	2	6.7	18	60.0	4	13.3	6	20.0	30	100
A headteacher personality trait	14	46.7	8	26.7	6	20.0	2	6.7	30	100
The type of task assigned to the headteacher	3	10.0	4	13.3	6	20.0	17	56.7	30	100
Availability of resources in the school	18	60.0	5	16.7	5	16.7	2	6.7	30	100
The relationship between headteachers and teachers	1	3.3	3	10.0	12	40.0	14	46.7	30	100

Source: Field work, 2021

From Table 4.10, the headteachers revealed that the nature of work in the school influence headteachers use of leadership styles. As many as 6(20.0%) of the respondents agreed and 17(56.7%) of the respondents strongly agreed, whilst 3(10.0%) of the respondents strongly disagreed and 4(13.3%) of the respondents disagreed to the statement. The result is in line with Kouzes and Posner's (2002) findings that educational institution structure and operating methods may dictate the type of

leadership style that heads must adopt. Some institutions place heavy emphasis on encouraging contributions or ideas from their members, requiring democratic style of leadership where members have a large say in determining their own roles and functions.

On the issue that the level to which a headteacher wishes to maintain control influence the use of leadership styles, 12(40.0%) of the respondents agreed and 14(46.7%) of the respondents strongly agreed. Meanwhile, 2(6.7%) of the respondents each strongly disagreed and disagreed to the statement. The finding shows that the level to which headteacher wishes to maintain control influence the use of leadership styles. The result concurs with Kouzes and Posner (2002) who affirmed that the level to which a leader wishes to maintain control also influences leadership style. Kouzes and Posner mentioned that some leaders want to be involved in all aspects of day-to-day operations and decision-making processes, which require the need for micromanaging. Others may be more trusting of their subordinates or may not want the heavy burden of making all decisions, so they tend to take a more hands-off approach by delegating responsibility.

On the issue that the headteacher experience in the teaching field influence the use of leadership styles, 4(13.3%) of the respondents agreed and 6(20.0%) of the respondents strongly agreed to the statement. Meanwhile, 2(6.7%) of the respondents and 18(60.0%) of the respondents disagreed to the statement. The results revealed that the experience of the headteachers in the teaching field does not influence the use of leadership styles.

On whether headteacher personality trait influence the use of leadership style, 6(20.0%) of the respondents agreed and 2(6.7%) of the respondents strongly agreed to the statement. Whereas 14(46.7%) of the respondents strongly disagreed and 8(26.7%) of the respondents disagreed to the statement. The results showed that headteacher

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personality trait does not influence the use of leadership style at the junior high schools. The result contradicts with Chris's (1999) statement that if an individual is outgoing and assertive, he may prefer to communicate directly with subordinates through face-to-face interaction or confrontation, either on a group or individual basis. If the person is more reserved, he might choose to lead by example or rely on written communication.

Moreover, on whether the type of task assigned to the headteacher influence the use of leadership style, 6(20.0%) of the respondents agreed and 17(56.7%) of the respondents strongly agreed to the statement. Whereas, 3(10.0%) of the respondents strongly disagreed and 4(13.3%) of the respondents disagreed to the statement. The results revealed that the type of task assigned to the headteacher determines the use of a particular leadership style. The finding is in line with Adeyemi's (2006) statement that task at hand attempt to influence the head to make decisions regarding the mission, strategy and operations of the school. With the statement that availability of resources in the school influence headteachers use of leadership style, 5(16.7%) of the respondents agreed and 2(6.7%) of the respondents strongly agreed, while 18(60.0%) of the respondent strongly disagreed and 5(16.7%) of the respondents disagreed to the statement.

Concerning whether the relationship between headteachers and teachers influence the use of leadership style, 12(40.0%) of the respondents agreed and 14(46.7%) of the respondents strongly agreed to the statement. Meanwhile 1(3.3%) of the respondent strongly disagreed and 3(10.0%) of the respondents disagreed to the statement. The finding agrees with Armstrong (2002) who asserted that the relationship between the leader and the subordinates determine the leadership style to use. The relationship between the leader and the subordinate influence and support in working enthusiastically towards achieving the objectives. It is the catalyst that transforms

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potential into reality and the ultimate act that identifies develops channels and enriches the potential already in an organization and its people.

The finding clearly shows that, nature of work in the school, level to which a headteacher wishes to maintain control, type of task assigned to the headteacher, and the relationship between headteachers and teachers influence headteachers use of leadership styles in junior high schools. The view of the headteachers buttresses with Chris's (1999) findings that leadership styles can be influenced by personality traits, level of control, educational institution structure and type of task assigned. Ezeuwa (2005) asserted that level of control, relationship between staff, and institution structure influences leaders adoption of a particular leadership style. A leader needs to work with people, to influence them and direct them towards the achievement of organizational goals. According to Abwalla (2014), the manner in which the leader performs the roles and directs the affairs of the organization is influenced by the experience, level of control, and task at hand.

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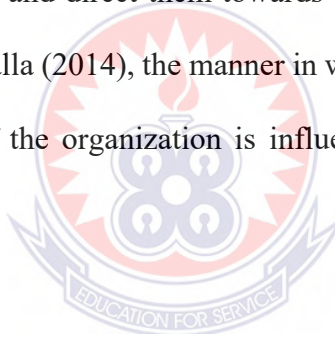
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the summary, conclusions and recommendations on the basis of the findings of the study.

5.2   Summary of the study

The purpose of this study was to investigate headteachers perception of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality of Bono East Region. The objectives of the study were to find out the common leadership styles used by the head teachers, headteachers perception of leadership styles, and the factors that influence the use of leadership styles by headteachers in the selected junior high schools at Tanoso Circuit in the Techiman Municipality. The study employed descriptive survey design. The study was conducted in 31 Junior High Schools at Tanoso Circuit in the Techiman Municipality. The study sampled 31 headteachers. Purposive sampling technique was used to select the headteachers. Questionnaire was used to gather data. Analysis was undertaken to generate a descriptive picture of the data gathered. Cronbach Alpha was used to analyze data from pilot test and the reliability coefficient obtained was 0.693. The results were organized into simple tables using frequencies, and percentages in order to make the presentation of the information easy for understanding.

5.3 **Summary of findings**

1. On the democratic leadership styles, the study revealed that headteachers seek the opinion of the teachers, organize staff meetings periodically, and make staff members know what is expected of them.

2. On the autocratic leadership style, it was discovered that the headteachers take decision themselves regarding school management.

3. On the laissez-faire leadership style, the study showed that the headteachers allow staff members the freedom to work, allow the students to take care of themselves, and allowing teachers to make decisions.

4. On the perception, the study found headteacher perceived that leadership style boosts teachers morale in the performance of classroom activities, improve communication with the staff, fosters a climate of trust, and inspires teachers to accept any change in the school. Also, it appeared from the study that headteacher perceived leadership style nurtures teacher's confidence, reconciles the personal interests of the teachers, and encourages teachers development

5. On the factors that influence headteachers use of leadership styles, the finding clearly showed that, nature of work in the school, level to which a headteacher wishes to maintain control, type of task assigned to the headteacher, and the relationship between headteachers and teachers influence headteachers use of leadership styles in junior high schools at Tanoso Circuit in the Techiman Municipality.

5.4   Conclusions

The study showed that headteachers sought the opinion of teachers, organize staff meetings periodically and make staff members know what is expected of them. It was discovered that democratic leadership style is the common leadership style mostly used by headteachers which boosts teacher's morale in the performance of classroom activities and improve communication with the staff. According to the study, headteachers perceived democratic leadership style fosters a climate of trust and inspires teachers to accept any change in the school. Headteachers perception about democratic leadership style plays an important role in the attainment educational institution goals by creating a climate that would influence teacher's attitudes, motivation, and behavior.

The study concluded that democratic leadership style used by the headteachers is influenced by the nature of work in the school and level to which a headteacher wishes to maintain control. Also, the type of task assigned to the headteacher and the relationship between headteachers and teachers influence the use of democratic leadership style by the headteachers.

5.5   Recommendations

The following recommendations were made:

1. The study recommended that headteachers of junior high schools in the setting of the study should make use of combination of leadership styles. The application of a particular style should depend on the situation and the issue at stake.

2. There is need for Ghana Education Service (GES) to plan and organize capacity building programs to empower practicing headteachers' on the most appropriate leadership styles, which are likely to improve teacher's performances.

3. The study recommends that headteachers should be more flexible in adopting appropriate leadership styles with the creation of collaborative working environment with higher-levels of commitment, motivation, developing, trusting and healthier school cultures.

4. It is recommended that headteachers' of any junior high schools should be made to go through a leadership training when they are appointed.

5.5 Suggestion for Further Studies

This study was specifically carried out at public junior high schools in Techiman Municipality in the Bono East Region. Therefore, the same research may be replicated in secondary schools in Bono East Region or any other region in Ghana in order to do a comparative analysis of headteachers perception of leadership style. Thus, the headteachers perceptions in general may differ from one region to another.

The research can be conducted to investigate the effect of school- head teachers leadership style on teacher's effectiveness.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION – KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

LEADERSHIP STYLE QUESTIONNAIRE FOR HEADTEACHERS

This study is being carried out to investigate headteachers perception of leadership styles in the schools. The information will enable headteachers adopt leadership style to improve teachers' effectiveness and morale. Your school has been chosen to take part of this study. Your responses will be treated strictly confidential and will remain anonymous.
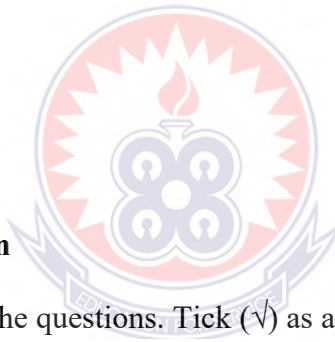
Section A

Background Information

Please kindly respond to the questions. Tick (√) as appropriate

1.   What is your gender?

a. Male (   )   b. Female (   )

2.   What is your age range?

a. 21-30 Years (   )   b. 31-40 Years   c. 41-50 Years (   )   d. 51-60 Years (   )

3.   What is your educational Level?

a. Diploma (   )   b. First degree (   )   c. Second degree (   )

If other specify:…………………….

4.   How long have you worked as a headteacher?

a. 1-5years (   )   b. 6-10years   (   )   c. 11-15years (   )

d. 15years and above (   )

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Section B

Common leadership styles

Please indicate your degree of agreement or disagreement with the common leadership styles used in the school by ticking (✓) in one of the following: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Common leadership styles	4	3	2	1
	Democratic leadership style				
5.	Headteacher seeks for the opinion of the teachers				
6.	Headteachers periodically organize staff meetings				
7.	Headteacher informs staff members what is expected of them				
8	Headteacher shows consideration for staff members				
9.	Students are to communicate their concerns				
	Autocratic leadership style				
10.	Headteacher takes decision regarding school management himself				
11.	Headteacher determines policies alone				
12.	Headteacher ignores suggestions made by staff members				
13.	Headteacher assigns tasks to staff without consulting them				
	Laissez-faire leadership style				
14.	The head teacher allows staff members the freedom to work				
15.	The head teacher works without a clear plan				
16.	The head teacher provides little or no direction to students				
17.	The headteacher allows the students to take care of themselves				
18.	The head teacher allows teachers to make decisions				
19.	The head teacher allows teachers to do what they are assigned to do.				

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Section C

Perception of leadership styles

Please indicate your degree of agreement or disagreement on the perception of leadership styles in your school by ticking (✓) in one of the following: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Perception of leadership styles	4	3	2	1
21.	The leadership style of the head teacher boosts teachers' morale in the performance of classroom activities				
22.	Leadership style improves communication with the staff				
23.	The leadership style helps heads to handle challenges more effectively.				
24.	The leadership style fosters a climate of trust				
25.	The leadership style encourages heads to bring new changes as well as creative ideas				
26.	The leadership style inspires teachers to accept any change in the school				
27.	Leadership style nurtures teacher's confidence				
28.	Leadership style reconciles the personal interests of the teachers				
29.	Leadership style encourages teachers' development.				

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Section D

Factors that influence headteachers leadership styles

Please indicate your degree of agreement or disagreement to the factors that influence the use of leadership styles in your school by ticking (✓) in one of the following: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Factors	4	3	2	1
30.	The nature of work in the school				
31.	The level to which a headteacher wishes to maintain control				
32.	The headteacher experience in the teaching field				
34.	A headteacher personality trait				
35.	The type of task assigned to the headteacher				
36.	Availability of resources in the school				
37.	The relationship between headteachers and teachers				