

UNIVERSITY OF EDUCATION, WINNEBA

LEADERSHIP STYLES OF BASIC HEADTEACHERS AND ITS' EFFECTS ON
STUDENTS' PERFORMANCE: A CASE STUDY AT AHAFO ANO SOUTH
WEST DISTRICT



**A Project Report 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 Masters of Arts (Educational Leadership) degree**

MAY, 2021

DECLARATION

STUDENT'S DECLARATION

I, AWUDU AMADU, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE:

DATE:

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DEDICATION

I would like to dedicate this work to my entire family members for their support and encouragement during this period.



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ABSTRACT

The general low academic performance in Junior High Schools have been attributed to teachers' inability to perform their functions well and head teachers' lack of good leadership among others (Osei, 2006; Akyeampong, 2010; Oduro, Dachi & Fertig, 2008). The study sought to find out how leadership styles of Head Teachers in Junior high schools in the Ahafo Ano South West influence teacher performance. A quantitative research approach involving Systematic random sampling, semi structured interviews and questionnaire were adopted for the study, with a sample size of 113 Head Teachers/Teachers deduced from GES district data for participating schools, and was determined by Krejcie and Morgan's sample size calculation table. The data was analysed with SPSS version 21.6. The study explored that, teachers, school environmental, parents and the pupils were primarily responsible for the low academic achievement in schools. The instrument used was five point Likert scale questionnaire, ranging from very strongly agree (5) to strongly disagree (1). A total of 113 teaching staff responses were tabulated and put into frequencies, percentages, rank ordering and analysed. Pearson correlation analysis was employed to examine relationships between staff performance and the various leadership styles. The study established that, teachers believe that for a head teacher to perform his function very well he/she needs to have further training in educational administration among others. The study established that, the dominant leadership style exhibited by head teachers as seen by teachers is the delegating style followed closely by the democratic style. The study also found a significant and positive relationship between teacher performance and both the delegating and autocratic leadership styles of head teachers. The study recommends that, authorities should ensure that those being appointed as head teachers have training in educational administration among others. Leadership training should be conducted for head teachers so as to learn how to combine all the various leadership styles for maximum performance.



CHAPTER ONE INTRODUCTION

1.0 Introduction

Organizational leadership is one of the foremost concerns of organizational stakeholders in the contemporary business world. Researchers have found that leadership style has a significant influence on organizational performance and success (Jamaludin, Rahman, Makhbul, & Idris, 2011). Traditionalists have historically viewed the ideal organizational leader as one who is capable of commanding, controlling, and directing those in an organization (Houglum, 2012). The complex challenges that have arisen in the global business environment have led many researchers and business leaders to rethink these principles in favour of conceptions of leadership that allow organizations adapt to the changes and demands for an increasingly complex environment of which Schools in Ghana are not exceptional (Pless, Maak, & Stahl, 2011).

The apertures between traditional leadership styles against the demands of the global business environment have given rise to many different approaches to organizational leadership. Although many leadership styles exist, certain leadership styles have been heralded as being more capable than others for addressing the challenges that modern-day leaders face. An increasing number of researchers have suggested that transformational leadership is an ideal leadership theory for organizational leaders to adopt as they strive to meet the demands of the changing global environment (Riaz, Ramzan, Ishaq, Akram, & Karim, 2012; Warrick, 2011). However, with increased knowledge and literature regarding the behaviors of successful leaders, many organizational leaders still cling to traditional or outmoded forms of leadership without the exemption of Ghanaian basic schools (Pless et al., 2011).

Furthermore, the majority of existing research regarding transformational leadership in the workplace has been limited to Western organizational settings (Miao, Newman, & Lamb, 2012). The extent to which transformational leadership would succeed in various global contexts has yet to be established, of which school leadership is an essential consideration to be looked at, and since school administration has an influential role to pave way for achieving achievable goals (Gyang, 2018). Notwithstanding, Chris Hadfield as cited by Gyang (2018), said, leadership is an ultimately meant for keeping your team focused on achievable set goal(s) to motivate its members to achieve their best outcome. This should be looked at, especially, when the stakes are high, and its' consequences really matters for laying the groundwork for others' success to shine.

On the other hand, school leadership is an indispensable drive in school administration, which must be able to influence the achievement of school goals effectively to enhance the motivation of both, educates and learners through favourable school atmosphere created. This can be described as the spirit (morale) of which results in stimulus motivation achievement in Ghanaian schools (Abdullah, Yiing & Ling, 2016, p. 53). More so, in view of this, whatever mandate(s) of an individual being a states or a school decides, in decision making of educational matters must be geared towards the teachers to put into an action. However, the educational goals and change of leadership style among other policies can have both positive/negative impacts on teacher/student's morale (Govindarajan, 2012). So now therefore, the educational trend(s) should be taken a toll on teacher's morale because, teachers are often blamed for low student academic performance, although many factors are affecting student's achievements which are beyond their control (Noddings, 2014; Guthrie, 2010). They are with the accession that, Teachers, as individuals have the most contacting hours

with the students in a school setting, and for that matter, they have an enormous amount of responsibilities, and can have a great sway on a child's life. Therefore, it is vital that, teachers are to be given the tools and the needed support to provide students the best possible learning experience outcomes. Furthermore, the higher the teacher's morale makes teaching pleasant for teachers, learning more pleasant for students, and creates an environment conducive to learning (Govindarajan, 2012; Binova, 2002).

However, in order to achieve this, head teachers should set the tone of the school to foster a climate of respect, recognition, and appreciation which in turn contributes to teacher job satisfaction. The teachers must be nurtured, supported, and valued by the broader community. In addition to the monumental tasks of fulfilling daily obligations and nurturing morale, it is imperative that school administrators also uphold the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015). According to Meador (2016), an effective principal(s) recognize that, teachers should be given time to work together in a collaborative effort to will strengthen relationships amongst your faculty, provide new or struggling teachers with an outlet to gain valuable insight and advice, and allows teachers to share best practices and success stories.

1.1 Statement of the Problem

The success or failure of achieving schools' goals hinges on the Head teacher's leadership. Machuru and Kaitila (2014) observed that head teachers in best and poor performing schools in some districts in Tanzania exhibited particular leadership style of which Ghana is not an exception. There seem to be a relationship between leadership interactions and performance in the school system. These interactions include the Head teachers' role in providing direction, resources and support to staff members and students to improve the teaching and learning process. The behaviour of leaders have

been identified as one of the major factors influencing the productivity of subordinates in any organisation in which the school system is not an exception (Bryman, 1993; Day, 2010). They further asserted that the possibility of teacher leadership in any school will be dependent upon whether the head and senior management team relinquishes power to teachers and the extent to which teachers accept the influence of colleagues' heads. Notwithstanding, despite all the educational reforms in Ghana over the years, students' performance in the JHS final examination has not been encouraging for some time now, which include Aafo Ano South West District of Ashanti Region. The general problem is that, poor performance in basic education certificate examination has been blamed on head teachers and teachers in Ghana, which leads to transfers of heads and their teachers to schools in very deprived areas as a form of punishment. This is as a result of the general belief and assertion that head teachers and teachers play a key role in the functions of the schools and thus greatly influence the behaviour, personal characteristics and also biases of pupils (Leob, Kalogridges & Horng, 2010; Akyeampong, 2010; Oduro, Dachi & Fertig, 2008).

Several studies have reported that head teacher's leadership style has so much influence over many aspects of the school functions in any educational reform. Despite all these educational reforms in Ghana over the years, students' performance in the Basic Education Certificate Examination (B.E.C.E) in the Ahafo South West District is still not encouraging as compared to the other Districts in the region. Dogbey (2014) who investigated students' performance from WAEC records revealed that students who obtained grades 1- 6 in six subjects (3 electives and 3 core subjects) which is the National Accreditation Board's minimum entry requirements to progress to Secondary level was unimpressive. For instance, records from District Education Examination

Unit of Ahafo South West District shows that, BECE performance from year 2012 to 2019 are not satisfactory and therefore support this assertion, as shown below.

Table 1: Summary of Ahafo Ano South West District BECE Results from 2012-2019

Year	2012	2013	2014	2015	2016	2017	2018	2019
Percentages	(47%)	(34%)	(43%)	(33%)	(32%)	(30%)	(35%)	(46%)

These figures and their percentages above shows very clearly that, academic performance in the district is poor, and hence needed to be resolved to enhance student's education. However, limited or no studies have been done on the leadership style adopted by head teachers and their influential effects on the performance and morale of teachers in the Ahafo Ano South West District of Ghana. In view of this, the study sought to assess the effect and influence of the leadership styles adopted by head teachers on the performance of pupils in the BECE and teachers' morale.

1.2 The Purpose of this Study

This research sought to determine the leadership styles and its' effects on schools' performance and other factors that is perceived as contributions to improve academic performance that school personnel perceived as contributions to heightened morale.

1.3 Research Objectives

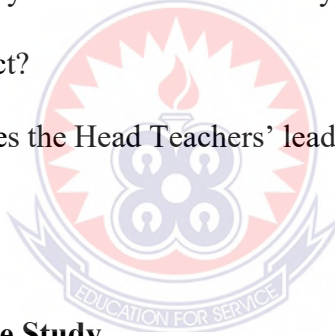
The objective of the study is to find out how leadership styles of Head Teachers at JHS in the Ahafo-Ano South West District influence their staff Performance. Specifically, the study sought to;

1. examine the academic background and personal qualities of Heads required to enhance their performance as perceived by teachers of JHS.
2. assess head teachers' leadership style as perceived by their teachers, and
3. examine the relationship between head teachers' leadership style and teachers' performance.

1.4 Research Questions

The study is guided by the following research questions:

1. To what extent does the academic background and personal qualities of the Heads of JHS in the Ahafo- Ano South West District enhance leadership style?
2. What leadership styles are demonstrated by heads of JHS in the Ahafo- Ano South West District?
3. To what extent does the Head Teachers' leadership styles relate to the teachers' performance?



1.5 Significance of the Study

- The research adds to the repertoire of knowledge concerning leadership as a major component of educational administration.
- Educational planners and policy makers could make use of the results in developing strategies that would improve the teaching and learning process in basic schools to generate the human capacity with competencies required for production activities in various sectors of the economy.
- The outcome of this study seeks to augment the existing store of knowledge on the subject and serve as a catalyst for further research on innovative ways of exploring leadership style for prudent management in the schools for better performance in examination and for the general well-being of the nation.

- The findings of this study will be important in the training and development of head teachers on leadership styles in basic schools so that future head teachers shall be equipped with the necessary and appropriate skills that can help in the management and administration of their schools in order to enhance teachers' morale and improve performance of pupils in the BECE.
- State institutions such as the Ministry of Education, Ghana Education Service, and District and Municipal Education Directorates that offer management and administration training for head teachers can also benefit from the study in getting what to include in their training manual.
- The study can stimulate the interest of future researchers to undertake further investigation in the field of education.

1.6 Delimitation

Though other extraneous factors might affect the performance and output of staff in Junior High Schools, this study is to confine itself to the leadership styles of heads of selected Junior High schools of Ahafo Ano South West District in the Ashanti Region of Ghana. The study captured only teaching staff in Junior High Schools even though there are non-teaching staff whose input could have been solicited to enrich the work but for time constraints it could not be included. Teachers are the main focus since they have direct contact with students and the Head teachers' leadership style which also determines how they behave as far as academic activities are concerned.

1.7 Limitations

The study was limited to nine circuits in Ahafo Ano South West District of Ashanti, though a few more schools exist which are private. The study however, focused only on nine circuits due to time constraints in data collection and financial

considerations. The results of this research therefore, cannot be generalised to cover all JHS in Ahafo Ano South West District and Ghana as a whole though they may have similar characteristics.

The study is affected by the usual limitations associated with questionnaire methods of research such as the problem of return rate of responses and also differences in the levels of comprehension of the concepts on the part of the respondents. Many of the respondents claimed the rate of filling questionnaires in their schools is too much and were reluctant to participate.

1.8 Organisation of the Study

Chapter one of the study, considers the introduction which is made up of the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation and organisation of the study. Chapter two contains a review of the available literature that is relevant to the study. Chapter three explains the research methods and procedures, divided into the research design, population, sample and sampling techniques, data collection instrument, procedure for collecting data and data analysis. Chapter four presents analyses of the data collected and discussion of findings. Chapter five includes a summary of the study, recommendations and suggestions for further study in the research area.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Under this chapter, the literature that has bearing on the topic under consideration by theorists and writers and researchers is reviewed. This research study assisted in establishing a foundation for exploring leadership styles within public organizations, specifically within basic schools, and identified which leadership styles that best promotes employee workplace performance. In this section, the historical development of leadership theories is addressed. Moreover transformational, transactional, and laissez-faire theory is discussed in detail.

2.1 Conceptual Framework

In the past, a position that was once perceived as managerial responsibilities, exerting power, and requiring obedience has shifted to change agent, yielding power, distributing responsibilities, and a focus on teaching and learning (Alvoid & Black, 2014). However, effective and efficient leadership behaviours are the platforms for measuring the characteristics and practices demonstrated by head teachers that impact teacher morale. The key yardstick for measuring the performance of today's head teacher is by creating a conducive environment that supports high quality instruction and learning. The need for high performing schools with a quality teaching staff must be met with effective leadership practices. Hence forth, the leadership styles that are portrayed by head teachers play an essential part in all facets of the school (Smith, 2016) and is a critical factor in the effectiveness of the school (Hoy & Smith, 2007). This study therefore embraced the theoretical foundation of transformational leadership, transactional leadership, instructional leadership inspirational leadership and laissez-

faire leadership styles developed by Bass (1985) to explore how employees perceive a leader's styles, and how those styles influence workplace performance in public schools. The interest in leadership is found in both scientific and management studies with various perspectives addressing the subject, including psychology and neuroscience, which have been applied to better the understanding of leadership styles (Malik, Aziz, & Hassan, 2014).

2.1.1 Leadership

Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process (Ololube, 2013). The leadership is an important concept in the evaluation of an employee's perception, as it connects the individual employee to the organization and guides a team toward a common goal (Andersen, 2010). Fullan (2007), also defined leadership as the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers. Effective leaders realize that in order to persuade others to follow them, they must cultivate trustworthy relationships. The leaders are to establish an atmosphere of trust by their daily actions (Marzano, et' al., 2005, p. 16). Rebore and Walmsley (2007), also described leadership as "a way of life of dedication to the academic community and profession" (p. 22). Similarly, Owens and Valesky (2015) declared that, leadership is more than simply how one behaves towards people or what one does; it is how one works through other people to achieve goals.

2.1.2 School Leadership

School leadership is an essential aspect in school administration because of its influential role to achievement of school goals (Gyang, 2018). Being a leader in the educational setting, it is very challenging (Sheninger, 2011). However, School leaders (head teachers) should act as administrators being bombarded with a multitude of tasks every day. The head teachers as administrators must create a system where all parts interact and run smoothly from transportation to food service, to special education to regular instruction” (Sigford, 2005, p. 3). According to Glickman (2002), is also haven notion that, it is not unusual for administrators to be faced with disciplinary issues, parental and teacher concerns, substitute shortages, and numerous meetings on a daily basis. Additionally, administrators must regularly complete on-going teacher observations where they are required to: conduct pre-conferences with teachers, observe classroom instruction, analyse and interpret the observation, hold post-conferences with teachers, and also critique the previous four steps. Following observations, there is a significant amount of paperwork involved in the teacher observation process while district and state mandates are ever changing (Glickman, 2002). It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001:pp.70-72), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective head teacher can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

Likewise, Finn (2002:p.1) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001:p.2) upholds that the head teacher is

the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

The climate of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:p.49) and Pasi (2001:p.18) argue that, a supportive and responsive school climate fosters a sense of belonging, promotes resilience and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence students' perception; as well as their responses to learning objectives in school environment.

According to Brooks (1999:pp.65-66), students are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Effective head teachers should, thus, ensure that their schools nurture and propagate the entrenchment of a human-friendly culture, characterized by basics like safety and orderliness, as well as such less tangible qualities as a supportive, responsive attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction. Clearly, head teachers in schools with high teacher ratings for "instructional climate" out-rank other head teachers in developing an atmosphere of caring and trust. Such traits as negativism, defeatism, teacher isolation and teacher resistance should instead be phase-out so that, a sense of school community, with the attendant characteristics such as respect for every member of the school community; "an upbeat, welcoming, solution-oriented, no-blame, professional environment;" and efforts to

involve staff and students in a variety of activities, may take centre-stage to bolster academic performance.

Ngala (1997) suggests that head teachers need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. It is the duty of the head teacher too, to ensure teachers and students alike set and meet relevant academic targets. To this end, teachers are expected to be consistent in their evaluation that is, administering valid and reliable test items and timely revising the same with students to bolster performance.

Okumbe (1999) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic and testing effectiveness, hence maximizing learning and productivity. The stimulation function of supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Although the duties and responsibilities of the head teacher are enormous, all are geared towards the attainment of the pre-set broad aims and specific objectives of the educational system.

Instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools. Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society. Teachers play a crucial role in ascertaining whether or not the desired educational results are achieved. However, they expect to be provided with proper conditions for good teaching and learning (Mbiti,

1974). The head teachers have the endowment to create such conditions. Many scholars have attributed, to a large extent, the success of schools to those in the helm of leadership (head teachers). School heads give their institutions images of their potentialities through drive, support and skills to mould the mission, vision and motto statements to an approximate reality. Head teachers have a responsibility of removing administrative constraints that may prevent teachers from maximizing their efforts in rendering services to students. There are four leadership styles that principals should understand and use collectively or interchangeably as an integrated leadership model (Smith, 2016). The following below is a brief description of each of the leadership style.

2.1.3 Leadership versus Management

Many people use the terms leadership and management interchangeable, however, there are differences between the two. Covey (in Westcott, 2014:p.9) summarises the difference between leadership and management succinctly as follows: “Leadership focuses on doing the right things; management focuses on doing things right”. These differences are discussed in more detail below.

On the one hand, managers are focussed on performing their organisational tasks through other people (Hobart & Sendek, 2014:pp.51-52). Management is often described as ‘transactional management’ as it is more focussed towards performing revenue-related or physical day-to-day activities such as strategically allocating human, financial and operational capital (Răducan & Răducan, 2014a:p.810; Westcott, 2014:p.9). Key words associated with managers are: ‘to control’, ‘to interfere’, ‘to correct’ (Răducan & Răducan, 2014a:pp.809). On the other hand, leaders inspire and guide other people to get the work done (Hobart & Sendek, 2014:pp.51-52). Leadership encompasses building relationships with employees, inspiring change and encouraging

innovative thinking (Westcott, 2014:p.9). It is a strategic process whereby employees' perceptions and behaviour are positively influenced to achieve organisational goals (Lussier & Hendon, 2013:pp.347). Leaders are, therefore, the people behind constructive changes within the organisation, they create the overall vision and mission of the organisation and select the implementation strategies to reach the desired goals (Răducan & Răducan, 2014a:809). Leaders identify a problem; understand what is needed to make it work and address the problem immediately.

2.1.4 Leadership Styles and Leadership Communication

They are also able to identify opportunities and they are quick to take on these opportunities. In terms of leadership qualities, a leader should be an inspiring coach, an effective communicator, a strategic co-coordinator and an excellent listener to be successful (Bhatti, Maitlo, Shaikh, Hashmi and Shaikh, 2012:p.193). Key words associated with leaders are: 'inspire' and 'change' (Răducan & Răducan, 2014a:p.809). Having distinguished the difference between leadership and management, it is important to note that leaders do not have to be in a management position to perform leadership (Westcott, 2014:9; Achua & Lussier, 2013:p.7). However, the opposite is also true; not all managers possess the necessary skills to be an effective leader (Lussier & Hendon, 2013:p.347). Ideally, managers should always strive to be a leader when managing the organisation (Westcott, 2014:p.9). Leadership, therefore, plays a crucial role in management, and consequently, managerial tasks, such as organising, planning and decision-making, will remain inactive until a leader motivates, inspires and guides employees toward the goals. Based on the above discussion from the views of different authors, the following definition for leadership has been created for the purpose of the current research. Leadership is a mutually beneficial process where the leader inspires

the followers towards specific actions and change to ultimately reach the organisational goals.

Table 2 below summarise the differences between leadership and management.

Table 2: Differences between leadership and management

Leadership	Management
A leader does the right things (Covey in Westcott, 2014:p.9).	A manager does things right (Covey in Westcott, 2014:p.9).
A leader does not have to be a manager with a formal title (Westcott, 2014:p.9; Achua & Lussier, 2013:p.7).	A manager can be a leader too (Westcott, 2014:p.9; Achua & Lussier, 2013:p.7).
Leaders inspire and implement change (Răducan & Răducan, 2014a:p.809).	Managers control, interfere and correct (Răducan & Răducan, 2014a:p.809).
A leader's role is to create a vision and implement strategies (Răducan & Răducan, 2014a:p.810; Northouse, 2013:p.12).	A manager is responsible for allocating the necessary capital (Răducan & Răducan, 2014a:p.810).
A leader does not have to be a manager with a formal title (Westcott, 2014:p.9; Achua & Lussier, 2013:p.7).	A manager can be a leader too (Westcott, 2014:p.9; Achua & Lussier, 2013:p.7).
Leaders inspire and implement change (Răducan & Răducan, 2014a:p.809).	Managers control, interfere and correct (Răducan & Răducan, 2014a:p.809).
A leader's role is to create a vision and implement strategies (Răducan & Răducan, 2014a:p.810; Northouse, 2013:p.12).	A manager is responsible for allocating the necessary capital (Răducan & Răducan, 2014a:p.810).

2.1.5 Leadership Theories

There are many reasons as to why leadership theories have been developed over the years. One of it is that it helps to foster a better comprehension of the various aspects pertaining to leadership, ultimately providing knowledge to control and predict leadership behaviour (Achua & Lussier, 2013:p.7). According to Achua and Lussier (2013:p.19), there are four major leadership theories, namely The Trait Theory, The Behavioural Leadership Theory, The Contingency Leadership Theory and The

Integrative Leadership Theory. The main purpose of exploring the different theories is to see how Generation Y will respond to them.

The Trait Theory is based on the early belief that leaders are born and not made and theories have, therefore, been developed to explain that leaders should possess certain leadership traits (Achua & Lussier, 2013:p.19; Brown, 2011:p.830; Adler & Elmhorst, 2008:p.260), which include: intelligence, self-confidence, determination, integrity and sociability (Northouse, 2013:p.23) in order to be successful. In the end, research showed that not all leaders that possess these traits would become leaders, and subsequently, another leadership theory was born namely, The Behavioural Theory (Adler & Elmhorst, 2008:p.260). The Behavioural Theory moved away from believing that leaders should possess certain traits, to rather believing that effective leaders require certain behaviours, such as a strong personality, that make them successful. Different from The Trait Theory, this theory is based on the belief that certain leadership skills can be learnt and two behaviours that are central to effective leadership, include: task orientated and people orientated behaviours (Wibbeke & McArthur, 2014:p.43; Achua & Lussier, 2013:p.20).

In contrast to both The Trait Theory and The Behaviour Theory, The Contingency Theory moved away from believing that leaders are successful if they possess either certain traits or act according to certain behaviours, to a more situational approach. The argument behind The Contingency Theory is that leadership styles should be flexible and interchanged according to each unique scenario. It emphasises the fact that there are various situational aspects that can impact the effectiveness of leadership (Wibbeke & McArthur, 2014:p.43; Achua & Lussier, 2013:p.20; Adler & Elmhorst, 2008:p.262). Finally, The Integrative Leadership Theory arose, which as the word implies, uses a combination of The Trait, The Behavioural and The Contingency

Theory to explain the leadership-follower relationship (Achua & Lussier, 2013:p.20). It could be argued that “The Integrative Leadership Theory” is aligned to the post-modern world view that there exist no absolute or universal truth and that the world is very subjective, and correspondingly, leaders should select the most appropriate leadership styles and communication approaches based on their interpretation of the various circumstances.

2.1.6 Leadership Styles

As discussed previously, a leader’s main purpose is to influence, guide and inspire employees towards reaching organisational goals (Hodgetts & Hegar, 2008:p.332). However, leaders have a choice over what leadership style they want to adopt to fulfil this main task (Zulch, 2014:p.173; Çetin et’al., 2012:p.229). As stated by Wright (2009:p.236) there is no perfect leadership model, however, Zulch (2014:p.173) argues that what differentiate effective leaders from others is their ability to continuously assess the unique circumstances and to strategically select their leadership style accordingly. A key aspect of this process is to understand the benefits and limitations of the different leadership styles in relation to the ever-changing business environment (Özera & Tinaztepe, 2014:p.779). As mentioned, emotional intelligence, a people’s skill where one is aware of and understands and has control over your own and others’ emotions, plays a vital role in being able to select the right leadership style (Hobart & Sendek, 2014:pp.203-204; Goleman, 2011:p.3).

Before the styles are discussed, the question of ‘what does the concept, leadership style, mean’ should first be answered. Leadership style refers to the unique approach that leaders adopt in which they provide guidance, implement plans and inspire followers (Khan, Khan, Qureshi, Khan, Jan & Khan, 2015a:p.48). The following

leadership styles are explained in the next section: autocratic transactional, participative, transformational, charismatic, servant, laissez-faire, communicative, ethical, authentic and relational leadership. The purpose of investigating these styles is to see how Generation Y will respond to the styles in the work environment.

2.1.7 Autocratic leadership

Autocratic leadership is a style where the leader retains all the power and makes all the decisions without allowing employees to provide their inputs or ideas (De Hoogh et al., 2015:pp.687-689; Khan et al., 2015b:p.87). Autocratic leadership could be highly effective in certain cases, such as where employees require strict supervision to be able to perform their tasks (Adams & Galanes, 2009:pp.238-284). Autocratic leaders are perceived to be bossy, dictatorial and controlling (Khan et' al., 2015b:p.87). In agreement to the summary above, a participant in the engineering industry indicated that their leader has a militaristic style to leading employees, and the leader, therefore, stamps of his authority without inviting or allowing inputs by employees.

An autocratic leadership style, often referred to as the classical approach (Khan, Khan, Qureshi, Ismail, Rauf, Latif & Tahir, 2015b:87), is a style where the leader retains all the power and makes all the decisions without allowing employees to provide their input or ideas (De Hoogh, Greer, & Den Hartog, 2015:pp.687-689; Khan et'al., 2015b:87). Autocratic leaders are, therefore, task oriented and not relationship orientated (Adams & Galanes, 2009:pp. 283-284). Consequently, autocratic leaders force the use of titles and often remind the followers of the hierarchical differences to ensure that control is maintained (Kelly & MacDonald, 2016:pp.2-4; Wright, 2009:p.237). These leaders rely on threats and punishments to remain being in control, which may result in employees feeling that, they are not trusted (Khan et'al.,

2015b:p.87). For obvious reasons, this leadership style has been critiqued over the years. Some of the reasons include it being a major contributor towards larger numbers of absenteeism; nonetheless, this leadership style can be beneficial in certain scenarios (Khan et al., 2015b:p.87). An advantage of this style is that it often leads to a higher turnover (Khan et' al., 2015b:p.87), which could be due to the fact that autocratic leaders provide clear direction on what should be done, how it should be done and by when (Khan et'al., 2015b:p.87). Although it could boost turnover, as a result of the one-sided top down communication, these leaders are perceived to be bossy, dictatorial and controlling (Khan et' al., 2015b:p.87). Typical phrases that autocratic leaders would use include 'this is what we are going to do' (Adams & Galanes, 2009:p.283-284) or 'do it because I say so' (Wright, 2009: p. 237), which are both phrases that are not welcoming input, but rather giving instructions.

An autocratic leadership style, compared to other leadership styles, leads to the highest workers' burnouts, the most unmotivated employees and the least solidarity in the workplace (Kelly & MacDonald, 2016:p.1). Even though, autocratic leadership may have disadvantages, it could also be highly effective in certain cases, such as where employees require strict supervision to be able to perform their tasks (Adams & Galanes, 2009:p.283-284) or to manage employees that are required to execute routine jobs (Zamorano, 2008:p.19). The reason for its effectiveness in these circumstances include that leaders remain in control by dictating what is required of employees, which causes a higher productivity (De Hoogh et'al., 2015:pp.687-689). However, the rigid approach of an autocratic leadership style tends to oppress creativity and enthusiasm (Adams & Galanes, 2009.pp.283-284), and it could be argued, that from a post-modern point of view, this style is not favourable for the reason that autocratic leadership does not support individuality and subjective inputs from employees.

2.1.8 Transformational Leadership

Transformational leaders are defined as visionary, proactive, and innovative. This form of leadership is based on the personal values of the leader (Steinwart & Ziegler, 2014) and is expressed through their interactions with others. As the name implies, transformational leadership is about leading towards transformation or change (Hodgetts & Hegar, 2008:p. 354) by creating and communicating a well-defined vision that inspires employees toward achieving the bigger picture; way beyond their self-interest (Ayub, Manaf & Hamzah, 2014:p.505; Adams & Galanes, 2009:pp.284-285; Hodgetts & Hegar, 2008:p.354). Followers are motivated to go beyond the achievement of short-term goals, based on self- interest, to higher personal and organizational goals. The transformational leader also promotes an organizational culture where employees are encouraged to be creative (Moriano, Molero, Topa, & Mangin, 2014).

It all starts with creating excitement around the vision through good and effective communication, thereby selling the idea to followers (Hodgetts & Hegar, 2008:p.354). Transformational leadership is forward-thinking and focussed on continuously renewing, building and improving things, and instead of viewing a new situation or change as a problem, these leaders will persuade employees to see it as a challenge (Khadar, 2012:p.45). Hence, employee teams of transformational leaders are more likely to have higher morale and to be more productive (Odumeru & Ifeanyi, 2013:p.356). This could be argued is due to the fact that transformational leaders truly care about the welfare of employees by paying special attention to them in order to understand and address their specific needs; more so than with any other leadership styles (Men, 2014:4;15). By leading by example, these transformational leaders inspire employees (Odumeru & Ifeanyi, 2013:p.356) and by keeping employees challenged

through creating opportunities for growth, these leaders keep employees motivated (Men, 2014:p.15; Özera & Tınaztepe, 2014:p.779).

Other than autocratic and transactional leadership, transformational leadership promotes building mutually stimulating and engaging relationships (Krishnan, 2012:p.551), which often results in creating an emotional bond between the leader and employees (Men, 2014:p.4). This is done by creating a culture of listening, openness, feedback, relationship-building and participation, which are characteristics of symmetrical (two-way) communication (Men, 2014:p.5), which is also an attribute of participative leadership. Communication channels that transformational leaders would use to create this culture of two-way interaction include one-on-ones, group meetings and telephonic conversations (Men, 2014:pp.5-13). From the discussion, it is evident that there are many advantages associated with this leadership style, however, disadvantages have also been identified. One being that transformational leaders often only see the bigger picture and are ignorant about the smaller detail associated with reaching the vision. However, transformational leadership could be effective when there are strong employees who will take care of the smaller detail needed to reach the vision (Hodgetts & Hegar, 2008:354).

Transformational leadership has been shown to have a positive effect on the school environment. This form of leadership focuses on motivating members of the school organization to work at high levels by meeting their needs and creating a culture and climate of respect, support, and encouragement. The leader and members work towards a shared goal and are committed to the vision and mission of the organization. The leader empowers and inspires the followers to work collaboratively, be risk-takers and think outside of the box to achieve success (Smith, 2016; Menon, 2014; Balyer, 2012). The four main core principles of transformational leadership include:

- Transformational leadership comes with idealized influence as one of the core principles of transformational leadership.
- Idealized influence refers to a leader's ability to act as a charismatic role model; capable of garnering the admiration of those he or she leads (Kovjanic et'al., 2012).
- Idealized influence is exemplified by leaders who live and act out of the ideals that they attempt to instil in their followers.
- Successfully engaging in idealized influence requires a level of charisma, enthusiasm, and integrity so great that it is capable of capturing the imagination of followers to the degree that they believe in the vision of their leaders and are encouraged enough to base their behaviour upon the model their leaders set forth, (Kovjanic et'al., 2012).

Not all, there are four characteristics associated with transformational leadership: charisma, inspirational motivation, intellectual stimulation, and individual consideration (Onorato, 2013). According to Antonakis and House (2013), charisma refers to vision and the ability to gain trust and respect from employees while instilling pride among them. This behaviour also involves a strong sense of mission.

- The charismatic behaviour induces followers to strive for the good of the team while reassuring them that goals can be achieved and obstacles can be overcome.
- Inspirational motivation on the other hand is the process by which a leader establishes higher standards and becomes a reference for those standards (Antonakis & House, 2013). They theorized that, the employees consider the leader as a role model, and therefore, inspirational. In addition, there are high

expectations(s) from his/her communication, and they are always optimistic about the futures through realistic, clear objectives and sound strategies, as well as employees are encouraged to put in their best effort.

- Intellectual stimulation allows followers to generate new ideas and think creatively (Henker, Sonnentag, & Unger, 2015). Henker et' al. (2015), argued that, transformational leaders promote rationality, intelligence, and problem solving.

They employ various perspectives to solve problems and are highly respected, and their intellectual stimulation allows followers to generate new ideas and think creatively (Henker, Sonnentag, & Unger, 2015). Transformational leadership is about leading towards transformation or change (Hodgetts & Hegar, 2008:p.354) by creating and communicating a welldefined vision that inspires employees toward achieving the bigger picture; way beyond their self-interest (Ayub et al., 2014:505; Adams & Galanes, 2009:pp.284-285; Hodgetts & Hegar, 2008:p.354). Transformational leaders truly care about the welfare of employees by paying special attention to them in order to understand and address their specific needs (Men, 2014:pp.4-15). By leading by example, these transformational leaders inspire employees (Odumeru & Ifeanyi, 2013:p.356). Transformational leaders keep employees challenged through creating opportunities for growth as to keep employees motivated (Men, 2014:p.15; Özera & Tinaztepe, 2014:p.779). Transformational leaders often only see the bigger picture and are ignorant about the smaller detail associated with reaching the vision (Hodgetts & Hegar, 2008:354).

Aligned to the traits of transformational leadership, some participants described their leaders as persons who focus on the overall vision and not on the day-to-day activities. The relationship between the charismatic leader and the employees can be

explained as that of disciples to a master, where there is truly an emotional bond and followers show love, devotion and passion for these leaders without feeling obligated to do so (Achua & Lussier, 2013:306). Charismatic leaders are able to inspire employees because they have an attractive personality, and on top of that, they have knowledge and wisdom to share (Conrad & Poole, 2012:p.179).

2.1.9 Transactional Leadership

Transactional leadership represents a more active leadership approach, along with the incorporation of a managerial focus. This type of leadership occurs when a leader interacts with employees for the purpose of exchange, as it involves no mutual pursuit of higher purposes. This contrasts with transformational leadership where people engage with each other in a way that allows both leaders and followers to aim for higher levels of motivation and morality. This leadership largely depends on the leader's ability to provide rewards such as status and money (McCleskey, 2014). The followers, in return, give acceptance to the transactional leader. Nevertheless, Birasnav (2014) claimed that, transactional leadership style does not generate creativity; rather, ensuring that employees understand their tasks while removing barriers to the desired goals. They usually use contingent reinforcement; i.e. positive contingent rewards which are used to achieve desired behaviour, while negative action or sanctions are used where the desired behaviour is not present.

Further, this leadership style maintains the status quo and operates in the confines of that system. It follows a process of rewards and punishments based on performance level (Smith, 2016). Hence, instead of focusing on and building up the followers to accomplish the goals of the organization, it is completing the objective of the organization that is paramount. They can be passive or active in their style of

management and use rewards as motivation to improve job performance (Smith, 2016). The transforming leaders when compared to transactional leaders are those who seek to transcend a reward/punishment paradigm and inspire followers to higher levels of performance by looking beyond self-interest to a greater sense of collective good (Jamaludin et' al., 2011). When juxtaposed, the two approaches clearly represent opposite ends of a spectrum with respect to leadership styles. Transactional leadership is more of a 'hard leadership approach' forcing or pressuring employees to perform tasks in order to reach the end result (Roa, 2013:pp.144-145). Transactional leaders create exchange relationships with the employees where they reward or punish them based on their performance in reaching specific goals (Brown et'al., 2014:pp.39; Özera & Tinaztepe, 2014:p.779; Westcott, 2014:p.9; Odumeru & Ifeanyi, 2013:p.358; Hodgetts & Hegar, 2008:p.355). It was found that participants who work or previously worked in environments where they are/were responsible to meet targets described their leaders to be stern, hard and fast, which are features of the transactional leader. These leaders are described to be leading by fear by reminding employees of the consequences if they do not meet goals, instead of taking action to help them.

The key focus of transactional leadership is more of a 'hard leadership approach', forcing or pressuring employees to perform tasks in order to reach the end result (Rao, 2013:pp.144-145). Transactional leadership is often used as a responsive or short-term leadership approach as there are not many emotional bonds involved (Brown, Williams & Jolliffe, 2014:p.39). These leaders are more focussed on coordinating human capital and other resources to achieve clearly set goals, in other words, getting the work done and seeing results, rather than solving problems (Brown et al., 2014:p.39; Özera & Tinaztepe, 2014:p.779; Westcott, 2014:p.9; Hodgetts & Hegar, 2008:p.355). Thus, transactional leaders have been characterised as police

officers rather than leaders (Khan et'al., 2015b:87-88) as they create exchange relationships with employees where they reward or punish them based on their performance in relation to reaching specific goals (Brown et'al., 2014:p.39; Özera & Tinaztepe, 2014:p.779; Westcott, 2014:p.9; Odumeru & Ifeanyi, 2013:p.358; Hodgetts & Hegar, 2008:p.355). If employees have managed to meet goals, they could receive rewards such as bonuses, more benefits or higher salaries (Brown et'al., 2014:p.39; Özera & Tinaztepe, 2014:p.779; Westcott, 2014:p.9; Odumeru & Ifeanyi, 2013:p.358; Hodgetts & Hegar, 2008:p.355).

The main differences between transactional and autocratic leadership styles are that transactional leaders do everything according to the book and if a task or decision does not form part of the processes or policies, then these leaders will refer to a leader higher in the hierarchy; whereas autocratic leaders make decisions based on their own ideas of what they think could be right decision, without any input from anyone else (Khan et'al., 2015b:pp.87-88). As with autocratic leadership, transactional leaders are also authoritarian and results orientated, thereby leaving little or no room for flexibility (Brown et'al., 2014:p.39), which could be an effective approach in times of crises (Odumeru & Ifeanyi, 2013:p.358).

2.1.10 Charismatic leadership

Charismatic leadership is different to all the leadership styles already discussed. Weber (in Conrad & Poole, 2012:p.179) describes a charismatic leader as a leader that uses 'supernatural' powers to motivate the followers toward achieving organisational goals. The relationship between the charismatic leader and the employees can be explained as that of disciples to a master, where there is truly an emotional bond and followers show love, devotion and passion for these leaders without feeling obligated

to do so (Achua & Lussier, 2013:p.306). Charismatic leadership is often used interchangeably for transformational leadership as both communicate a vision to the followers; however, they are different. The main difference between the two is that with charismatic leadership the extraordinary and unusual characteristics of the leader inspire team members to perform the desired tasks, whereas, with transformational leadership, followers are empowered to perform tasks (Adams & Galanes, 2009:p.285). Charismatic leaders are able to inspire employees because they have an attractive personality, and on top of that, they have knowledge and wisdom to share (Conrad & Poole, 2012:p.179).

Charismatic leaders are very passionate and dedicated about the group of employees that they lead (Zamorano, 2008:p.19) as well as the cause and the vision that they are leading (Trudeau Poskas, Messer, Horntvedt & Vitcenda, 2013:p.4). They have the ability to take followers' ideas and transform it into something useful that could further the mission without offending them or take ownership of the ideas (Conrad & Poole, 2012:p.179). Charismatic leadership is often seen in difficult times such as economic or political distressing situations as this type of leadership requires followers to voluntarily recognise the leader's special powers (Shilpika, 2012:p.7). However, a concern with this leadership is that employees or followers associate the success of the organisation to the leader, which means that should the charismatic leader leave the specific organisation, it could possibly lead to difficulty for employees to adjust and maintain productive (Zamorano, 2008:19).

2.1.11 Laissez-faire leadership

Laissez-faire leadership may be the best or the worst of leadership styles (Goodnight, 2011). Laissez-faire, a French phrase for “let it be,” when applied to leadership describes leaders who allow people to work on their own. Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give teams’ complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinate the power to make decisions about their work (Chaudhry & Javed, 2012). They provide teams with resources and advice, if needed, but otherwise do not get involved. This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. The main advantage of laissez-faire leadership is that, it allows team members so much autonomy can lead to high job satisfaction and increased productivity. It can be damaging if team members do not manage their time well or do not have the knowledge, skills, or motivation to do their work effectively. This type of leadership can also occur when managers do not have sufficient control over their staff (Ololube, 2013).

Laissez-faire leadership, also known as the hands-off style (Adams & Galanes, 2009:p.284; Khan et al., 2015b:p.90) is a style where the leaders perceive themselves as no different to their followers and consequently, they are easy-going and not much involved in decision-making processes (Adams & Galanes, 2009:p.284). Employees have freedom as no-one looks over their shoulder with regards to achieving organisational goals (Khan et’ al., 2015b:p.89). According to Bhatti et’ al. (2012:p.193), with this type of leadership, it is almost like a non-interference policy, where the leader leaves everything up to the employees. Minimum guidance and support are provided by the leader (Khan et’ al., 2015b:p.90). This often requires certain employees to step in and take leadership to ensure that the team succeed (Adams &

Galanes, 2009:p.284-285). Laissez-faire leaders would typically use phrases like ‘do what you feel is the right thing to do’ (Adams & Galanes, 2009:p.285).

The laissez-faire leadership style could potentially be effective if used in highly experienced, skilled and educated teams that do not require a lot of supervision (Khan et’al., 2015b:p.89; Adams & Galanes, 2009:p.285; Zamorona, 2008:p.19). However, it could hinder production if this leadership style is used in a team that requires strong supervision. This could negatively affect operations and unnecessarily lead to additional costs because of the lack of rules and guidance provided by the leader (Khan et’al., 2015b:p.89; Adams & Galanes, 2009:p.285; Zamorona, 2008:p.19). Due to the hands-off approach, some employees may take chances and push their limits as there are no roles and responsibilities allocated by the leader (Khan et’al., 2015b:p.90). With laissez-faire leadership, there often occurs a lack of feeling of camaraderie in the team as each employee has to solve their own problems without receiving any support or guidance from anyone (Khan et’al., 2015b:p.90). With Laissez-faire leadership, leaders perceive themselves as no different to their followers and are easy-going and not much involved in decision-making processes (Adams & Galanes, 2009:p.284). With this leadership style, employees have freedom and no-one look over their shoulder with regards to achieving organisational goals (Khan et’al., 2015b:p.89). Laissez-faire leadership is characterized by a reduced emphasis on leadership involvement. The leader typically allows employees to find their own way, maintains a low profile, and does just enough to allow the company to survive without expending too much energy (Sadeghi & Pihie, 2012). The utilization of this leadership style avoids communication, where the leader does not play an active role in encouraging or motivating the employees and is not attached to development (Wong & Giessner, 2016). While this theory has elements that are transactional and transformational, it neither yields the

overall desired output in terms of employee effectiveness and effort (Nanjundeswaraswamy & Swamy, 2014), nor does it place an emphasis on employee workplace performance.

2.1.12 Participative Leadership

The participative leadership style is often referred to as the democratic leadership style (Khan et'al., 2015b:p.88; Adams & Galanes, 2009:p.284). A participative leader welcomes the entire team's feedback, inputs and suggestions, thereby making organisational problems a shared issue (Kelly & MacDonald, 2016:p.4; Khan et'al., 2015b:p.88; Adam & Galanes, 2009:p.284; Rok, 2009:p.467; Wright, 2009:p.237). Due to this type of leadership being more of a horizontal approach, there is no formal distinction between the leader and the followers. Participative leaders, therefore, have been described as mentors that participate (Khan et'al., 2015b:p.88) or representatives of a group of like-minded employees (Nemaei, 2012:p.29) who make decisions based on collaborative inputs (Adams & Galanes, 2009:p.284). Participative leadership is often seen in organisations that moved away from one-way top-to-bottom communication to more two-way decentralised communication (Rok, 2009:p.470). Typical communication channels that participative leaders would use include team discussions, interactive meetings and group learning activities (Shilpika, 2012:p.46). It could be argued that the major difference between participative leadership and both the autocratic and transactional leadership styles is that as the name implies, participative leadership is a democratic approach where the followers' inputs are valued unlike with the other two styles. Employees of participative leaders often feel more engaged and motivated, than with autocratic and transactional leadership, as they are part of the decision-making processes unlike with the other two (Khan et'al., 2015b:p.89).

Participative leaders would use phrases like ‘What do you think we could do to address this problem?’ (Adams & Galanes, 2009:p.284) and phrases like this would motivate followers to come up creative solutions (Khan et’al., 2015b:p.89). With participative leadership being a very inclusive approach (Shilpika, 2012:p.46), it also has disadvantages such as being very time consuming for the leader to give the whole team a chance to give inputs, and because inputs are valued, it makes it difficult to conclude with agreed-upon solutions that all employees are satisfied with (Khan et’al., 2015b:p.89). Therefore, participative leadership would not be effective in situations where there is a need for prompt decision-making (Khan et’al., 2015b:p.89), however, according to Rok (2009:p.469), participative leadership could work well in organisations where job responsibilities are fairly allocated amongst employees.

3.1.13 Servant leadership

Servant leaders genuinely care for employees and are selflessly devoted to benefitting others and fulfilling specific needs of the employees, ultimately helping them to grow both on a professional and personal level (Grisaffea, VanMeterb & Chonkoa, 2016:p.43; Achua & Lussier, 2013:p.326; Spears, 2010:p.25; Zamorona, 2008:p.19). According to Zamorano (2008:p.19), similar to the participative leadership style, servant leaders also follow a democratic approach when leading employees. All employees are listened to, inputs are valued and everyone is involved in decision-making processes (Spears, 2010:p.25; Page & Wong, n.d.:p.5). Servant leaders empathise with and try to understand employees, while they also have a strong need to heal them through mental and emotional support (Spears, 2010:p.27). The main aim of these leaders is to serve and not to be served (Achua & Lussier, 2013:p.327) and consequently, servant leaders have a solid moral compass that drives all their activities

(Jaramillo, Bande & Varela, 2015:p.117); and self-interest is not an option (Page & Wong, n.d.:p.2). As a result of these leaders truly caring about employees and wanting to serve them, they do not perceive an employee just as the ‘office cleaning person’ or just the ‘admin person’. Employees are perceived to be equal and part of the team, even though they may be playing different roles in reaching the organisational goals (Page & Wong, n.d.:pp.2-6). An advantage of the servant leadership is that these leaders have a strong general and personal awareness, which help them to easily identify issues pertaining to ethics, power and values, which are highly beneficial to organisations. By having a strong awareness, servant leaders use their awareness ability to look at the organisation holistically when making decisions or performing tasks. Servant leaders incorporate lessons from the past, take into account current realities and consider each decision’s impact on the future of the organisation. In addition to their holistic thinking, they strongly rely on persuading others rather than performing authority to ensure that followers are satisfied, and their needs are not compromised (Spears, 2010:pp.27-28). Even though there are a lot of advantages to servant leadership, it can also be disadvantageous to organisations at times when there is too little focus on achieving organisational goals and too much focus on fulfilling employees’ needs (Staats, 2015:p.16). Some described attributes that are similar to the servant leadership style. Servant leaders genuinely care for employees and are selflessly devoted to benefitting others and fulfilling the needs of the employees (Grisaffea et’al., 2016:p.43; Achua & Lussier, 2013:p.326; Spears, 2010:p.25; Zamorano, 2008:p.19). The main aim of this leadership style is to serve and not to be served (Achua & Lussier, 2013:p.327).

2.1.14 Authentic leadership

According to Avolio, Gardner, Walumbwa, Luthans and May (2004:p.806), with authentic leadership, leaders are truly genuine and act according to their personal values and beliefs to win the trust and respect of those whom they are leading. Authentic leaders have a great sense of self-knowledge and viewpoints which is directly related to their values and beliefs (Avolio et'al., 2004:p.806). Authentic leaders are original and do not try to live up to the expectations of others, instead they are themselves and do what they believe reflect their true self (Shamir & Eilam, 2005:pp.396-397). Authentic leadership is also very closely related to ethical leadership as authentic leaders understand that their ethical behaviour serves as an example to their followers and accordingly impact how the followers think, behave and make decisions (Avioli et'al., 2004:p.807).

2.1.15 Inspirational Leadership

A relatively new style of leadership practice is inspirational leadership. The basis of this type of leadership style is to provide emotional support to members of the organization. The employees need to know that, the leader genuinely cares about their well-being on a personal and professional level. The four attributes of this type of leadership style are courage, love, authenticity, and grace (Smith, 2016). Smith (2016), describe individuals possessing this leadership style as having high integrity, being consistent, dependable, transparent, steady, loyal, and reliable.

These four leadership styles; transformational, transactional, instructive and inspirational, when employed by school leaders have the potential to create an effective school environment. Principals set the tone of the school and it is important that the physical environment be a place where teachers want to teach, and students want to learn.

The school climate and culture must be positive, safe, caring, respectful, and supportive. Smith (2016) states, “Leadership plays an integral role in building positive school culture. When you step into a school, the culture of the school is immediately evident and is a major indicator of the efficiency of the school.” The head teacher at the basic school leader must always be cognizant of their decisions, actions, and behaviours daily and how it can impact the morale of teachers and students. It is their duty to protect, support, and encourage their teachers. Smith (2016) believes that principals would do well by being good communicators, encourage professional growth and collaboration, involve teachers in the making decisions, and share leadership responsibilities. These factors increase job satisfaction and morale among staff members (Smith, 2016). “Another way of understanding leadership is to compare the behaviours of effective and ineffective leaders to see how successful leaders behave” (Lunenburg & Ornstein, 2012, p.106). As a result, the change from examining what effective leaders are to what they do, and that personal traits and characteristics probably influence their leadership behaviour or style (Lunenburg & Ornstein, 2012). The University of Iowa conducted a study on the effects of different styles of leadership behaviour to determine their effects on the attitudes and productivity of subordinates. The leadership types were classified as: Authoritarian Leadership – Leaders were directive and allowed no participation in decisions. They structure the complete work situation for their subordinates. Leaders took full authority and assumed full responsibility from initiation to task completion.

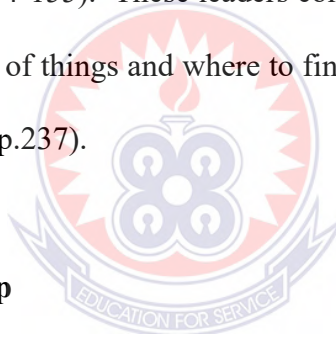
2.1.16 Communicative leadership

Unlike the communication styles already discussed, what sets the communicative leadership style apart is that communicative leaders are not just communicating, but they are truly good communicators. These leaders engage strongly

in two-way communication by continuously sharing and seeking feedback from team members, by adopting participative decision-making processes and by being open and involved (Johansson, Miller & Hamrin, 2014:pp.148-155). A key aspect on the to-do lists of communicative leaders is problem-solving activities. These leaders engage actively in problem-solving by following up, getting feedback and providing the necessary support (Johannsson et'al., 2014:p.154). Communicative leaders have the skills to persuade and to get a message across effectively and clearly. Communicative leaders can package the message using well-thought through words in order to have an impactful message that draws the attention of followers. They also consider the cultural background of the audience in creating the right message before they communicate (Dalati, 2013:p.3).

The main difference between transformational leadership and communicative leadership is that with transformational leadership, power is centralised, and the leader sets the objectives that should be achieved, whereas, with communicative leadership, the followers can also influence the formulated objectives as power is distributed (Johansson, 2015:pp.90-91). Consequently, communicative leaders set clear expectations by collaborating with followers to help them set realistic goals as well as to determine ways to measure their performance (Johannsson et'al., 2014:p.154). Aligned to servant leadership, communicative leaders are very approachable and always willing to listen to feedback, concerns, questions and complaints from followers. Furthermore, they really care about the well-being of followers and show it to them (Johannsson et'al., 2014:p.154) by adopting an approach where they focus on coaching employees, thereby enabling employees to be self-managing. Communicative leaders are very involved (Johannsson et al., 2014:pp.154-155) and they help employees to understand how their inputs contribute to the bigger scheme of things and

where these employees could find the necessary resources to perform their tasks (Wright, 2009:p.237). The communicative leaders are not just communicating, but they are truly good communicators; which make them either effective or ineffective communicators (Johansson et'al., 2014:155). These leaders engage strongly in two-way communication by continuously sharing and seeking feedback from team members (Johansson et al., 2014:p.154). Communicative leaders have the skills to persuade and get a message across effectively and clearly (Dalati, 2013:p.3). Communicative leaders are approachable and willing to listen to inputs or concerns (Johansson et'al., 2014:p.154). These leaders really care about the well-being of followers and show it to them (Johansson et al., 2014:p.154). Communicative leaders are very involved (Johansson et al., 2014:154-155). These leaders communicate to employees how they fit into the bigger scheme of things and where to find the resources needed to perform their tasks (Wright, 2009:p.237).



2.1.17 Ethical leadership

Ethical leadership is a style that encompasses more than traits such as integrity and honesty (Yukl, Mahsud, Hassan, Prussia, 2011:p.39). According to Yukl et'al. (2011:p.39), it is also about keeping employees accountable for their actions as to behave ethically. Ethical leaders are models to employees with regards to ethical conduct. In order for leaders to adopt ethical leadership, they should be credible, open, fair, trustworthy and honest individuals. The ethical leader's communication explicitly states ethical expectations and uses reinforcement to make sure that the message comes across clearly. The ethical leader makes decisions, builds interrelationships and engages in interpersonal communication through what is perceived to be normative appropriate behaviour (Brown, Treviño & Harrison, 2005:p.120). Ethical leaders think about the

consequences that their decisions may have in the long-term, they do what they think is the right thing to do and act according to what would benefit the greater good (Mihelič, Lipičnik & Tekavčič, 2010:p.31).

2.1.18 Relational leadership

Relational leadership is process-orientated and is about leading in a purposeful way where the leader is committed towards positive causes. This leader uses an inclusive approach, welcomes the employees' diverse opinions and empowers the team. This leadership style favours ethical practices, similar to the ethical leadership style (Komives, Lucas, McMahon, n.d.:p.74). The subsequent section discusses a key concept in the research question, leadership communication.

2.1.19 Participative leader

A participative leader welcomes the entire team's feedback, inputs and suggestions, thereby making organisational problems a shared issue (Kelly & MacDonald, 2016:p.4; Khan et'al., 2015b:p.88; Adam & Galanes, 2009:p.284; Rok, 2009:p.467; Wright, 2009:p.237). Participative leaders have been described as mentors that participate (Khan et'al., 2015b:p.88).

In line with the traits of participative leadership, some participants indicated that they value the fact that their leaders include them in strategic decisions as it makes them feel valued and that they are not only a number in the organisation.

2.1.20 Instructional Leadership

Instructional leadership style attention is devoted to student learning and assisting teachers in improving instruction to maximize student achievement (Smith, 2016). The leader's vision for the school should have student learning at the forefront

and provide teachers with the toolkit that is needed to improve teaching and learning. According to Leithwood, Harris, and Hopkins (2008), “School leadership is second only to classroom teaching with an influence on pupil learning.” Also, school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. The influence of the principal as an instructional leader is extremely important and using this style of leadership is one piece of the integrated leadership model, (Leithwood, Harris, & Hopkins, 2008).

2.2 Morale of Teachers

Morale is defined as the mental or emotional state (regarding confidence, hope, enthusiasm, etc.) of a person or group engaged in some activity; degree of contentment with one’s lot or situation” (Senechal, et’al, 2016). Morale is a complex idea and is often associated with other concepts such as burnout and job satisfaction. However, Senechal, et’al., 2016, view morale as distinct and connected to how a teacher fits in the school organization and the decision to stay or leave. They argue that, Morale can be either high or low and is affected by many things, such as teacher perceptions, experiences and working conditions. Not all, school effectiveness can be enhanced through the motivation of teachers, the teachers' feelings toward school and school atmosphere created. This feeling can be described as the spirit (morale) teachers, where it will affect the motivation of teachers and student achievement (Abdullah, Yiing, & Ling, 2016, p. 53). School leadership is an essential aspect in school administration because of its influencing role to the achievement of school goals (Gyang, 2018). School effectiveness can be enhanced through the motivation of teachers, the teachers' feelings toward school and school atmosphere created. This feeling can be described as the spirit (morale) teachers, where it will affect the motivation of teachers and student

achievement (Abdullah, Yiing, & Ling, 2016, p. 53) With the uncertain changing dynamics of school accountability, student achievement remains the focus and results on standardized tests is still the method used to determine student performance. Whatever mandates individual states and school districts decide, it is the teachers who must put into action these directives. The stress of meeting educational goals and change in leadership or policies can have an impact on teacher morale (Govindarajan, 2012).

Education trends have taken a toll on teacher morale because teachers are often blamed for low student test scores, although many factors affecting student achievement are beyond their control (Noddings, 2014, Guthrie, 2010). Teachers are the individuals who have the most contact with students in a school setting, have an enormous amount of responsibilities, and can have a great impact on a child's life. Therefore, it is imperative that teachers are given the tools and support they need to provide students the best learning experience possible. High teacher morale makes teaching pleasant for teachers, learning more pleasant for students, and creates an environment conducive to learning (Govindarajan, 2012; Binova, 2002). Principals set the tone of the school and can therefore foster a climate of respect, recognition, and appreciation which in turn contributes to teacher job satisfaction (Shen, Leslie, Spybrook, & Ma, 2011). Teachers must be nurtured, supported, and valued by the broader community (Bivona, 2002).

2.2.1 Factors that affect Teacher Morale

Student achievement in the basic school is the focus for every basic school. As such, the need to improve the morale of teachers is important so that, they can perform their best when taming students. So now therefore, the district directors and school

heads are on the known that, teachers need to be provided with resources and the needed assistance for them to do their job effectively. Not intervening, the teacher morale is connected to motivation, effort, and job satisfaction, therefore, before head teachers and district administrators can be change agents it is vital to know the factors that affect teacher morale ((Huysman, 2008); Willis & Varner, 2010).

On the other hand, one of the factors that affect teacher morale is lack of recognition. When teachers perceive that, their efforts are not being acknowledged, could result in low morale. In view of this, several studies emphasized that, teachers were not satisfied with the amount and type of recognition and respect they receive in the districts, (Huysman, 2008; Mackenzie, 2007; Reed, 2010; Willis & Varner, 2010). This coupled with the pessimism publicity often made by mainstream media, especially when unpleasant school incidents occur which give teachers the impression that, they are not valued or respected, thus resulting to low morale (Mackenzie, 2007). Again, recognising the teachers also gives impact on teachers' morale. Notwithstanding, actions of the schools and district administrators are important when it comes to teacher morale (Willis & Varner, 2010). Hence, the leadership behaviour put on by the school principals and the climate they create for teaches has an impact on teacher morale. Amongst, other practices that impact teacher morale include praise, instructional and technical support, and professional development (Willis & Varner, 2010). Mackenzie (2007) reported that, the leadership in schools are one of the major factors that affect teacher morale. Coupled with this, school culture has also been reported as another factor that is linked to teacher morale. According to Huysman (2007), discovered that, a school culture where the power structure is distributed and unbalanced resulted in low teacher morale. Also, within this study, teachers cited lack of recognition, low salaries, policies, advancement, and relationship with colleagues as factors that contribute to an

unproductive school culture. Supporting these findings is a study by Mackenzie (2007), which revealed that, teachers' morale is affected by the school culture. Willis and Varner (2010) also offered the following recommendations to improve school culture such as reducing; teachers' workload, allocating time for preparation, administrative support, showing appreciation for teachers, and opportunities for teachers to be promoted - which when used by administrators will enhance or change the school culture. Because, when morale is low, teachers tend to take more "mental health" days of stressful working conditions (Willis & Varner, 2010). Owing to this, the absence of teachers from the classroom due to excessive personal and sick days could be connected to a decrease in student achievement; while teachers who feel good about their job and the environment in which they work, put more effort into their work to benefit the students, (Willis & Varner, 2010). Teachers with low morale can manifest itself in different ways, such as negative work performance and student relationships. Houchard (2005) used the Purdue Teacher 23 Opinionnaire and students' final grades as a determinant for teacher morale, as well as students' achievement and found out that, the teachers' mental state and ability to create a positive climate can influence student achievement. If schools are going to be successful, its teachers must be satisfied with their jobs.

Once more, student achievement can be increased in the school communities' base on teachers' job satisfaction and collegial work relationships. This can be achieved by the school culture influence on teacher job satisfaction in various ways although it is uncertain as to what factors have the greatest impact (Stearns, Banerjee, Moller & Mickelson, 2015). Additionally, studies have also found out that, a strong relationship among teachers' job satisfaction, work environment, and student achievement (Johnson & Birkeland, 2003; Johnson, Kraft, Papay, 2012). Nevertheless, the impact of teacher

dissatisfaction could disrupt the school organizational culture by undermine educational goals, excessive absences, stress, and turnover (Perrachione, Rosser, & Peterson, 2008; Renzulli, Parrott, & Beattie, 2011). It suggest that, high attrition rates pose major challenges to the effectiveness of transforming schools, especially when these rates are high among new teachers entering the profession ((Renzulli et' al., 2011; Achinstein, Ogawa, Sexton, & Freitas, 2010; Borman & Dowling, 2008; Ingersoll & Connor, 2009). Across Ghana, there is a shortage of teachers. The statistics regarding the attrition of new teachers is staggering. Fifty per cent of new teachers leave the profession within the next five years, bringing on board, the need to improve teacher job satisfaction for the forefront (Woods & Weasmer, 2004). However, when some of the teachers remain in the urban schools more than five- years mark revealed that, they are having supportive and inclusive environments where teachers can be involved in the decision-making process and quality professional development increased job satisfaction (Waddell, 2010).

The organizational structure of the school can have a tremendous impact on teacher job satisfaction as well as teaching practices (Stearns, Banerjee, Moller & Mickelson, 2015; Renzulli et'al., 2011; Perrachione, et'al., 2008) and it is critical because it defines how teachers interact with each other and students (Powers, 2009). Teachers are also more satisfied when they have an input in the decisions that affect where they work (Ladd, 2011; Ingersoll & Connor, 2009). Furthermore, allowing teachers to be part of the decision-making process, gives them a sense of empowerment, reduces stress possibly leading to greater job satisfaction (Stearns, Banerjee, Moller & Mickelson, 2015). Not to mention, but a few, valuing teachers' by giving them the opportunity to have a voice in matters related to professional development, curriculum,

student affairs, and instructional materials could motivate them to be effective in their educational practices (Pearson & Moomaw, 2005).

However, the impact of teacher job satisfaction affects teacher's instructional practices, if they are not supported (Crane & Green, 2013). Additionally, working conditions, collegial relationships, and administrative support are positively associated with teacher job satisfaction (Shen, Leslie, Spybrook, & Ma, 2012). Administrative support is the key predictor in determining if teachers are satisfied with their jobs, correspondingly, job satisfaction is the major predictor of the teachers' intention to stay in education (Tickle, Chang, & Kim, 2011) as cited by Crane & Green, (2013). The task for improving student achievement in this age of increased accountability is the responsibility of everyone, but ultimately rests on the shoulders of teachers. Therefore, it is imperative that teacher job satisfaction being taken into consideration and is deemed paramount in fulfilling the mission of education (Crane & Green, 2013). The behaviours exhibited by school leaders play a pivotal role in improving instruction and maintaining teachers' job satisfaction (Crane & Green, 2013).

Principal Leadership, the role of the principal(s) in the context of the school environment is extremely significant for promoting student achievement. As the gatekeeper, mediator, facilitator, and manager, the varied responsibilities of the principal can be used to determine the success or failure of the organizational culture if they are not able to navigate the complexities of the school setting. A study by Water, Marzano, and McNulty, (2003) showed a significant relationship between leadership and student achievements by leaders, who advocate for change, protect, support, and value the individuals of the educational institution. School leaders are responsible for establishing the cultural values within the school but must have buy-in from the teachers to support and enact these values (Kruse & Louis, 2009; Schein, 2010). Having open

communication, establishing an environment of shared values and commitment are vital practices for school leaders (Ladd, 2011).

Leaders can have a positive or negative impact on achievement, depending on the school or classroom practices they choose to focus their attention (Waters, Marzano, & McNulty, 2003). Principals are the key to successful teacher practice by skilfully executing practices that promotes high morale. As the guardians of time and structure, school leadership are instrumental in creating the necessary conditions for collaboration by providing the time needed for teachers to work together (Wahlstrom & Louis, 2008). Giving meaningful feedback on teacher evaluations, providing mentors and instructional coaching are practices that can improve teaching and learning (Childress, 2014). Again, intense accountability pressure in public education to meet the academic needs of all students can strain the relationship between the principal and teachers. Therefore, Principals are responsible for laying the groundwork to improving academic achievement of students by instituting practices and processes as the instructional leader (Lashway, 2002).

Effective leaders know how to choose and use appropriate practices to bring about change to the school culture such as promoting cooperation, cohesion, well-being among staff, and shared purpose and vision of what the school could be like (Waters, Marzano, & McNulty, 2003). Teachers believe they are part of a strong professional community when there is a clear mission, school pride, open communication with leadership, trust and collegial relationship among colleagues, a focus on collective learning, and a sense of belonging (Stearns, Banerjee, Moller, & Mickelson, 2015). Additionally, principals must celebrate good teaching by finding ways to encourage and inspire new teachers, reaffirm the veteran teachers, and recognize the hard-work and dedication that teachers provide from day to day (Childress, 2014). There are various

types of leadership in schools across the country. The responsibilities of school leaders can be daunting when rallying a group of individuals to be committed and engaged in meeting the goals of the organization (Balyer & Ozcan, 2012). This would require school leaders to be methodical in their practices. Leaders must be effective, able to adapt, every changing, team-oriented, effective communicators, problem solvers, and transformational to succeed in the complex school environment (Du Plessis, Conley, & Hlongwane, 2006; Fullan, 2001; Yukl, 2005).

Transformational leadership is malleable and affords leaders to monitor and adjust their behaviors to meet the needs of those they lead (Muenjohn & Anderson, 2007). Transformational leaders are school visionaries, set goals, supportive, and create a culture conducive to teaching and learning (Leithwood & Jantzi, 2000; Castanheira & Costa, 2011; Silins, Mulford & Zarins, 2002). In leadership theory, transformational leadership has been positively related to increased job satisfaction. The value of the relationship between principals and teachers cannot be overlooked. Relationships are an integral part of the school environment and thus affect the culture of the school and student achievement (Barth, 2006). Developing rapport with the faculty and staff can create a ripple effect throughout the school environment (Crane & Green (2013). The success of an organization is predicated upon positive relationships between the leaders and members of the team.

The perception of the leaders by those individuals being led is important to the productivity of an organization. How leaders are perceived by their followers makes a difference in the life of an organization. Building high quality relationships that leads to trust, mutual dependence, support and loyalty which ultimately translates into followers who see leaders as competent, experienced, fair and honest garners the support of those that follow, thus leading to job satisfaction (Crane & Green, 2013).

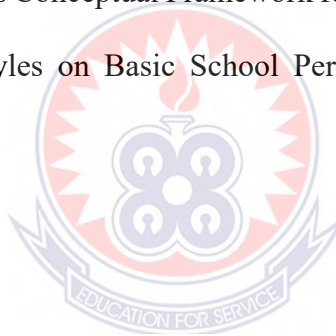
The influence of a school leader for increasing student achievement is important because they can cultivate excellent teachers and provide working conditions that keep these great teachers in the field (Ikemoto, Taliaferro, Fenton, & Davis, 2014). Additionally, principals are the individuals responsible for alleviating the barriers in the working environment that affects teachers' ability to perform high quality instruction for students (Ikemoto, Taliaferro, Fenton, & Davis, 2014).

The principal leadership, school culture, and collegial relationships impact teacher job satisfaction and plans to remain in teaching. Teachers with a supportive administration and working conditions that support teaching and learning are important in improving student achievement (Johnson, Kraft, & Papay, 2012). It is also worth noting those three social conditions, head teacher leadership, collegial relationships, and school culture affect teachers' work (Johnson, Kraft, & Papay, 2012).

Equally important is the interpersonal relationships between principals and their teachers' effect on the broader school climate, teacher job satisfaction, and level of commitment (Price, 2012). Other research reveals that the school leader, the principal, is the central figure in schools and their behaviour in establishing healthy relationships directly affect teachers' attitudes and defines the school climate (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Louis et'al., 2010). Healthy relationships involve fostering trust, cooperation, and openness and staff input which generates high levels of satisfaction, cohesion, and commitment among faculty (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Louis et 'al., 2010; Moolenaar, Daly, & Slegers, 2010; Stephenson & Baur, 2010; Wahlstrom & Louis, 2008). The sphere of influence that the head teacher has on school practices, such as the attitude and behaviour of teachers is a direct relationship, while indirectly influencing student achievement and engagement. Principals guide the process of identifying the goals,

mission, and vision of the school with the help of faculty and staff, thus the greater the level of involvement and agreement of the mission, the greater the culture and morale (Stearns, Banerjee, Moller & Mickelson, 2015).

The literature reviewed so far looked at the definition of leadership, the approaches and theories, leadership styles and empirical works by various researchers, heads and their relationship with teachers and how they have contributed in the achievement of excellence in the Ahafo Ano South West District Junior High Schools. From the literature, leadership is both an individual property with the combination of personal attributes and abilities and a process since it requires the leader to set goals motivate followers and create a supportive and productive culture to maximise staff performance. The below is Conceptual Framework for Analysis of the effect(s) of Head Teachers' Leadership Styles on Basic School Performance derived from reviewed literature:-



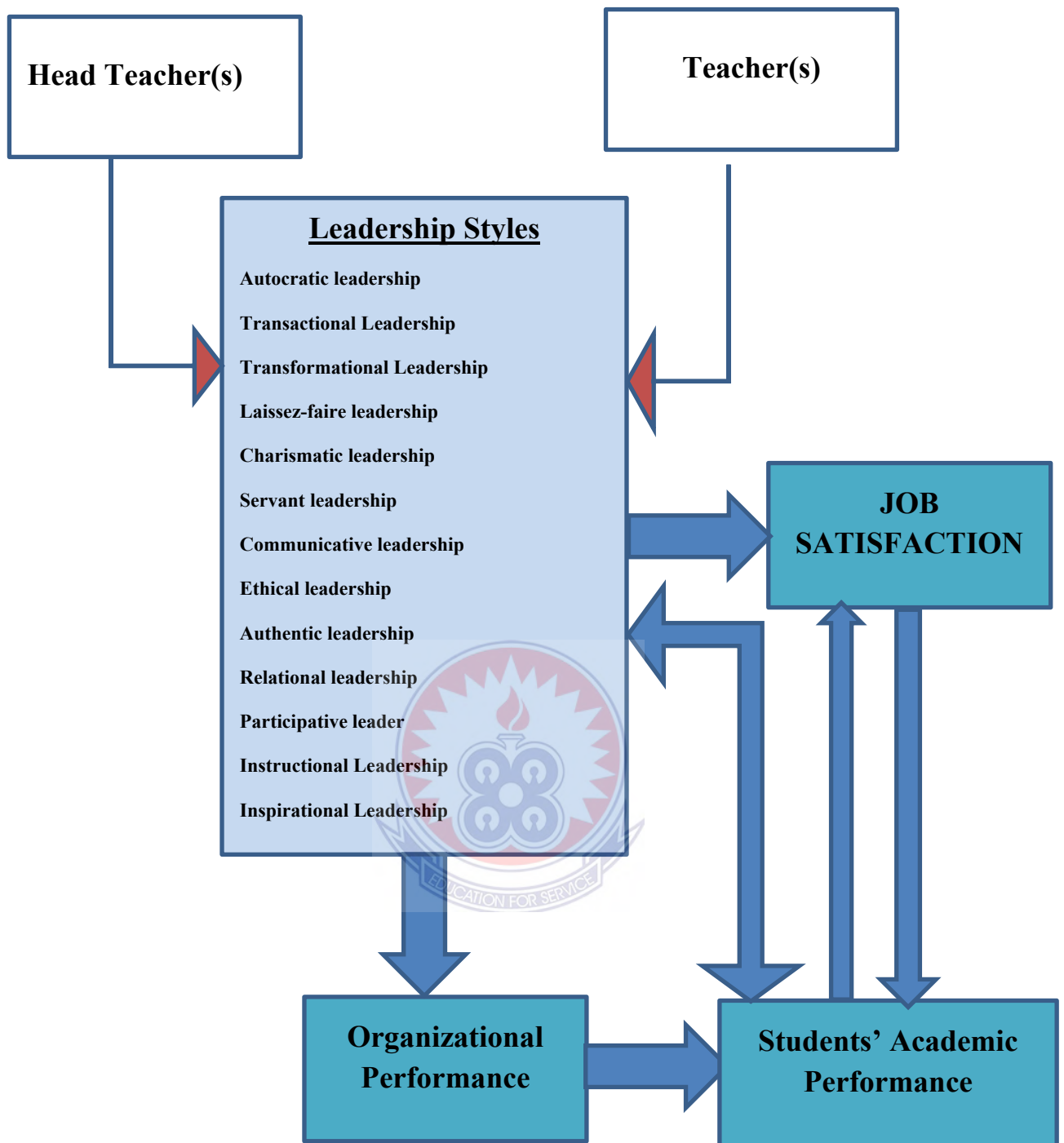


Figure 1: Conceptual Framework for Analysis of Head Teachers' Leadership Styles on Basic School Performance derived from reviewed literature

Source: (Researchers' Construct)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section consists of research design, Population, Sampling and Sampling Technique, Data Source, Primary Data, Secondary Data, Data Collection Instrument, Validity and Reliability of Instrument, Data Collection Procedure, Data Analysis Procedure and finally Ethical Consideration.

3.1 Research Design

The research design used in this study was the descriptive sample survey. The descriptive sample survey design, as pointed out by Gay (1992), involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study.

The descriptive sample survey was deemed appropriate as attempts were made by the researcher to describe some aspects of the population by selecting unbiased sample of individuals who were asked to complete questionnaires. The descriptive sample survey design was also chosen because in considering the purpose of the study, the research questions and the magnitude of the target population, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

3.2 Population

A population of a study is the entire set of individuals of interest to a researcher. Gravetter and Forano (2006) stated that, a population is a large group of people interest to the researcher. Although the entire population usually does not participate in a research study, the results from the study are generalized to the entire population. The population

for this study is consisting of all the 280 teachers and head teachers of all the Public Junior High schools in the Ahafo Ano South West District.

3.3 Sample and Sampling Technique

A sample selected from a population is usually expected to be representative enough of the population in a research study (Gravetter & Forzano, 2006). Sampling as defined by Babbie and Button (2001) on the other hand, is the process of selecting from the entire population. The simple random sampling technique (lottery method) was used to select respondents for this study the reason being that it allows the researcher to make generalizations with relatively few respondents to cover the wider population. The sampling method used in this study is the probability sampling method which is random sampling. A probability sampling define as one in which every unit in the population has a chance ($0 < x < 1$) of being selected in the sample which can be accurately determined. This study was focused on all the 40 Public Basic Schools, comprising of 280 teachers in the Ahafo Ano South West District of Ashanti, as presented in the table below:-

Circuits	No of schools Per Circuit	No of Teachers Per School	Population
MANKRANSO	5	7	(5x7) 35
BOATENKROM	7	7	(7x7) 47
ACHIASE	6	7	(6x7) 42
WIOSO	6	7	(6x7) 42
KUNSU CAMP	8	7	(8x7) 56
KUNSU	6	7	(6x7) 42
BARNIEKROM	7	7	(7x7) 47
HWIBAA	6	7	(6x7) 42
MPASASO	7	7	(7x7) 47
TOTAL	40	63	280

Therefore, the population of this study was assumed to have approximately 280 individual teachers from 40 schools within the Nine Circuits in the district. The sample size representative of the schools in this study is 162. It was determined based on the Krejcie and Morgan's sample size calculation which same as using the Krejcie and Morgan's sample size determination table. The sample size determination:-

Table 3 is derivative from the sample size calculation which expressed as below equation (3.1) (Krejcie and Morgan, 1970, p.608). The Krejcie and Morgan's sample size calculation was based on $p = 0.05$ where the probability of committing type I error is less than 5 % or $p < 0.05$.

$$s = \frac{X^2 NP(1-P) \pm d^2 (N-1)}{X^2 P(1-P)} \quad (3.1)$$

where,

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (0.05 = 3.841).

N = the population size. P the population proportion (assumed to be 0.50 since this would provide the maximum sample size. d the degree of accuracy expressed as proportion (0.05).

Table 3: Krejcie and Morgan's sample size determination table

Population	Sample
200	132
210	136
220	140
230	144
240	148
250	152
260	155
270	159
280	162
290	165
300	169

Source: Adapted from (Krejcie and Morgan, 1970, p.608)

Note.—N is population size. S= required sample size.

3.4 Data Collection

In order to investigate the Head teacher leadership style and the teachers performance both primary and secondary source of data were used. Primary source were Head teachers and teachers by expecting that, they have better exposure, experience and first-hand information regarding the issue under the study. Secondary source of data was obtained from official reports, e-books, e-journals, publications, the internet and other documents. The school of business library was also visited for publications such as academic journals, reports and books. The researcher supplemented the data collection process with her observations and informal interviews.

3.5 Instrument Design

The main data collection instrument was the questionnaire developed following the procedure outlined by Cohen and Manion (1994). Some items were modifications or selections that were identified from available literature. The questionnaire was made up of 5 sections ranging from A – E. Section A consisting of respondents qualification, work experience and present rank in Ghana Education Service. The aim of this specific information was to ensure that respondents were the appropriate one needed for the research i.e. those teachers who have spent some number of years in the schools and had obtained enough professional training in order to identify leadership role activities. Section B had multiple items and was designed to elicit information on the personal qualities and academic qualification of the head teacher. Section C of the questionnaire was about the teachers views concerning the leadership style of the Head teacher. The four item questionnaire gleaned from Heresy and Blanchard (1998) was for teachers to indicate their preference for the kind of leadership style perceived to be exhibited by their heads for maximum performance. Section D carried multiple questions relating leadership styles

of Head teachers and staff performance Section E solicited for suggestions and recommendations on how to improve head teachers leadership style. The basic structure of the questionnaire was a five point Likert scale. The Likert scale is commonly used in survey research and it is used to measure respondents' attitudes by asking the extent to which they agree or disagree with a statement or question. The five scale Likert was weighted in descending order and interpreted as follows; 5 Very strongly agree; 4 strongly agree; 3 Agree; 2 strongly disagree; 1 Disagree.

3.6 Ethics

Ethical concerns were observed in this study. Permission to conduct this study was sought from the relevant authority at the University of Education Winneba-Kumasi, the Ahafo Ano South Education Directorate, and the Heads of the Junior High schools involved. Consent was also sought from the respondents and the aim of the study was explained to them. Teachers were allowed to participate voluntarily. Names of the respondents and of schools were not disclosed. All data collected during this study was kept confidential and used to meet the objectives of this study only.

3.7 Response Rate

One major challenge encountered during the period of the research had to do with questionnaire administration and retrieval. Many of the respondents claimed the rate of filling questionnaires in their school was too much and were reluctant to participate. The researcher was able to retrieve 141 out a total of 162 administered questionnaires representing 87% of retrieval. Out of the 141 questionnaires that were returned 28 was badly filled and therefore were rejected. Total responses used for the analysis was 113, which was considered excellent by Baabereyir (2014).

3.8 Pilot Study

Prior to the major survey, a pilot survey was undertaken. The pilot study is a trial run that can help the researcher to smoothen out the survey instrument to ensure that the participants in the main survey experienced no difficulties in completing it (Bell, 1996 cited in Moore & Abadi, 2005). The aim of the pilot study was to test the wording of the questionnaire, identify ambiguous questions, test the intended technique for data collection and measure the effectiveness of the potential response. Using purposive sampling techniques, the research instruments were pre-tested using a sample of 20 randomly selected participants. The sample size of 20 for the pilot study is based on the observation of Borg and Gall (1983) that it is hardly essential to include more than 20 subjects for a pilot study. All 20 respondents were included in the main survey to cater for bad filling and non-responded questionnaires. The pilot questionnaires (fully addressed) were hand delivered after which it was retrieved. The questionnaires were accompanied by a covering letter explaining the purpose of the pilot study. Subsequently, the respondents were asked to critically appraise the questions and provide feedback as to the relevance and sensitivity of the questions, length and time for completing and suggestions for improvement. A preliminary analysis of the data was also carried out to test the intended technique for analysing the data.

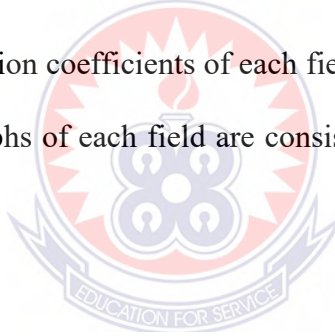
3.8.1 Validity test

This section presents test of validity of questionnaire according to the pilot study. Validity refers to the degree to which an instrument measures what it is supposed to measure (Polit & Hungler, 1985). Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include criterion-related validity and construct validity. To insure the validity of the

questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Spearman test) which measures the correlation coefficient between each paragraph in one field and the whole field. The second test is structure validity test (Spearman test) that is used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

3.8.2 Criterion-related validity test

To test criterion-related validity test, the correlation coefficient for each item of the questionnaire and the total of the field is achieved. The p-values (Sig.) was less than 0.01 for all results, so the correlation coefficients of each field are significant at $\alpha = 0.01$, so it can be said that the paragraphs of each field are consistent and valid to measure what it was set for.



3.8.3 Structure validity test

It also assessed the field's structure validity by calculating the correlation coefficients of each field of the questionnaire and the whole of questionnaire. The p-values (Sig.) are less than 0.01, so the correlation coefficients of all the fields are significant at $\alpha = 0.01$, so it can be said that the fields are valid to measured what it was set for to achieve the main aim of the study .

3.8.4 Reliability test

This section presents test of reliability of the questionnaire according to the pilot study. The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (Polit & Hunger, 1985). The less variation an instrument

produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (Polit & Hunger, 1985). Chronbach's coefficient alpha (George & Mallery, 2003) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? Chronbach's alpha is used here to measure the reliability of the questionnaire between each field. The normal range of Chronbach's coefficient alpha value is between 0.0 and + 1.0. The closer the Alpha is to 1, the greater the internal consistency of items in the instrument being assumed. Since the alpha value is inflated by a large number of variables then there is no set interpretation as to what is an acceptable alpha value. A rule of thumb that applies to most situations is:

$0.9 \leq \alpha \leq 1.0$ Excellent

$0.89 \leq \alpha \leq 0.9$ Good

$0.79 \leq \alpha \leq 0.8$ Acceptable

$0.69 \leq \alpha \leq 0.7$ Questionable

$0.59 \leq \alpha \leq 0.6$ Poor

$0.09 \leq \alpha \leq 0.5$ Unacceptable



The Chronbach's coefficient alpha was calculated for each field of the questionnaire using SPSS software. The most identical values of alpha indicate that the mean and variances in the original scales do not differ much, and thus standardization does not make a great difference in alpha.

For the fields, values of Chronbach's Alpha were in the range from 0.707 and 0.879. This range is considered high; the result ensures the reliability of each field of the questionnaire. Chronbach's Alpha equals 0.862 for the entire questionnaire which

indicates a good reliability of the entire questionnaire. Thereby, it is proved that the questionnaire is valid, reliable, and ready for the study.

3.9 Data Preparation and Analysis

The collected data was coded and analysed using Statistical Package for Social Sciences (SPSS Version 21). SPSS was used for coding the answered questions and generating the relevant information. The collected data was statistically analysed using both descriptive and inferential statistics. To make issues clearer and give visual impressions on the scores obtained, frequencies and percentages were used in building tables to determine the dominant head teacher leadership styles as perceived by teachers. This ensured that the data was clearly understood and applied to provide answers to the questions raised in the research. Descriptive statistics indicating means and rank orderings was used to assess the responses to all items of the instrument. Pearson product moment correlation coefficient was used to establish the relationship between head teachers' leadership styles and teacher performance. To make reliable inferences from the data, the correlation was subjected to tests significance at $\alpha = 0.05$.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The main focus of this chapter is to present the results of the study and discuss the findings in relation to theoretic and pragmatic evidences. The results are also compared and contrasted with prior studies. Possible reasons are offered for any differences or similarities in the results of this study and prior studies. The results and discussions are limited to the influential leadership style of head teachers and its effects on the performance of randomly selected Basic Schools in the Ahafo Ano South West District of Ashanti Region under each circuit. The implications of the findings are also presented in this chapter. The chapter is specifically presented in the following order: the general data characteristics and discussions of the specific objectives.

4.1 Questionnaire Return Rate

From the sample size of 162 respondents, a total 113 was successfully completed. This gave return rate of 70.63%. The findings of this study are based on these responses. According to Baabereyir (2016), the response of 50% is adequate for analysis and reporting. A rate of 60% is good and response rate of 70% and above is excellent. The response rate of 70.63% was satisfactory to make conclusions for the study.

4.2 Descriptive Statistics of Respondents

Analyse the data collected on the study variable; the study first examined the descriptive characteristics of the data. The descriptive statistics was used to analyse the statistical consistency or inconsistency of the variables. The descriptive statistics are grouped into three idyllically. The researcher first examined the characteristics of the

respondents (teachers) who assessed their current head teachers; examined the academic qualification of the head teachers and their personality; and the leadership style exhibited by these head teachers.

Table 3 to 7 represents the results of the descriptive statistics. The table below indicates the descriptive statistics of the variables collected through the administration of questionnaires in the basic schools of Ahafo Ano South West District of Ashanti Region.

Table 4: Sex of Respondents

Sex	Frequency	Valid Percent
Male	82	73.0
Female	31	27.0
Total	113	100.0

Source: Field survey, (2021)

As can be seen from Table 4, the majority of respondents (82) were males representing 73.0%. This indicates that, the teachers of the Ahafo Ano South West District basic schools in the Ashanti Region are dominated by male teachers. The female teachers represented 27% (31).

Table 5: Qualification of Respondents

Qualification	Frequency	Valid Percent
MEd	20	17.4
MBA	19	17
B.E.d	71	62.9
Diploma	2	1.8
Bsc	1	0.9
Total	113	100.0

Source: Field survey, (2021)

In terms of academic qualification of respondents majority have a least a first degree 98.2 % (113) respondents. This further shows that majority of the teachers in schools were well qualified. A total of 34.4 % (39) respondents) have a second or master's degree. Two (2 respondents) representing 1.8% had Diploma.

Table 6: Number of Years of Teaching Experience

Years of teaching	Frequency	Valid Percent
1-5	44	40.0
6-10	21	18.4
11-15	20	17.5
16-20	18	15.7
21-30	5	4.2
31 and above	5	4.2
Total	113	100.0

Source: Field survey, (2021)

Again, the respondents have different years of experience as indicated in table 6. Majority of teachers have between 1-5 years of teaching experience indicating that quite a number of these teachers are relatively new in the teaching profession as far as JHS is concerned. The analysis shows that, category 1-10 years of experience constitute 58.4% (65 respondents), 11-20 years of experience constitute 33.2 % (38 respondents) and 30 and above years of experience also constituted 8.4% (10 respondents).

Table 7: Ranking in GES

Rank	Frequency	Valid Percent
Rank in Deputy Director	4	3.5
Assistant Director	38	33.5
Principal Superintendent	54	48.0
Senior superintendent	17	15.0
Total	113	100.0

Source: Field survey, (2021)

In terms of rank in the Ghana Education Service a total of 54 respondents constituting 48.0% are principal superintendents forming the majority. Assistant Directors form second largest of respondent in terms of rankings in the municipality with 33.5% (38 respondents). Senior superintendents and Deputy Directors were 15.0 % (17respondents) and 3.5% (4 respondents) respectively. The ranks indicate that, the respondents are well placed to understand responsibilities and leadership styles of their heads.

Table 8: Age of Respondents

Age	Frequency	Valid Percent
18-24	6	5.3
25-30	18	16.0
31-40	35	30.8
41-50	40	35.5
51 - Above	14	12.4
Total	113	100.0

Source: Field survey, (2021)

From the analysis, it was established that, majority of teachers in JHS of Ahafo Ano South West District basic schools in the Ashanti Region are within the age range of 1-50 years constituting 87.6 % (99 respondents). From the table above, it was also observed that relatively younger teachers were the least on the staff list of the JHS, which is 5.3 % (6 respondents). Teachers whose ages were above 50 years are numbered (14) with a percentage of 12.4. In all, the ages of the respondents were fairly distributed.

4.3 Analysis of the Study Objectives

It has been established from the tables above that, the respondents are all qualified and competent enough to give critical assessment of the influence of leadership style on performance of their staff. The objectives of this study are to establish the academic background and personalities of the head teachers; assess head teachers' leadership style

demonstrated; examine the relationship between staff performance and head teacher's leadership style; examine leadership style in relation to roles expected of heads by staff of JHS to influence performance; and evaluate suggestions or recommendations made by the staffs on how head teachers should improve their leadership style.

4.3.1 Academic Background and Personal Qualities of Heads of JHS

The first objective of the study sought to examine the academic background and personal qualities of Heads of JHS to determine its effectiveness as perceived by teachers in the schools. According to Jacques and Clement (1991), a leader can carry others in a direction through competency and commitment. Thus assessing the head teachers' background will inform the researcher how effective his/her leadership will be (Sigilai & Bett, 2013).

Table 9: Qualification and Qualities of Head teachers as Expected by Respondents to Enhance Performance

ITEM	1	2	3	4	5	Total	Mean
Master's degree	(21)15%	(10)8%	(38)27 %	(45)33%	(25)18 %	(113)100%	3.3
Degree	(4) 3%	(11)10%	(28)26%	(30)26%	(40)35%	(113)100%	4.0
Taught more than 10 years	(2) 2%	(12)11%	(10)8%	(47)42%	(42)37%	(113)100%	4.2
Has further training in educational Administration	(3) 2%	(2)2%	(15)13%	(43)37%	(50)46%	(113)100%	4.3
has good health	(4)3%	(0)0%	(20)17%	(34)30%	(55)50%	(113)100%	4.1
Mental health	(23)20%	(1)1%	(10)8%	(40)36%	(41)35%	(113)100%	3.8
Neat in appearance	(2)2%	(3)2%	(11)10%	(71) 64%	(26)22%	(113)100%	4.2
Can be trusted	(4)3%	(2)2%	(27)24%	(42)35%	(41)36%	(113)100%	4.1
Able to mix well with peers	(5)4%	(5)4%	(27)24%	(35)31%	(41)37%	(113)100%	4.0
Courageous in facing problems	(4)3%	(11)10%	(15)13%	(48)42%	(35)32%	(113)100%	4.0
Capable of settling Disputes between Groups and individual	(5)4%	(7)5%	(15)13%	(54)48%	(34) 30%	(113)100%	4.0

Source: Field survey, (2021)

In this section the respondents were asked to indicate how academic qualification and behaviour of head teachers enhance or negatively affect their effectiveness from their point of view using a five point rating scale in order of '5' as very strongly agree and '1' as strongly disagree.

As can be observed from the table 9 above, 18% of respondents very strongly agreed to the fact that Head teachers should have a masters' degree. Another 33% also strongly agree whilst 27% also supported this assertion. Overall, 78% of respondents believed that a head should have a master's degree to be able to function well, with the 23% thinking otherwise. The level of agreement has a mean score of 3.3 indicating respondents have some level of acceptance.

On the issue of Head teacher possessing a degree, 35% of respondents very strongly agreed to this assertion. Another 26% of respondents had strong agreement whilst 26% were also in agreement. Put together 87% of respondents believed that a least a Head teacher of an SHS should have a degree in order to function properly. A total of 13% did not agree. The mean score for this assertion is 4.0 which mean that overall respondents very strongly think a degree is a prerequisite for becoming a Head teacher.

On the issue of whether or not for someone to perform well as Head teacher, that person should have teaching experience of 10 years, 37% of respondents strongly agreed to the assertion. Another 42% of respondents also strongly agrees whilst 8% also agreed, bringing the total number of respondents consenting to 87%. Dissenting views constituted 13%. The mean score was however, 4.2 indicating that respondents very strongly endorse this assertion that for one to become head teacher he/she must have taught or be in the teaching profession for about 10 years of experience (Salfi, Hussain & Virk, 2014).

Approximately 46% of respondents very strongly believed that for a head teacher to perform creditably he/she must have gone for further training in educational

administration. Again, another 37% also had a strong agreement to the assertion, while 13% agrees, amounting them to be 95%. Those disagreeing were 4% indicating that they did not believe further training is required for high performance. A mean of 4.3 was recorded implying that respondents very strongly agree to this assertion. This claim is in support of the Commonwealth Secretariat (1993) study which concluded among other things that an effective head of school should have up to date knowledge in skills including ability to initiate.

On the question of whether or not a head teacher must have good health to perform his functions as expected, 50% of respondents were positive, thus very strongly agreed to the assertion. Another 30% and 17% also believed that good health was an important issue for effectiveness. In deed an unhealthy person will find it difficult to perform in any endeavour. Those who did not see it important were in the minority with 3% of total respondents. The mean value recorded was 4.1 which indicates that majority of respondents very strongly believe that for head teacher to be on top of his job he/she must have good health.

On the issue of mental health 35% very strongly asserted to the claim while 36% also strongly believed same. Eight percent (8%) also somewhat agreed with 1% disagree to mental health related issues. This indicates that 21% of respondents do not think having sound mental is needed to be able to take the right decisions among others. An overall mean of 3.8 was recorded indicating that most respondents believe strongly that this claim is very important.

The study further revealed that 22% of respondents very strongly believed that a head teacher must be someone who can be trusted by subordinates. Another 64% also had the same believe of trust. However, 10% did not think so. The mean score was 4.2 which

imply that generally most of the respondents think that for a head teacher to perform properly he/she should earn the trust of their direct reports.

A total of 36% of respondents very strongly agreed to the assertion that head teachers should have the ability to mix with their peers and also their direct reports while 35% also strongly believed in this claim. Overall, 95% of respondents saw this assertion as important to the success of the head teacher. However, 5% had dissenting views, thus disagreed. The mean score was 4.1 which indicate that respondents highly believe that their heads should be able to have good rapport relationship with them confirming Stogdill (1974) who among other things posits that, leadership is relationship with a group and promotion of group integration.

A total of 37% respondents very strongly agreed to the fact that it was very imperative for their head to be courageous in facing problems rather than hide behind the scenes. Another 31% also strongly agreed while 24% more also have the same believe. In total 92% consented whilst 8% dissented. The mean value was 4.0 indicating that the majority of respondents believed that head teachers should be courageous to overcome challenges as well as taking risk in the face of uncertainties.

A total of 32% of respondents very strongly agreed to the assertion that for a head teacher to function as expected he/she should have the capacity to settle disputes between staff members and individuals in the various schools. A further 42% also have the same sentiments. Meanwhile, 13% thought otherwise thus they did not see this as an issue needed to enhance the work of a head teacher. However, the mean score was 4.0 indicating a very strong endorsement. From the above analysis, it is very clear that respondents or teachers in Junior High schools in the Ahafo Ano South West District of Ashanti Region strongly agree to the fact that, for head teachers to perform their functions very well the listed and discussed academic and personal qualities are very necessary. Mean scores of

responses to the items in table 8 above were further analysed in the order of its magnitude. The mean scores are ranging between 3.3 and 4.3 as shown in the table 9.

Moreover, from the table above, further training in educational administration was ranked first with a mean score of 4.3. Closely followed is at least 10 years of teaching experience with a rating of 4.2. The two rankings indicate that respondents believe that for a head teacher to be very effective he/she should have had a further training in educational administration and also have a least 10 years teaching experience.

Ranking third was neat appearance with a rating of 4.2 indicating that respondents believe that that a head teacher in a JHS should always appear neat, smart and confident. The fourth ranked with a rating of 4.1 is good health and closely followed by trust occupying the fifth position. The sixth, seventh, eighth and ninth ranks had the same rating of 4.0. The tenth ranked was mental health with the eleventh being having a master's degree. The study has revealed that respondents think having a master's degree not necessarily a strong point to be given the position of head teacher.

4.3.2 Head Teachers Leadership Styles

Empirically, it has been established that head teachers in schools demonstrate different leadership styles which results in varied performances of their staff. The assessment of leadership styles of head teachers in accordance with the styles postulated in the study by Heresy and Blanchard (1998). Their study established four leadership styles namely telling style -autocratic; selling style-persuasive; participating style- democratic and delegating style.

Table 10: Responses on Head teachers' Leadership Style Demonstrated as seen by Staff Members (Teachers)

ITEM	1	2	3	4	5	Total	Mean
Telling teachers what to do and providing specific instructions	(13)11.5%	(17) 15%	(25) 22%	(46) 41%	(12)10.6%	(113)100%	3.3
Making decisions and trying to explain and persuade teachers to accept them	(16)14%	(13)11.5%	(35)31%	(45)40%	(5)3.5%	(113)100%	3.1
Sharing ideas and facilitating in decision making	(4)3.5%	(16)14%	(30)26.5%	(42)37.2%	(21) 18.6%	(113) 100%	3.6
Permitting teachers to accomplish task within limits defined by the head teacher	(7)6.2%	(4)3.5%	(21)18.5%	(50)44.3%	(31) 27.5%	(113) 100%	3.9

Source: Field survey, (2021)

According to the above table 10 above, the average rating that requires the head teacher to tell subordinates what to do were 3.3 indicating a fair endorsement. It also implied that 73.5% or 83 respondents agreed that this leadership style was exhibited by their head teachers. This also confirms a study by Nsubuga (2008) who reported that Head teachers in some selected schools in Uganda use this type of style.

The leadership style which calls for the head teacher making decisions and trying to explain and persuade subordinates to accept them have a mean score of 3.1 which means respondents (74%) did not strongly associate their Heads' leadership to persuasive style and this relates to works by MacDonald(2007) and Omeke & Onah (2011).

In the case of leadership style where the head teacher shares ideas and facilitates in the decision making process have an average of 3.6 was recorded representing 83% of respondents. This indicates a relatively high level of agreement that Head teachers in the Ahafo Ano South West District of Ashanti Region practice this leadership style. This also corroborates works by Gewirtz (2002).

The fourth style which permits teachers to accomplish task within limits defined by Head teachers had a mean score of 3.9 representing 90.3% of respondents. This is ranked first which implies that majority of respondents believe that this type leadership style is the dominant in the Ahafo Ano South West District of Ashanti Region. This type of style results in a motivated atmosphere and feeling of self-worth among the teachers (Iqba, 2010 & Nsubuga, 2008).

However, theorist and researchers have essentially argued that any one of the leadership style is effective so long as it is appropriately matched with the task of the group (Heresy & Blanchard, 1998).

In this section, the researcher has established a basis for the existence of empirical leadership style of JHS's in the Ahafo Ano South West District of Ashanti Region. The result confirms other studies results (Sashkin & Sashkin, 2003; Dinham, 2005; Townsend, 2007; Lydiah & Nasongo, 2009; Salfi, Hussain & Virk, 2014).

4.3.3 Relationship between Head Teachers Leadership Styles and Staff Performance

The research question sought to investigate the relationship between head teachers' leadership styles and teacher performance of JHS's in the Ahafo Ano South West District of Ashanti Region. Pearson correlation coefficient was used and the interpretation of results was based on Devore and Peck's (1993) recommendation that in assessing resultant correlation coefficients, coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5 but less than 0.8 represent a moderate relationship, and coefficients greater than 0.8 represent a strong relationship.

Table 11: Pearsons Correlation between of Head teachers' Leadership Styles and Teacher Performance in SHS's in the Ahafo Ano South West District of Ashanti Region

Variables	Autocratic leadership style	Selling leadership style	Participatory leadership style	Delegating Leadership style
Make scheme of work for each term	.26** (.00)	.04 (.60)	.03 (.77)	.23** (.00)
Complete my scheme of work for each term	.31** (.00)	.05 (.53)	.13 (.13)	.34** (.00)
Punctual at school and classes	.23** (.01)	-.12 (.16)	(-.02) (.86)	(.16) (.06)
Give homework regularly	-.05 (.59)	-.20* (.02)	-.04 (.61)	-.09 (.32)
Attend meetings regularly and on time	.04 (.68)	-.05 (.58)	.19* (.02)	.10 (.25)
Participate in extra curricula activities	-.09 (.28)	-.20* (.02)	-.02 (.85)	.19* (.03)
Able to meet deadlines	.01 (.96)	-.13 (.14)	-.02 (.78)	.23** (.01)
Overall performance	.31** (.00)	.05 (.53)	.13 (.13)	.34** (.00)

Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). P- Values in brackets

The Pearson correlation results in Table 11 revealed a relatively weak but significant positive relationship between teachers making scheme of work for each term and the autocratic ($r = .26$, $p = .00$, 2-tailed) and delegating ($r = .21$, $p = .00$, 2-tailed) leadership styles. With respect to selling ($r = .04$, $p = .60$, 2-tailed) and participatory ($r = .03$, $p = .77$, 2-tailed) leadership styles there was a weak positive relationship that was not significant. The analysis also show that there is a relatively weak but significant positive relationship between teachers ability to complete their scheme of work for each term and the autocratic ($r = .31$, $p = .00$, 2-tailed) and the delegating ($r = .34$, $p = .00$, 2-tailed) leadership styles. There was a weak positive relationship between teaches ability to complete their scheme of work in each term and the selling ($r = .05$, $p = .53$, 2-tailed) and

the participatory ($r = .13$, $p = .13$, 2-tailed) leadership styles but was not significant statistically.

In terms of teachers punctuality to school and classes there was a weak but a significant positive relationship between the autocratic ($r = .23$, $p = .01$, 2-tailed) leadership style. There was however, an insignificant weak and negative relationship between punctuality and selling ($r = -.12$, $p = .16$, 2-tailed) and participatory ($r = -.02$, $p = .86$, 2-tailed) leadership styles. With respect to delegating ($r = .16$, $p = .06$, 2-tailed) the relationship was weak and positive and also not significant.

The correlation results also showed a significant but weak and negative relationship between teachers ability to give homework regularly and selling ($r = .20$, $p = .02$, 2-tailed) leadership style. The relationship was also insignificant, weak and negative between the autocratic ($r = -.05$, $p = .59$, 2-tailed), participatory ($r = -.04$, $p = .$, 2-tailed) and delegating ($r = -.09$, $p = .32$, 2-tailed) leadership styles.

There was a significant weak and positive relationship between teachers attending meetings regularly and on time and the participatory ($r = .19$, $p = .02$, 2-tailed) leadership styles of head teachers. There was also an insignificant, weak and positive relationship between the autocratic ($r = .04$, $p = .67$, 2-tailed) and delegating ($r = .10$, $p = .25$, 2-tailed) leadership styles. The result again showed an insignificant, weak and negative relationship between the selling ($r = -.05$, $p = .58$, 2-tailed) leadership style.

With regards to teachers participating in extra curricula activities the result showed that there is a significant but weak negative relationship between selling ($r = -.20$, $p = .02$, 2-tailed) and weak and positive relationship between delegating ($r = .19$, $p = .03$, 2-tailed) leadership styles. The autocratic ($r = -.09$, $p = .28$, 2-tailed) and participatory ($r = -.02$, $p = .85$, 2-tailed) leadership styles were weak and negatively related and also not significant.

In terms of teachers ability to meet deadlines the result showed that there is a weak but a significant positive relationship between the delegating ($r = .23$, $p = .01$, 2-tailed) leadership style. The rest, that is autocratic ($r = -.01$, $p = .96$, 2 tailed), selling ($r = -.13$, $p = .14$, 2-tailed) and participatory ($r = -.02$, $p = .78$, 2tailed) leadership styles were weak and negatively related and also not significant.

The correlation results between the overall teacher performance and the leadership styles showed that there is a weak but significant positive relationship between the delegating ($r = .34$, $p = .00$, 2-tailed) leadership style. This finding was however, contrary to studies by Nsubuga (2008), MacDonald (2007) and Nthumi (2012). They further posit that this leadership style does not enhance performance but rather leads to demotivation and unproductive attitudes among others.

The autocratic ($r = .31$, $p = .00$, 2-tailed) leadership style was also weak and positively related with overall teacher performance and significant at 0.00 level of significance. The result was also consistent with Adeyemi (2010). This finding was however, contrary to the findings made by Sigilai & Bett (2013) and Machuru & Kaitila (2014). The finding of this study indicating significant relationship between autocratic leadership style and teachers' job performance shows that in certain situations, the more authoritarian a leader is, the more effective the subordinates. This implies that many teachers need to be coerced by the principal before they could improve on their job performance.

The correlation result also indicated a weak and insignificant positive relationship between selling ($r = .05$, $p = .53$, 2-tailed) and participatory ($r = .13$, $p = .13$, 2-tailed) leadership styles.

4.4 Suggestions or Recommendations Made by Staff of JHS's on how Head

Teachers could improve their Leadership

Below are the suggestions put forth consistently by the respondents and these suggestions and recommendations have been grouped in ascending order of which appeared most in the analysis. This recommendation will be useful for instructing and training head teachers in the Table 12 below shows the suggestion and recommendations from respondents.

Table 12: Suggestion and recommendations from respondents

Suggestions and Recommendation	Frequency	Percentage (%)
Adequate training in school management and administration and school-based in-service training be made a prerequisite for headship	20	17.7
The staff must be encouraged to participate in the decision making process	15	13.2
The head teachers should do away with factions and treat all teachers equally	15	13.2
Extrinsic motivation should be provided to the teachers	13	11.5
Head teacher should develop good interpersonal relationship	12	10.6
Delegate powers to appropriate person by choosing carefully	10	8.8
The headmaster should adopt democratic style of leadership to run the school effectively	9	8.0
The headmasters must be made to account to the staff members on issues concerning money	5	4.4
Should visit teachers when the need arises not only when he is cautioning them	4	3.6
Keep staff members fully informed in all matters/decisions	2	1.8
Should adopt leadership style that suit the environment	2	1.8
Head masters must know the strength and weaknesses of teachers	3	2.7
He must maintain his focus and not to lose his sense of purpose	1	0.9
Head teachers should always solicit for funds for infrastructural activities through sponsorship than regularly relying on IGF	1	0.9
GES must consider appointing MBA and MPA degree holders who have education qualification and teaching experience to head JHS	1	0.9
Total	113	100

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The research was conducted to determine the type of leadership styles exhibited by head teachers as seen by their staff, establish the extent to which academic qualification and personal qualities enhances or otherwise the work of heads. The researcher also sought to examine how teaching staff performed under the leadership styles established in the study and also solicit for recommendation from respondents on how they thought leadership could be improved in their various schools.

The instrument used was the questionnaire and responses were indicated on a five point Likert scale ranging from very strongly agree (5) to strongly disagree (1). A total of 160 questionnaires were administered out of which 132 of them were returned representing 82.5% recovery. Out of the retrieved, 19 were badly filled and therefore rejected. A total of 113 questionnaires were however, used in the analysis. Respondents were members of staff from the four Public Junior High schools in the Ahafo Ano South West District of Ashanti Region who were selected randomly. The responses were tabulated and the data were put into frequencies, percentages and simple means and analysed.

In this chapter, the findings of the study are summarised and conclusions drawn. Recommendations are made and suggestions are also offered for future research. The first objective of the study sought to examine the academic background and personal qualities of Heads required enhancing their performance as perceived by teachers of JHS. The study established some key findings from data collected from respondents. In terms of academic qualification and personal qualities, teachers believed that for a head teacher to perform as expected he/she should have a further training in educational administration.

They however, did not think or agree strongly that one need any master's degree in order to function well.

Respondents also alluded to the fact that teaching experience of about 10 years is required to ensure that a person selected for headship is capable of discharging his duties creditably. Overall respondents agreed that all the listed attributes were indeed very important in achieving high performance.

The second objective sought to assess head teachers' leadership style as perceived by their teachers in JHS in the Ahafo Ano South West District of Ashanti Region. In terms of leadership style, majority of respondents endorsed the delegating leadership style as dominant in the JHS in the District. This style is closely followed by that of participatory or democratic which imply to some extent heads of this JHS embraces the inputs of their subordinates in decision making. The telling or autocratic and persuasive styles were also exhibited according to the data analysed.

The third objective examined the relationship between staff performance and head teachers' leadership style. The study established a weak but positive correlation between the overall teacher performance and the delegating leadership styles of head teachers in the Ahafo Ano South West District of Ashanti Region. The relationship was significant at the 0.00 level significance.

The Telling or autocratic leadership style was also weak and positively related with overall teacher performance and significant at 0.00 level of significance. The finding of this study indicating significant relationship between autocratic leadership style and teachers' job performance shows that in certain situations, the more authoritarian a leader is, the more effective the subordinates.

This implies that many teachers need to be coerced by their heads before they could improve on their job performance. The last objective sought to solicit for suggestions or recommendations by staff of JHS in the Ahafo Ano South West District of Ashanti Region on how head teachers should improve their leadership style. There were 15 suggestions made by teachers but the majority thus 64% of them gave the following suggestions for the improvement of head teacher leadership styles.

1. Adequate training in school management and administration and school based in-service training be made a prerequisite for headship.
2. The staff must be encouraged to participate in the decision making process.
3. The head teachers should do away with factions and treat all teachers equally.

5.2 Conclusions

Based on the findings of the study with respect to the first objective the study therefore concludes that for a head teacher to perform his function very well he/she need to a have further training in educational administration and that the appointing authority should ensure that a prospective head have a least 10 years of teaching experience.

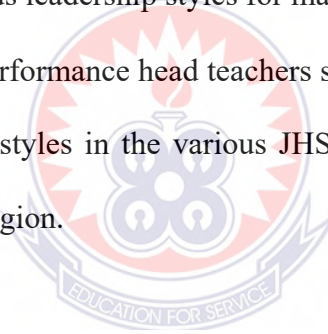
With respect to the second objective the study concludes based on its findings that the dominant leadership style exhibited by head teachers as seen by teachers is the delegating style followed by the democratic, autocratic and persuasive styles in that order.

Based on findings with respect to objective 3, the study concludes that there is a significant and positive relationship between teacher performance and both the delegating and autocratic leadership styles of head teachers of JHS in the Ahafo Ano South West District of Ashanti Region.

5.3 Recommendations

The recommendations are based on the findings of the study. The study therefore recommends the following,

- Authorities should ensure that those being appointed as head teachers have training in educational administration. Seminars or short courses could also be organized for head teachers who do not have this training to equip them to be able to discharge their functions excellently.
- Teachers who are applying for the post of head teacher in JHS should have at least 10 years of teaching experience.
- Leadership training should be conducted for head teachers so as to learn how to combine all the various leadership styles for maximum performance.
- For overall teacher performance head teachers should combine the delegating and autocratic leadership styles in the various JHS's in the Ahafo Ano South West District of Ashanti Region.



5.4 Suggestions for Further Research

The following suggestions are made for further research,

- It is recommended that this research is replicated in private JHS to know if findings can be generalized for the District.
- It is also recommended that respondents, that is non-teaching staff of this JHS's be used in a replication of this study to see if significant differences in opinion would come out.

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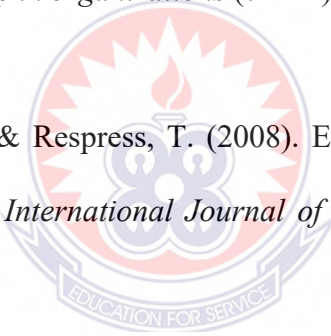
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APPENDIX**QUESTIONNAIRE FOR THE STUDY****SECTION A****Personal data of Teachers**

Please, Tick (/) the appropriate response to the following questions

1. Sex: Male [] Female []
2. Age: 20-30 [] 31-40 [] 41-50 [] 51-60 []
2. Qualification: PhD [] MEd [] MBA [] B.Ed. [] Diploma []
3. Rank in GES: Assist. Dir. I [] Assist. Dir. II [] Principal Supt. [] Senior Supt. []
4. No. of years of teaching experience 1-5 [] 6-10 [] 11-15 [] 20-25 [] 26-30 []
31 and above []

**SECTION B:****Academic Qualification and personal qualities of Head teachers**

Circle the numbers on the scale to show the extent to which you disagree or agree that academic qualification and personal qualities help to make the Head teacher

Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
Has diploma	1	2	3	4	5
Has a Master degree	1	2	3	4	5
Has taught more than ten years	1	2	3	4	5
Has received further training in educational administration	1	2	3	4	5
Has good health	1	2	3	4	5

Has mental health	1	2	3	4	5
Neat in appearance	1	2	3	4	5
Can be trusted in dealings with subordinates	1	2	3	4	5
Able to mix well with peers and subordinates	1	2	3	4	5
Courageous in facing problems	1	2	3	4	5
Capable of settling disputes between groups and individuals	1	2	3	4	5

Academic Qualification and personal qualities of Head teachers Circle the numbers on the scale to show the extent to which you disagree or agree that academic qualification and personal qualities help to make the Head teacher

Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
Has received further training in educational administration	1	2	3	4	5
Has good health	1	2	3	4	5
Has mental health	1	2	3	4	5
Neat in appearance	1	2	3	4	5
Can be trusted in dealings with subordinates	1	2	3	4	5
Able to mix well with peers and subordinates	1	2	3	4	5
Courageous in facing problems	1	2	3	4	5
Capable of settling disputes between groups and individuals	1	2	3	4	5

SECTION C

Leadership Style of the Head teachers

Circle the number of the scale to indicate the extent to which you agree disagree that each of the listed items is a leadership style of Head teacher in achieving maximum staff performance.

Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
Telling teachers what to do and providing specific instructions	1	2	3	4	5
Making decision and trying to explain and persuade teachers to accept them	1	2	3	4	5
Sharing ideas and facilitating in decision making and carrying out whatever decisions teachers make	1	2	3	4	5
Permitting teachers to accomplish task within limits defined by the head teacher	1	2	3	4	5



SECTION D

Relationship between Head teachers leadership style and staff performance

Please draw a circle around one of the five numerical response codes following each question as deemed appropriate characteristic of the teacher in relation to leadership style

Head teacher items

Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
Make schemes of work for lessons to be taught	1	2	3	4	5
Complete my scheme of work for each term	1	2	3	4	5
Punctual at school and classes	1	2	3	4	5
Give homework regularly	1	2	3	4	5
Attend meetings regularly and on time	1	2	3	4	5
Able to meet deadlines	1	2	3	4	5
Participate in extracurricular activities	1	2	3	4	5



SECTION E

Suggestions/ Recommendations on how to improve Head teachers' leadership