

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY OF EDUCATION, KUMASI

**THE INFLUENCE OF BASIC SCHOOL HEAD TEACHER'S LEADERSHIP
STYLES ON TEACHER PERFORMANCE IN THE WA MUNICIPALITY OF
THE UPPER WEST REGION OF GHANA**



BY

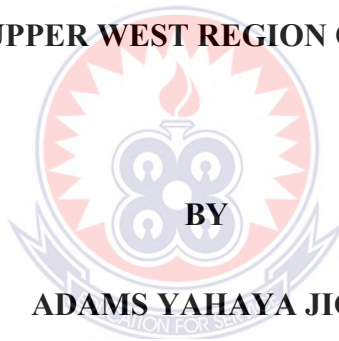
ADAMS YAHAYA JIGA

2021

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**A dissertation in the Department of Educational Leadership, Faculty of Business
Education, submitted to the School of Graduate Studies in partial fulfilment of the
requirements for the award of the degree of Master of Art in Educational
Leadership**

AUGUST, 2021

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

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DATE:

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SUPERVISOR'S DECLARATION

I hereby certify that this thesis has been supervised and assessed with the laid down guidelines by the University of Education, Winneba.

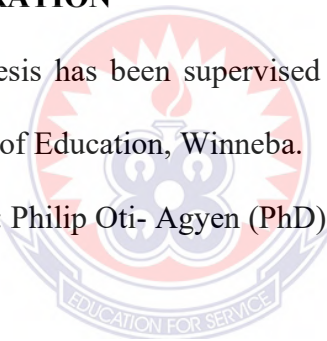
NAME OF SUPERVISOR: Philip Oti- Agyen (PhD)

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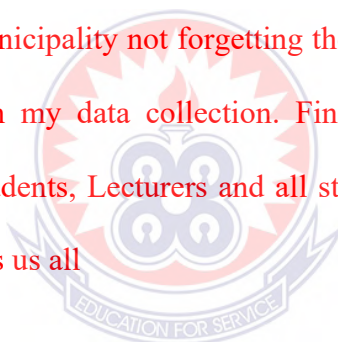


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I would like to take this opportunity to express my sincere appreciation to Dr. Philip Oti-Agyen my thesis supervisor for his constructive criticism, corrections and general comments in making this work a success.

Not forgetting all my supervisor personal assistants for their contribution towards the completion of this work cannot be measured. I also want to appreciate the teachers and head teachers at the Wa Municipality not forgetting the Municipal director of Education for the role they played in my data collection. Finally, to all my colleagues (M.A Educational Leadership) students, Lecturers and all staff of Department of Educational Leadership, God richly bless us all



DEDICATION

This dissertation is dedicated to the God Almighty, my brother Mr. Adams Abdul Moomin, my wife and children.



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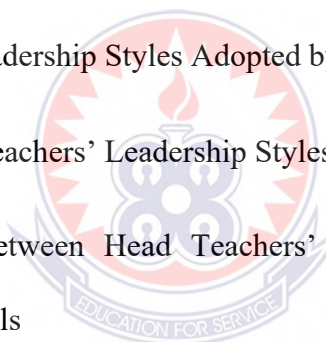
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ABSTRACT

Leadership is very necessary in an organization to shape the goals, coordinate efforts, motivate employees and improve their performances. Therefore, this study assessed the influence of basic school head teachers' leadership styles on teachers' job performance in the Wa Municipality of the Upper West Region of Ghana. The cross sectional descriptive survey design was used for the study. The population of the study was all teachers and head teachers in the public basic schools in the Wa Municipality. Multi-stage sampling technique was used to select 200 respondents comprising of 12 head teachers and 188 teachers. Data was gathered through questionnaires formulated based on the research questions. The data were statistically analysed using means, standard deviations and Pearson Product Correlation Coefficient. The study found that the dominant leadership style in basic schools in the Wa Municipality was autocratic leadership style. The study brought to light that the level of effectiveness of head teachers' leadership style on teacher job performance in the basic schools was low. This revealed that the leadership style adopted by the heads was not effective in improving performance of teachers. The study showed a statistically significant and moderate relationship between head teachers' leadership style and job performance among teachers, in that, the actions and inactions of a head teacher in one way or the other influence the performance of teachers in the classroom either negatively or positively. It was recommended among others that head teachers of basic schools in particular can be encouraged to use democratic leadership style in the management of basic schools. Similar research could be carried out in other districts to confirm or refute the findings of this study

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the Study, purpose of the study, research questions, significant of the study, delimitation, the operational definitions of terms and it concluded with organization of the study.

1.1. Background to the Study

Institutions can run successfully through effective leadership style, adequate managerial policies and technology to meet the increasing competition. Leadership is very necessary in an organization to shape the goals, coordinate efforts, motivate employees and monitor their performances (Ogawa, 2010). According to Barack & Greenstein (2012), the American moment of war is not over but a good leader must be responsible for their actions and protect his people. The concept of leadership evolved in the ancient times where people used to fight in civil wars, travel by ships, migrate from one place to another or rule a group of people with a common belief (Elsevier, 2009). Leadership is crucial in any setting, be it religious, corporate, or education. According to Afful-Broni (2014), the relevance of leadership is its ability to guide and propel the organization towards its assigned goals and objectives.

In developing countries, just as it is for the developed nations, education has been usually considered to be the cornerstone and pillar of social and economic development (OECD, 2015). Many nations believe that to achieve and survive in the competitive global economy, quality education is the key variable. Grounded in this belief every nation has in the last few decades been seriously concerned with the quality of their education systems. Nearly all countries have systems of formal education for attitude modification and teaching of students under the direction of teachers, which is universally compulsory.

According to Edwards and Aboagye (2015), teaching is one of the greatest professions and one that is ever evolving. Over the past 20 years, the teaching profession has undergone many changes (Ogawa, 2010). School districts and specifically teachers are expected to provide a high quality education to all students. The constantly changing field of education is very challenging. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011). Teaching enables individuals to perform better in the labour market, improve their overall health, promote active citizenship and contain violence (Oduro, Dachi, & Fertig, 2008; Organisation for Economic Co-operation and Development (OECD), 2010). Therefore, improving education produces long-term economic gains that are phenomenal.

For that reason, overall performance of any educational institution greatly depends on the kind of leadership style of the heads of the institution (Awaah, 2019). Oduro, Dachi and Fertig (2011) mention that a major concern area in educational delivery in Ghana is academic performance. Stakeholders like parents, teachers, students, policy makers and society as a whole are anxious to see learners excel in their academic work. Even without the necessary framework and resources, everyone still expect that the standard of performance should be high at all times, and for poor academic performance, the head of the school is mostly held responsible. The kind of relationship exhibited by head teachers and their staff is determined by the leadership style adopted by the head teachers. In essence, the leadership practices adopted by the head teacher remain the pivot in achieving organizational performance (Mensah & Amponsah, 2016). There is therefore the need for leaders in educational institutions to display result-oriented leadership style so as to achieve institutional goals. Accordingly, other scholars maintain that the successes or excellent performances of schools largely depend on the quality of leadership style they practiced (Fearon, 2011).

Also, leadership involves ways by which heads of educational institutions motivate their staff to work towards improving academic performance in their schools, Olembo (1997). Strategically the head teachers of basic schools are charged with the duty of ensuring that the academic goals of schools are achieved. In their capacities as the administrators of the school setting, the heads exercise overall control of all facilities of the school. They are responsible for assigning roles to teachers in the school and conduct appraisals of teachers output. The supremacy role of the head teachers should therefore be channeled towards achieving the goals of the schools.

Despite evidence that leadership is cardinal to promoting teacher performance and education institutions in general, findings from other studies have also underscored the consequences of inappropriate leadership on an organization. For instance, Ineffective leadership styles result in high teacher dissatisfaction, high absenteeism and lower output (Leithwood & Riehl, 2005). Further Literature reviewed findings indicates that, ineffective leadership styles results in poor interpersonal relationship and also stifles professional development, (Omeke & Onah, 2011; Sims, 2009). It could be deduced from the above discourse that an ineffective leadership style is an affront to schools success. As a result, head teachers and school leaders ought to identify and nurture leadership styles that have the potency in accomplishing school aims.

Leaders effectively perform their duties leaves much to be desired. Mwaniki (2011) on his part reiterated that most head teachers desert their roles without also engaging or delegating subordinates to perform such duties. This scenario suggests that school leaders neglect their duties, and they fail to share authority with their teachers to perform tasks in their absence.

Education is a vital strategy for the development of society. This strategy requires careful planning at every stage of its development especially in the development of the

human capital. Nsubuga (2009) observed that human resources determine the pace of economic and social development through the principal mechanism of formal education. Education empowers access to the productive nature of man, not only in social and economic terms but in term of imparting “values, ideas, attitudes and aspirations important for natural development” (Ogawa, 2010). Many people tend to believe that a leader implies one person dominating another person or group of people; however, a leader is one who unifies and embodies the opinion of the people to any desired goal. Leadership is a key factor to improve the condition of any department and is also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership styles.

In view of these, the study sought to find the relationship between leadership styles and their respective impact on academic performance of students in schools, with particular reference to students in the Wa Municipality of the Upper West Region of Ghana. The poor academic performance of teachers in the municipality has been a source of concern to the municipal assembly and the municipal Directorate of the Ghana Education Service (GES). The schools’ performance in public examinations, especially, at the Basic Education Certificate Examination (BECE) level has not been encouraging for the past five years, it was based on observation. The main economic activities in the district are farming, small scale processing of agricultural produce (cottage industries) and trades like hairdressing, tailoring carpentry and blacksmithing.

1.2 Statement of the Problem

According to Campion (2017), the world today is said to be facing leadership crisis in business, industry, government, labour, education, and even in churches. There may be many people filling administrative positions but the need is for true transformational leaders who are able to do the job more effectively. A cursory observation by the

researcher has revealed that Ghanaian teachers have expressed a lot of displeasure about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools (Mensah, 2006). For this reason, some skip attending their classes, others absent themselves with no apparent reason, coupled with poor results in basic schools due to lack of commitment towards work (Morris & Bloom, 2002).

Afful-Broni, (2014) indicated that many public schools in Ghana are failing to achieve credible results at the basic levels. According to a Ministry of Education commissioned report by Prof. Anamuah-Mensah and colleagues in 2004 (MoE Report, 2014) in 2014 Basic Education Certificate Examination (BECE) results some schools scored zero percent (0%) pass rate. The report mentioned that some public schools have pupils who cannot read and write at their age level, and some have “less than 20% of P3 and P6 pupils attained proficiency in mathematics. This is illustrated by the poor performance of Ghanaian pupils based on the National Education Assessment which measures the proficiency of P3 and P6 pupils in English and Math (Awaah, 2019). Some of these failures in school can also be attributed to school leadership.

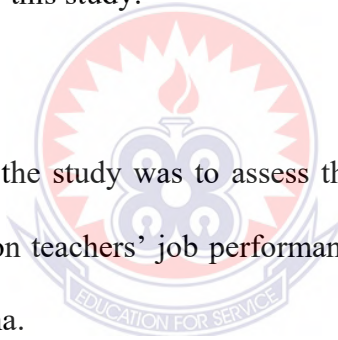
Many people have questioned the cause of the poor performance in the midst of the huge investment made in basic education in the country. Numerous studies have identified poor school leadership and low teacher commitment as a major contributing factor in such failures (Antwi, 2009; Asiedu, 2010; Edwards & Aboagye, 2015). According to Edwards & Aboagye (2015), the problem emanates from GES’s inability to institute a national policy on school leadership, leading to head teacher’s inability to implement vital strategies that bring transformation and results. Moreover, mounting evidence of studies links head teacher’s transformational leadership practices to teachers organizational

commitment (Koh, Steers & Terborg 1995; Amoroso, 2002; Nguni, Slegers, & Denessen, 2006; Price, 2012; Ling & Ibrahim, 2013), leading to academic excellent.

Therefore, the leadership practices of heads of basic schools in Ghana have become one area of concern requiring serious discussion by educators, researchers and other stakeholders. Their leadership practices have a lot of influence on teacher's performance, which has been identified as one of the most critical factors for the future success of education and schools (Elliott & Crosswell, 2001; Day, 2004). Additionally, even though some studies have been done on the influence of leadership practices on commitment of teachers, many of the basic school teachers are still not satisfied with administrative governance of some school heads (Bogler, 2002). This situation calls for more studies in this area. Hence the need for this study.

1.3 Purpose of the Study

The main purpose of the study was to assess the influence of basic school head teachers' leadership styles on teachers' job performance in the Wa Municipality of the Upper West Region of Ghana.



1.4 Objectives of the Study

To achieve the purpose of this study, the following objectives were set out:

1. To find out the leadership styles used by the head teachers in basic schools in the Wa Municipality of the Upper West Region of Ghana,
2. To measure the level of effectiveness of head teachers' leadership styles on teacher job performance in basic schools in the Wa Municipality of the Upper West Region of Ghana and

3. To establish whether there is a relationship between head teachers' leadership styles and teachers' performance in basic schools in the Wa Municipality of the Upper West Region of Ghana.

1.5 Research Questions

In order to achieve the research objectives, the following research questions were raised to guide the study:

1. What type of leadership styles do head teachers in basic schools in the Wa Municipality use?
2. What is the effect of head teachers' leadership styles on teacher job performance in basic schools in the Wa Municipality of the Upper West Region of Ghana?
3. What is the relationship between head teachers' leadership styles and teachers' performance in basic schools in the Wa Municipality of the Upper West Region of Ghana?

1.6 Significance of the Study

The study attempts to fill the gap by understanding the leadership styles and their effects on students' achievement by identifying leadership styles and their relationships between the current practices and academic performances. The head teachers would look at their leadership styles and their role as leaders.

In addition, the study will be beneficial to Colleges of Education to incorporate effective school leadership content into their training programmes for future school leaders, to equip them with leadership skills and competencies that will help transform their schools by creating more stable, satisfied, and committed teaching staff.

The probable findings of this would aid educational policy makers, and training institutions to address the issue of leadership styles and the effects on performance and to serve as a means to influence the practice of teaching and learning in schools.

Again, given the critical role of teachers in the school improvement process, with regard to important areas of teachers work behaviours to which the ministry of education should pay attention in order to increase the level of their commitment to the present education reform process. This will help streamline staff management and administrative issues.

Lastly, the study findings may also influence further research by other students and scholars who may be interested in the field of leadership styles and organizational performance.

1.7 Limitations of the Study

It was envisaged that, some of the respondents may exaggerate their responses whilst others may give defensive responses. This may affect the study being applicable to other Municipalities in the country. The busy schedule of head teachers and teachers disrupted them thus leaving very little time to look for requested data. To ensure that this does not affect the study, the researcher booked an appointment with the head teachers and teachers to avoid any disappointments. The study was limited to only questionnaire data collection instrument, mainly made up of five point Likert-type scale. This type of questionnaire did not allow respondents to explain further than the limits of the question items as they were closed in nature. These limitations, notwithstanding, the researcher was able to collect the necessary data for the study to achieve the objectives of the study.

1.8 Delimitation of the Study

The study focused on Wa Municipality. The study is geographically delimited to basic schools in Wa Municipality of the Upper West Region of Ghana. There are myriad of issues that could have been looked at, but this study had been delimited to the influence of head teachers' leadership styles on teachers' performance. Only teachers and head

teachers who have been at the same school for more than one year. With more than one year tenure, it is assumed that the headmasters might have had an impact on teachers' work behaviour. Therefore, the study is conceptually, theoretically and empirically limited in scope to the specific objectives.

1.9 Operational Definition of Terms

Head Teacher: It is used in the study to refer to a person who is appointed by G.E.S. to head a public basic school in Ghana.

Leader: It refers to is a person who influence and controls the group so that the purpose of a group is achieved. It is used in this work mostly to refer to basic school head teachers.

Leadership: It refers to the manner by which head teachers exerts influence over his/her subordinates and inspire, motivates and directs their activities to achieve group or organizational goals.

Leadership Style: It refers to the conduct and approach of providing direction, implementing plans and motivating people.

Teacher Motivation: It refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks

Teachers' Performance: It refers to identification with, and involvement in the teaching occupation. In this study, the teacher performance considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools.

Transformational Leadership Style: It refers to the leadership style in which the leader inspires teachers beyond their own interests.

1.10 Organization of the Study

This study was organized into five chapters. Chapter one introduced the study by looking at the background of the study, statement of the problem, purpose of the study, Objective of the study, research questions, significance of the study, delimitation and limitations as well as operational definitions of terms and organization of the study. Chapter two reviewed literature related to leadership. It looked at the concepts of leadership, leadership paradigms, theories of leadership, as well as leadership styles. The reviewed was concluded on empirical works that are related to current study.

Chapter three explained the methodology that was used in investigating how head teachers leadership styles influence basic school teacher's performance. It describes the research design, population, sample and sampling procedure, instruments used in the study. Also, validity and reliability of the instruments as well as data collection procedure and data analysis were discussed in this chapter.

Chapter four present the results and discussion of findings taking into consideration the objective of the study. Finally, Chapter five provides the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework, empirical literature reviewed and conceptual framework for this study. It contains various scholarly works that have been reviewed for the purpose of this study on the influence of leadership styles on teachers' performance. The review is captioned under the following headings: theories of leadership, concept of leadership, concept of job performance, relationship between leadership styles and job performance, empirical review and finally, conceptual framework.

2.2. Theoretical Framework of the Study

There is a substantial body of evidence demonstrating the benefits to organisations of having a strongly committed workforce. Undeniably, this research demonstrates that employees who are committed to an organisation perform better and are highly likely to be in the organisation for a long time. However, the performance levels of employees are dependent on the quality of leadership provided. In this pursuit, theories supporting leadership are reviewed. According to Campion (2017), early theories of leadership proposed that great leaders emerged because of an innate combination of ability and personal characteristics, thus a belief that leaders were 'born not made'. Subsequent models have questioned this assertion, arguing that leadership behaviours and competencies can be learnt and/or acquired over time.

The current popular view probably lies somewhere in between, to the extent that whilst many leadership qualities (such as communication skills, strategic thinking and self-awareness) can be developed, core personal characteristics (such as dominance and

sociability) are less amenable to change and will influence the type of leadership style adopted. In turn, the relative effectiveness of any of these styles will be determined by a whole host of situational and contextual factors. Campion (2017), further specified that the theories and models upon which these views are based, however, still tend to be understood in a very individualistic notion of leadership whereby it is conceived of as a property of the leader. Even though, there are a number of theories that underpins leadership, trait, behavioural and Bass's leadership theory lay the basis to support this research. These three leadership theories were chosen to offer an explanation to the value of leadership in schools. They are grounded in the leadership model, which explains the behaviour of people.

2.2.1 The Trait Theory

The trait theory originated from great man theory, which is based on the idea that leaders are born with innate leadership skills (Maritz, 2005). Leaders are raised by their followers on the ground of their inimitable qualities that others do not have. As a result, followers do not doubt their leader's judgments. Trait approach to the understanding of leadership perceives leadership as the core of organisation effectiveness, commitment and performance. Trait perspective assumes that great leaders are born with distinguished traits or characteristics that make them different from others. Nakola (2011), in their research found that, leaders who had inherent characteristics were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people.

Similarly, Hoy and Miskel (2004) also detected some traits that are associated with effective leaders as self-confidence, stress tolerance, emotional maturity and integrity. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been identified to contribute to leadership success as it recognizes the influence of both traits and situation.

In conclusion, trait theory approach has contributed to revealing characteristics such as intelligence, self-confidence, determination, integrity, and sociability which can make a person a leader. However, these characteristics are difficult to learn. Judge, Piccolo and Kosalka (2009) argued that the trait approach has enjoyed decades of great prominence in the literature followed by years of scepticism and disinterest, and is criticized for three reasons. These are (1) its simplicity and futility, (2) its failure to explain the sources of trait development, and (3) its inability to adequately integrate context into the perspective's utility. These and other weaknesses have led to a notion that there should be behaviours that can be learned to make someone become a leader (Bolden et al., 2003; Daft, 2005). The next approach is behaviour approach theory.

2.2.2 Behavioral Theory of Leadership

Behavioural theory was the second approach to leadership. The theory tried to address the weaknesses of trait theory. It provides strengths which are not possessed by trait theory. The researcher sought to reveal what behaviour can be learned to help create a leader. Unlike the trait approach which focused on the personality characteristic of the leader, the behaviour approach emphasizes what the leader do.

Behavioural approach in leadership is based on observed behaviour. It gives emphasis on how the leaders actually behave as observed by subordinates (Horner, 1997; Northouse, 2011). According to this view leadership is composed of two general kinds of behaviour: task behaviour and relationship behaviour. The first one is concentrating on goal accomplishment; they help group members to achieve their goal. The second one that is the relationship behaviour let the subordinates feel free and comfortable with themselves, in their activities. Thus, the essence of behaviour approach is to explain how leaders integrate these two kinds of behaviour to influence subordinates in their efforts to achieve the goal.

According to Northouse (2011), the behaviour theories have four major strengths; (1) this approach broadened the scope of leadership research to include leaders' behaviours. (2) A wide range of studies on leadership style validates and gives credibility to the basic tenets of the approach. (3) Researchers have ascertained that there are two behaviours of a leader, task and relationship. (4) The behaviour theory approach is heuristic, giving a conceptual map that is worthwhile to use in our attempts to understand the complexities of leadership.

However, the behaviour theories approach has three major weaknesses: (1) the research on this approach has not sufficiently shown how leaders' styles are associated with performance outcomes (Hersey, et al., 1996; Yukl, 2010). (2) This approach has failed to find a universal style of leadership that could be effective in almost all situations. Neither behaviour theories approach nor trait theory approach is relevant in all situations even though some behaviours and traits increase the likelihood of leaders being effective (Yukl, 2010). (3) The approach implies that the most effective leadership style is the high task and high relationship leadership style, but this may not be the case in all situations (Northouse, 2007).

In conclusion, the strengths of the behaviour theories approach have contributed to helping leaders develop particular leadership behaviours. In particular, this approach has broadened the scope of leadership to include behaviours (task and relationship) with a wide range of studies having contributed to the credibility of this approach. However, the behaviour theory approach has weaknesses. In particular, this approach lacks direction on what behaviours contribute to effective leadership in various situations. This leads to the next approach that is, situational/contingency approach theory.

2.2.3 Bass's Transformational Leadership Theory

The main purpose of this theory is the active promotion of societal and organizational change (Bass, 1985; Steinle, Eichenberg, & Stolberg, 2008). Bono & Judge (2004) described it as a process through which leaders and followers raise each other to higher levels of morality and motivation. Transformational leaders are attentive to the motives of followers, as well as their own, and create a change in followers' motivation base through gratification (Antonakis, Avolio, & Sivasubramaniam, 2003).

Bass (1985) described a transformational leader as one who motivates others to do more than originally expected. This can be accomplished by (a) raising the level of awareness and consciousness about the value of designated outcomes and ways of reaching them, (b) getting others to transcend from their own self-interest for the sake of the team or organization, or (c) altering the Maslow's hierarchy need level of others or expanding their portfolio of needs and wants. According to Felfe et al (2004), transformational leadership includes the following broad dimensions: (a) Idealized Influence, (b) Inspirational Motivation, (c) Intellectual Stimulation, and (d) Individualized Consideration. These dimensions are explained in details.

Idealized influence occurs when a leader acts in a manner that causes him or her to serve as a role model for the organization's followers. The leaders' will have an impact that develops followers' trust. When trust is not present, change must occur primarily through merit and perhaps becomes much more difficult. Antonakis, Avolio, & Sivasubramaniam, (2003) argued that transformational leaders who demonstrate integrity through their behaviors cultivate trust and loyalty. Displaying integrity by serving as roles models for others was found to be an important part of good leadership (Bono & Judge, 2004). Transformational leaders model the appropriate behaviors by operating with high standards of ethical and moral conduct, conveying a vision, and sharing risks with

followers (Hoy & Miskel, 2001; Yukl, 2006). Such leaders are open and sincere in dealing with subordinates, set an example of courage and dedication, and make self-sacrifices that benefit followers of the unit. Yu, Leithwood, and Jantzi (2002) argued that, transformational leaders who demonstrate integrity through their behaviours cultivate trust and loyalty and that they model the appropriate behaviours by operating with high standards of ethical and moral conduct, conveying a vision, and sharing risks with followers. This is essential because employees are more likely to be motivated to pursue difficult tasks when they believe that they can accomplish what is being asked of them. Furthermore, such leaders are role models and are therefore admired, respected and trusted (Bass & Riggio, 2003).

Inspirational motivation involves leadership practices that provide meaning and challenge to the work of the followers (Bass, 1998). As stated in the work of Yukl (2010), inspirational motivation includes communicating an appealing vision, and using symbols to focus subordinate effort. This means followers become more focused on the vision through the spirited appeals and images from the leader. Leaders engaging in inspirational motivation use words to clearly articulate the vision; symbols and body language to inspire others; and they show the relationship between the vision and the processes of change. Such practices include complimenting the effort of subordinates and helping them find their jobs more meaningful.

Bass (1998) labelled the third factor as intellectual stimulation. The basis of this practice involves leaders that question assumptions and beliefs and encourage followers to be innovative and creative, approaching old problems in new ways (Barbuto, 2005). They empower followers by persuading them to propose new and controversial ideas without fear and punishment or ridicule (Northouse, 2011). They impose their own ideas judiciously and certainly not at any cost (Barbuto, 2005; Simic, 1998). Intellectual

stimulation is fostered by questioning current strategies, posing problems from various perspectives, and supporting new procedures for work (Hoy & Miskel, 2005). The transformational leaders actively solicits and encourages ideas and solutions to problems, stimulates followers to be creative and to challenge their own beliefs and values as well as those of the leader and the organization (Northouse, 2011; Bass, 1998). It involves leadership that provides meaning and challenge to the work of the followers (Bass, 1998). Individuals become more focused on the vision through the spirited appeals and images from the leader. Leaders work collaboratively with colleagues to develop a vision for the organization (Yukl, 2006). Appeals are based upon a mutually developed vision of the future. Leaders engaging in inspirational motivation use words to clearly articulate the vision; symbols and body language to inspire others; and they show the relationship between the vision and the processes of change (Bass, 1998; van Maurik, 2001).

The fourth factor is known as individualized consideration. Leaders who value this attribute act as coaches and mentors to help meet the needs of followers. There is a focus on the individual and his or her needs. The primary focus is to foster personal growth and development. Transformational leaders take the necessary time to know individual members rather than treat them as just another part of the organization (Bass & Riggio, 2006). 'Individualized consideration' involves responding to the specific unique needs of followers to ensure they are included in the organizational transformation process (Simic, 1998). People are treated individually and differently on the basis of their talents and knowledge (Shin & Zhou, 2003) and with the intention of allowing them to reach higher levels of achievement than might otherwise have been achieved (Chekwa, 2001). Amoroso (2002) on the other hand considered 'individualized consideration' as a degree to which the leader is concerned with the individual need of followers. The leader responds to followers' needs for growth and development, elevating needs and abilities to

higher levels when appropriate and delegating projects to stimulate individual learning experience. The 'individualized consideration' transformational leaders help followers and colleagues develop to successively higher levels of potential and to take responsibility for their own development (Bass & Avolio, 1994).

By acting as a coach or mentor, transformational leaders pay special attention to each follower's needs for achievement and growth. The transformational leader therefore takes the necessary time to know individual members rather than treat them as just another part of the organization (Bass & Riggio, 2006). Individualized consideration occurs when new learning opportunities are created in conjunction with a supportive climate. In their demonstration of individual consideration, the transformational leader is an effective listener, and recognizes and is accepting of employee's individual differences. Two-way communication is encouraged, and interactions with followers are personalized. An individually considerate leader will delegate tasks as a means of developing followers. Delegated tasks are monitored to determine whether the followers need additional direction or support and to assess progress; however, the followers do not feel they are being checked on or monitored (Bass & Riggio, 2006).

2.3 The Concept of Leadership

Leadership, like other complex human activity, is difficult to pin down, precisely define or accurately describe. This is because there is no approved definition of the concept of leadership (Leithwood et al, 1999; Yukl, 2006). The many abundant and disjointed sub-categories of leadership offer only limited explanations and incomplete analysis of the art and science of leadership. In support of this, Cuban (1988) argued that many definitions of leadership have no clear and unambiguous understanding as to what distinguishes leaders from non-leaders. Yet, given the widely accepted significance of leadership for school effectiveness and school improvement, it is important to establish

at least a working definition of this complex concept to provide a useful frame of reference. Leadership can be referred to as a function of management which involves influencing followers to achieve stated organisational objectives (Cuban, 1988). It is about what leaders and followers do together for the collective good of the organization. In accordance with this Bennis & Nanus (1985) attempt a definition, as the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives.

Owens (2001) contended that leadership is not something that one does to people, nor is it a manner of behaving toward people: it is working with and through other people to achieve organisational goals. In this sense, leadership is a result of an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Nuhu, 2010). The view of Cuban (1998) as an influence process where people bend the motivations and actions of others to achieve certain goals is not different from the above. The inference from these definitions is that leadership is a process of social influence of subordinates by the leader.

Campion (2017) mentioned that leadership is the process of influencing others to work willingly towards an organization's goals, and to the best of their capabilities. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. The leaders of a group, team or organization are the individuals who influence others' behaviour. Leader effectiveness is the extent to which a leader actually does help a group, team or organization to achieve its goals. Commenting on the subject of leadership, Northouse (2011) concluded that despite the abundance of writing on the topic, leadership has presented a major challenge to practitioners and researchers interested in understanding the nature of leadership. It is a highly valued phenomenon that is very complex.

Leadership is the discipline of intentionally exerting special influence within a group to move it toward goals of beneficial permanence that fulfil the group's real needs. Leadership is knowing what to do next; knowing why that is important; and knowing how to bring appropriate resources to bear on the need at hand (Northouse, 2011). According to Ng'ethe, Namusonge and Iravo (2012), leadership is the human factor that binds a group together and motivates it towards achieving goals and transforming the group's potential into reality. It is also a process whereby an individual is being persuaded or an individual persuades someone to do something that they might not want to do. Bratton, Grint & Nelson (2003) also describe leadership as a relationship that occurs by which one person is able to influence the behaviour of other people in which the leader is able to use their human influence to make people achieve a certain goal. Leadership is an attribute derived from the word leader, therefore a leader is a person who selects, equips, trains, and influences one or more followers who have diverse talents, abilities and skills and direct the followers to the organization's mission and objectives (Sims, 2009). According to Matei (2012), leadership is something about listening to your people, articulating visions, embodying values, and creating the environment within which things can be accomplished.

Afful-Broni (2008) indicated that leadership is demonstrated when there is a concerted action of a person, emerging from proper coordination of activities, aimed at the survival, growth, and progress of an organization. These definitions above demonstrates that leadership is all about influencing people, empowering and persuading them to work willingly towards the achievement of goals that will bring a positive change in themselves as individuals and the group as a whole. Bush & Glover (2014) described school leadership as a domain that influences instructions, school culture, values, visions, management of resources, and several compositions of what constitute leadership in any

social organization. In a broader sense, it can be concluded that, the results of leadership have effect on people, school culture, and educational attainments of children. Hence, school leadership is all about ‘people issues’, transformation, visionary ideas, and practical solutions in situations (Yukl, 2010; Moors, 2012).

2.4 The Concept of Employee Performance

Employees are the bedrock of every business and to be successful as a business requires the commitment and sacrifice of employees. Every organisation drives its success and profitability on the quality work performance of its employees. Performance of employees in any organization is vital, not only for the growth of the organization, but also for the growth of individual employees (Meyer & Peng, 2006). Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. Performance can be defined as the way in which someone does a job, judged by its effectiveness (Bass & Riggio, 2006). According to Yang (2008), performance of individual cannot be verified. He asserts that organizations can use direct bonuses and rewards based on individual performance if employee performance is noticeable (Yang, 2008).

Employee performance is defined as a variable having multiple dimensions and distinct components and elements according to the job (Qatmeemalmarhoon, Mohdnoor, Abdalla, & Musbah, 2017). According to Aliya et al. (2015), employee performance is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined boundaries. Afshan et al. (2012) also defined employees’ performance as the attainment of specific tasks by employees of an organization (through the effort applied by employees within such organization) and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by the organization.

Employee performance is defined as the outcome of individuals with respect to process, results, relevance, and success (Nassazi, 2013). Owens (2010) mentioned that employee performance is one of the most important variables in the study of HRM and organizational behavior. According to McConnell (2003), employee or job performance is the achievement and contribution of an individual in practical and quantifiable terms. According to Darsana (2013), employee performance consists of several indicators, namely: 1) work based on company standards, results of work, targets and timely; 2) work can be completed; 3) high attendance; 4) mutual help and respect among employees; 5) concerned with job security; 6) conveying the risks of peer co-workers' mistakes and performing the assigned tasks, and 7) demonstrating creativity with new ideas.

2.5 Leadership Styles and Teacher Performance

The role of a head teacher in an organization is cardinal; he among other roles: manage, motivate personnel and provide leadership (Daresh, 2012). Therefore, the leadership style that one adopts to run the organization will affect the performance of teachers as positively or negatively. There are various leadership styles such as autocratic, democratic, and laissez-faire, among others.

2.5.1 Democratic Leadership Styles

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. Goldman (2002) states that leaders using

a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan & Bennis, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. Oyetunyi (2006) suggest that a leader can behave in different ways in different situations.

The democratic head teacher keeps his/her teachers informed about everything that affect their work and shares decision making including problem solving responsibilities. The head teachers' leadership style to be a coach who has final say, but gather information from the staff members before making a decision (Campbell et al., 2009). According to Goodworth (1988) maintains that a good democratic leader encourages participation and delegates wisely but never loses sight of the fact that he or she bears the crucial responsibility of leadership. Furthermore he describes he /she values group discussion and input from his /her team. Campbell et al (2009), however like other style ,democratic leadership style is not always appropriate; it is the most successful when used with highly skilled and experienced teachers or when implementing operational or resolving individuals or group problems. Harrison (2004) maintains that democratic leadership style

is most effective when the leader wants to keep teachers informed about matters that affect them and leaders want teachers to share the decision-making and problem-solving duties.

2.5.2 Autocratic Leadership Styles

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (2010) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie & Jack, 2011).

Vugt (2013) maintains that it is one which manager retains much power and decision making authority as possible. Also the manager neither consults teachers nor allows receiving any input. Teachers are expected to obey orders without questioning. Motivational environment is produced by creating a structured set of rewards and punishments. Some studies point out that teachers with many autocratic head teacher leaders have higher turnover and absenteeism than other teachers with no autocratic head teachers. Furthermore, Campbell et al. (2009) maintain that under authoritarian

leadership, the head teachers are regarded as a managerial link in a closely defined chain of command. It is based on clearly defined lines of authority, responsibility, communication, function, roles and regularity. Also, it is predictable, accountable and in some respects efficient. The autocratic leader commands and expects compliance (Oyetunyi, 2006).

Moreover, Vugt, (2013), suggest that autocratic leadership can include the following situations; new untrained teachers who do not tasks to perform or which procedure to follow; require effective supervision. This can be provided only through detailed order and instructions. Teachers are compelled not to respond to any other leadership style. This is so because there is a limited time in which to make a decision: and teachers challenge head teacher's power. In this type of leadership style, interactions between head teachers and teachers are one way communication. The role of the teacher is to implement order.

2.5.3 Laissez-Faire Leadership Styles

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert & Milbrey, 1994).

According to Eagly et al. (2003) lassie-fair leadership style is also known as 'hands off style'. It is the one in which the head teacher provide very little or no direction and

gives teachers as much freedom as possible. All authority and power is given to teachers and they must determine goals, make decisions and resolve problems on their own. Again, Wehrich and Koontz (2014) state that, the laissez-fair leader uses hi/her power very little, if at all, giving teachers a degree of independence in their operations. Such leaders depend largely on teachers to set their own goals and the means of achieving them. Furthermore, Hoy and Miskel (2008) maintains that laissez-fair leaders avoid expressing their views and taking action on important issues and they fail to make or at least delay decisions, ignore responsibilities, provide no feedback and allow authority to remain dormant.

Generally, laissez-fair leadership style is an effective style to use when teachers are highly skilled, experienced as well educated. Teachers have pride in their work and they drive to do it successfully on their own, outside experts such as stall specialists or consultants are being used and teachers are trustworthy as well as experienced. Laissez-fair leadership can be applied in education institutions when the leader wants to maintain freedom to workers. It can be applied to educational researchers and teachers who have long experience and knowledgeable and have pride of their teaching work. It is equally important to apply it to teachers who were self-directed to perform their activities with minimal supervision.

2.6 Empirical Review

The study reviews literature concerning studies that have been conducted by some researchers that are related to the study topic. This also give chance for the researcher to compare his finding to literature by agreeing to what already exist or neglecting the findings of other researchers.

Muchina (2009) found out that out of 30 teachers 18 teachers saw their principal as an authoritarian. Among the 18 teachers, 9 were de-motivated, 5 were motivated while 4 were highly de-motivated. This shows that teachers working under an autocrat have low

levels of job motivation. Nakola (2011) in his study found that 60% of the head teachers practiced autocratic leadership style. Lumumba (2011) found out that there was a positive and significant association between transformation leadership and job performance (measured by extra effort, effectiveness and satisfaction with the leadership).

Nthuni (2012) observed in his study that the leader who embraces laissez-faire style does not bother to take care of the needs of his/her teachers since he/she totally avoids discharging his/her responsibility, resulting in teachers being gross demotivated. This type of leadership style is unhealthy in basic school set up where a lot of monitored supervision is required. Adeyemi (2010) found that teachers' job performance was better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles.

Azhar (2014) affirms that democratic, autocratic and laissez-faire styles of leadership all produce different job performances under different situations. A study by Nuhu (2010) reveals that authoritative leadership style demonstrated significant influence on workers performance in Kampala District Council in Uganda. The study further revealed that though the workers' performance increased under authoritative instructors and policies, the human values are often undermined. Dolatabadi and Safa's (2010) study established that directive (i.e. autocratic) leadership style has negative influence on employee's performance to quality of offered services to customers.

A Study by Horn-Turpin (2009) that examined the effects of leadership behaviours on the factors of teaching efficacy, job performance and administrative commitment as Perceived by Special Education Teachers revealed that a significant relationship existed between leadership behaviours and organizational performance. Correlation analysis conducted on the two variables resulted in a high significant correlation, ($r=.629$, $p<.01$). To the author, the significance of the relationship suggests that the more teachers perceive

their administrator as supportive, the higher their levels of commitment to their organization. The study further discovered that approximately 40% of the variability in teachers' level of organizational commitment is related to their perceptions of administrative support, suggestive of a strong effect size for the relationship between these two variables (Horn-Turpin, 2009).

Nakola (2011) found that the principals perceived themselves as very democratic with rated means of 4.24 while teachers perceived them as just democratic with a mean of 3.43. He found out that the most prevalent style being used is democratic with 46.67% of the teachers. The finding also revealed that head teachers who were perceived to be exhibiting democratic style had a considerably high motivated staff (87%) than the other styles. Nakola concluded that the motivation level of teachers in Narok North depended on the variables of involvement in decision making which rated

A study by Obiwuru et al. (2011) found that transactional (autocratic) leadership style was more appropriate in inducing job performance in small scale business enterprises than transformational (i.e. democratic) leadership style as the enterprise developed, grew and matured. Nuhu (2010) reported that corporate (democratic) leadership style exerts significant influence on employees' performance in Kampala District Council in Uganda. Dolatabadi and Safa's (2010) study established that participatory (i.e. democratic) leadership style has positive influence on commitment, shared values and employee role clarity. Umer (2012) reported in their study that both transactional and transformational leadership are positively associated with employees' job performance. However transactional (extreme autocratic style) leadership was more significant than transformational (democratic/ participatory style of leadership). Nuhu (2010) confirmed empirically that laissez-faire leadership style significantly influence workers performance in Kampala District Council in Uganda.

2.7 Conceptual Framework of the Study

According to Mugenda and Mugenda (2016), a conceptual framework is a hypothesized model indicating the relationship between the dependent and independent variables. Figure 2.1 was developed from the theoretical framework and the literature review.



Figure 2.1. A Conceptual Framework of the Study

Source: Researcher's Own Construct, 2021

The conceptual framework illustrates the influence of basic school head teachers' leadership styles on teachers' job performance in the Wa Municipality of the Upper West Region of Ghana. The independent variables are the leadership styles of the head teacher such as autocratic, democratic and laissez-faire being able to influence teacher performance (dependent variable) through communication/feedback, motivation of teachers, delegation of duties, staff meetings (intervening variables). The head teacher has direct influenced on teachers. The leadership style that teachers favour stimulated teachers towards attainment of goals. As the teachers interact with the head teachers the result of the interaction showed the effectiveness of the style. These items are considered to come together to help the actual learning experience of the students and thus lead to a positive

effect on the learners' academic performance. The correlations among variables are explored in this framework.

2.8 Summary of Literature Review

It is obvious that leadership is critical in every human endeavour. Our educational institutions need leaders who are dynamic, ingenious and sensitive to the needs of the institution as well as the subordinates. Successful implementation of any programmed depends on the effective nature of the head teacher who is the leader of the institution since his or her action or inaction is a determinant factor to the success of the programmed. Having gone through the conceptual background, theoretical background, and the empirical reviews, it was evident that leadership is very important if the educational institution is to achieve its desirable objectives. The literature also revealed that a lot of works have been done in the field of leadership. In spite of this, it appears there had not been any study of the sort known to the researcher in the context of Wa Municipality with regard to the leadership style of basic school heads and its influence on teachers' performance. The gap is what my study seeks to address.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed for the study. It specifically takes a critical look at the research design, population, sample and sampling techniques, research instrument, validity of instrument, piloting testing, data collection procedure, data analysis plan and ethical considerations.

3.2 Research Design

The term research design is a description of a systematic process or outline which is followed to conduct an investigation (Amedahe, 2002). Also, Creswell (2008), describes a research design as the identification of the research parameters or the variables of study, sample selection, the data collection procedures and instrument used as well as testing of hypothesis and data analysis and presentation. A research design could be defined as a general plan which spelt out the steps which the researcher ought to follow systematically in order to gather data, analyse it, interpret the data and the assumptions of present it base on the chosen methodology.

This research adopted a cross-sectional survey design. This design typically involves collecting data at one point and within limited time for the purposes of providing a 'snapshot' of the outcome and the characteristics associated with the people within a given time (Bland, 2001). The cross-sectional studies design is mainly used when the nature of the research work is descriptive and often in the form of a survey (Cohen et al, 2011). The rational for this research work was to provide a description of the leadership styles of head teachers and how it influence teacher performance which made the descriptive design appropriate for the study.

In using descriptive, the items to respond could not be misleading. This is because descriptive survey results can vary significantly depending on the exact wording of questions (Amedahe & Asamoah-Gyimah, 2003). The results produced by this design can however be unreliable because the questions which are normally asked seek to delve into private matters of the respondents who may not be completely truthful (Fraenkel & Wallen 2011). Fraenkel and Wallen further stated that questionnaire require respondents who can articulate their thoughts well and sometimes put such thoughts in writing. It is again very difficult to get all the questionnaire completed for meaningful analysis to be made on them. Though these difficulties and disadvantages exist, the descriptive survey design was considered the most appropriate since it has the potential to provide a lot of information obtained from quite a large sample of teachers.

3.3 Population of the Study

The population of a study involves all the people or events to which the outcome of a research work would be generalized. According to Seidu (2008), the term research population has to do with the entirety of items or persons based on which assumptions will be made on a selected sample size from the population. In the case of this study, the population comprises of all head teachers and teachers of all public basic schools in the Wa Municipal Education Directorate. The study focused on teachers and head teachers because they are the key players who ensure achievement of goals and objectives of the organisation and they are key people who mould the students to excel in their career. According to the information obtained from the Education Management Information System (EMIS) office of the Wa Municipal Education Directorate, there are 181 public basic schools in the district consisting of 648 teachers and 181 head teachers for the 2020/2021 academic year. However, the researcher was interested in head teachers and teachers who had worked together in the Municipality for at least one year because they

need to work together for some time so as to be able to accurately describe head teachers' leadership styles and teachers' performance.

3.4 Sampling Technique and Sample Size

The process of selecting a portion of the population to represent the entire population is known as sampling (Polit & Hungler, 1999). Sampling techniques refer to the methods used to select sample from the target population.

Multi-stage random sampling technique was used to select the teachers and head teachers for the study. Multistage sampling refers to sampling plans where the sampling is carried out in stages using smaller and smaller sampling units at each stage. Multi-stage sampling is a further development of the principle of cluster sampling (Kothari, 2004). In a two-stage sampling design, a sample of primary units is selected and then a sample of secondary units is selected within each primary unit (Burns & Grove, 2001).

In the first stage, simple random sampling technique was used to select twelve public basic schools. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected (Kothari, 2004). The lottery method was used. This was chosen because it inexpensive, easy and will make the subjects readily available, hence data collection can be facilitated in short duration of time. All the names of public basic school in the Municipality were written on pieces of paper. The papers were put into a container and shook rigorously. Twelve papers were picked from the shaken container to select twelve schools for the study. This was done in order to give all the schools equal chance of being selected. The total number of teachers (249) and head teachers (12) from the randomly sampled schools was 261.

In the second stage, purposive sampling technique was then used to select the number of teachers from the twelve selected schools. Avoke (2005) sees purposive sampling as hand picking the cases to be included in the sample on the basis of their judgments of the typicality of the issue identified for study. Purposive sampling includes whoever happens to have rich information and available for the study (Avoke, 2005). Only teachers who had worked with their current head teacher for at least a year were considered for the study, and this was 194 participants as indicated in Table 3.1. This is because the researcher believes that such teachers are very knowledgeable about the head teachers' leadership styles than those who had known the head for less than a year. The researcher believed this will yield the most accurate assessment of the head teachers' leadership styles. To Amoroso (2002), gathering data from teachers working with a head teacher on daily basis was determined to be the best source of information for any study involving a teacher's assessment of the head teacher.

Table 3.1: Sample Distribution of Teacher-Respondent for the Study

Name of School	No. of Teachers	No. Selected	School Percentage
Wa Municipal Model JHS	24	20	10.31
Wa Catholic JHS	20	18	9.28
St. Cecilia R/C JHS	21	10	5.15
Limanyiri Model JHS	20	20	10.31
T.I Ahmadiyya JHS	15	11	5.67
Bamahu M/A JHS	18	18	9.28
Huriya Islamic JHS	20	16	8.25
Fongo Islamic JHS	24	15	7.73
S.D.A. JHS	19	14	7.22
Charia R/C JHS	25	22	11.34
Mangu Methodist JHS	18	11	5.67
Fallahia Islamic JHS	25	19	9.79
Total	249	194	100

Source: Researcher's Field Survey, 2021

Based on this calculation, the sample size for the study was made up of 206 respondents from twelve selected basic schools in Wa Municipality, comprising of 12 head teachers and 194 teachers. The sample size formed 25% of the total population of teachers and head teachers in all the basic schools in Wa Municipality. According to Agyedu, Donkor and Obeng (2010), if the size of the population is a few hundreds, a 40% or more sample will do; if several hundreds, a 20%; if a few thousands, 10%; and if several thousands, 5% or less sample size will do. In addition, Krejcie and Morgan (1970) came up with a table for determining sample size for a given population for easy reference. According to the Krejcie and Morgan (1970), a population of 829 could require a sample size of 200. Based on the above-cited criteria, 25% of the population is good for the study.

3.5 Data Collection Instrument

The research instrument that was used for the study was questionnaire and this was adapted from Gary (2007) which was meant to identify factors that contribute to the differences in the teachers' and head teachers' perception of head teachers' leadership behaviour. Mugenda and Mugenda (2016) observe that the use of questionnaire is a popular method of data collection in education because of the relative ease of cost effectiveness with which they are constructed and administered to the large samples. Questionnaire is an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistical analysis of the results. Questionnaire offers greater assurance of anonymity. Questionnaire is stable, consistent, uniform measure without variation and offers a considerable and objective view on the issue, since many respondents prefer to write rather than talk about issues (Fraenkel & Wallen, 2011).

However, questionnaires has some weaknesses. Questionnaire is standardized so it is not possible to explain any points in the questions that participants might misinterpret.

Open-ended questions can generate large amounts of data that can take a long time to process and analyse. Respondents may answer superficially especially if the questionnaire takes a long time to complete (Fraenkel & Wallen, 2011).

The questionnaire was designed in line with the research objectives and socio-demographic characteristics were elicited. The questionnaire was structured into four main sections. Section A examined the respondents' background such as gender, age, years of practice teaching and qualification. Section B sought to investigate the leadership styles used by the head teachers in basic schools in the Wa Municipality of the Upper West Region of Ghana. Section C sought to measure the level of effectiveness of head teachers' leadership styles on teacher job performance in the Wa Municipality. Section D sought to establish relationship between head teachers' leadership styles and teachers' performance in basic schools in the Wa Municipality. A Likert-type scale was employed and the respondents were asked to rate based on a five point Likert-type scale their agreement with various statements.

3.6. Validity of Instruments

Validity refers to how accurately a method measures what it is intended to measure. If research has high validity that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world (Fraenkel & Wallen, 2011). For validating the questionnaire in order to ascertain the level of validity of the questionnaires, a pilot study was carried out in Kaleo Junior High School in the Nadowli-Kaleo District which share common characteristics with those in Wa Municipal Education Directorate which was the actual setting of this research work. In line with this recommendation and in the case of this study, the instrument was given to an expert who scrutinized the questions, and offered suggestions. Based on the expert submission, irrelevant and ambiguous items were removed from the instruments, and some revised.

Moreover, a proof reading confirmation was conducted by given the research instruments (questionnaires) to some colleagues Masters Students of educational leadership and other students to examine whether the items in the questionnaire were in line with what the study sought to find. Their views were considered in improving the items in the questionnaire. Suffice to say that base on the above measures, the validity of the questionnaires in the view of the researcher was fully ascertained.

3.7. Reliability of Instruments

According to Babbie and Mouton (2001), reliability test assess the degree to which a research instrument yields consistent result repeatedly over time and place. In the case of this research work the reliability test approach adopted was the Cronbach's Alpha, based on its effectiveness that is widely acclaimed by most researchers. It is one of the most popular methods used by most researchers to assess the in-house regularity check (Benjamin & Brezinski, 2000).

The Cronbach's Alpha consistency checks information revealed that, over 0.7 indicators for all independent variables of the study that came closer to 1.0 was a good consistency test according to Cohen, Manion and Morrison (2011). Also, According to Babbie and Mouton (2001), a thumbs up figure of 0.7 or more was considered a good reliability check. Based on these assertions the instruments used for this research were designed and has been reliably consistent.

3.8 Data Collection Procedure

After the pilot study had been carried out and reliability had been determined, data collection started with seeking permission from the head masters of the twelve (12) schools. An introductory letter was obtained from the University, which sought to introduce the researcher to the heads of the schools and sought permission to carry out the administration of questionnaire. The researcher also sought consent of the Wa Municipal

Education Directorate and the circuit supervisors to carry out the study in the Municipal. The researcher distributed the questionnaires in all the selected schools to assess the teachers' performance vis-a-vis the head teachers' leadership styles. The inclusion and exclusion criteria were established before collection of data commenced. This allowed the researcher to determine whom to be included and excluded in the study. The purpose of the study was explained to prospective respondents, their consent was sought and the questionnaire was self-administered to them and they were collected later within two weeks when they finished responding to them. This allowed respondents to take time to think about the questions before responding to them. Providing at least two weeks for respondents to think of responses has the tendency to result in reliable answers. The study made use of 35 questionnaire items related to research objectives.

3.9 Data Analysis

The answered questionnaires were sorted out for coding purposes. The codes on the questionnaire were grouped based on similarities of information provided by the respondents. The organization of data was done according to research questions from which the conclusions were drawn. The information was tabulated and analysed using descriptive statistics. The statistics were generated using Statistical Package for Social Sciences ((S.P.S.S, Version 16)). Data presentation was done by the use of frequency tables. This ensured that the gathered information is clearly understood. Descriptive statistics (mean, standard deviation, minimum, maximum) and Pearson product correlation coefficient moment were used to evaluate the objectives of the study.

3.10 Ethical Consideration

One important component of field research is ethical requirement on the part of the researcher. The respondents have the right to decide whether to respond to questionnaire

or not. As a result, declaration of the purpose was made, and the consent of the respondents was sought. To ensure confidentiality as well as anonymity of responses, names and identity of respondents were not disclosed. The researcher tried as much as possible to report every subjective view of the respondents without imposing personal biases in the interpretation of the data.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter concern itself with data presentation, interpretation and discussion of results that included; Responses on head teachers' leadership styles, Responses on the performance of teachers in the Ghana Education Service basic schools, and the relationship between head teachers' leadership styles and teachers' job performance. The discussion was done based on the research questions and both the conceptual and theoretical frameworks. This chapter also brings to bare some significant and novel findings identified from the research work. It also attempts to make inferences in relation to related previous studies as reviewed in the literature. The study sampled 206 respondents from the various public basic schools. However, the study had 97% response rate, where six teachers could not return their questionnaires.

4.2 Demographic Data of the Study

In this section, the researcher provides data on the demographic characteristics of the respondents. The respondents' background help generate confidence in the reliability of data collected and eventually in the findings of the study. The study collected demographic data on variables such as gender, age, academic qualification, years experience and period of knowing head teacher.

4.2.1 Gender of Respondents

The first demographic survey question asked participants to indicate their gender by selecting one of two gender groups. Responses registered by the respondents have been presented in the Figure 4.1.

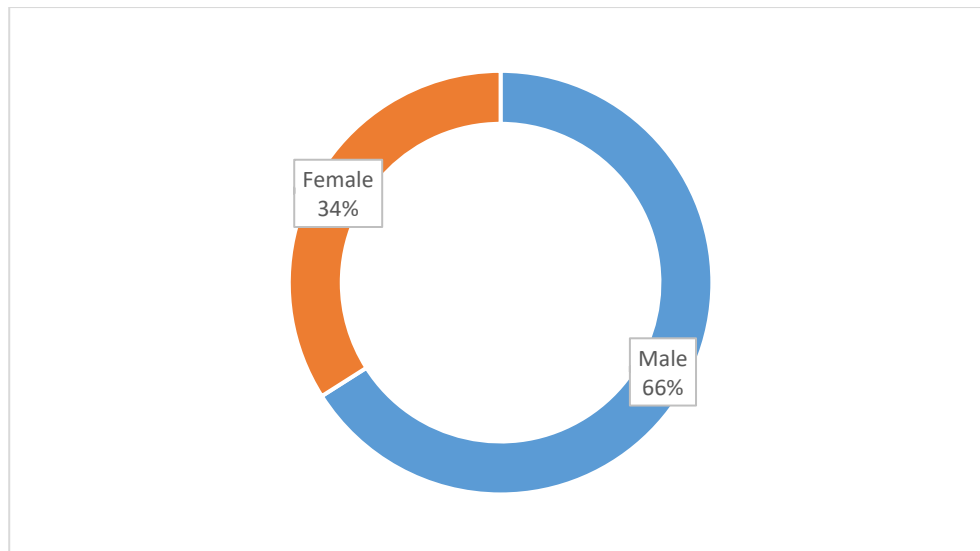


Figure 4.1: Gender of Respondents

Source: Researcher's Field Survey, 2021

The study revealed that there was high disparity between the male and female staff on roll in the schools. This is because as many as 132 (66%) of the respondents were males, while 68 (34%) were females. This shows gender imbalance in appointment to leadership positions suggesting that primary school leadership is male dominated in the sub-county. This may suggest that the male are given priority in appointment for headship positions due to the challenging nature of headmastership. This could also imply that female teachers rarely hold leadership positions in most of the basic schools in Wa Municipality. It was thus an indication that men are more into basic schools headship than female making them more efficient to deal with leadership issues in public basic schools. These findings concurred with Nakola (2011) on a statement that there are gender disparities in the issues of institutional leadership. In Nsubuga (2009), it emerged that female administrators employ more participative methods of leadership including counseling and guidance of teachers and students than male head teachers.

4.2.2 Age Distribution of Respondents

Accordingly, the respondents were asked to indicate their age. The age of the staff were categorized in five years-intervals in order to isolate the particular age range that produced the majority of the respondents as shown in Table 4.1.

Table 4.1: Age of Respondents

Age (years)	Frequency	Percentage (%)
20-25	20	10
26-30	34	17
31-35	54	27
36-40	44	22
41-45	22	11
46-50	16	8
Above 50	10	5
Total	200	100

Source: Researcher's Fieldwork, 2021

From Table 4.1, the study found that 10% of respondents were aged between 20 to 25 years, 17% of respondents aged between 26 to 30 and 27% represented the respondents aged between 31 to 35 years. Again, 25% of respondents were between 36 to 40 years whilst 11% of respondents were between 41 to 45 years. Apart from that, 8% represented respondents aged between 46 to 50 years and 5% were over 50 years. It is realised that most of the respondents were in their youthful age considering the statutory pension age of public sector workers in the country. This could be attributed to the rapid expansion of basic and senior high school enrolments and/or higher rates of teacher attrition (Bennell & Mukyanuzi, 2005). The results also indicated that most teachers were adult who have responsibility to care of their families, hence, they need better leadership in order to improve performance of education as well as enjoying their teaching profession.

4.2.3 Respondents' Educational Level

The educational status describes the educational background of respondents in the study area. The outcome of the analysis of the respondents' educational attainment is presented in Figure 4.2.

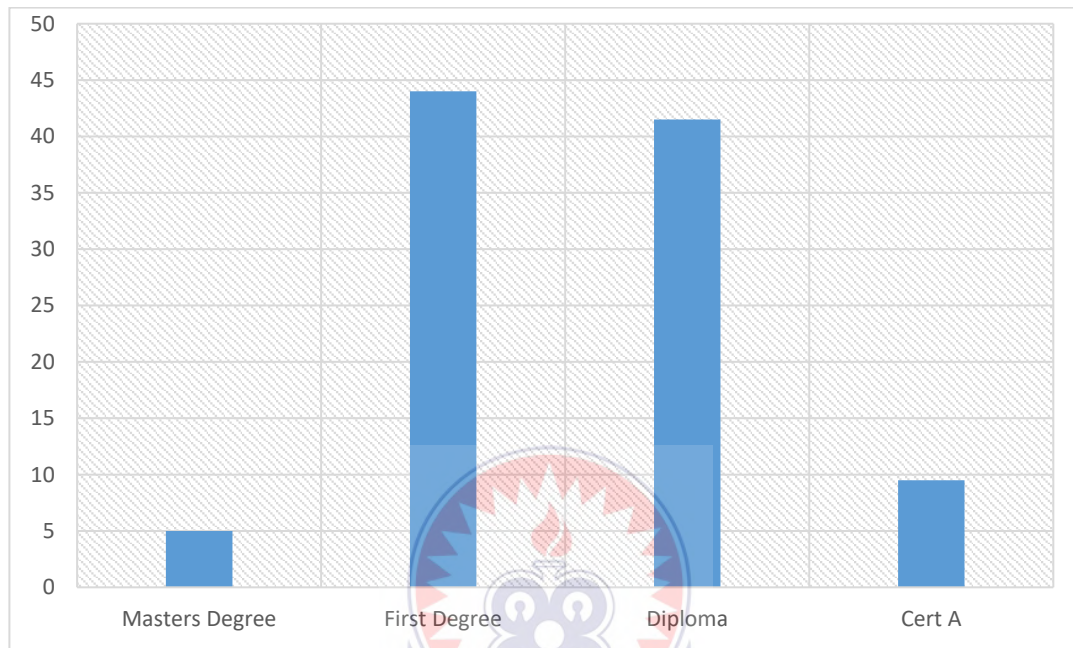


Figure 4.2: Distribution of Respondents by Highest Level of Education

Source: Researcher's Field Survey, 2021

The ultimate demographic survey question seeks teachers' highest educational or professional qualification attained. As depicted in Figure 4.3, out of the 200 respondents, the percentage of teachers holding either a bachelor or diploma was nearly equal. Bachelor's degree had the highest percentage of respondents (44%) and the second highest group held diploma (41.5%). With just a few (5%) attaining a Master's degree, the rest were Teacher Certificate A holders (9.5%). Generally, the academic qualification portrays a generally compelling teacher expertise in teaching which bachelors' degree is. The results indicate that majority of the respondents have had at least Diploma education.

This means that almost all teachers meet the basic requirement for teaching in basic schools in Ghana according to GES policy.

With the teaching service, having the basic requirement is not enough. Teachers need to have professional qualification to be considered fully qualified for the job. In view of that, the study sought to find out the professional status of the teachers. The outcomes of the data analysis on the professional qualification of the respondents are presented in the Figure 4.3.

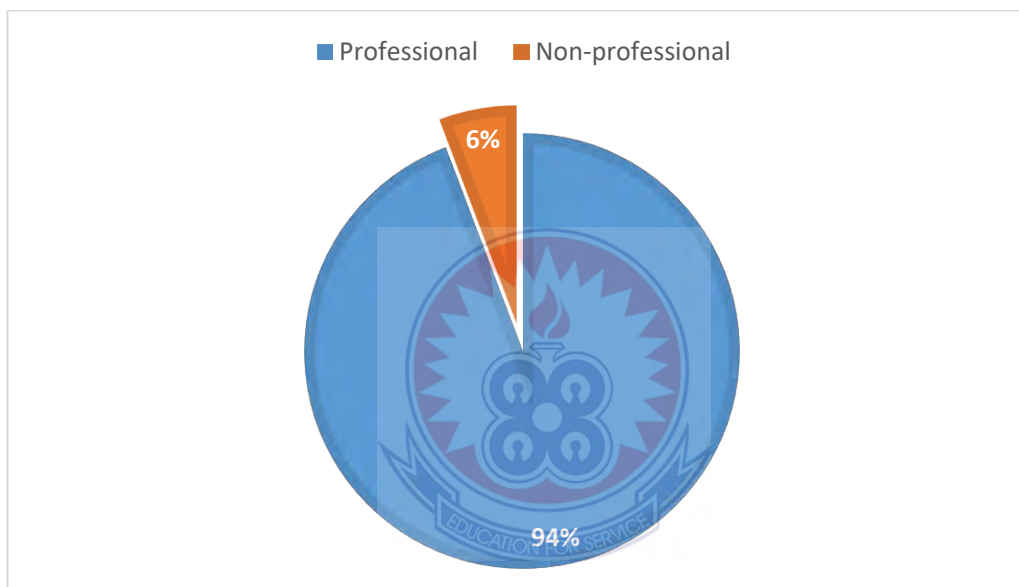


Figure 4.3: Professional Qualification of Respondents

Source: Researcher's Field Survey, 2021

Figure 4.3 above demonstrates that 188 (94%) respondents were professionally trained teachers while only 12 (6%) were non-professional. The type of qualification of teachers is significant in the sense that professional training requires that teachers are equipped with basic knowledge in both pedagogical and content knowledge as well as school management which covers performance appraisal practices. In that regard, it was deemed necessary to consider professional status of respondents to establish correlation between the various variables in terms of perception, knowledge, and practice. The

indication is that majority of the respondents were professional teachers and when given the right supervision they would be positioned to help the leadership process to succeed.

4.2.4 Respondents' Work Experience

The next demographic survey item asked participants to choose a range that corresponds with number of years of active teaching. Responses registered by the respondents have been presented in Figure 4.4.

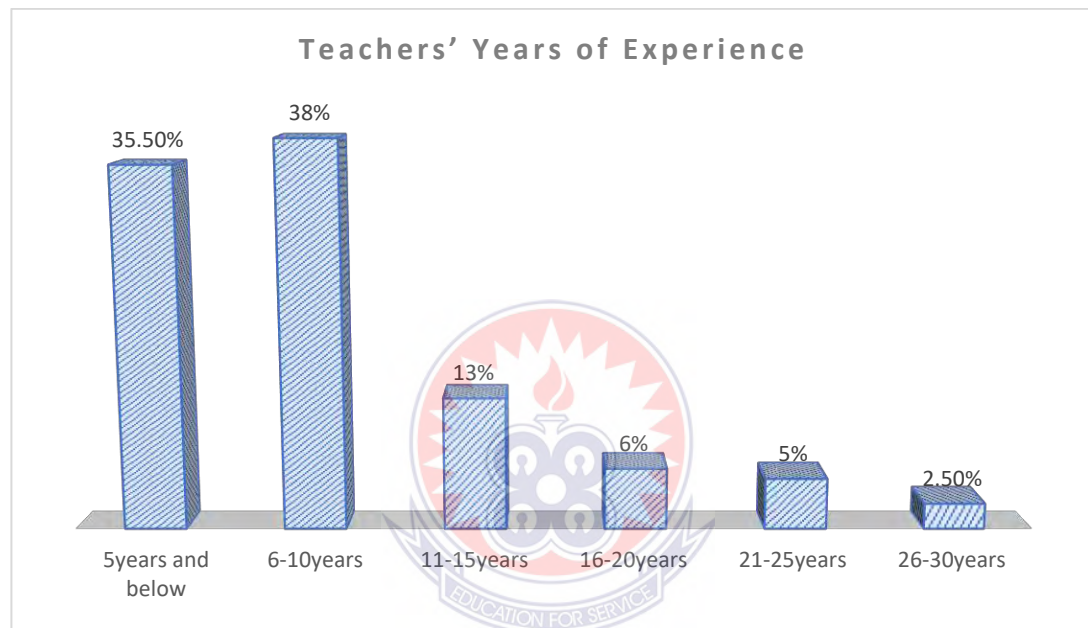


Figure 4.3: Respondents' Years of Experience

Source: Researcher's Field Survey, 2021

From Figure 4.4, out of the 200 responses, the majority (38%) of them had teaching experience in the range of 6 to 10 years. The second highest percentage (35.5%) of respondents indicated their experience of teaching to be 5 years and below, with 26 to 30 years' experience of teaching respondents corresponding with 2.5 percent of the total response. No teacher respondent reported to have over 30 years teaching experience. Figure 4.3 further revealed that, majority of the teachers (73%) had taught for 10 years and below. Only few teachers (7.5%) had over 20 years teaching experience. This is an indication that that majority of the respondents had served for a considerable time,

showing they had adequate experience to dispense their duties. In addition, they had a chance to work in various schools and have experienced different ways of doing things. The different challenges they have faced at the end of the day have enabled them mature in judgment also. A research conducted by Ward (1997) among elementary head teachers in Virginia, USA indicated that head teachers who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than head teachers who had five or fewer years of experience. It was discovered that most of the teachers felt that the greater the experience the less need to use autocratic style of leadership and the greater the use of democratic style of leadership. This is because teachers who had taught for more than 10 years and longer detested the use of strict methods of leadership. They felt that head teachers needed to involve them in the decision making because they also possess some leadership experience. The way the teachers perceived and appreciated the head teachers' leadership styles varied on the basis on the number of years of service. This was an indication that majority of respondents had served for a considerable period and their vast knowledge could be relied upon in this study.

4.2.5 Management Course/Seminar Attended By Head Teachers

To assess whether head teachers were oriented in leadership skills after appointment, the study sought to establish on in-service courses or seminars attended. Head teachers were also asked if they had ever taken any course/seminars or workshop on educational management. Their responses to this question are presented in Table 4.2.

Table 4.2: Management Course/Seminar Attended By Head Teachers

Opinion	Frequency	Percentage (%)
Yes	9	75
No	3	25
Total	12	100

Source: Researcher's Field Survey, 2021

From the data obtained above, the study established that 75% of the head teachers had attended courses or seminars on educational management while 25% of the head teachers had not attended courses or seminars on educational management. It can be said that although head teachers are well trained as teachers but not as school managers as most of head teachers leave their classrooms to become head teachers. This view is supported by the fact that some of the head teachers confirmed to the researcher that they had neither attended any induction management training course upon being appointed as school heads' nor undertaken any training during their tenure of service as head of schools and thus could have influenced their style of leadership in schools that they headed.

4.2.6 Period of Knowing Head Teachers

The second to last demographic survey question asked participants to indicate the number of years spent teaching under the headship of current head teacher. The data is presented in Table 4.3.

Table 4.3: Period of knowing Head Teachers

Period (years)	Frequency	Percentage (%)
0-2	26	14
3-4	109	58
5-6	49	26
7-8	4	2
Total	188	100

Source: Researcher's Field Survey, 2021

The data, as indicated in Table 4.1 revealed that out of the 188 teacher responses retrieved, over half (58%) of the study's participants had served for 3 to 4 years under their current head teacher, while, only one percent had served for 7 or 8 years under their head teachers. None of the respondents had indicated to serve for nine years and above under the current head teacher.

4.3 Research Question 1: Leadership Styles Used by the Head Teachers in Basic Schools

This was the first research question of the study. Here, the researcher explored the leadership styles adopted by head teachers and the responses from respondents of the selected basic schools were retrieved, analyzed and presented here. The subsequent subheadings carefully reported on the various styles of a used by the head. In this section, the data was presented and summarized using means and standard deviations.

4.3.1 Descriptive Statistics on Democratic Leadership Styles

The descriptive in Table 4.4 gives respondents perception on statements that relates to how the head teachers practiced democratic leadership style in the basic schools.

Table 4.4: Democratic Leadership Styles Adopted by Head Teachers

Statement	Mean	SD	Rank
The head teacher delegates powers to other staffs as and when necessary	3.26	1.46	1
The head teacher involves teachers in designing academic programs	3.04	1.42	2
The head teacher highly respect the views of teachers and other staff	3.03	1.37	3
The head teacher includes teachers in decision making all the time	1.90	1.40	4
The head teacher involves teachers in making academic policies for the school	1.55	1.29	5
Democratic Leadership Style	2.56	1.39	

Source: Researcher's Field Survey, 2021

As seen in Table 4.9, all scores had standard deviations above 1.0, revealing a significant level of disparity in their rating. Specifically, respondents scored the use of democratic leadership style by head teachers slightly below average ($m=2.56$, $SD=1.39$). With the statement 'The head teacher delegates powers to other staffs as and when

necessary' had the highest mean score ($m=3.26$, $SD=1.46$) while the statement 'The head teacher involves teachers in making academic policies for the school' had the weakest score ($m=1.55$, $SD=1.29$). Three out of five statements were scored slightly above average; "The head teacher delegates powers to other staffs as and when necessary", "The head teacher involves teachers in designing academic programs", "The head teacher highly respect the views of teachers and other staffs. The lowest ranked practices of democratic leadership style by head teachers were "The head teacher includes teachers in decision making all the time' and "The head teacher involves teachers in making academic policies for the school" which scored below average. The results show that the popular democratic leadership style practiced in the schools was the delegation of powers to other staff when necessary. This means that the head teachers' democratic leadership practice in the various basic schools in the Wa Municipality is not dominant. This implies the majority of the head teachers in the study area do not practiced democratic leadership style that puts into consideration the views of the subordinates for the smooth running of the institutions

This finding is in agreement with the study by Nakola (2011) who found that the head teachers perceived themselves as democratic but the results revealed that head teachers who were found to be exhibiting democratic style had a considerably low. This finding is consistent with a previous study by Ndu and Anogbo (2007) found that teachers were not involved in governance and resulted to teachers behaving as if they are strangers within the school environment. It can be deduced that in the school setting, democratic type of leadership is suitable and preferred by many teachers, since teachers would want to be involved in the decision making process, especially in issues which relate to their welfare and profession. Head teachers who are more inclined towards democratic style of leadership enjoy greater degree of cooperation from their teachers.

4.3.2 Descriptive Statistics on Autocratic Leadership Styles

The descriptive in Table 4.5 gives respondents perception on statements that relates to how the head teachers practiced autocratic leadership style in the basic schools.

Table 4.5: Autocratic Leadership Styles Adopted by Head Teachers

Statement	Mean	SD	Rank
The head teacher imposes policies on me	4.68	1.16	1
Teachers are not involved in the planning activities of the school	4.60	1.21	2
Leadership rules are designed by head teacher alone	3.86	1.22	3
My performance is assessed by the head teacher alone	3.47	1.28	4
Performance requirements are designed according to the head teacher's needs	3.37	1.27	5
Autocratic Leadership Style	4.00	1.23	

Source: Researcher's Field Survey, 2021

Table 4.5 shows that respondents scored the head teachers' autocratic leadership style slightly above average ($m=4.00$, $SD=1.23$) except that the standard deviation value depicted that there was a great variation in the responses of the respondents. All five autocratic leadership items scored above average. Statement 'The head teacher imposes policies on me' had the highest score ($m=4.68$, $SD=1.16$) while the statement 'Performance requirements are designed according to the head teacher's needs' had the weakest score ($m=3.37$, $SD=1.27$) and a standard deviation pointing that there were outliers and clear disparity in the responses. This shows that most head teachers exhibit autocratic leadership styles when formulating schools' policies. This implies that during staff meetings, head teachers tell the teachers what to do. The teachers are supposed to implement without questioning. This result confirms the work of Obiwuru et al. (2011) that the head teacher directs teachers on the way things should be done and does not maintain clear channel of communication between himself and the teachers. These

findings agree with the of Yukl (2010) who found that autocratic leaders tend to have the following characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Thus, safe to conclude that head teachers has not gotten wider range of teachers' suggestion and taught on criteria of training that are needed to enhance teacher performance.

4.3.3 Descriptive Statistics on Laissez-Faire Leadership Styles

The descriptive in Table 4.6 gives respondents perception on statements that relates to how the head teachers practiced Laissez-faire leadership style in the basic schools.

Table 4.6: Laissez-Faire Leadership Styles Adopted by Head Teachers

Statement	Mean	SD	Rank
The head teacher freely delegates responsibilities always	3.10	1.38	1
The head teacher gives full mandate to staff to make academic decisions without interference	2.11	1.32	2
The head teacher does not interfere with teachers' decision making that promote progress of the school	2.08	1.27	3
The head teacher leaves teachers to make major decisions in the classroom	1.26	1.34	4
The head teacher does not interfere with teachers' decision making that promote progress of the school	1.19	1.31	5
Laissez-Faire Leadership Style	1.95	1.32	

Source: Researcher's Field Survey, 2021

Even though teachers reported a high level of variations in the responses, Table 4.6 revealed that, they scored Laissez-faire leadership style considerably below average ($m=1.95$, $SD=1.32$). The statement 'The head teacher does not interfere with teachers' decision making that promote progress of the school' had the weakest mean score value ($m=1.19$, $SD=1.31$) while the statement 'The head teacher freely delegates responsibilities

always' had the highest mean score and the highest standard deviation value ($m=3.10$, $SD=1.38$). Four statements; "The head teacher gives full mandate to staff to make academic decisions without interference", "The head teacher does not interfere with teachers' decision making that promote progress of the school", "The head teacher leaves teachers to make major decisions in the classroom", and "The head teacher does not interfere with teachers' decision making that promote progress of the school" were scored below average whilst one statement "The head teacher freely delegates responsibilities always" was scored above average. It is evident that Laissez faire leadership style gives subordinates the total freedom by presenting to them the set objective and use their own ingenuity to get the job done, the results shows that this style is unpopular within the basic educational setting. This finding is in agreement with the study by Nthuni (2012) who found that Laissez faire leadership style was not practiced in the sampled schools. He observed in his study that the leader who embraces laissez-faire style does not bother to take care of the needs of his/her teachers since he/she totally avoids discharging his/her responsibility, resulting in teachers being gross demotivated. The researcher further suggested that this type of leadership style is unhealthy in basic school set up where a lot of monitored supervision is required.

4.3.4 The General Dominant Leadership Style Adopted in Basic Schools

This subsection present the results of the general overview of head teacher's leadership style in the municipality. The outcome of the analysis of this subsection is presented in Figure 4.4.

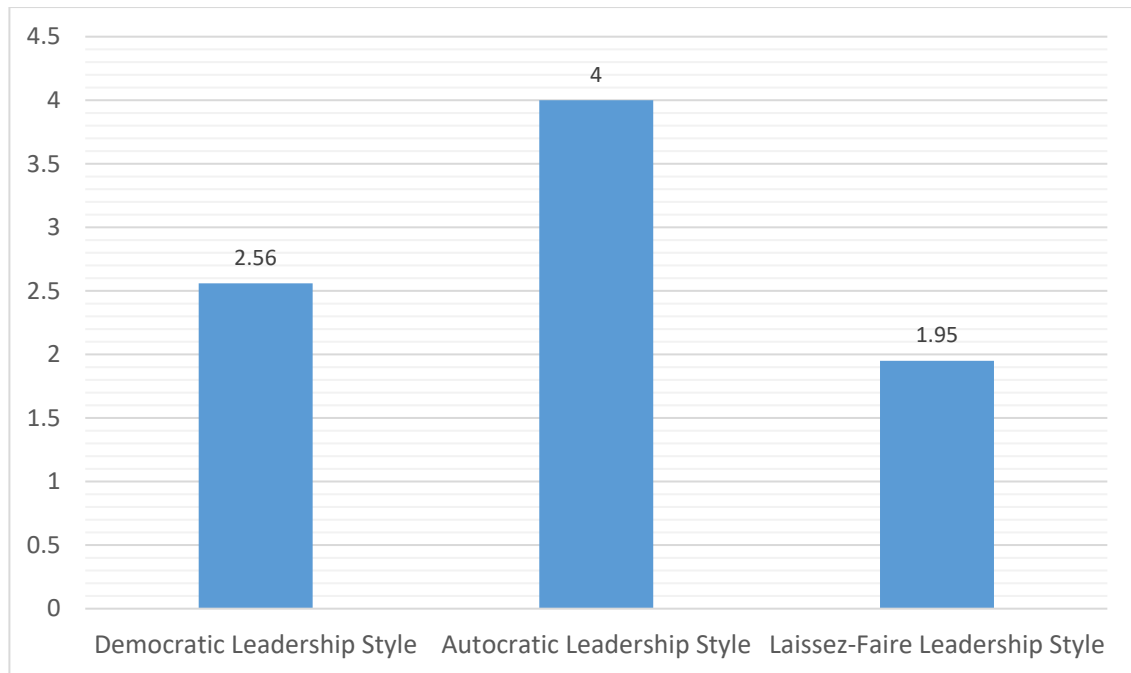


Figure 4.4: General Dominant Leadership Style Adopted by Head Teachers

Source: Researcher's Field Survey, 2021

Figure 4.4 shows that Laissez faire leadership style (23%), autocratic leadership style (47%) and democratic leadership style (30%) were practiced in the basic schools. The figure indicates that the dominant leadership style in basic schools in the Wa Municipality is autocratic leadership style. This means that head teachers' leadership style in the various schools is autocratic. It can be mentioned that interactions between head teachers and teachers are one way communication and the role of the teacher is to implement order. From the findings head teachers do not view themselves as autocrats and yet they exhibit the characteristics of autocratic leaders. This results supported Muchina's (2009) study, which found out that out of 30 teachers, 18 teachers saw their head teacher as an authoritarian and also Nakola (2011) in his study found that 60% of the head teachers practiced autocratic leadership style.

4.3 Research Question 2: The Effect of Head Teachers' Leadership Styles on Teacher Job Performance in Basic Schools

This section sought to present the results of the second research question. Here, the researcher sought to assess the effect of head teachers' leadership style on teachers' level of performance and consequently the academic performance of learners. In this section, the data was presented and summarized using means and standard deviations.

Table 4.7: Effect of Head Teachers' Leadership Styles on Teacher Job Performance

Statement	Mean	SD	Rank
The head teacher's leadership style improves time management and curriculum evaluation	3.28	1.27	1
The head teacher's leadership style improves upon teachers' instructional capabilities	3.12	1.37	2
The head teacher's leadership style improves learning outcomes	2.90	1.29	3
The head teacher's leadership style improves teacher's lesson preparation	2.85	1.42	4
The head teacher's leadership style helps teachers to understand their job description better	2.81	1.35	5
The head teacher's leadership style aids implementing new ideas	2.79	1.30	6
The head teacher's leadership style helps to find work more meaningful	2.63	1.39	7
I am comfortable with my head's leadership style	2.32	1.37	8
The head teacher's leadership style boosts my morale in the performance of my classroom activities	2.06	1.38	9
The head teacher's leadership style promotes interpersonal relationship between head teacher and teachers to enhance school performance	1.47	1.10	10
Aggregate mean	2.62	1.32	

Source: Researcher's Field Survey, 2021

From Table 4.7, the average mean rating for this part of the study which used a five-point Likert-type scale was 3.00. The mean rating of the 200 respondents on their views about the effect of head teachers' leadership style on teachers' level of performance ranged from 1.47 (SD = 1.10) to 3.28 (SD = 1.27). From Table 4.6, the statement "The head

teacher's leadership style improves time management and curriculum evaluation" had the highest mean score of 3.28, with a standard deviation value that indicated the variations in responses from the mean. This was placed first, suggesting that the most significant effect that the autocratic leadership style of head teachers had on teachers is good management of time and curriculum evaluation. It can be mentioned that since this style of leadership usually only involves one person deciding, it permits quick decision-making. This confirms the study by Adeyemi (2010) who found that teachers' time management was better in schools having head teachers using autocratic leadership style than in schools having head teachers using democratic or Laissez-faire leadership styles.

According to the table, respondents agreed with the statement "The head teacher's leadership style improves upon teachers' instructional capabilities". This was placed second, with a mean score slightly above average (3.12) and a significant amount of disagreement with the mean response, as indicated by the standard deviation. It is important to note that the strict and dictatorial nature of head teachers put teachers on their toes to always facilitate instructional lesson delivery during teaching and learning process in order to avoid harsh criticism. It can be deduced that though teachers' instructional capabilities may be improved, the quality of teaching method may be lacking and uninspiring to the students. The respondents disagreed to the statement "The head teacher's leadership style improves learning outcomes", which was ranked third. It had a mean score of 2.90 which is slightly below the average score and had a high standard deviation value pointing that there were clear divergence in the responses. This shows that head teacher's autocratic leadership style does not result to higher learning achievements. This implies that most head teachers frequently give orders to teachers regarding what is to be done and how it will be done in the school which are sometimes opposed by teachers and students. This hinders teacher productivity especially in instances where creativity and planning are

imperative to anchor the academic progress in schools. The finding corroborates with the comments of Cullen (2011) who commented that the kind of leadership styles adopted by the leader to some extent hinder the process of a leader communicating ideas and gaining acceptance of subordinates to support and implement new ideas through change.

Moreover, from Table 4.7, the statements “The head teacher’s leadership style improves teacher’s lesson preparation”, “The head teacher’s leadership style aids implementing new ideas” and “The head teacher’s leadership style helps to find work more meaningful” were scored below average with mean scores of 2.85, 2.78 and 2.63 respectively. This shows that the respondents disagreed to the statements and had a strong standard deviation values pointing that there were several outliers and a wide range of responses. This implies that most head teachers were slow to accept new ideas. This is an indication that teachers perceived a low level of intellectual stimulation from the head teachers as influencing their performance. This suggests that teachers were found to slightly question assumptions, and head teachers did not help teachers find new ways of looking at problems, and create new viewpoints on current conditions to intellectually stimulate their teachers; though they were quite unable to help them rethink ideas they had never questioned before. This is consistent with a study by Northouse (2011) that autocratic leadership style does not stimulates followers to be creative and to challenge their own beliefs and values as well as those of the leader and the organization.

Also, with regards to the statements “I am comfortable with my head’s leadership style” had a mean score of 2.32 which was greatly below average. This shows that the respondents disagreed to the statement. Therefore, the majority of basic schools teachers are uncomfortable to views of head teachers in meetings; this is an indication of autocratic leadership style practiced by the basic school heads in the study area that allows no exchange of views and ideas without any one feeling uncomfortable with other people’s

views. Such comfortability in views of one another, leads to poor performance among the teaching staff. Ezeuwa (2005) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

The statement “The head teacher’s leadership style boosts my morale in the performance of my classroom activities” had a mean scores of 3.63 which was greatly below average. This shows that the respondents disagreed to the statement. This means that basic school teachers agreed that the leadership styles of their head teachers do not boost their morale in the performance of their classroom activities. It could be deduced that teachers felt unappreciated by supervisors informing them that they are doing a good job. Application of motivational theories, art of leadership and skill of redesigning jobs and modification to organizational structure facilitates positive work environment leading to increased job motivation and satisfaction of employees. It is prudent that schools should provide enough motivation in the form of intrinsic and extrinsic stimuli. This agrees with Muchina (2009) who found out that out of 30 teachers 18 teachers saw their principal as an authoritarian. Among the 18 teachers, 9 were de-motivated, 5 were motivated while 4 were highly de-motivated. This shows that teachers working under an autocrat have low levels of job motivation. The findings are in line with the submissions of Blake and Mouton (2015). According to Blake and Mouton, autocratic heads do not boost the morale of subordinates. They further mentioned that effective leadership style that involves management ensures that adequate performance is achieved through balancing the necessity to get the best results while maintaining morale in the organisation.

From Table 4.6, the respondents disagreed that the head teacher’s leadership style promotes interpersonal relationship between head teacher and teachers to enhance school performance. The statement had the lowest mean score (1.47) with a standard deviation

that indicated the variations in the responses from the mean. This suggests that head teachers were not able to create opportunities for teachers to learn from each other through in-service trainings, lesson collaborations, amongst others. “Two heads are better than one”. This means that when two or more people sit and try solving a problem together, they are able to make better decisions than one person. Oduro, (2004) maintains that “problem-solving through consultation is impossible with a single person’s wisdom” Such head teachers who do not encourage cooperation among teaching staff are autocratic in personality. They know very well that teachers cannot perform to their expectation unless they are in co-operated in school aspects like decision making process.

In summary, the general response based on the aggregate mean from Table 4.7 indicates that the leadership style adopted by the heads is not effective in improving performance of teachers. The level of effectiveness scored an aggregate mean of 2.62 which is below average. This implies that, generally basic school teachers were of the view that the kind of leadership styles adopted by their head teachers in the various basic schools affected their performance in the schools. The findings are in support of Blasé and Blasé (2012) who in a study of 50 exemplary teachers found out that the bad leadership styles by their head teachers has decreased the productivity of teachers. This results is in agreement with the study by Dolatabadi and Safa’s (2010) who established that directive (i.e. autocratic) leadership style has negative effect on employee’s performance to quality of offered services to customers.

4.4 Relationship between Head Teachers’ Leadership Style and Teachers’

Performance in Basic Schools

In this section, the researcher sought to establish if there is any relationship between head teachers’ leadership style and teachers’ performance in basic schools. Pearson correlation was conducted as it involves a relationship between two variables, that is, head

teachers' leadership style and job performance. A correlation table was presented to show the results in Table 4.7.

Table 4.8: Relationship between Head Teachers' Leadership Style and Teachers' Performance in Basic Schools

		Leadership Style	Job Performance
Teacher classroom effectiveness	Pearson Correlation	1	.472**
	Sig. (2-tailed)		.000
	N	200	200
Student Academic performance	Pearson Correlation	.472**	1
	Sig. (2-tailed)	.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's Field work, 2020

Table 4.5 shows inter-correlation matrix of head teachers' leadership style and teachers' performance. The correlation produced a coefficient of 0.572 and a significance value of 0.000 between head teachers' leadership style and teachers' performance. This correlation was significant at the 0.01 level. The results in Table 4.8 indicate that there is a statistically significant relationship between head teachers' leadership style and teachers' performance among teachers ($r(100) = .472, p < 0.01$). The implication is clear that, the actions and inactions of a head teacher in one way or the other influence the performance of teachers in the classroom and by extension in the school. Given the magnitude of the correlation coefficients, this relationship is moderate. These findings imply that head teachers' leadership style relates to job performance of teachers: the leadership styles employed by the leader can either draw the teachers closer or far from the working station there by influencing the performance of the workers either positively or negatively. Thus, the provision of the internal and external needs of teachers serves as

a catalyst that triggers their performance on their jobs. The findings agree with the findings of Horn-Turpin (2009) that examined the effects of leadership behaviours on the factors of teaching efficacy, job performance and administrative commitment as Perceived by Special Education Teachers revealed that a significant relationship existed between leadership behaviours and organizational performance. Correlation analysis conducted on the two variables resulted in a high significant correlation, ($r=.629$, $p<.01$). To the author, the significance of the relationship suggests that the more teachers perceive their administrator as supportive, the higher their levels of commitment and performance in their organization. The findings are in support of Blasé and Blasé (2012) who in a study of 50 exemplary teachers found out that the leadership styles by their head teachers have significant adverse effects including psychological, emotional, physical and physiological problems on them.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section of the study presents the summary of the study which includes the summary of the results, presentation of a conclusion based on the findings and a few recommendations.

5.2 Summary of the Study

The purpose of the study was to assess the influence of basic school head teachers' leadership styles on teachers' job performance in the Wa Municipality of the Upper West Region of Ghana. The study was guided by three objectives namely: to determine the leadership styles used by the head teachers in basic schools in the Wa Municipality, to assess the level of effectiveness of head teachers' leadership styles on teacher job performance in basic schools in the Wa Municipality, and to establish whether there is a relationship between head teachers' leadership styles and teachers' performance in basic schools in the Wa Municipality. Literature was reviewed along the lines of theories of leadership, concept of leadership, concept of job performance, relationship between leadership styles and job performance and so on. The cross sectional descriptive survey design was used for the study. The population of the study was all teachers and head teachers in the public basic schools in the Wa Municipality. Multi-stage sampling technique was used to select 200 respondents comprising of 12 head teachers and 188 teachers. Data was gathered through questionnaires formulated based on the research questions. The data were statistically analysed using means, standard deviations and Pearson Product Correlation Coefficient.

5.2.1 Summary of Findings

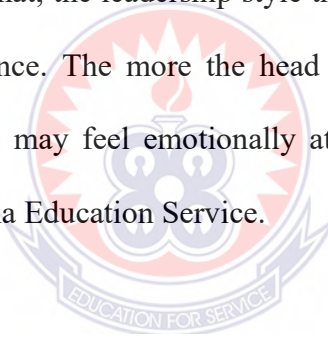
Concerning the question that sought to identify the leadership styles used by the head teachers in basic schools in the Wa Municipality of the Upper West Region of Ghana, the study found that the dominant leadership style in basic schools in the Wa Municipality was autocratic leadership style. This revealed that the interactions between head teachers and teachers were one way communication and the role of the teacher was to implement order.

On the question which seeks to determine the level of effectiveness of head teachers' leadership styles on teacher job performance in basic schools in the Wa Municipality of the Upper West Region of Ghana, the study brought to light that the level of effectiveness of head teachers' leadership style on teacher job performance in the basic schools was low. This revealed that the leadership style adopted by the heads was not effective in improving performance of teachers. Teachers reported that head teacher's leadership style opposed interpersonal relationship between school community and environment, demoralized teachers in performance of classroom activities, made work difficult and meaningless.

With respect to the question that sought to establish whether there is a relationship between head teachers' leadership style and teachers' performance in basic schools in the Wa Municipality of the Upper West Region of Ghana, the study revealed a statistically significant and moderate relationship between head teachers' leadership style and job performance among teachers. The study established that the actions and inactions of a head teacher in one way or the other influence the performance of teachers in the classroom either negatively or positively.

5.3 Conclusions of the Study

The study contributes to our understanding of the conditions under which the leadership of the head teacher may be more effective in eliciting teacher's organizational performance. Based on the finding that, the dominant leadership style among head teachers is autocratic, it can be concluded that the leadership style disempower the teachers to fully embrace quality instructional delivery and academic achievement in the basic educational system. This leadership style has however, translated into low job performance among the teachers in the schools. This establishes that head teachers' leadership style is a critical variable in teachers' job performance which consequently has effect on the performance of learners either positively or negatively in basic schools. It can therefore be concluded that, the leadership style that is inclined to democratic could enhance teachers' performance. The more the head teacher exhibits these leadership practices, the more teachers may feel emotionally attached, want to, need to, or feel obligated to toil for the Ghana Education Service.



5.4 Recommendations

Based on the findings of the study, the following recommendations are worth considering:

1. Based the finding that the dominant leadership style in basic schools is autocratic leadership style, it is recommended that the head teachers of basic schools in particular can be encouraged to use democratic leadership style in the management of basic schools since most of head teachers would improve job performance of their teachers by becoming more collaborative and more democratic.
2. Given that there is low level of participation of teachers in decision making, it is recommended that head teachers should cultivate a sense of belonging and

ownership by teachers, as teachers feel alienated by head teachers who make policies alone. They should involve teachers in decision making, this is because people tend to implement policies that they participated in making. In this regard, head teachers should familiarize themselves with various leadership styles and their effectiveness in different situations.

3. Based on the findings, the study recommends that the Ministry of Education should intensify training programmes for teachers and head teachers in Education Management and Leadership in order to build the capacity of school leaders. Further that the Ministry of Education should review its appointment criteria for heads of departments, deputy head teachers and head teachers so that only those who are trained in Education Management should be appointed.
4. The study found that, teacher motivation is very important to the success of every leadership style and also relates highly to the educational system. It is recommended that the school board of management should come up with ways of motivating teachers. This should be done to all teachers not only those who teach final year students. This is because all the teachers in the school contribute to the attainment of set goals.

5.5 Suggestions for Further Studies

Based on the conclusions and recommendations of the study, the researcher suggests that:

1. Further studies can also consider the influence of head teachers' leadership styles on teachers' motivational levels in public basic schools.
2. The study was confined to the Wa Municipality of the Upper West Region of Ghana, further studies can be conducted in other districts to confirm or refute the findings of this study.

3. Further studies can also consider more demographic data to explore the relationship between other teacher characteristics and head teachers' leadership styles, such as teaching subject, gender, and education background.



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APPENDICES

Appendix A

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS
DEPARTMENT OF EDUCATIONAL LEADERSHIP
TEACHER'S QUESTIONNAIRE

Dear Teacher,

This questionnaire is part of a study designed to assess the influence of basic school head teachers' leadership styles on teachers' job performance in the Wa Municipality of the Upper West Region of Ghana, and I would be grateful to have you participate in the study. Please, be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purposes.

Thank you very much in anticipation of your co-operation.

Please respond to all questions as frankly as possible. Kindly tick [√] for your response.

SECTION A–Basic Information

1. What is your gender?
 - a. Male { }
 - b. Female { }

2. What is your age group?
 - a. 20 years and below { }
 - b. 21 – 30 { }
 - c. 31 – 40 { }
 - d. 41 – 50 { }
 - e. 51 – 60 { }

3. How long have you worked as a teacher?
 - a. 5 years and below { }
 - b. 6 – 10 { }
 - c. 11 – 15 { }

- d. 16 – 20 { }
- e. 21 – 25 { }
- f. 26 – 30 { }
- g. 30 years and above

4. How many years have you served under your current head teacher?

- a. 0 - 2 years { }
- b. 3 - 4 years { }
- c. 5 - 6 years { }
- d. 7 - 8 years { }
- e. 9 years and above { }

5. What is your highest educational qualification?

- a. Masters Degree or higher { }
- b. First degree { }
- c. Diploma { }
- d. Teachers' Cert 'A' { }
- e. SSSCE/WASSCE { }



SECTION B

The following items provide a description of your head teacher's leadership practices.

Please, respond to the statements by circling [O] the appropriate number for your response

on the 5-point Likert-type scale using the following keys: **5=Strongly Agree, 4= Agree,**

3=Neutral, 2=Disagree, 1=Strongly Disagree, as sincere as possibly

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Democratic Leadership Styles					
6. The head teacher involves teachers in making academic policies for the school	1	2	3	4	5
7. The head teacher includes teachers in decision making all the time	1	2	3	4	5
8. The head teacher highly respect the views of teachers and other staff	1	2	3	4	5
9. The head teacher involves teachers in designing academic programs	1	2	3	4	5
10. The head teacher delegates powers to other staffs as and when necessary	1	2	3	4	5
Autocratic Leadership Styles					
11. Leadership rules are designed by head teacher alone	1	2	3	4	5
12. Teachers are not involved in the planning activities of the school	1	2	3	4	5

13. Performance requirements are designed according to the head teacher's needs	1	2	3	4	5
14. My performance is assessed by the head teacher alone	1	2	3	4	5
15. The head teacher imposes policies on me	1	2	3	4	5
Laissez-Faire Leadership Styles					
16. The head teacher leaves teachers to make major decisions in the classroom	1	2	3	4	5
17. The head teacher freely delegates responsibilities always	1	2	3	4	5
18. The head teacher does not interfere with teachers' decision making that promote progress of the school	1	2	3	4	5
19. The head teacher gives full mandate to staff to make academic decisions without interference	1	2	3	4	5
20. The head teacher does not interfere with teachers' decision making that promote progress of the school	1	2	3	4	5

SECTION C

The following items provide a description of the level of effectiveness of your head teachers' leadership styles on teacher job performance. Please, respond to the statements by circling [O] the appropriate number for your response on the 5-point Likert-type scale using the following keys: **5=Strongly Agree**, **4= Agree**, **3=Neutral**, **2=Disagree**, **1=Strongly Disagree**, as sincere as possibly

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. The head teacher's leadership style helps to find work more meaningful	1	2	3	4	5
22. The head teacher's leadership style promotes interpersonal relationship between head teacher and teachers to enhance school performance	1	2	3	4	5
23. The head teacher's leadership style improves learning outcomes	1	2	3	4	5
24. The head teacher's leadership style boosts my morale in the performance of my classroom activities	1	2	3	4	5
25. The head teacher's leadership style aids implementing new ideas	1	2	3	4	5
26. The head teacher's leadership style improves teacher's lesson preparation	1	2	3	4	5
27. I am comfortable with my head's leadership style	1	2	3	4	5

28. The head teacher's leadership style improves upon teachers' instructional capabilities	1	2	3	4	5
29. The head teacher's leadership style improves time management and curriculum evaluation	1	2	3	4	5
30. The head teacher's leadership style helps teachers to understand their job description better	1	2	3	4	5

Thank you very much for completing this questionnaire. Your contribution is highly appreciated.



Appendix B

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS
DEPARTMENT OF EDUCATIONAL LEADERSHIP
HEAD TEACHER'S QUESTIONNAIRE

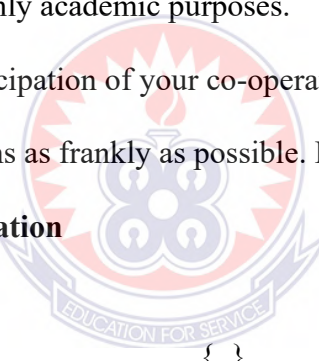
Dear Head Teacher,

This questionnaire is part of a study designed to assess the influence of basic school head teachers' leadership styles on teachers' job performance in the Wa Municipality of the Upper West Region of Ghana, and I would be grateful to have you participate in the study. Please, be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purposes.

Thank you very much in anticipation of your co-operation.

Please respond to all questions as frankly as possible. Kindly tick [] for your response.

SECTION A–Basic Information

- 
1. What is your gender?
 - a. Male { }
 - b. Female { }

 2. What is your age group?
 - a. 20 years and below { }
 - b. 21 – 30 { }
 - c. 31 – 40 { }
 - d. 41 – 50 { }
 - e. 51 – 60 { }

 3. How long have you worked as a teacher?
 - a. 5 years and below { }
 - b. 6 – 10 { }
 - c. 11 – 15 { }
 - d. 16 – 20 { }

- e. 21 – 25 { }
- f. 26 – 30 { }
- g. 30 years and above

4. What is your highest educational qualification?

- a. Masters Degree or higher { }
- b. First degree { }
- c. Diploma { }
- d. Teachers' Cert 'A' { }
- e. SSSCE/WASSCE { }

5. Have you ever attended Management course/seminar?

- a. Yes { }
- b. No { }



SECTION B

The following items provide a description of your leadership practices in your school.

Please, respond to the statements by circling [O] the appropriate number for your response

on the 5-point Likert-type scale using the following keys: **5=Strongly Agree, 4= Agree,**

3=Neutral, 2=Disagree, 1=Strongly Disagree, as sincere as possibly

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Democratic Leadership Styles					
6. The head teacher involves teachers in making academic policies for the school	1	2	3	4	5
7. The head teacher includes teachers in decision making all the time	1	2	3	4	5
8. The head teacher highly respect the views of teachers and other staff	1	2	3	4	5
9. The head teacher involves teachers in designing academic programs	1	2	3	4	5
10. The head teacher delegates powers to other staffs as and when necessary	1	2	3	4	5
Autocratic Leadership Styles					
11. Leadership rules are designed by head teacher alone	1	2	3	4	5
12. Teachers are not involved in the planning activities of the school	1	2	3	4	5

13. Performance requirements are designed according to the head teacher's needs	1	2	3	4	5
14. My performance is assessed by the head teacher alone	1	2	3	4	5
15. The head teacher imposes policies on me	1	2	3	4	5
Laissez-Faire Leadership Styles					
16. The head teacher leaves teachers to make major decisions in the classroom	1	2	3	4	5
17. The head teacher freely delegates responsibilities always	1	2	3	4	5
18. The head teacher does not interfere with teachers' decision making that promote progress of the school	1	2	3	4	5
19. The head teacher gives full mandate to staff to make academic decisions without interference	1	2	3	4	5
20. The head teacher does not interfere with teachers' decision making that promote progress of the school	1	2	3	4	5

SECTION C

The following items provide a description of the level of effectiveness of your leadership styles on teacher job performance. Please, respond to the statements by circling [O] the appropriate number for your response on the 5-point Likert-type scale using the following keys: **5=Strongly Agree**, **4= Agree**, **3=Neutral**, **2=Disagree**, **1=Strongly Disagree**, as sincere as possibly

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. The head teacher's leadership style helps to find work more meaningful	1	2	3	4	5
22. The head teacher's leadership style promotes interpersonal relationship between head teacher and teachers to enhance school performance	1	2	3	4	5
23. The head teacher's leadership style improves learning outcomes	1	2	3	4	5
24. The head teacher's leadership style boosts my morale in the performance of my classroom activities	1	2	3	4	5
25. The head teacher's leadership style aids implementing new ideas	1	2	3	4	5
26. The head teacher's leadership style improves teacher's lesson preparation	1	2	3	4	5
27. I am comfortable with my head's leadership style	1	2	3	4	5

28. The head teacher's leadership style improves upon teachers' instructional capabilities	1	2	3	4	5
29. The head teacher's leadership style improves time management and curriculum evaluation	1	2	3	4	5
30. The head teacher's leadership style helps teachers to understand their job description better	1	2	3	4	5

Thank you very much for completing this questionnaire. Your contribution is highly appreciated.

